

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

### **EMC Application Process**

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

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

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

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

An MOU must include:

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

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

A POS must include:

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

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

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

additional information on meeting both pupil membership and MMC for fifth year EMC students.

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

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

Board Minutes must include:

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

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

An Organizational Chart must include:

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

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

### **Focus Areas**

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

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

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

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

### **Collaboration and Coordination**

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

### **EMC Student Support**

- Meet with postsecondary partners often for instructional opportunities critical to an EMC student's academic growth and development. Postsecondary partners provide administrative assistance in the form of developing Memorandums of Understanding, establishing Programs of Study, and providing opportunities for student support and engagement. Further student support services provided by EMCs can include mandatory orientation,

tutoring, required academic advising appointments, transportation for EMC students, and much more.

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

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

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

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

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

### **Program Quality**

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

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

## Role of the EMC Postsecondary Partners

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

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

### Collaboration

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

### Student Support

- Consider opportunities to expand equity and access for EMC students.
- Collaborate with EMC partners to discuss the need and support for an EMC bootcamp focused on college processes and procedures.
- Explore the possibility of providing scholarships for EMC students continuing at the college/university.
- Discuss options for the successful transfer of EMC students.
- Develop a Student Success Course with a focus on EMC students.
- Support 13<sup>th</sup> year EMC students in the continuation of higher education goals including college applications, scholarship submissions, and more.
- Plan support services for EMC students.
- Program recruitment outreach with the EMC staff to promote the EMC opportunity including visiting classrooms, developing a video, and more.
- Reach out to EMC students just shy of a credential (Associate's) to personalize experience once transferred. Often only 2-3 classes needed.
- Include EMC Coordinators on Early Alerts for EMC students.

- Consider scheduling issues and how to help alleviate challenges for EMC students. Can the postsecondary sign the students up for classes? Are courses offered in different formats (virtual, in-person, hybrid) and different lengths of time (15-week, 12-week, etc.) that are better for EMC students?
- Evaluate placement testing requirements. What is necessary to place students into the courses while still considering literature on placement best practices and student success?

### **Reporting**

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

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

### **EMC Funding**

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

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

### **EMC Naming**

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

### **Tuition and Fees**

#### **Dual Enrollment**

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

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

## **EMC**

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

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

## **Remedial Coursework**

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

## **EMC Document Retention**

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

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

## **Changing EMC Entity Types**

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

must be dated and signed by the Superintendent and all district members. The form must be then returned to the EMC Manager by the due date.

### **Out-of-State Postsecondary Partners**

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

### **EMC Closure**

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

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

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

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

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