

Michigan Early Middle College Association Association Framework

The Michigan Early Middle College Association is a voluntary alliance of educators actively involved with one, or more, of the Early Middle Colleges working toward significantly increasing the collegiate and post-secondary 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.

Thus, the purpose of the MEMCA is threefold:

1. Professional Development
 - a. Reflective practice
 - b. Professional learning community
 - c. Best practice dissemination
 - d. Technical assistance for members and groups seeking to develop new Early Middle Colleges
2. Research and Contribution to the Literature related to Early Middle Colleges (*previously*)
 - a. Share outcomes, best practice
 - b. Data collection and analysis
 - c. Contribute unique perspectives to high school transformation literature
 - d. Share student voice as well as educator voice
 - e. Collect and disseminate state-wide data
3. Credentialing
 - a. Michigan Early Middle College Association Technical Certificate
 - b. Professional development that awards SBCEUs
 - c. Other

The MEMCA shall be governed by a Leadership Council made up of fourteen people and facilitated by an MDE appointed director

- One shall represent the Michigan Department of Education and be current members of the MDE Leadership Group
- Six shall be principals, directors, or designees of field schools
- Three shall be representatives from Institutions of Higher Education with an Early Middle College on campus
- Four shall be local community partner representatives, or local school district or ISD/RESA administrators from districts currently collaborating with an Early Middle College

The Leadership Council shall meet no fewer than two times per year. A Michigan Department of Education official designated as an Early Middle College liaison and representatives of funders supporting the establishment and growth of Early Middle Colleges may serve as ex officio members of the Leadership Council.

Membership in the MEMCA will be open to any Early Middle College, established in the state of Michigan, which has a program of study grounded in the following principles and expected student outcomes:

Design Principles

- Power of the site
- Teaching and learning
- Student assessment
- Student support
- Democratic school governance
- Documenting and using results
- Professional development
- Process of continuous improvement
- Shared educational philosophies

Three Expected Outcomes

1. Completion of college coursework
2. Completion of College Readiness Curriculum
3. Completion of the Michigan Merit Curriculum

Membership in the MEMCA allows the member Early Middle College to award the Michigan Early Middle College Association Technical Certificate, following approval of the member's College Readiness Curriculum by the MEMCA Leadership Council and expected ongoing evaluation of said Curriculum.

Early and middle colleges – in Michigan and elsewhere- have common features. All offer college course-taking opportunities to high school students and strive to create a culture that fosters college going and college success. E MCs that are associated with the Michigan Early Middle College Association (MEMCA), an affiliate of the national Middle College National Consortium (MCNC), base their models on four design principles, all of which must be fully implemented to produce excellent student outcomes. These principles are as follows:

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.