



MICHIGAN
EARLY MIDDLE COLLEGES

High Quality Early Middle College Framework
A Self-Evaluation Instrument

Michigan Department of Education
Office of Career and Technical Education
in Collaboration with the
Michigan Early Middle College Association



The Michigan Department of Education is an equal opportunity provider.

The Michigan Department of Education Office of Career and Technical Education (MDE–OCTE) strives to lead Michigan educators in providing high quality Career and Technical Education (CTE) programs to students. The National Association of Career and Technical Education (ACTE) provided a framework for districts to use to self-evaluate CTE programs. The Early Middle College (EMC) Unit at MDE–OCTE is proud to present a high-quality framework tool for districts to self-evaluate EMC programming. This tool can be used by EMCs in sections or its entirety.

MDE–OCTE and the Michigan Early Middle College Association (MEMCA) have had a long-standing partnership to provide technical assistance and professional development opportunities to grow EMCs across the state. As a part of the strategic planning process both agencies agreed it was important to provide a high-quality EMC program definition and evaluation tool to assist districts in continuous improvement efforts. Use of this tool is voluntary.

MDE–OCTE and MEMCA staff are available to aid in utilizing the tool and/or developing strategies for improvement. It is recommended that all applicable secondary and postsecondary partners work collaboratively to complete the framework rubric. Visit the [Early Middle College High School Opportunities \(michigan.gov\)](http://michigan.gov) website for more information.

The [Four Pillars of an EMC](#) are a requirement to open an EMC and have influenced the development of criteria for a high-quality EMC Program.

- **College-focused academic program:** Early middle college 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 and professional development to continuously improve students' experiences and outcomes.



A High-Quality EMC Program includes:

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

The High-Quality EMC Program alignment to the Four Pillars can be found on the next page.

High-Quality EMC Program Alignment with the Four Pillars of an EMC

High Quality Components	College-focused academic program	Student academic and social/emotional support	High school-college collaboration	Culture of continuous improvement
1. Academic programming with career and college readiness curriculum embedded.	X	X	X	
2. A student-centered philosophy providing social emotional and wraparound support by secondary and postsecondary.		X	X	
3. A culture of continuous improvement and data driven decision making.			X	X
4. Robust, active partnerships between secondary and postsecondary.	X	X	X	X
5. Organizational leadership support that provides dedicated EMC staff, resources, and staff professional development dedicated to supporting EMC students/families.	X	X	X	X
6. Access and equity for all students.		X	X	X
7. A comprehensive EMC program of study for each student.	X	X	X	X
8. Timeliness, accuracy, and fidelity in student reporting.			X	X
9. Students exit with at least one of the five on-track EMC graduate outcomes.	X		X	X
10. A career and college readiness culture throughout the school.	X		X	X

Element 1: Academic programming with career and college readiness curriculum embedded.

This element addresses the development, implementation, and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based. Schools implement comprehensive, standards-based curricula that provide a bridge to postsecondary studies and incorporate both high school and college coursework.

	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
The curriculum incorporates employability skill standards that help students succeed in the college and the workplace, such as problem solving, critical thinking, teamwork, communications, study skills, note taking, and workplace etiquette.				
Programs of study are easily understood and publicly available to students, parents/guardians, partners, and the public.				
Secondary educators and postsecondary faculty collaborate and align curriculum.				
The district/EMC has a method of accessing students to determine career and college readiness.				
The district/EMC has developed a comprehensive definition of college and career readiness and success.				

Total Points Earned

Total Points Possible

15

Percentage Score (points earned/points possible)

Evidence/Notes:

Element 2: A student-centered philosophy providing social emotional and wraparound support by secondary and postsecondary.

This element addresses the supports offered to all students to meet their academic, social, and emotional needs in high school and in the transition to college.

	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
The district/EMC has developed a process of obtaining feedback from staff and students as to their sense of connection and support within the EMC program.				
Certified counselors are available to EMC students throughout their participation in the EMC program. Students are encouraged to fully utilize the services provided by the secondary and postsecondary partners.				
Secondary and postsecondary staff coordinate to share information, hold regularly scheduled check-ins with students and initiate early warning systems.				
Students are encouraged to participate in EMC activities such as summer camps, at the secondary and postsecondary.				
Teachers and faculty know which students are in the EMC and understand the rigor and expectations of the program.				

Total Points Earned

Total Points Possible

15

Percentage Score (points earned/points possible)

Evidence/Notes:

Element 3: A culture of continuous improvement and data driven decision making.

This element addresses collection, reporting, and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data. High schools and colleges engage in evidence-based discussions to continuously improve students' experiences and outcomes.

	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
Educators have access to relevant, valid, and reliable data on all students participating in the EMC.				
All stakeholders understand why data are collected, how they will be used and their value in supporting student success.				
The district/EMC and postsecondary partners use a regular and consistent process to monitor and utilize their EMC data for decision making purposes.				
Data are shared in an easy-to-understand format with students, parents/guardians, partners, and the public.				

Total Points Earned

Total Points Possible

12

Percentage Score (points earned/points possible)

Evidence/Notes:

Element 4: Robust, active partnerships between secondary and postsecondary.

This element addresses partnerships between secondary and postsecondary institutions. Partners should be engaged in supporting the program of study and ensuring programs are aligned with student needs. High schools and colleges take joint responsibility for students' educational success and establish structures that permit high school students to take college courses.

	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
Partners ensure that the program of study meets current and future needs of students by 1) identifying, validating, and reviewing curriculum; 2) identifying appropriate assessments and postsecondary certificates or degrees.				
Partners help to evaluate the effectiveness of the program of study in preparing students for further education and careers.				
Partners meet regularly and share data regarding enrollment and outcomes, student needs, curriculum alignment, student data reporting, and review memorandums of understanding.				
Partners work together to support EMC students and programming with resources including funding, equipment, staff, space, or in-kind supports.				
Partners attend MDE-OCTE and MEMCA professional development.				

Total Points Earned

Total Points Possible

15

Percentage Score (points earned/points possible)

Evidence/Notes:

Element 5: Organizational leadership support that provides dedicated Early Middle College staff, resources and staff professional development dedicated to supporting EMC students/families.

This element addresses secondary and postsecondary staffing and professional development for EMC staff, including EMC faculty, administrators, and other personnel.

	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
Districts have EMC staff with the primary job responsibility of EMC and dual enrollment. Organizational leadership ensures that there is the appropriate number of staff to provide EMC students with additional wraparound and social emotional supports. Staff are provided time, professional development, resources, and supports to implement each element of a high-quality EMC.				
Staff are provided the opportunity to attend professional development activities.				
Data entry staff are encouraged to attend MDE – OCTE EMC Update Sessions and other technical assistance trainings.				

Total Points Earned

Total Points Possible

9

Percentage Score (points earned/points possible)

Evidence/Notes:

Element 6: Access and equity for all students.

This element addresses promotion, student recruitment, and strategies that support access and equity for all student populations, including students who have been historically underrepresented and underserved and students in [special population](#) categories such as students with disabilities, students in foster care, and students that are English learners.

	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
The EMC is promoted to all potential participants and their parents/guardians in a manner that is inclusive, non-discriminatory, and free from bias.				
EMCs have policies in place to ensure students are actively recruited from populations that have been traditionally underrepresented. Considerations include race, ethnicity, gender, gender identity, first-generation college students, students with a low grade point average, students with poor attendance, students who are economically disadvantaged, and students in special populations categories.				
Career guidance is provided to all participants in a manner that is inclusive, non-discriminatory, and free from bias.				
Facilities, equipment, technology, and materials are provided in a way that ensures all students have access to the program of study, including by meeting Title IX, Americans with Disabilities Act, and other accessibility requirements.				

Total Points Earned
Total Points Possible
12
Percentage Score (points earned/points possible)
Evidence/Notes:

Element 7: A comprehensive Early Middle College program of study for each student.

This element addresses the key components of a program of study and collaboration that support programs of study, career pathways, and accelerated learning.

	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
The program of study includes 5 years from grades 9-13. The courses required to be taken each semester are listed and designated as high school, college courses, or both. The math/math related course is clearly designated in the fifth year as well as the courses that will count for high school credit during both count periods of the fifth year.				
Secondary and postsecondary EMC staff collaborate regularly on course sequencing, vertical alignment, updating programs of study and opportunities for credit transfer agreements. EMCs consider multiple postsecondary partners and programs of study.				
The program of study clearly lists the postsecondary partner, the EMC outcome that will be attained, and the total number of credits needed for the degree or EMC outcome.				
The program of study will be designed in the best interest of the student to meet local district and Michigan Merit Curriculum graduation requirements and to attain at least one EMC outcome by the end of the fifth year.				

Total Points Earned

Total Points Possible

12

Percentage Score (points earned/points possible)

Evidence/Notes:

Element 8: Timeliness, accuracy, and fidelity in student reporting.

This element addresses the timely and accurate reporting of student data.

	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
All district/EMC/postsecondary data entry staff are aware of and participate in the MDE–OCTE EMC Update Sessions.				
Processes and procedures are in place in to ensure the timely and accurate collection and submission of valid and reliable data for required reporting.				
Districts/EMCs respond in a timely manner to Center for Educational Performance and Information (CEPI) data quality alerts and MDE questions.				
Districts/EMCs have consistent successful pupil accounting audits.				

Total Points Earned

Total Points Possible

12

Percentage Score (points earned/points possible)

Evidence/Notes:

Element 9: Students exit the EMC with at least one of the five on-track EMC graduate outcomes.

This element addresses how the EMC and postsecondary partner develop the program of study and support students working toward an EMC outcome.

	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
The EMC program of study includes course work and supports for students to earn one or more EMC outcomes.				
EMC staff understand the on-track EMC graduate outcomes and provide supports for the student to remain on-track to attain one or more by the end of the fifth year.				
EMC staff analyze their specific EMC graduate outcome data and implement continuous quality improvements to support students in achieving individual goals.				

Total Points Earned

Total Points Possible

9

Percentage Score (points earned/points possible)

Evidence/Notes:

Element 10: A career and college readiness culture throughout the school.

This element addresses strategies that encourage all forms of advanced training including university, community college, trade school, military, or apprenticeship.

	0 = Not at all achieved	1 = Minimally achieved	2 = Moderately achieved	3 = Substantially achieved
Leadership at the school promotes awareness, activities, and professional development to staff to implement a career and college readiness culture throughout the school.				
Counselors and career development professionals have access to up-to-date information on extended learning experiences, education and training options, and regional occupational trends to aid students in education and career planning and decision-making.				
All forms of advanced training are recognized as success stories and noted at graduation and/or signing ceremonies.				

Total Points Earned

Total Points Possible

9

Percentage Score (points earned/points possible)

Evidence/Notes: