

The Landscape of Early Middle Colleges in Michigan

Designs, Features,
and Outcomes

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October 2021

NCREST

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NCREST works to advance education stakeholders' understanding of the complex and challenging work of restructuring schools. To carry out this mission, NCREST conducts research, fosters connections, and shares expertise and resources that help education practitioners, reformers, researchers, parents, and community members to reimagine and create equitable and effective schools and programs.

Acknowledgments

This report was prepared by NCREST with funding from the Michigan Department of Education Office of Career and Technical Education and support from the Mott Foundation via the Michigan Early Middle College Association. NCREST would like to thank Lisa Seigel, Early Middle College Manager at the Michigan Department of Education Office of Career and Technical Education and Chery Wagonlander, Executive Director of the Michigan Early Middle College Association for providing feedback on this report. NCREST would like to also thank all the Early Middle College administrators who offered their time and participated in the 2020–21 Michigan Statewide Early Middle College Survey. Itamar Katz designed the layout of this report.

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Introduction

Early Middle Colleges (EMCs) are designed to offer students the opportunity to take college courses and earn college credits while still enrolled in high school, at little or no cost to the student or their family. Rather than graduate from high school in four years, EMC students in Michigan, remain for a fifth year, during which time they can focus on college coursework. EMCs are guided by a set of core design principles that ensure high-quality program implementation and achievement of positive student outcomes.

Early Middle College Design Principles/Pillars

- 1. College-focused academic program:** Early Middle Colleges implement comprehensive, standards-based curricula that provide a bridge to postsecondary studies and incorporate both high school and college coursework.
- 2. 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.
- 3. 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.
- 4. Culture of continuous improvement:** High schools and colleges engage in evidence-based discussions and professional development to continuously improve students' experiences and outcomes.

A key component of the EMC model is a set of comprehensive student supports that help students successfully transition to and succeed in their college coursework. In Michigan, EMCs are considered to be different from dual enrollment,¹ in which high school students take college courses but may do so without systematic school support, curricular planning, or a fifth-year component. In Michigan, EMCs engage and support students in creating a five-year educational plan leading to the attainment of at least one of the following five EMC outcome awards upon graduating from high school: an associate degree, 60 transferable college credits, a Michigan Early Middle College Association (MEMCA) technical certificate,² a professional certification,³ or participation in a Department of Labor registered apprenticeship.⁴

Traditionally, EMCs have been small schools located on college campuses, such as Michigan's first EMC, Mott Middle College High School, which is located on the campus of Mott Community College in Flint. However, different types of EMCs have emerged over the years. In Michigan, an EMC can be a stand-alone public high school in which all of the students are enrolled in the EMC, a high school program designed to serve groups of students from one high school or multiple high schools within a district, or a consortium program serving multiple school districts. Aiming to expand EMC opportunities to as many students as possible in Michigan, districts are encouraged to prioritize enrollment to students from traditionally underrepresented, underserved, and/or economically disadvantaged groups.

¹ Dual enrollment and concurrent enrollment are used interchangeably and refer to a general program in which high school students take college credit-bearing courses and typically earn both high school and college credit for courses successfully completed. Learn more at: <http://www.nacep.org/about-nacep/what-is-concurrent-enrollment/>.

² EMCs must be approved by the MEMCA Leadership Council to confer the MEMCA technical certificate. The MEMCA technical certificate is awarded to EMC students upon completion of the state's mandated curriculum, the EMC school- or program-specific curriculum, a minimum of 15 transferable college credits (non-remedial), and a minimum of 70 hours of community service or career-related experiences.

³ A professional certification is any certificate or industry-recognized credential prepared for and conferred by a Michigan public or private college or university.

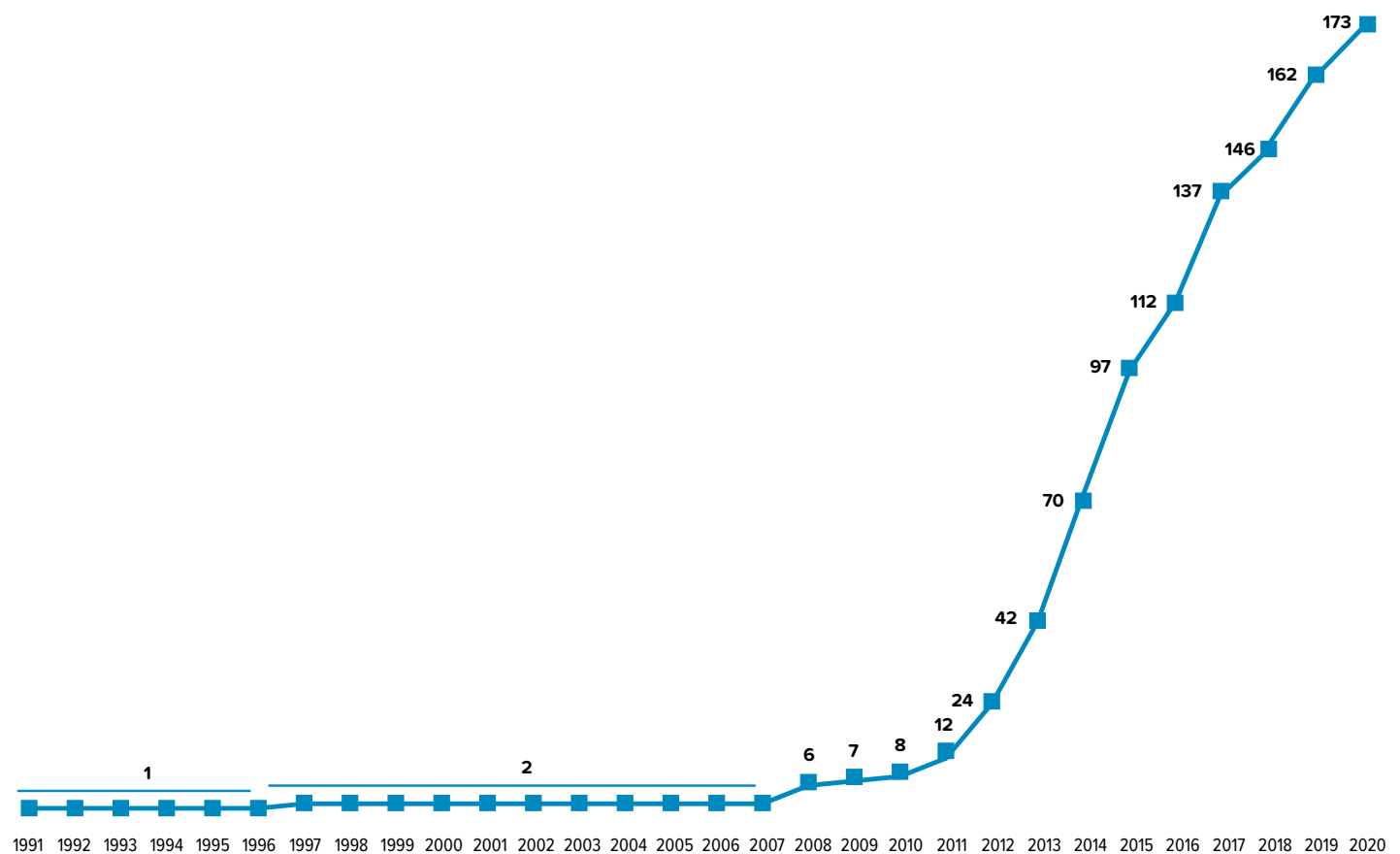
⁴ Learn more about "Early Middle College FAQs" at: https://www.michigan.gov/documents/mde/EMC_FAQs_634735_7.pdf.

The continued development and support of Early Middle Colleges (EMCs) in the state of Michigan is rooted in state-level policy changes and ongoing emphasis on college and career readiness for high school students. In 2006, the Michigan legislature allocated \$6 million for EMC development focused on health and science occupations.⁵ This was followed by an additional \$10 million appropriation for EMCs from the 2016 Fiscal Year Education & School Aid Budget Recommendations to expand career and technical education programming.⁶ The increasing evidence of the success of the EMC model⁷ has also contributed to the continued expansion of Early Middle Colleges in Michigan.

Growth and Distribution of EMCs in Michigan

As seen in Figure 1, the number of EMCs in Michigan has grown over time, particularly in the past decade.

Figure 1. Number of EMCs in Michigan, 1991–2020



Data source: Michigan Department of Education Office of Career and Technical Education.

Note: In this figure, the number of EMCs shown for a given year is based on information collected at the beginning of that school year unless noted otherwise.

⁵ Michigan State School Aid Act. Section 64 of Public Act 362 of 2006.

⁶ Michigan State House Fiscal Agency School Aid Summary, Article I, House Bill 5291 (H-1).

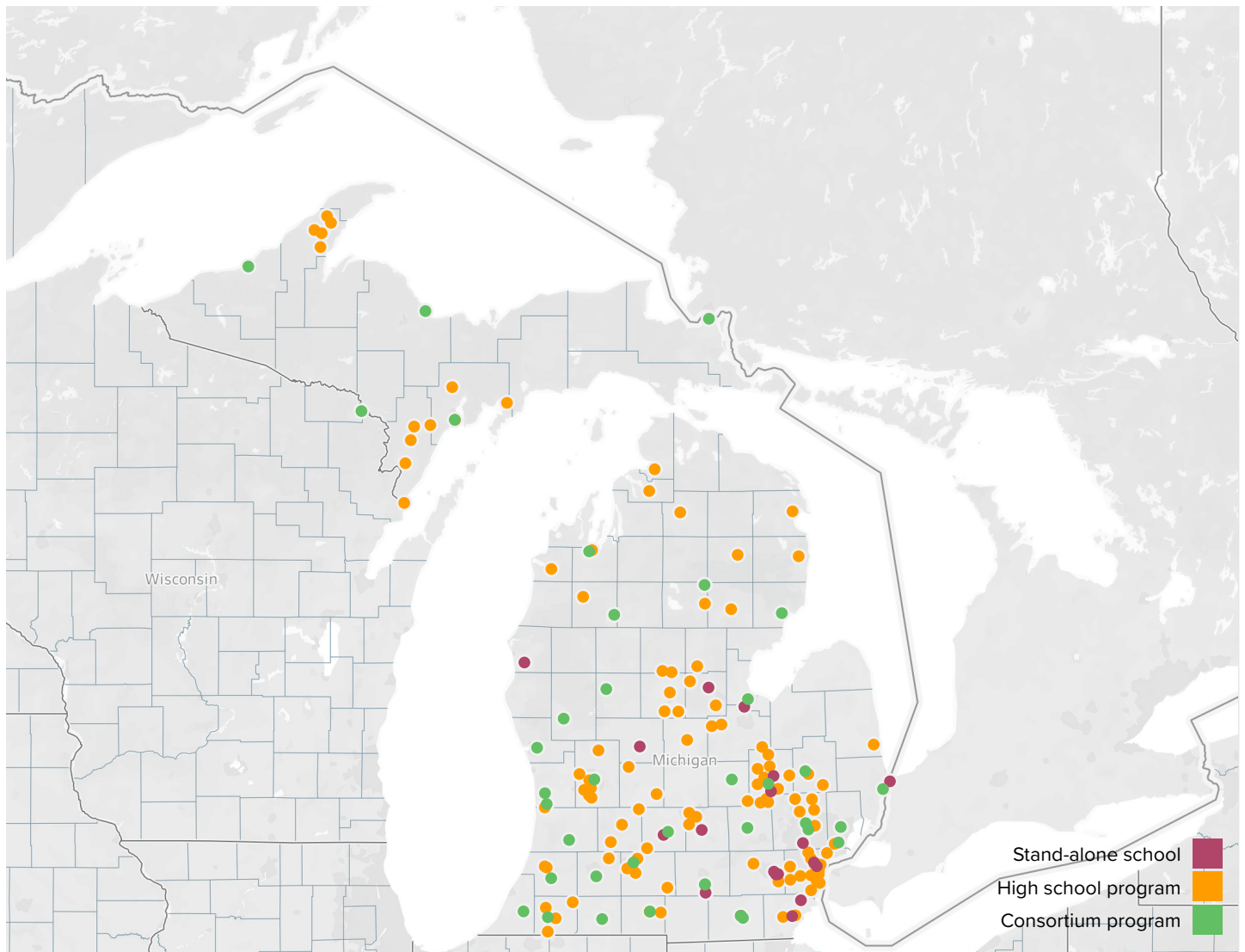
⁷ Song, M., & Zeiser, K. (2019). Early college, continued success: Longer-term impact of early college high schools. American Institutes for Research.

Berger, A., Turk-Bicakci, L., Garett, M., Knudson, J., & Hoshen, G. (2014). Early college, continued success: Early college high school initiative impact study. American Institutes for Research.

EMCs in Michigan are geographically dispersed throughout the state. The majority of EMCs are located in the southern part of the state, and, in several instances, multiple EMCs are located in the same county (see Figure 2). EMCs can also be found in rural or remote areas, such as the Upper Peninsula.

EMCs are located in 62 of 83 total counties (75%) in Michigan—30 counties have one EMC, 9 counties have two, 11 counties have three, and 12 counties have four or more. Wayne County has the greatest number of EMCs (17), followed by Genesee County (13) and Kent and Oakland Counties (each with eight). Sixty-six percent of EMCs are located in rural counties, and 34% are in urban counties. For a detailed list of counties with EMCs, along with their rural and urban designations, please refer to Appendix A.

Figure 2. Geographic Distribution of EMCs in Michigan by EMC Type, 2020–21

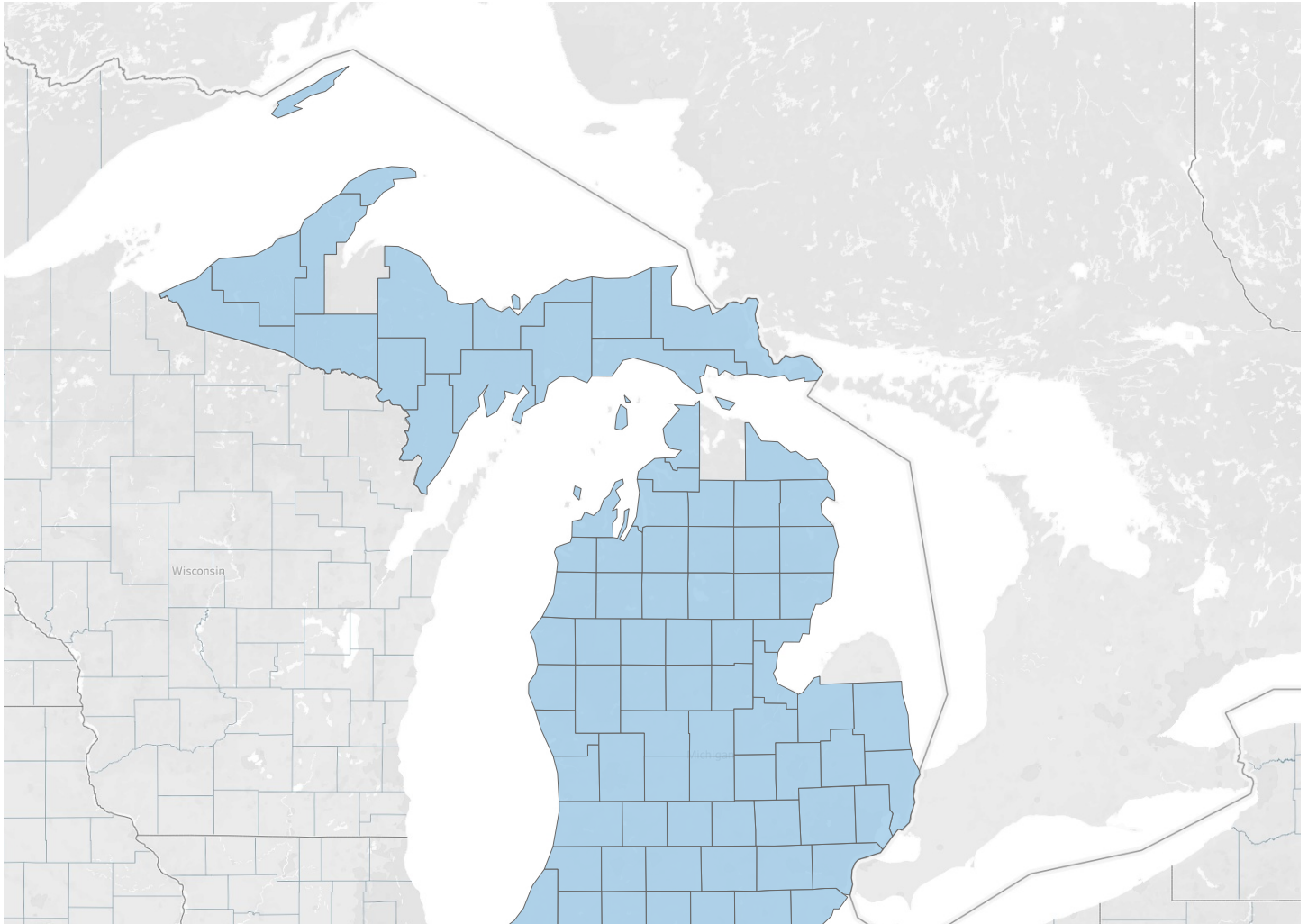


Data source: Michigan Department of Education Office of Career and Technical Education.

Note: This figure does not include any duplicate EMC names, closed EMCs, or EMCs that did not have any students currently enrolled, which were identified during the administration of the 2020–21 Michigan Statewide Early Middle College Survey.

Beyond the Michigan counties that contain EMCs, there are some EMC programs and schools that serve students residing in areas that may not have an EMC physically located in the county. Figure 3 shows that 80 out of 83 counties (96%) in Michigan have students who were served by an EMC program or school.

Figure 3. Michigan Counties with Students Served by an EMC, 2020–21

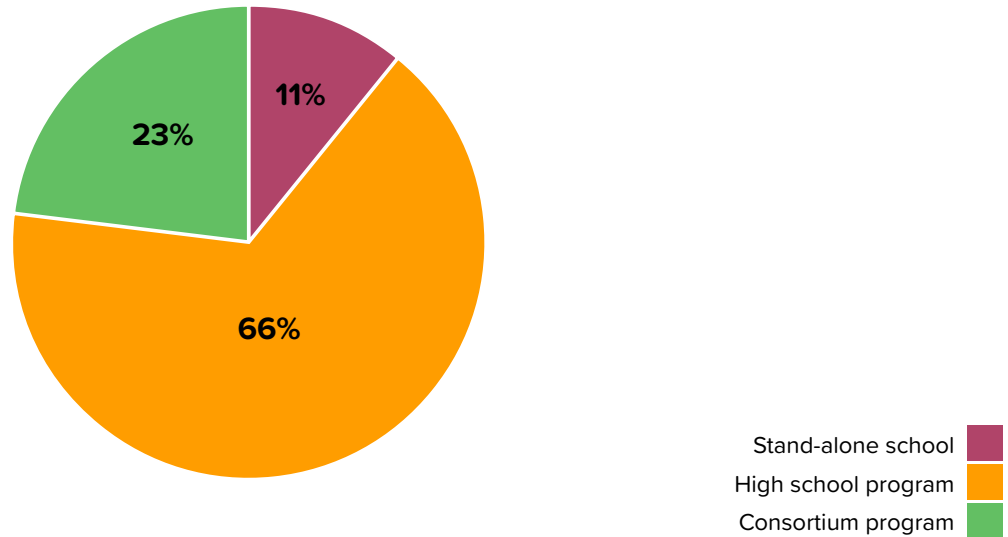


Data source: Michigan Department of Education, Office of Career and Technical Education.

Note: This figure is based on information provided by EMCs regarding counties with students served by the EMCs.

In 2020, EMC high school programs, the fastest growing type of EMC, made up two thirds of all EMCs in the state (see Figure 4). The three types of EMCs, as specified in the text box, differ in the student population served within a school and/or district.

Figure 4. Percentage Distribution of EMCs in Michigan by Type, 2020–21



Data source: Michigan Department of Education Office of Career and Technical Education.

Types of Early Middle Colleges in Michigan

Stand-alone school. A stand-alone public high school, where 100% of the students are enrolled in the EMC.

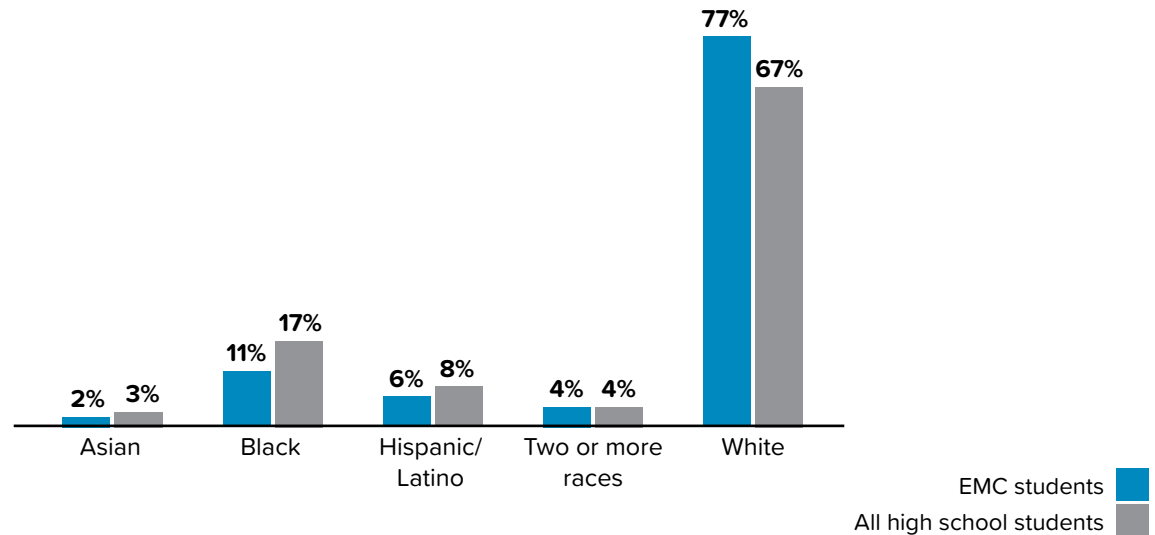
High school program. A program designed to serve less than 100% of the high school population. An EMC high school program may enroll students from one high school or multiple high schools within one district.

Consortium program. A program comprising students from multiple school districts with one coordinating agency.

Demographic Profile of EMC Students in Michigan

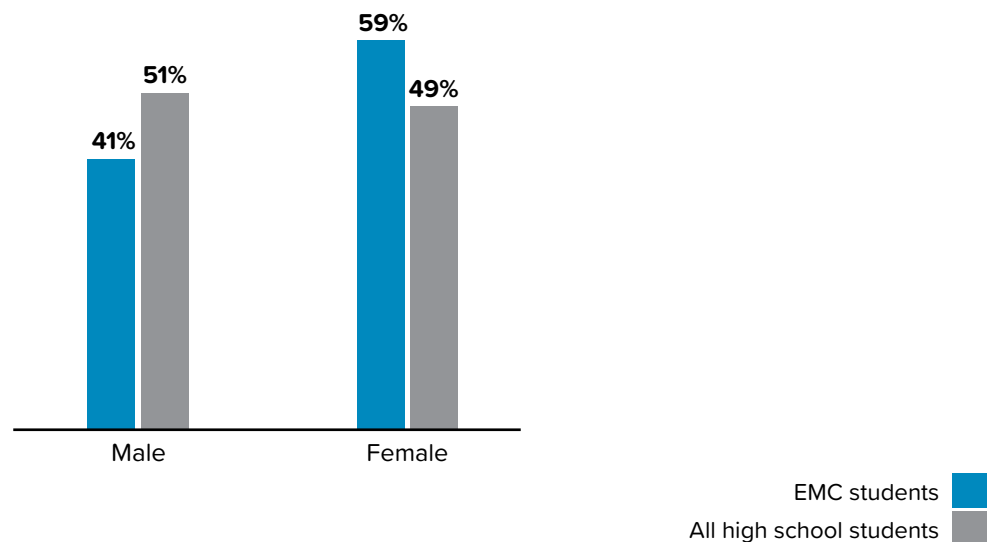
For the 2020–21 school year, 14,196 students were served by an EMC in Michigan, which represents 3% of the total high school student population in the state.⁸ From the 2019–20 to the 2020–21 school year, there were minimal changes in the demographic profile of EMC students. Figures 5–7 show the overall distribution of all EMC students in Michigan by race/ethnicity, gender, and socioeconomic status, as compared to all high school students (EMC and non-EMC) across the state of Michigan for the 2020–21 school year. The data for Figures 5–7 were obtained from "MI School Data," Michigan's official education data source website.

Figure 5. Race/Ethnicity of EMC and All High School Students in Michigan, 2020–21

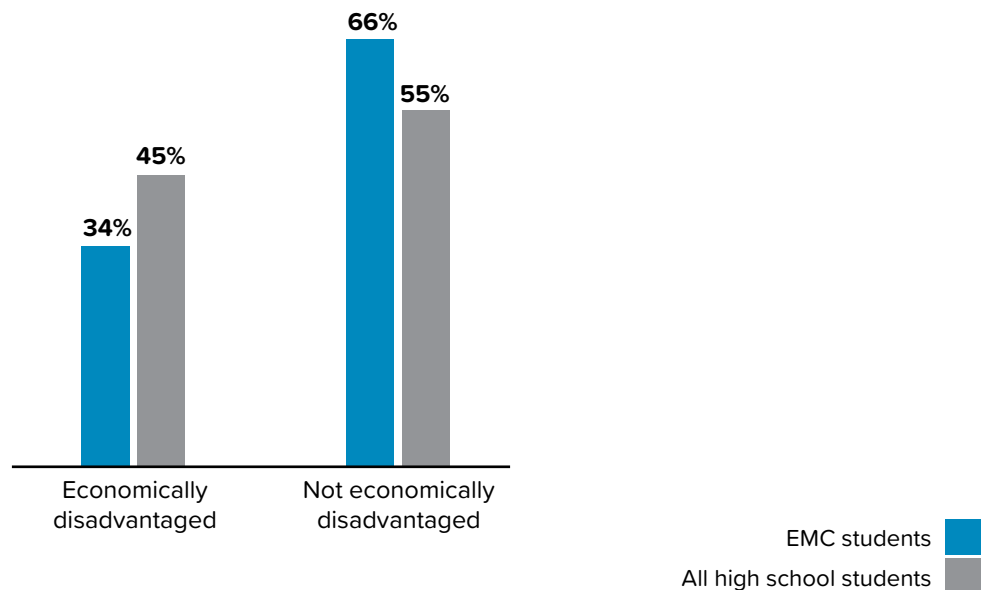


Note: American Indian or Alaska Native students made up 0.64% of Michigan high school students and 0.25% of EMC students. Native Hawaiian or Other Pacific Islander students made up 0.09% of Michigan high school students and 0.08% of EMC students.

Figure 6. Gender of EMC and All High School Students in Michigan, 2020–21



⁸ MI School Data. <https://www.mischooldata.org>.

Figure 7. Economic Status of EMC and All High School Students in Michigan, 2020–21

Enrolling traditionally underrepresented students continues to be a challenge for Michigan EMCs. As shown in Figure 5, there was a six-percentage-point gap between Black students served by EMCs (11%) and Black high school students in Michigan as a whole (17%). In 2020–21, EMCs served a higher proportion of female students compared to all Michigan high schools which had a more even gender distribution of students (see Figure 6). In addition, EMCs struggle to serve economically disadvantaged students.⁹ While economically disadvantaged students made up a little over one third of the EMC student population in the 2020–21 school year, economically disadvantaged students made up 45% of the total high school student population in Michigan (see Figure 7). To address some of these enrollment gaps, the Michigan Early Middle College Association (MEMCA) and the Michigan Department of Education Office of Career and Technical Education (MDE - OCTE), in coordination with the National Center for Restructuring Education, Schools and Teaching (NCREST), assembled an EMC Equity and Access Advisory Group in 2021, comprised of EMC school/program leaders in Michigan and college partner representatives. The advisory group aims to further explore and advise on how to increase Early Middle College enrollment of underserved students across the state of Michigan.

⁹ MDE CEPI indicates that students are identified as Economically Disadvantaged (ED) in three ways: (1) Supplemental Nutrition Eligibility (SNE), (2) Direct Certification, and (3) Categorical Eligibility: a. Migrant or b. Homeless. For more information, see https://www.michigan.gov/documents/mde/Accountability_Best_Practices_625027_7.pdf.

The 2020–21 Michigan Statewide Early Middle College Survey Overview

The Michigan Department of Education Office of Career and Technical Education (MDE - OCTE) has developed a strategic partnership with the Michigan Early Middle College Association (MEMCA) to provide technical assistance to EMCs. Founded in 2005, MEMCA is a nongovernmental, nonprofit organization made up of all approved EMCs in the state of Michigan. MEMCA provides professional development and coaching assistance to EMCs in Michigan, with support from its national affiliate organization, the Middle College National Consortium.

In collaboration with leaders and representatives from MDE - OCTE and MEMCA, NCREST developed and administered a survey of all EMCs across the state of Michigan for the 2020-21 school year.¹⁰ The purpose of the survey is to understand the current range of designs and key features of Michigan EMCs and the characteristics of EMC students and their EMC outcome awards upon graduating from high school, as well as to examine the extent to which these factors vary by EMC type.

The 2020–21 Michigan Statewide Early Middle College Survey addresses the following questions:

1. What are the designs and features of Michigan EMCs?
2. What are the demographic characteristics of EMC students?
3. What types of college coursework opportunities do EMCs offer?
4. What types of academic and social support services do EMCs provide?
5. What types of college partnerships and resources do EMCs have?
6. What were the EMC student outcomes at the time of graduation from high school?

NCREST convened an advisory group to plan and review drafts of the survey instrument; piloted the full survey with three sites representing each type of EMC, as well as piloted the outcome awards questions with eight more EMCs; and administered the final online survey to all Michigan EMCs.

The online survey was administered from December 2020 to the beginning of March 2021. Using Qualtrics, a survey software program, NCREST emailed a unique survey link to an administrator at each of the EMCs based on a list of EMCs and email contacts obtained from MDE - OCTE. The initial list included 172 EMCs; however, two were found to be duplicates and seven were found to be closed or had yet to enroll students, leaving a total of 163 EMCs that were invited to participate in the survey.¹¹

¹⁰ This survey was informed by a previous survey administered to Michigan EMCs during the 2017–18 school year.

¹¹ There were 172 EMCs on the list provided to NCREST at the time of survey administration. This number is different from the 173 EMCs shown earlier in Figure 1 on page 2 due to an additional EMC that was added later in the school year.

Altogether, survey data were collected from 133 EMCs across the state of Michigan, resulting in an 82% response rate. Of the EMC respondents, 59% were high school programs, 28% were consortium programs, and the remaining 13% were stand-alone high schools. All 38 consortium programs and 17 out of 19 (90%) stand-alone high schools responded to the survey, and a strong majority of high school programs (78 out of 106, equivalent to 74%) also responded.

The survey data were downloaded from Qualtrics and reviewed, processed, and analyzed in IBM SPSS, a statistical software program. The majority of analyses for the survey data presented in this report involved descriptive statistics. Comparisons across the three different types of EMCs (stand-alone high schools, high school programs, and consortium programs) are included along with data on EMCs as a whole. All figures in the following sections of the report represent information from the survey, unless otherwise noted. All percentages and numbers presented in the report are rounded to whole values, unless otherwise noted.¹²

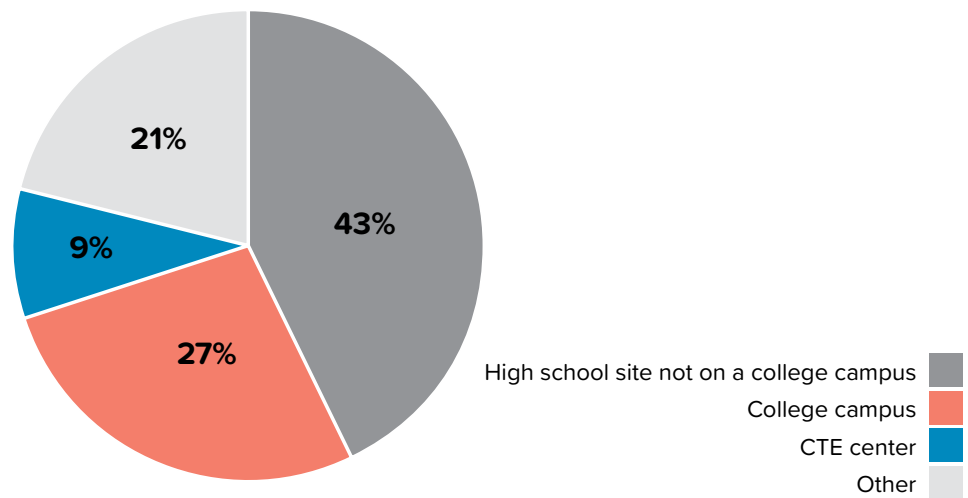
The onset of the COVID-19 pandemic in the United States in 2020 presented a number of challenges for students, families, and educators across the country, and Michigan's EMCs were no exception. EMCs and their college partners had to quickly transition to remote learning, while still working to provide students with the supports they need to succeed in their college coursework. It is important to keep this in mind when considering the survey data sections, in particular the sections on supports offered to students and parents.

¹² Due to rounding, cumulative percentages may equal percentage values of 99 or 101 rather than 100.

Site Locations and Themes

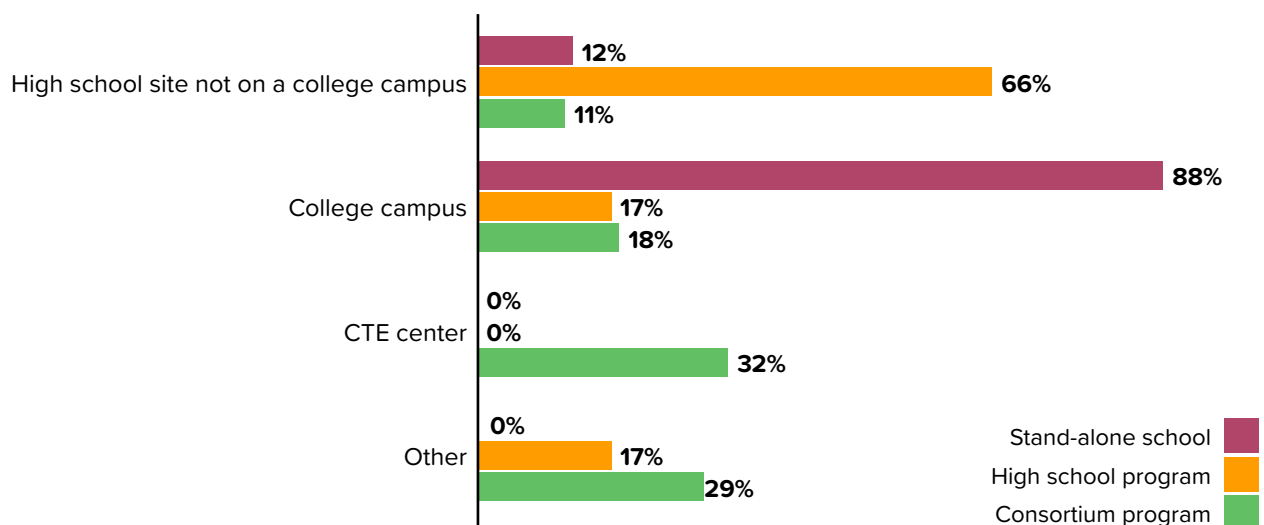
In the 2020–21 Michigan Statewide Early Middle College Survey, respondents were asked about their site location and any themes associated with their EMC. As shown in Figure 8, the majority (70%) of EMCs were located either at a high school site or on a college campus, while a smaller percentage were located at a career technical education (CTE) center site (9%). A substantial number of EMCs (21%) responded with “other,” with many specifying that they had more than one physical location, such as an EMC that serves students on both a high school and a college campus.

Figure 8. Percentage Distribution of EMCs by Site Location



When analyzed by EMC type, the majority of stand-alone high schools (88%) were located on a college campus, and nearly two thirds (66%) of high school programs were located at a high school site. Nearly one third of consortium programs reported that their EMC was located at a CTE center (see Figure 9).

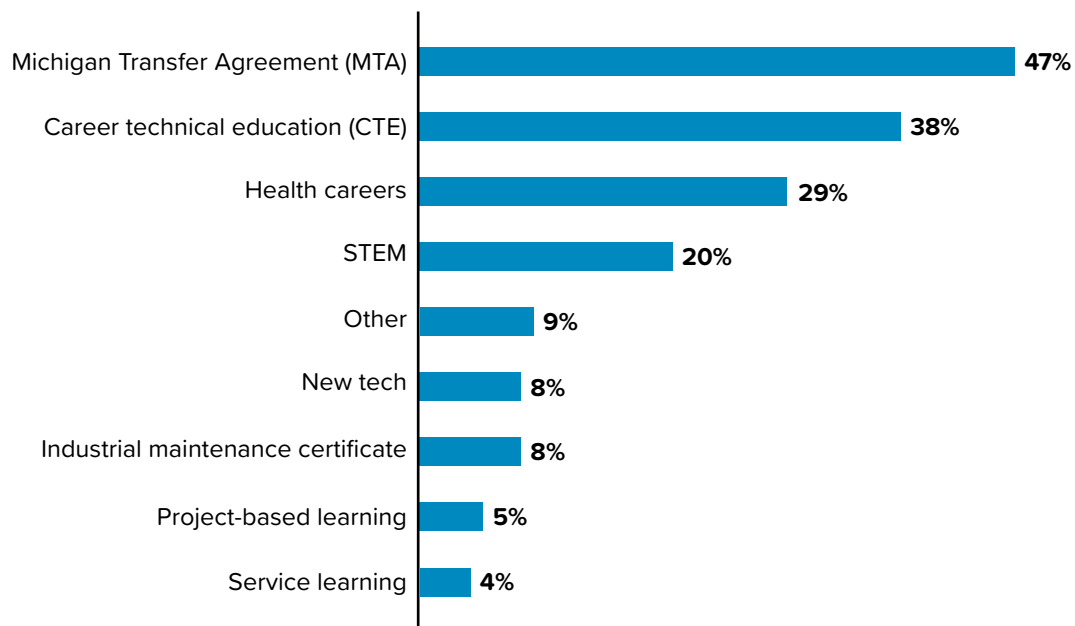
Figure 9. Percentage of EMCs Located at Specific Sites by EMC Type



Twenty-nine percent of consortium programs reported "other" for their site location and many of those specified that their EMC has more than one physical location. However, it is possible that these consortium programs interpreted "physical location site of the EMC" as the location where students take college courses as opposed to the physical site locations of their schools.

When asked about specific educational themes that apply to their EMC, more than one third (38%) of the EMC respondents indicated a CTE theme, and about a quarter indicated a STEM or health careers theme (see Figure 10). It is important to note that a CTE theme may not necessarily mean that an EMC has a state-approved CTE program. The theme most commonly used by EMCs was Michigan Transfer Agreement (MTA), which gives students the opportunity to complete 30 transferable, general education college credits across a variety of subjects. For a breakdown of themes by EMC type, please refer to Appendix B.

Figure 10. EMC Usage of Specific Educational Themes

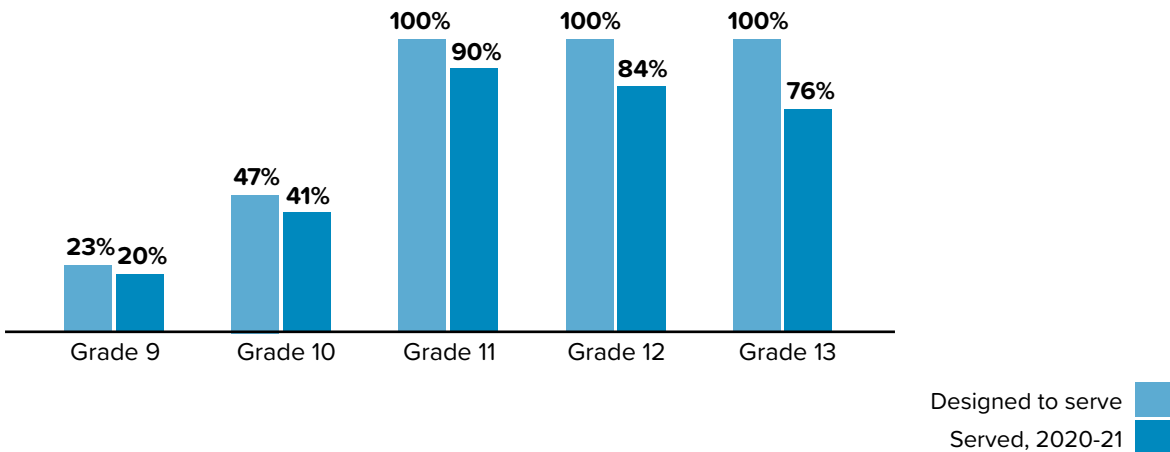


Note: Survey respondents were asked to select all that apply. "Other" responses specified and provided by survey respondents included: liberal arts, MEMCA certificate, middle college philosophies, business, and welding.

Grades Served and Enrollment

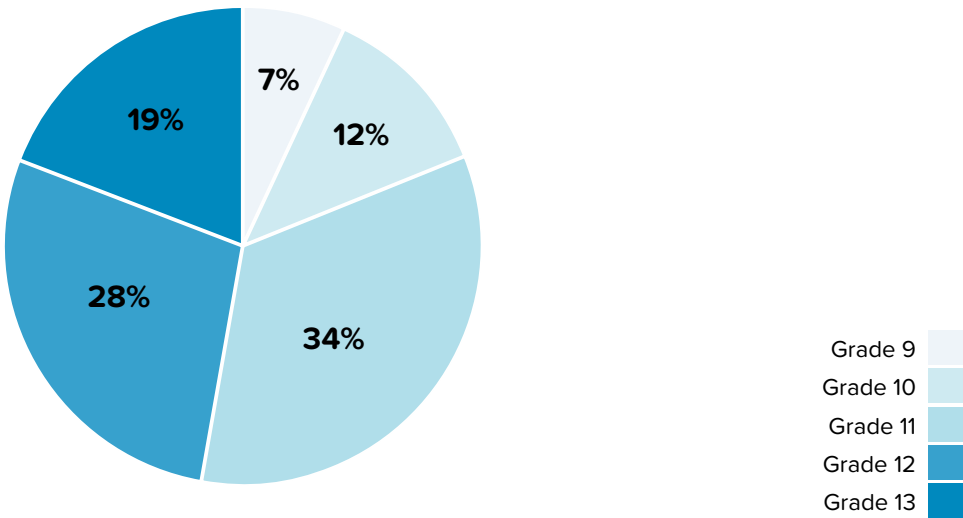
All EMCs are designed to serve at least upper grade students—grades 11, 12, and 13 (or fifth year). Some also serve students in grades 9 and 10. However, our survey data suggest that many of the more recently established EMCs did not yet have upper grade students in the 2020–21 school year (see Figure 11).

Figure 11. Percentage of EMCs Serving Grades 9–13 by Grades Designed to Serve and Grades Served in 2020–21



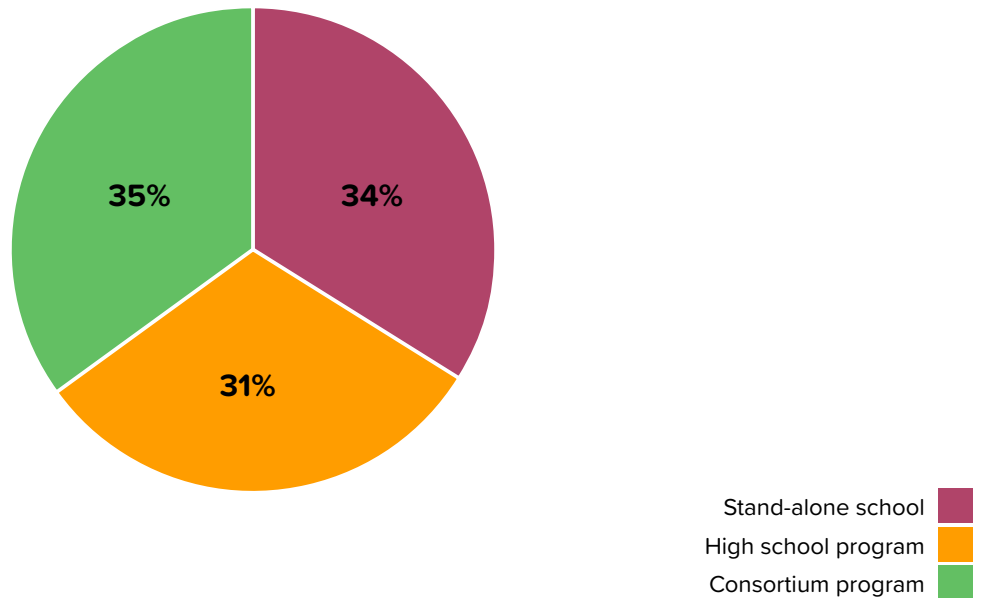
Ninety-five percent of the 133 EMCs that participated in the survey provided student enrollment data, representing 78% of all EMCs in Michigan. Across those 127 EMCs, 13,870 students were enrolled in the 2020–21 school year. As shown in Figure 12, during the 2020–21 school year, the majority of EMC students were enrolled in the upper grades, with grade 11 students making up the largest percentage of total student enrollment.

Figure 12. Percentage Distribution of EMC Students Enrolled in 2020–21 by Grade



When looking at student distribution across EMC types, there was a fairly even distribution of student enrollment at stand-alone high schools, high school programs, and consortium programs (see Figure 13). Thus, while there was a greater number of high school programs operating in the 2020–21 school year than the other two EMC types (as discussed earlier in Figure 4), disaggregated data from our survey indicate that each type served roughly the same number of students.

Figure 13. Percentage Distribution of EMC Students Enrolled in 2020–21 by EMC Type

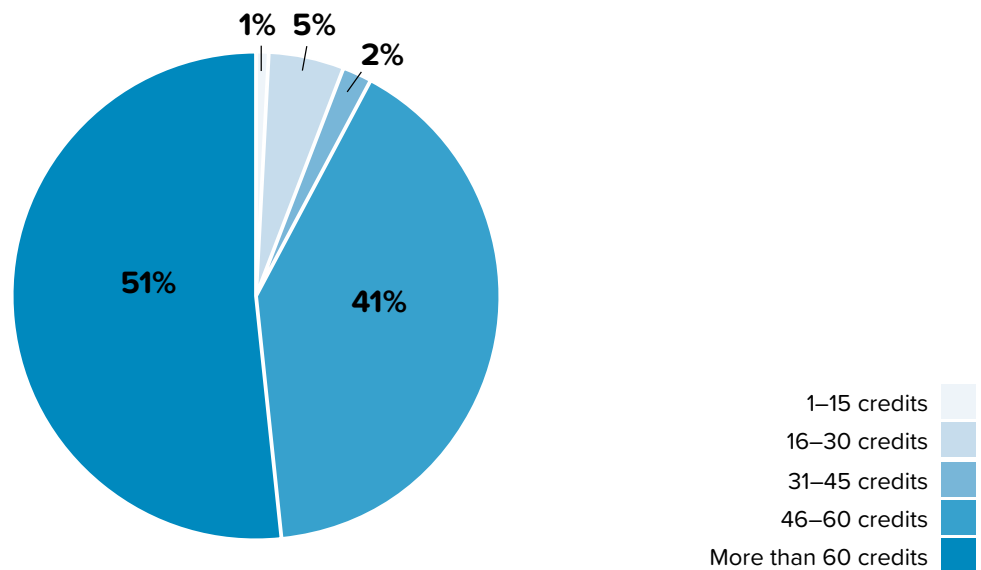


College Course-Taking Opportunities

A key feature of the EMC model is the opportunity for students to take a significant number of college-level courses while still in high school. Students typically receive both high school and college credit when these courses are successfully completed. EMCs are encouraged to place considerable emphasis on preparing students to take college courses and supporting them while they take these courses to ensure that they are successful.

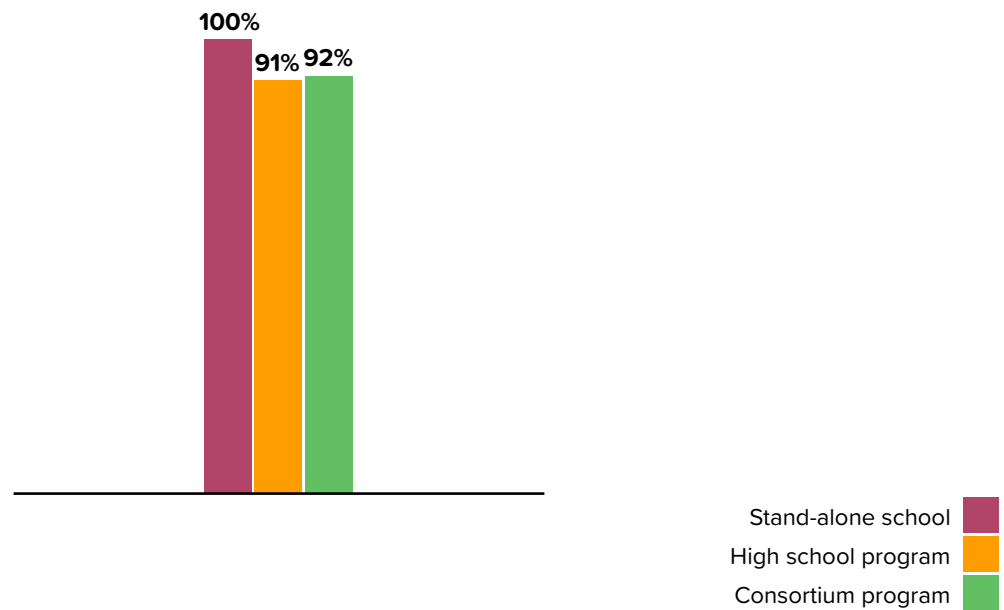
Most EMCs in Michigan are designed so that students will have earned a significant number of college credits by the time they graduate from high school. Figure 14 shows the maximum range of college credits that EMCs gave students the opportunity to earn by graduation, assuming they remain enrolled for the full five years. Slightly more than half of EMCs (51%) provided students the opportunity to earn more than 60 credits, giving them a strong foundation for completing an associate degree and/or enrolling in a four-year college after graduation. Forty-one percent of EMCs provided the opportunity for students to earn a maximum of 46–60 college credits. Altogether, 92% of EMCs offered students the chance to earn a significant number of college credits (more than 45 credits).

Figure 14. Percentage Distribution of EMCs by the Maximum Number of College Credits Students Can Earn



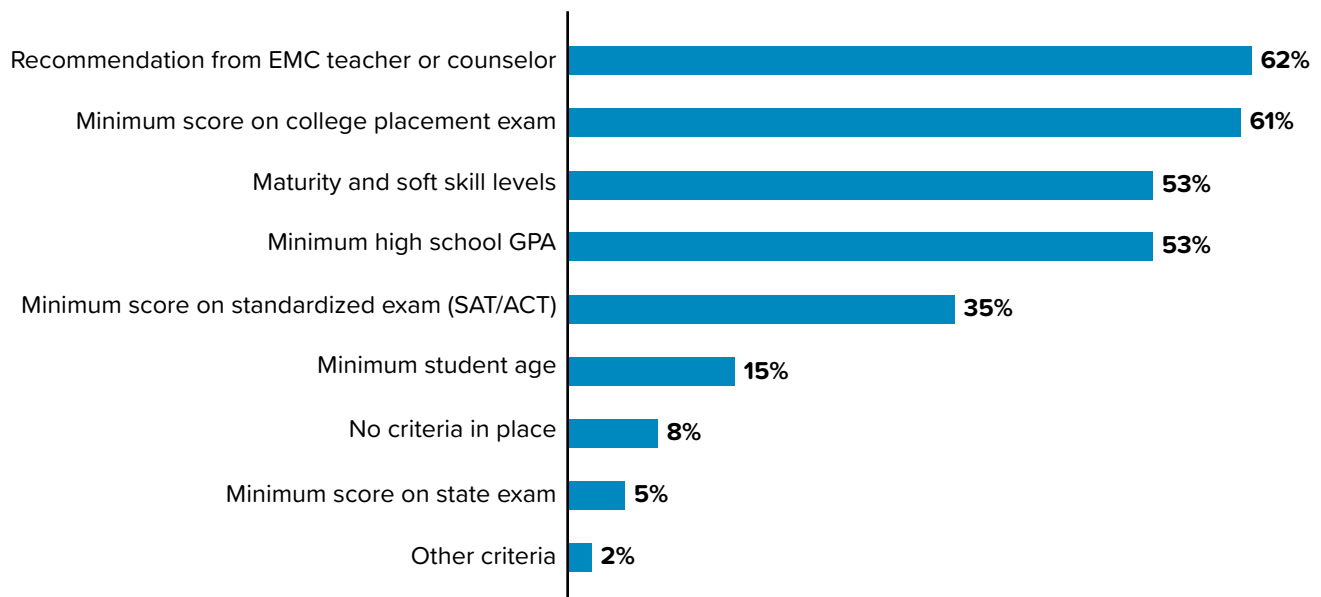
As shown in figure 15, this significant credit-earning opportunity was prevalent across EMC types.

Figure 15. Percentage of EMCs Where Students Can Earn More than 45 Credits by EMC Type



EMCs typically work with their college partners to develop criteria for when students can enroll in college courses. Figure 16 shows the criteria used across all EMCs, with most EMCs utilizing more than one of the criteria. The top four most used criteria are: recommendation from a teacher or counselor (62%), minimum score on a college placement exam (61%), minimum high school GPA (53%), and maturity and soft skills (53%).

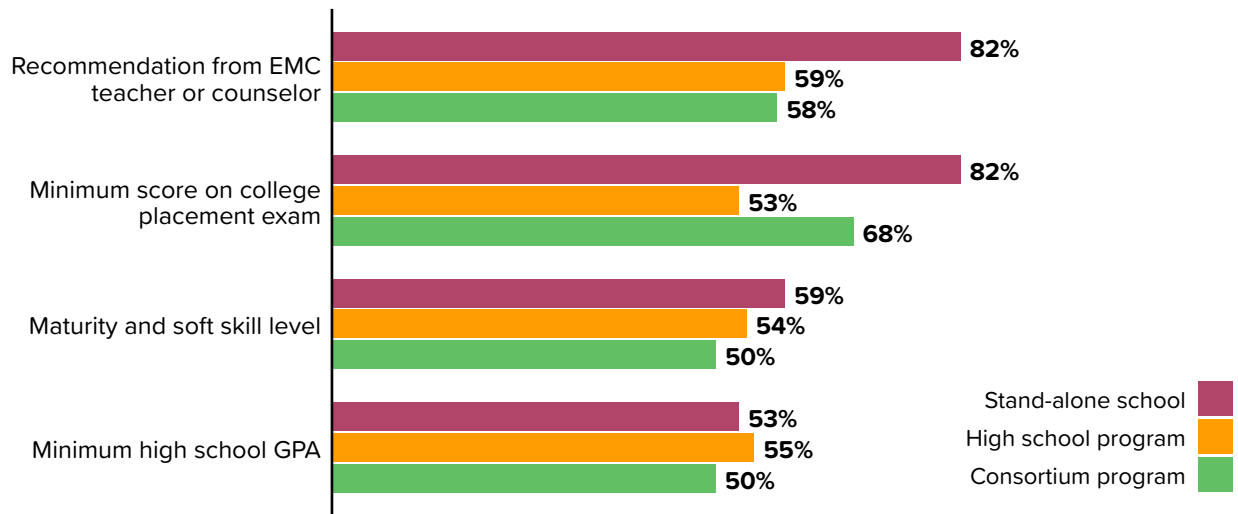
Figure 16. Percentage of EMCs Using Specific Criteria to Assess When Students Can Begin College Coursework



Note: Survey respondents were asked to select all options that apply to their EMC. "Other criteria" responses specified and provided by survey respondents included: attendance, career academy pathway, and CTE enrollment.

There were differences in how each EMC type assessed student readiness for college coursework (see Figure 17 for the four most commonly used criteria). More than 80% of stand-alone high schools used a teacher recommendation and a minimum score on a college placement exam as criteria for beginning college courses. About half or more of EMCs of all three types used maturity and soft skills level and minimum high school GPA as factors in assessing readiness to begin college courses.

Figure 17. Percentage of EMCs Using Specific Criteria to Assess When Students Can Begin College Coursework by EMC Type



The survey also included questions designed to gather more detail about the structure of college courses offered to EMC students. In most cases, respondents were asked about how the *majority* of college courses are structured. Regarding who teaches college courses to EMC students, 96% of respondents indicated that the majority of their college courses were taught by college faculty (see Figure 18).

Figure 18. Percentage Distribution of EMCs by College Course Instructor Type

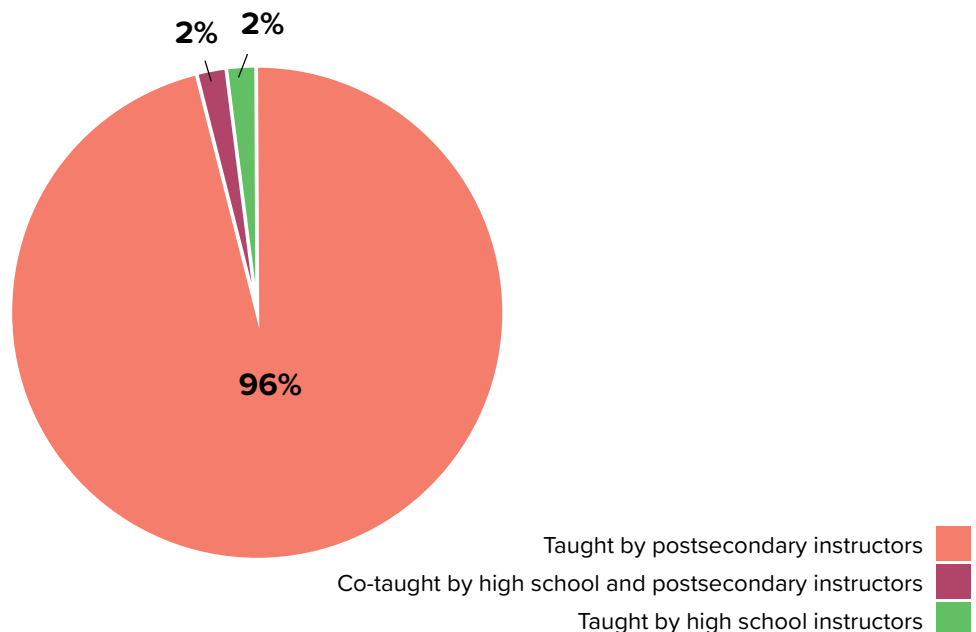
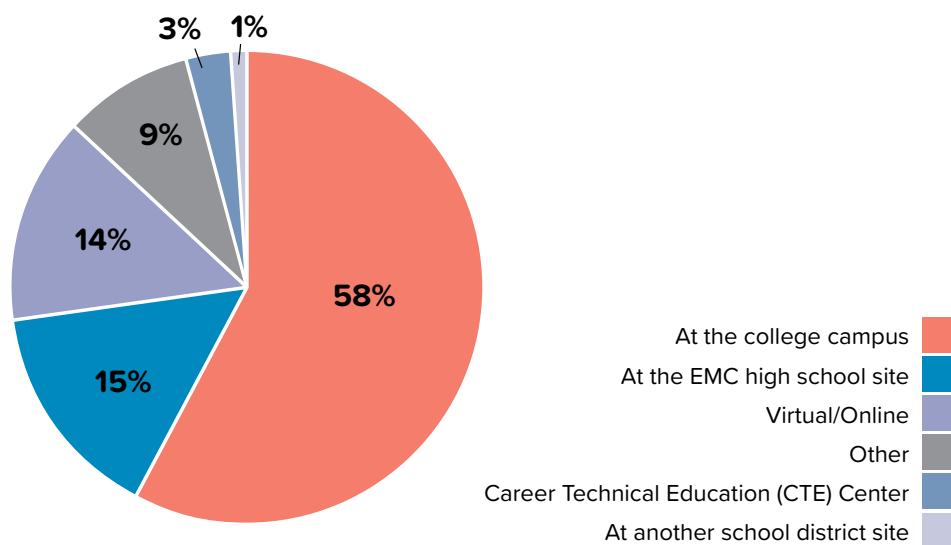


Figure 19 shows the physical location for the majority of college courses offered by EMCs before the COVID-19 pandemic. A substantial majority of courses (58%) were taught on a college campus.

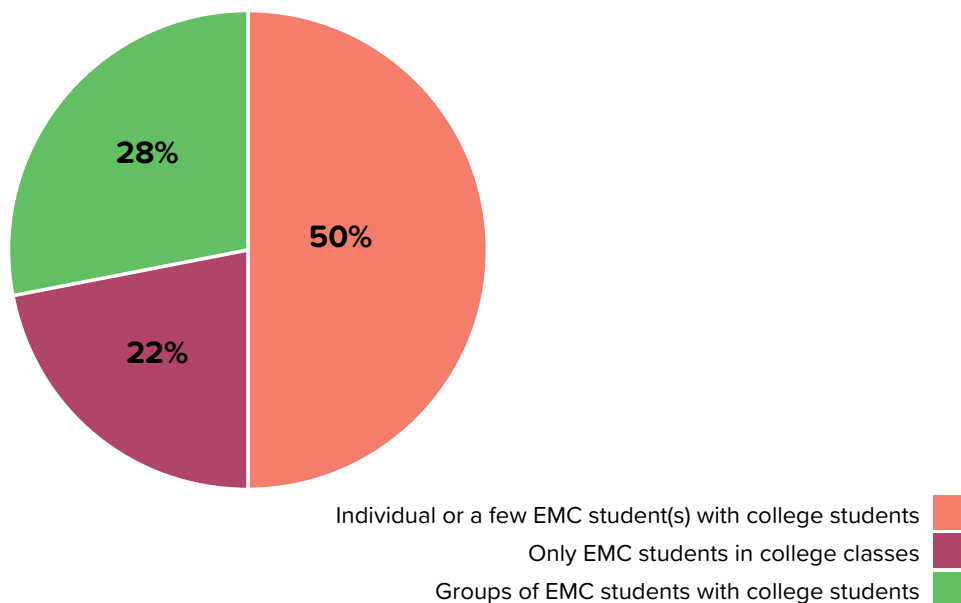
Figure 19. Percentage Distribution of EMCs by College Course Location



Note: "Other" responses specified and provided by survey respondents included: both high school and college campus, and hybrid virtual and in-person.

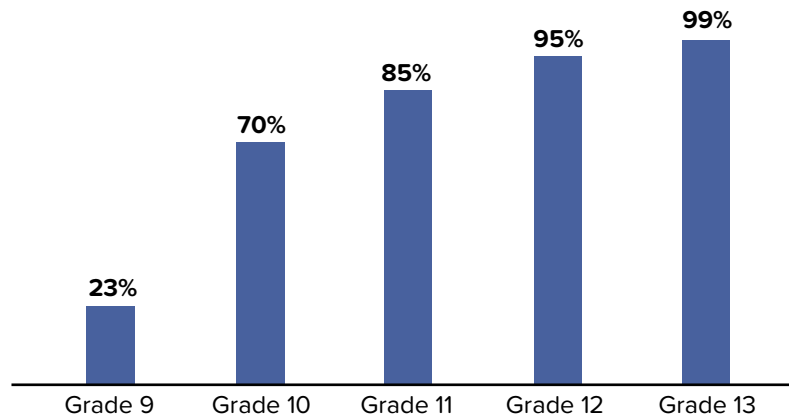
EMCs often prefer to have students enroll in college courses with regular, non-EMC college students, as it gives them a chance to get to know what the college experience is like on a peer-to-peer level. Half of EMCs indicated that their students took college courses mostly with regular college students (see Figure 20).

Figure 20. Percentage Distribution of EMCs by College Course Composition



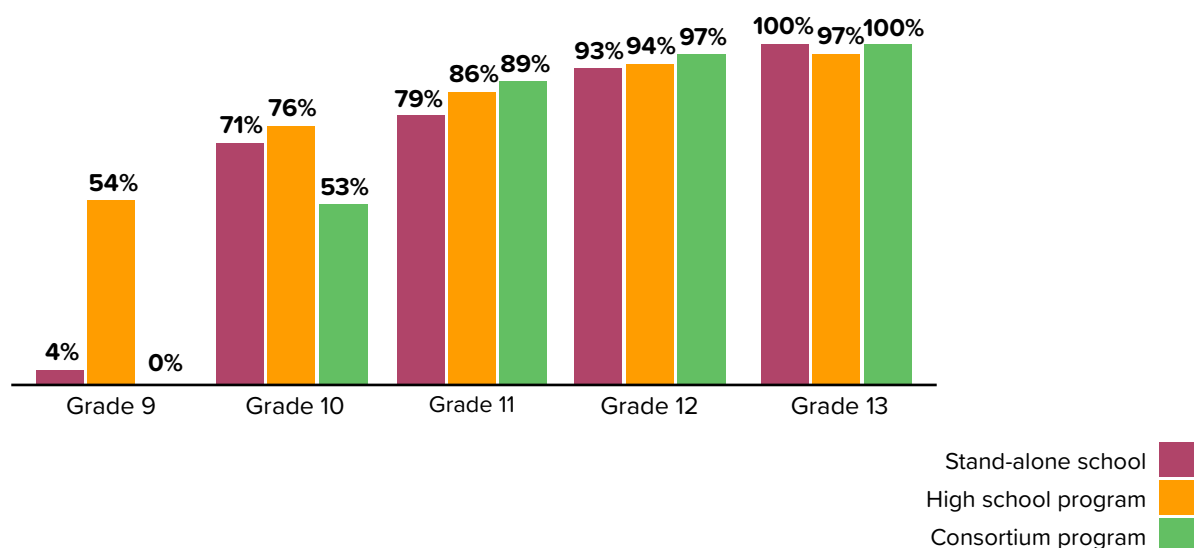
EMCs in Michigan are designed to serve mostly upper grade students (as shown earlier in Figure 11). The vast majority of upper grade students were enrolled in college courses during the 2020–21 school year with the percentage of college course-taking students increasing for each grade level (see Figure 21).

Figure 21. Percentage of EMC Students Enrolled in College Courses in 2020–21 by Grade



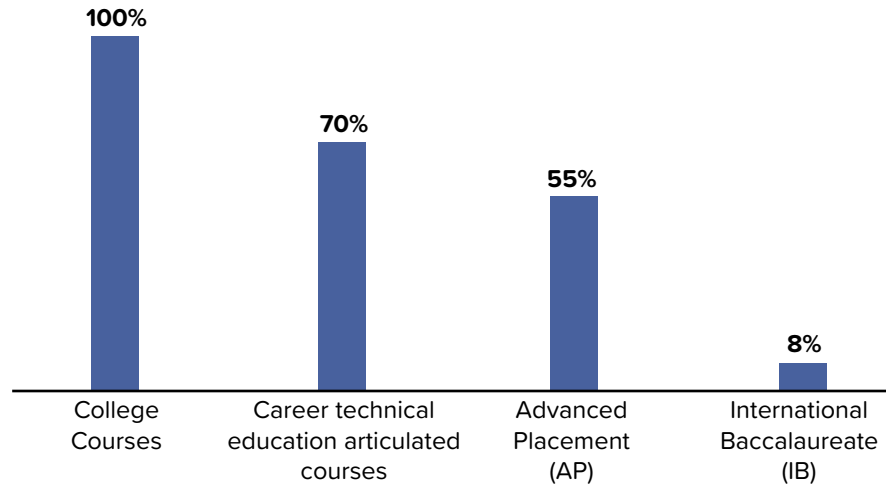
When analyzed by EMC type, for the most part, there was a similar pattern of increasing percentages of students taking college courses by grade level (see Figure 22). Examining the data by EMC type also shows that nearly all ninth-grade enrollment in college courses occurred in high school programs.

Figure 22. Percentage of EMC Students Enrolled in College Courses in 2020–21 by Grade and EMC Type



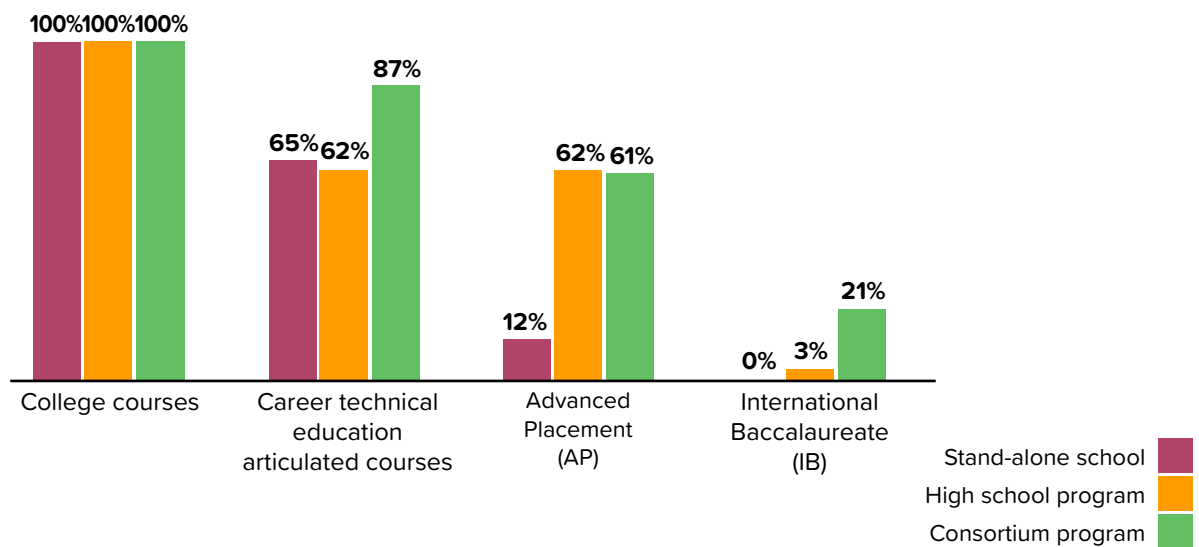
In addition to opportunities to enroll directly in college courses, EMCs also offered other opportunities for students to complete college-level coursework. As shown in Figure 23, the majority of EMCs offered articulated career technical education courses (70%), and more than half offered Advanced Placement courses (55%).

Figure 23. Percentage of EMCs Offering Opportunities for College-Level Coursework



When considering opportunities for college-level coursework by EMC type, our data show that 87% of consortium programs offered CTE courses, compared to 65% and 62% of stand-alone schools and high school programs respectively. One third of consortium programs indicated that they were located at a CTE center (as shown earlier in Figure 9), so these courses may be more readily available to students at these programs. Advanced Placement courses were more likely to be offered by high school and consortium programs compared to stand-alone schools.

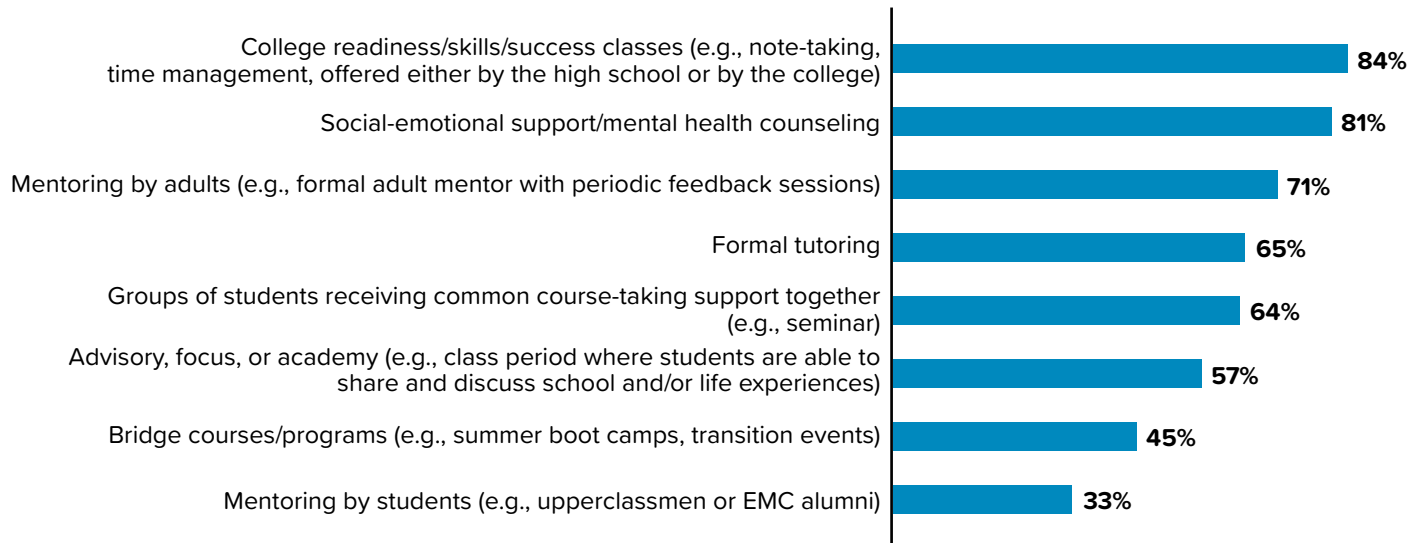
Figure 24. Percentage of EMCs Offering Opportunities for College-Level Coursework by EMC Type



Support Services Offered to Students and Parents

The provision of wraparound supports, both academic and social-emotional, for students and their families is one of the four design principles/pillars that EMCs aim to implement. Our survey data indicate that all EMCs offered at least one of these support services. College readiness classes and social-emotional support and/or mental health counseling were the most common student supports offered by EMCs (see Figure 25). Somewhat fewer student support options were offered than in the 2017-18 school year (see Appendix C). This may be due to the COVID-19 pandemic making it more difficult for EMCs to readily offer some of these supports in a virtual setting.

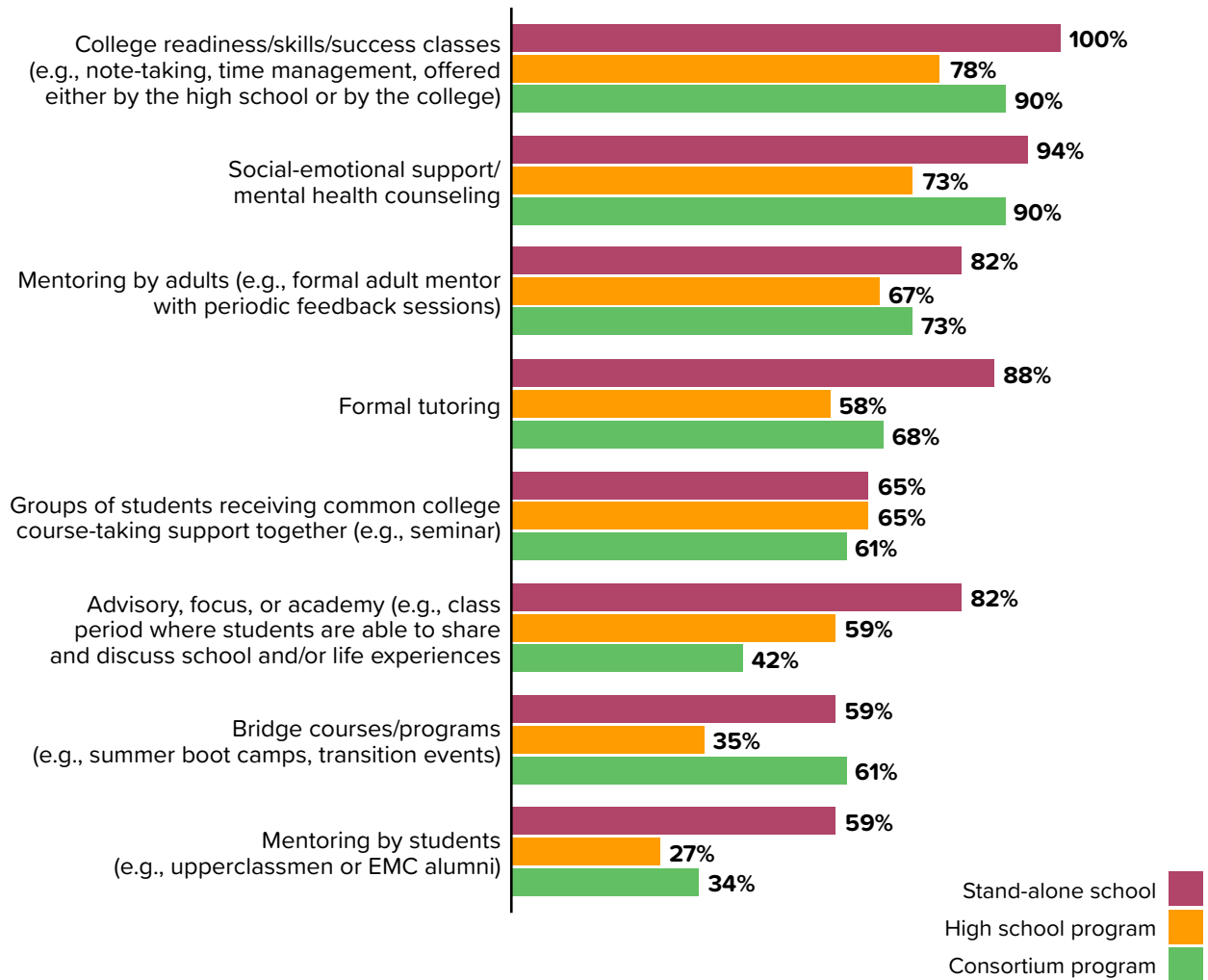
Figure 25. Percentage of EMCs Offering Student Support Services (Based on a List of Specified Options)



Note: Survey respondents were asked to select all options that apply to their EMC.

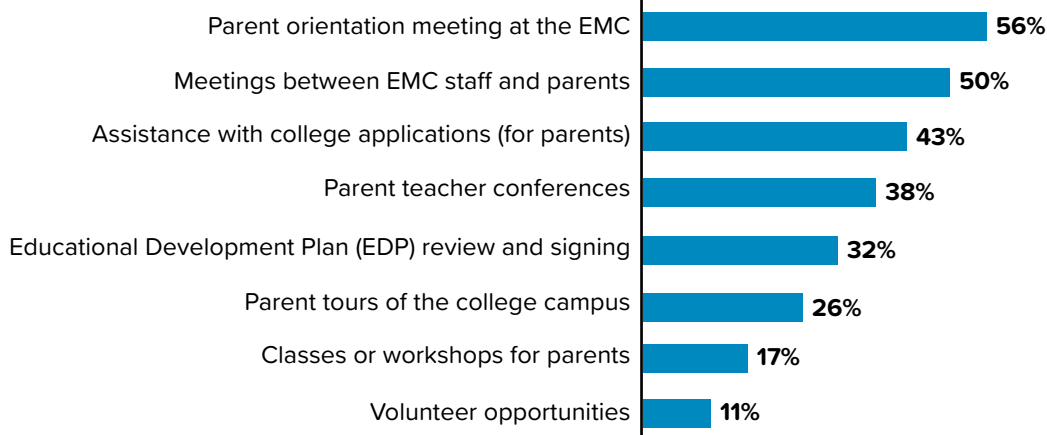
Supports offered to students varied by EMC type (see Figure 26). For nearly every student support, more stand-alone high schools offered it than high school and consortium programs (with the exception of bridge courses and groups of students receiving college course-taking support). This is likely due to the fact that students in EMC programs are either embedded within schools that provide these supports or have home high schools that provide these supports.

Figure 26. Percentage of EMCs Offering Student Support Services by EMC Type



The most common support offered to parents in the 2020–21 school year was a parent orientation meeting at the EMC, which was offered by 56% of EMCs (see Figure 27). As with student supports, fewer parental support options were offered than in the 2017-18 school year (see Appendix C). Similar to student supports, this may also be likely due to the COVID-19 pandemic making it more difficult for EMCs to offer their typical parental supports in a virtual setting.

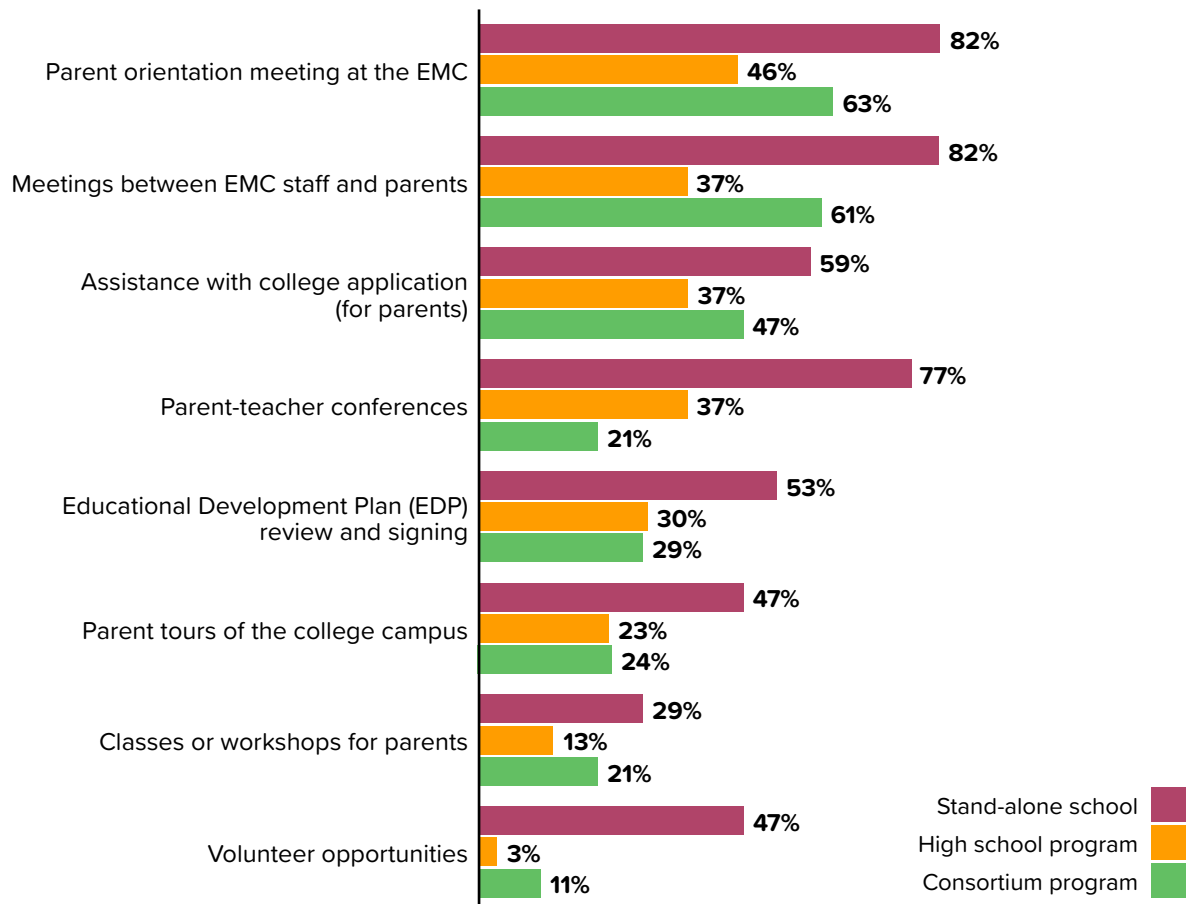
Figure 27. Percentage of EMCs Offering Parental Supports or Activities



Note: Survey respondents were asked to select all options that apply to their EMC.

When examining parental supports offered by EMC type, stand-alone high schools again offered significantly more supports than high school and consortium programs (see Figure 28). This is most likely due to the fact that students enrolled in EMC programs come from home high schools that may already provide some of these parental supports.

Figure 28. Percentage of EMCs Offering Parental Supports or Activities by EMC Type



College and Other Partnerships

EMCs have developed partnerships with colleges across the state of Michigan. Our survey data indicate that EMCs involve partnerships between school districts and one or more colleges, with the majority of EMCs (78%) partnering with one college (see Figure 29). Figure 30 shows whether an EMC’s primary college partner was a two- or four-year institution; a majority of EMCs (80%) partnered with two-year colleges.

Figure 29. Percentage Distribution of EMCs by Number of College Partners

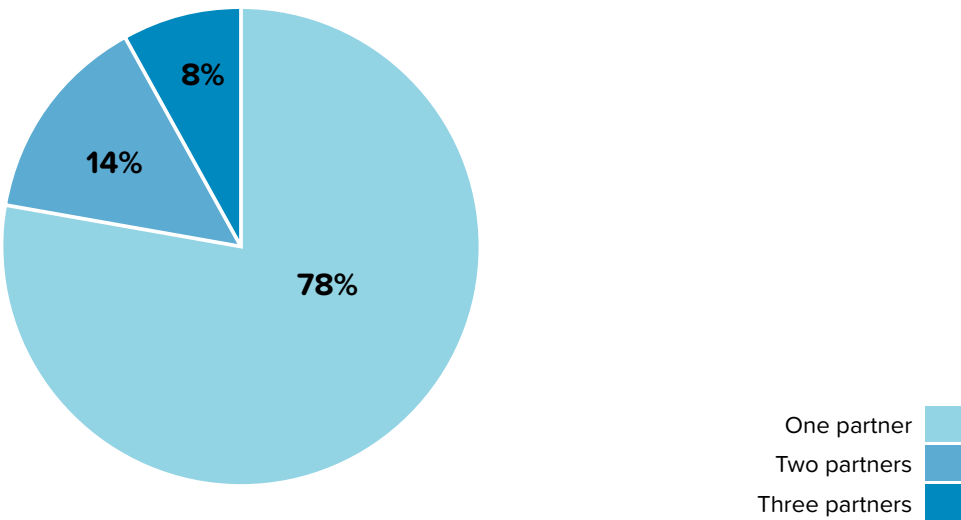


Figure 30. Percentage Distribution of EMCs by Primary College Partner’s Two- or Four-Year Classification

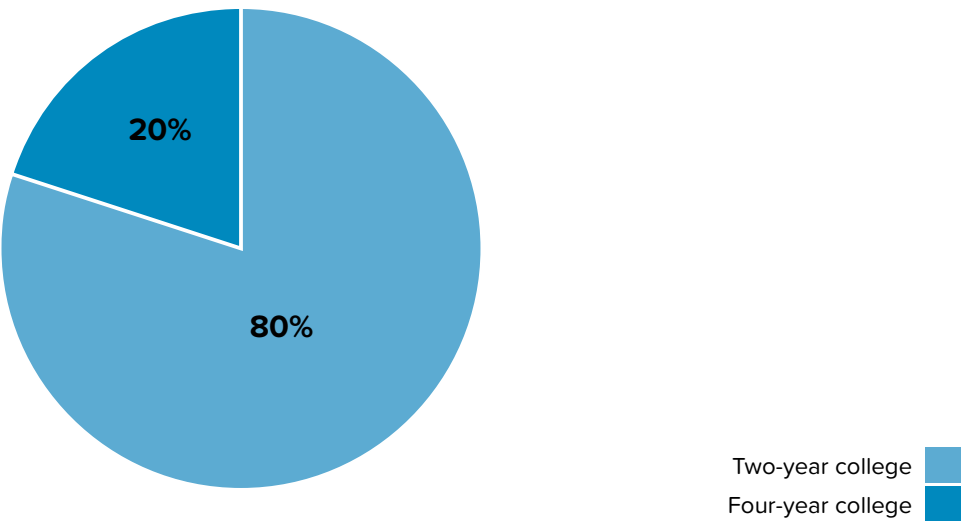
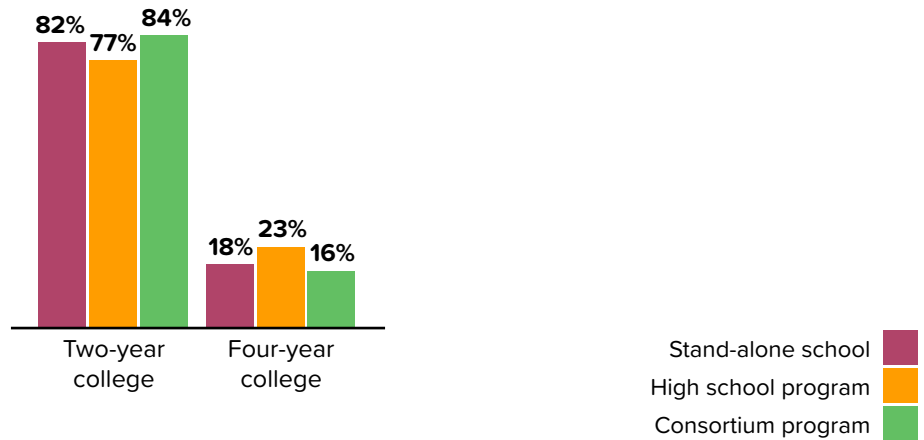


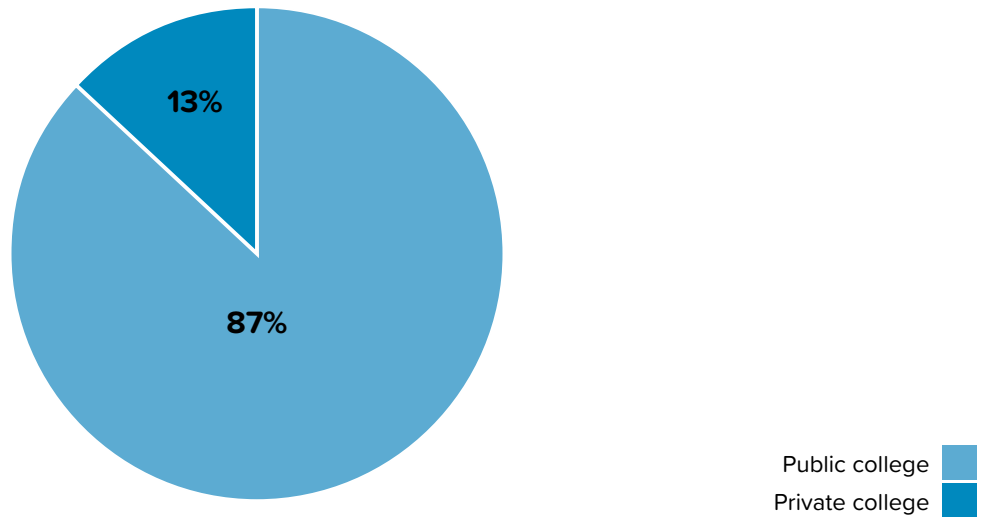
Figure 31 shows the two- or four-year classification of the primary college partner by EMC type. There was not much variation by EMC type, with consortium programs, followed by stand-alone schools having the highest percentages of primary college partners that were two-year, and high school programs having the lowest (still fairly high at 77%).

Figure 31. Percentage Distribution of EMCs by Primary College Partner's Two- or Four-Year Classification and EMC Type



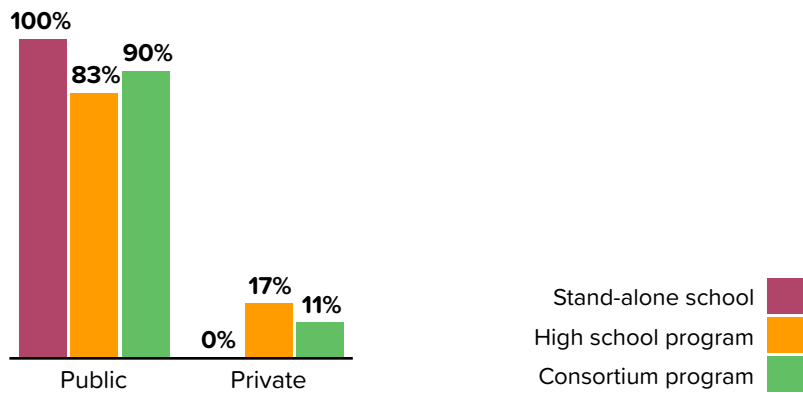
The vast majority of EMC primary college partners were public institutions of higher education, as shown in Figure 32.

Figure 32. Percentage Distribution of EMCs by Primary College Partner's Public or Private Classification



EMC types did differ somewhat in whether their primary college was a public or private institution (see Figure 33). Stand-alone high schools only had public institutions as primary partners, while 17% of high school programs' primary partners were private institutions. For a list of the Michigan colleges that partnered with the greatest number of EMCs, as well as a breakdown of the types of EMCs they served, please refer to Appendix D.

Figure 33. Percentage Distribution of EMCs by Primary College Partner's Public or Private Classification and EMC Type



When considering all college partners, not just the primary partner of each EMC (as shown earlier in Figure 30), there was a smaller gap between two- and four-year colleges (see Figure 34). When looking at public or private classification, however, public colleges still made up an overwhelming majority of all college partners. For a list of all college partners associated with Michigan EMCs, please refer to Appendix E.

Figure 34. Percentage Distribution of All EMC College Partners by Two- or Four-Year Classification

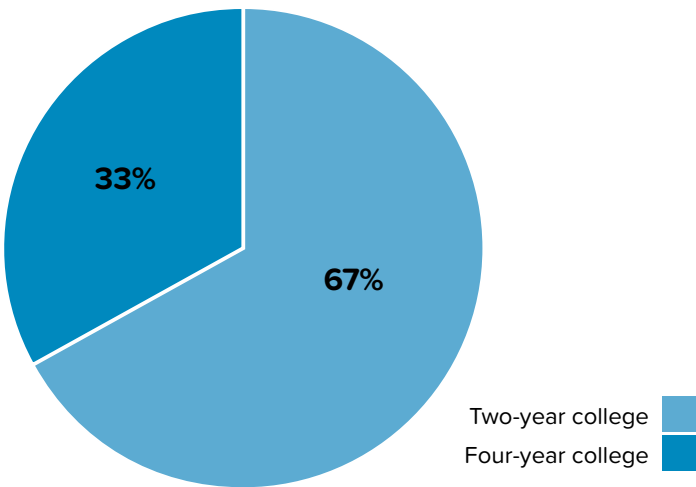
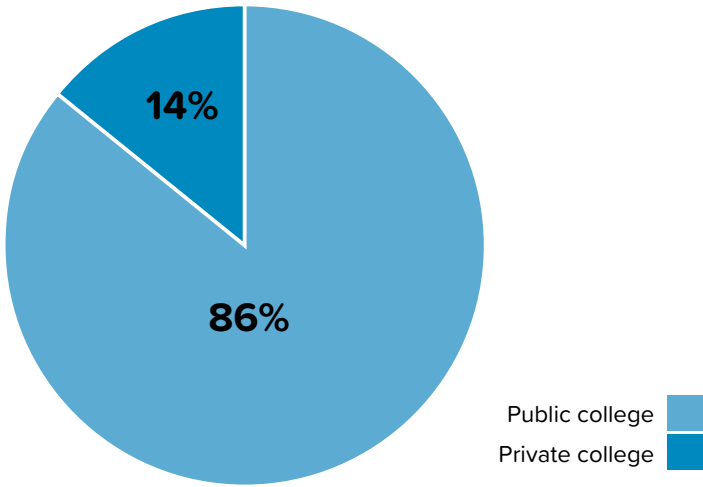
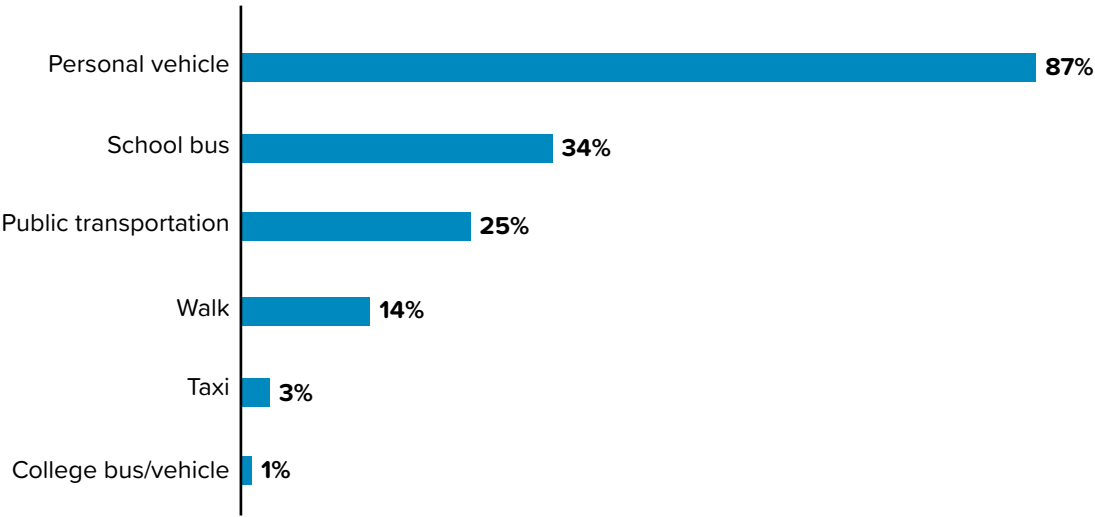


Figure 35. Percentage Distribution of All EMC College Partners by Public or Private Classification



When asked to select the transportation options students use to get to the college site, a personal vehicle was the most common option with 87% of EMCs selecting this (see Figure 36). The personal vehicle designation also included carpooling and being driven by a parent.

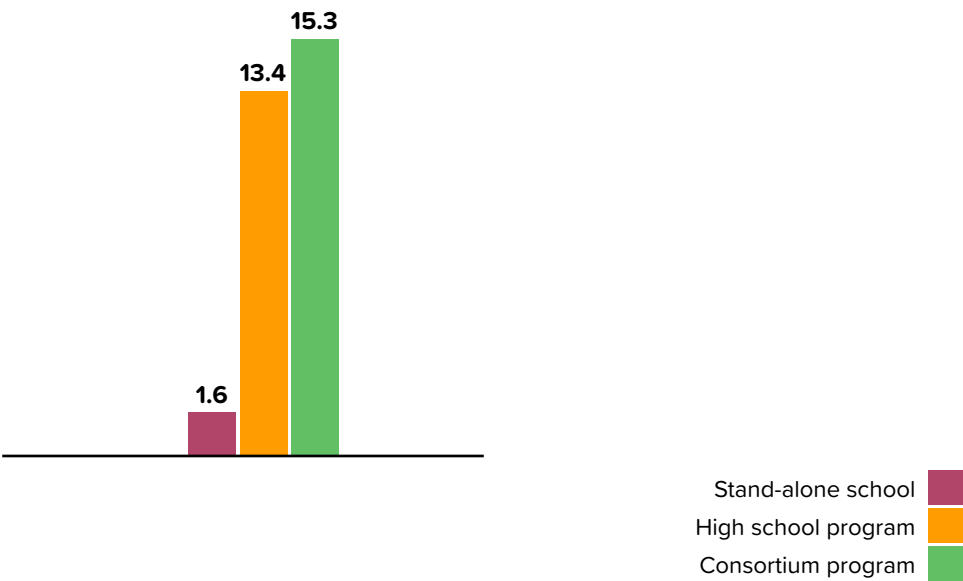
Figure 36. Percentage of EMCs Indicating Student Transportation Options to Get to College



Note: Survey respondents were asked to select all options that apply to their EMC prior to the COVID-19 pandemic.

Figuring out student transportation to college courses can be difficult for EMCs, especially for EMCs in more rural areas of Michigan. Traveling from an EMC site to the college partner's campus can take time, particularly for high school and consortium programs, which were located an average of 13 and 15 miles, respectively, from their primary college partners (see Figure 37). However, stand-alone high schools were likely to be located on or near the campus of their primary college partner.

Figure 37. Average Distance Between EMCs and Primary College Partners (in Miles)



An individual or point person responsible for helping to coordinate the relationship between the college and the EMC is important in carrying out a successful EMC partnership. Commonly referred to as the "college liaison," this individual can often be a high school counselor, high school administrator, or a college administrator. The vast majority of EMCs (88%) reported that they had a college liaison (see Figure 38). However, the majority of EMCs (82%) also indicated that their college liaison had additional responsibilities on top of their EMC-related work, meaning that just 18% of EMCs had a liaison who only focused on EMC work (see Figure 39).

Figure 38. Percentage Distribution of EMCs With a College Liaison

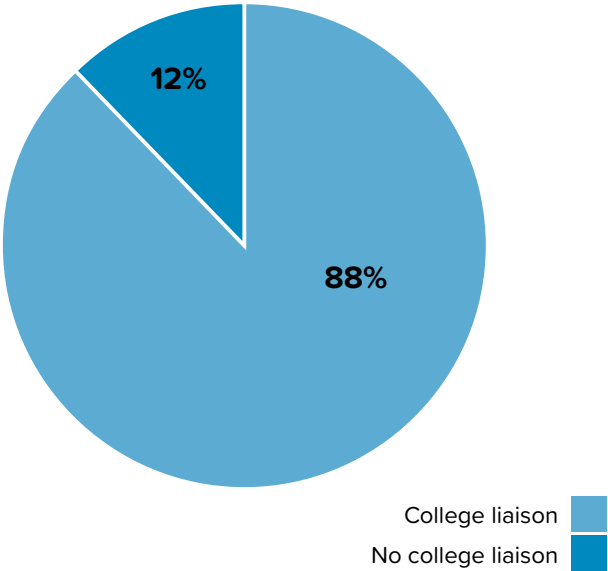
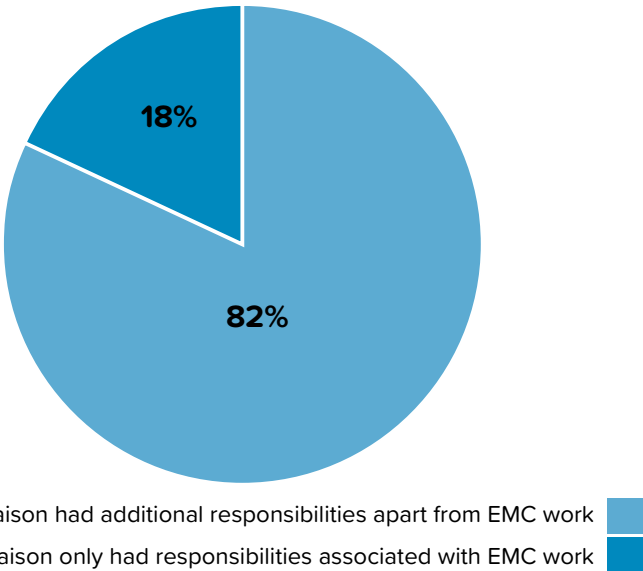
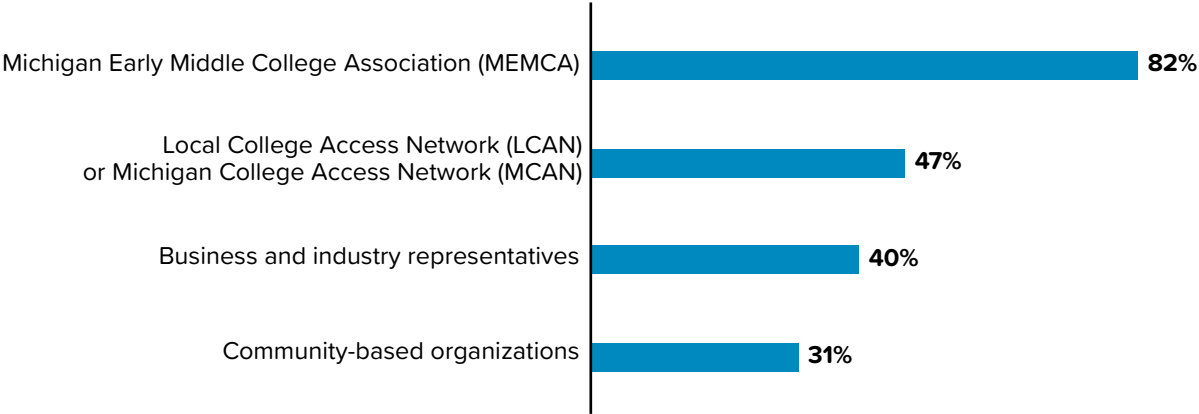


Figure 39. Percentage Distribution of EMC College Liaisons With Additional Responsibilities



Finally, in addition to cultivating partnerships with colleges, EMCs may also receive technical assistance and support from other relevant organizations (see Figure 40). MEMCA was the most common non-college partner (82%), followed by the local and state college access network organizations which almost half of the EMCs selected as a partnering organization.

Figure 40. Percentage of EMCs Partnering With Non-College Organizations/Entities



Note: Survey respondents were asked to select all options that apply to their EMC.

EMC Outcome Awards, 2020 Graduating Class

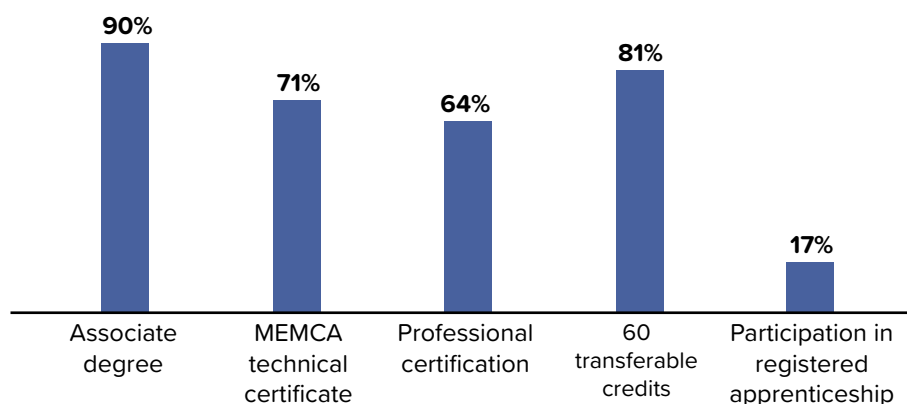
EMCs aim to graduate students with at least one or more of the following awards along with their high school diploma: an associate degree, a MEMCA technical certificate, a professional certification, 60 transferable college credits, or a participation in a Department of Labor registered apprenticeship.¹³ An EMC student who graduates with one of these outcome awards is considered a successful EMC student (exit status 40), as compared to a student who does not graduate with an additional outcome award beyond a high school diploma (exit status 41).¹⁴ While MDE collects data on the successful graduation status of EMC students, student-level data on the specific EMC outcome award(s) students earn had not been collected at the time of this 2020–21 survey administration; therefore, our survey attempted to collect this information by asking for the total number of 2020 EMC graduates earning each EMC outcome award.

EMC Outcome Award Options

- Associate degree
- MEMCA technical certificate
- Professional certification
- 60 transferable college credits
- Participation in a Department of Labor registered apprenticeship

Not every EMC offers the opportunity for its students to earn each of the five outcome awards. Our survey data indicate that of the five outcome awards, an associate degree and 60 transferable college credits were the most commonly available opportunities for students, followed by the MEMCA technical certificate and professional certification (see Figure 41). Participation in a Department of Labor registered apprenticeship was a far less common offering at EMCs.

Figure 41. Percentage of EMCs Offering Each EMC Outcome Award



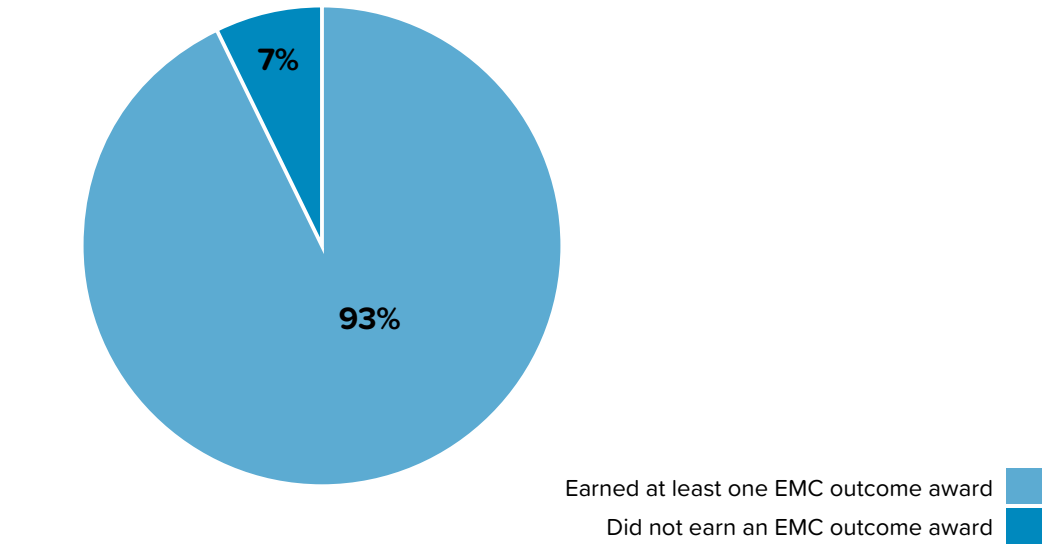
¹³ Please refer back to the introduction section of this report (page 1) for more information about these EMC outcome awards.

¹⁴ Early Middle College FAQs. https://www.michigan.gov/documents/mde/EMC_FAQs_634735_7.pdf.

Sixty-nine percent (92) of the 133 EMCs that participated in the survey reported that they had a 2020 graduating class for the 2019–20 school year, which was the most recent graduating class at the time of our survey administration; and 65 (71%) of those EMCs provided information about individual EMC outcome awards and range of credits earned. After accounting for data accuracy, the EMC outcome awards and credit data presented in this section represent a total of 2,206 students across 63 EMCs.

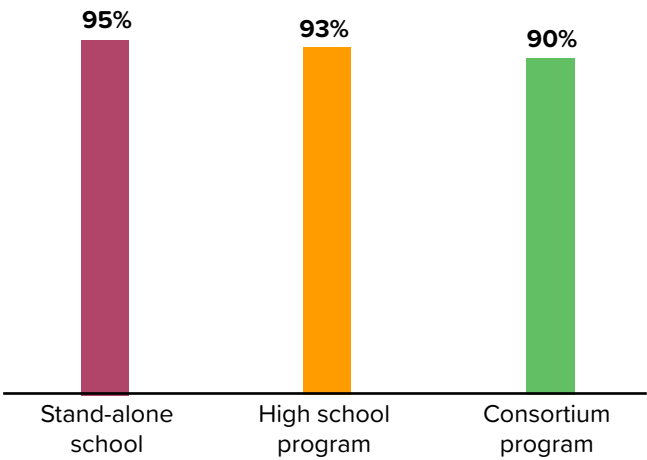
According to our survey data, only 7% of 2020 EMC graduates did not earn an EMC outcome award, meaning they likely earned some college credits but not enough to meet one of the outcome award specifications. On the other hand, 93% were successful in graduating with one of the EMC outcome awards in addition to their high school diploma (see Figure 42).

Figure 42. Percentage Distribution of 2020 EMC Graduates by EMC Outcome Award Status



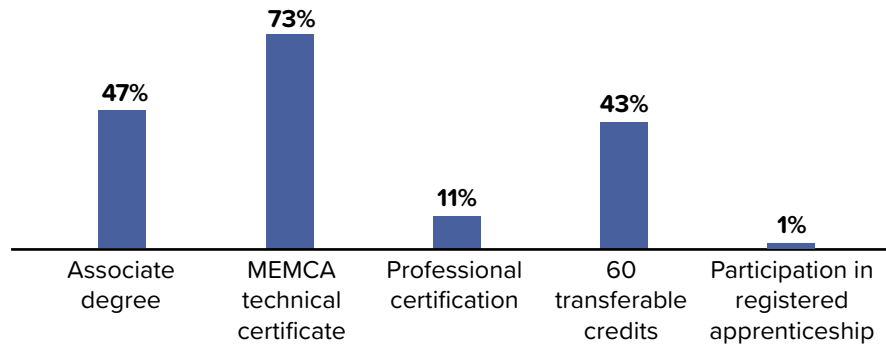
As shown in Figure 43, the three EMC types had relatively even rates of 2020 graduates earning at least one EMC outcome award, with stand-alone high schools having the highest percentage (95%), followed closely by high school programs (93%) and consortium programs (90%).

Figure 43. Percentage of 2020 EMC Graduates Earning At Least One EMC Outcome Award by EMC Type



EMCs were also asked to provide the total number of 2020 graduates who earned each of the five EMC outcome awards (see Figure 44). Since graduates had the ability to earn multiple outcomes, a given student may be represented in multiple columns.

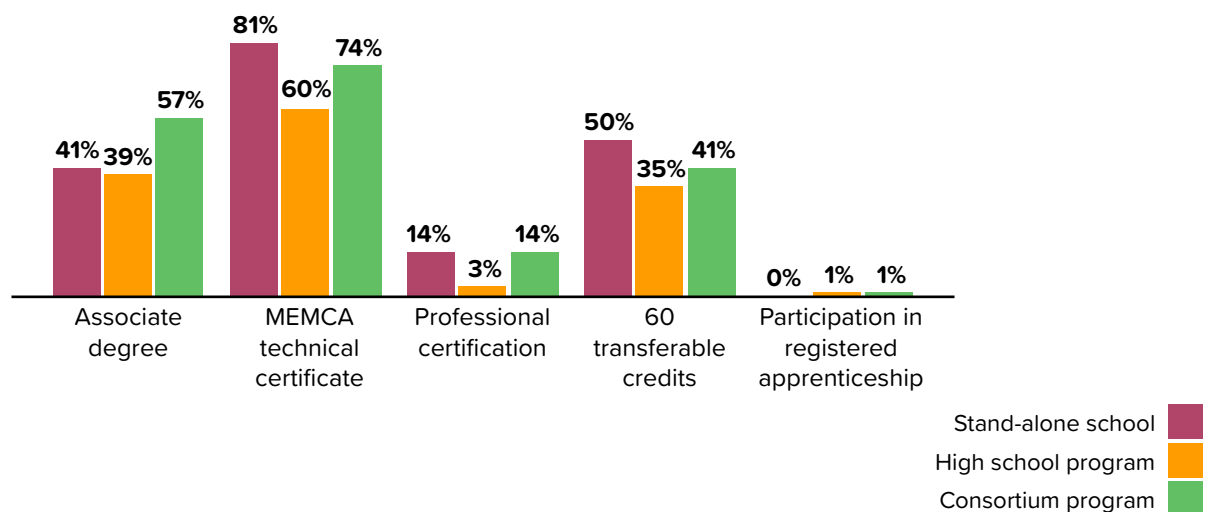
Figure 44. Percentage of 2020 EMC Graduates Earning Each EMC Outcome Award



The most commonly attained EMC outcome award was the MEMCA technical certificate, with close to three quarters (73%) of the 2020 graduates earning this award. The second most common outcome was an associate degree, with almost half (47%) of the 2020 graduates completing this award. Completing an associate degree could allow students to go into the workforce after high school or continue their education at a four-year college with two years of transferable college coursework already completed. A slightly smaller percentage but still close to half of the 2020 graduates earned 60 transferable college credits (the same number of credits in an associate degree, without following a specific program).

Figure 45 displays the percentage of 2020 graduates earning each outcome award, disaggregated by EMC type. A smaller percentage of graduates from high school programs received each outcome award when compared to graduates from stand-alone high schools and consortium programs, except participation in a Department of Labor registered apprenticeship (which very few EMC students earned across all three EMC types). Students in consortium programs were more likely to graduate with an associate degree (57%) compared to the two other EMC types, and students enrolled in stand-alone high schools were more likely to graduate with a MEMCA technical certificate (81%) than students at the other EMC types.

Figure 45. Percentage of 2020 EMC Graduates Earning Each EMC Outcome Award by EMC Type



EMCs were also asked to provide information on the range of college credits earned by the 2020 EMC graduating class. Almost half (54%) of the graduates had earned over 60 credits, equivalent to more than at least two years of college (see Figure 46). As noted earlier in Figure 14, 51% of EMCs indicated that they gave students the opportunity to earn more than 60 credits, and Figure 46 suggests that a near-equivalent percentage of students from the 2020 graduating class took advantage of that opportunity. Another 28% of graduates earned between 46 and 60 credits, equivalent to three to four semesters of college. Overall, the data show that 82% of 2020 EMC graduates had earned more than 45 college credits upon completing high school.

Figure 46. Percentage Distribution of 2020 EMC Graduates by College Credits Earned

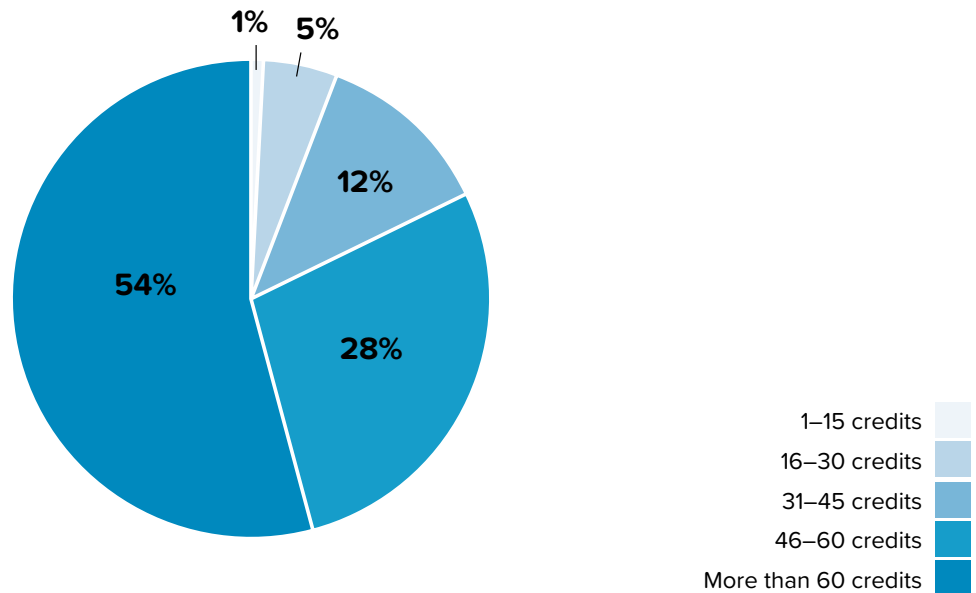
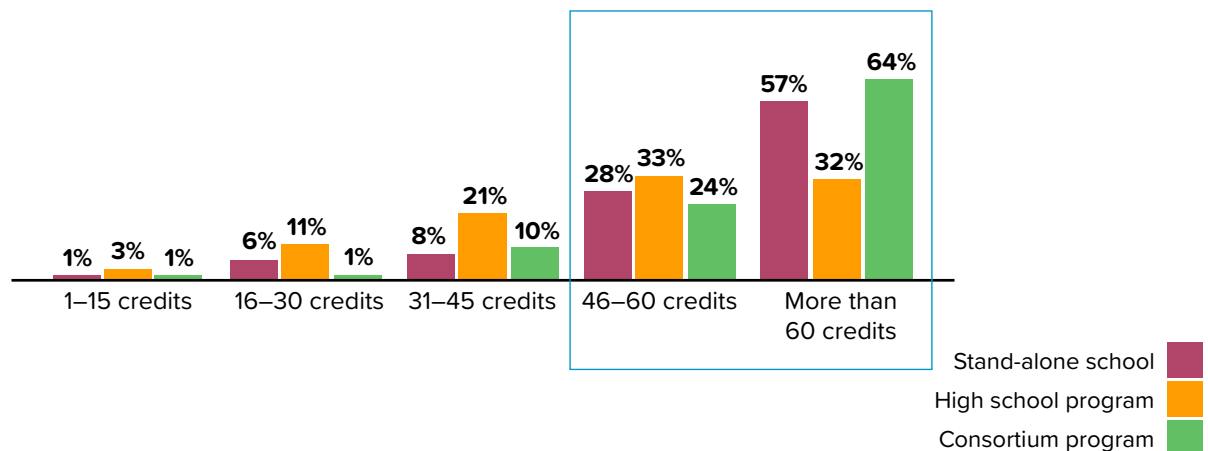


Figure 47 breaks down the credits earned by the 2020 EMC graduating class by EMC type. It shows that students graduating from stand-alone high schools and consortium programs were more likely to finish with more than 60 credits (57% and 64% respectively) compared to those graduating from high school programs (32%). In addition, 85% of students at stand-alone schools and 88% students at consortium programs graduated with more than 45 college credits, compared to 65% of high school programs (see boxed in data in Figure 47).

Figure 47. Percentage of 2020 EMC Graduates Earning a Specified Range of College Credits by EMC Type



Conclusion

To better understand the design, features, and outcomes of Early Middle Colleges across the state of Michigan, Michigan Department of Education Office of Career Technical Education (MDE - OCTE), Michigan Early Middle College Association (MEMCA), and the National Center for Restructuring Education, Schools and Teaching (NCREST) partnered to develop and administer the 2020–21 Michigan Statewide Early Middle College Survey. The survey results provide insight into the current state of Michigan EMCs, including site information, grades served and enrollment, college course-taking opportunities, support services, partnerships with colleges and other organizations, and EMC outcome awards achieved by graduating students. The findings also explore how these features vary by EMC type (stand-alone schools, high school programs, and consortium programs). Highlights from the survey data are provided by topic below.

Michigan has worked to aid the growth and development of Early Middle Colleges in the state by providing financial, technical, and logistical supports to these schools and programs. EMC students have been successful in earning a substantial number of college credits, as evidenced by the high percentage of students completing several of the EMC outcome awards. However, EMCs enroll lower percentages of Black and economically disadvantaged students compared to Michigan high schools overall. As EMCs continue to develop and grow across the state, increased efforts to enroll more students from traditionally underserved groups and developing stronger awareness and connections around postsecondary partner resources that may be available to EMCs and their students, particularly support services, would make this approach to college and career readiness even more powerful and effective.

EMC TYPE AND ENROLLMENT

- A majority of of the EMCs (66%) are high school programs.
- EMC student enrollment is fairly equally distributed across the three EMC types, with 34% of students enrolled in stand-alone schools, 31% in high school programs, and 35% in consortium programs.
- Enrollment across all EMCs is highest for students in grade 11 (34%).

COLLEGE PARTNERS AND COLLEGE COURSE-TAKING

- The majority (80%) of primary college partners are two-year colleges.
- The majority (87%) of primary college partners are public colleges.
- The majority (92%) of EMCs provide students with the opportunity to earn more than 45 college credits, with over half (51%) offering the ability to earn more than 60 college credits.
- The majority (70%) of EMCs also provide students the opportunity to take CTE courses.

STUDENT SUPPORTS

- The most common types of support services provided by EMCs are college readiness/success classes (84%) and social-emotional and mental health counseling (81%).
- Fewer specific student and parent support services were offered than in years past, possibly due to the COVID-19 pandemic and virtual learning conditions.

EMC OUTCOME AWARDS ACHIEVED BY GRADUATING STUDENTS

- The vast majority (93%) of 2020 EMC graduates were successful in completing at least one of the five EMC outcome awards in addition to their high school diploma.
- Over half (54%) of 2020 EMC graduates earned more than 60 credits, equivalent to more than two years of college and overall, 82% of 2020 EMC graduates earned more than 45 college credits.
- Close to half (47%) of 2020 EMC graduates earned an associate degree.
- The MEMCA technical certificate was the most common outcome award attained by 2020 EMC graduates (73%), and many students who earned other awards also earned a MEMCA technical certificate.

Appendix A

List of Michigan Counties with EMCs (Includes Rural and Urban Designation)

Counties with one EMC	Counties with two EMCs	Counties with three EMCs	Counties with four or more EMCs
1. Alcona * 2. Allegan * 3. Alpena * 4. Benzie * 5. Charlevoix * 6. Chippewa * 7. Emmet * 8. Gladwin * 9. Gogebic * 10. Gratiot * 11. Hillsdale * 12. Iosco * 13. Marquette * 14. Mason * 15. Mecosta * 16. Montcalm * 17. Newaygo * 18. Ogemaw * 19. Oscoda * 20. Otsego * 21. Shiawassee * 22. Schoolcraft * 23. Dickinson * 24. Iron * 25. Ontonagon * 26. Bay 27. Berrien 28. Livingston 29. Muskegon 30. St. Clair	31. Barry * 32. Clare * 33. Grand Traverse * 34. Lenawee * 35. Roscommon * 36. St. Joseph * 37. Sanilac * 38. Wexford * 39. Kalamazoo	40. Branch * 41. Delta * 42. Ionia * 43. Isabella * 44. Van Buren * 45. Eaton 46. Jackson 47. Lapeer 48. Macomb 49. Midland 50. Ottawa	51. Houghton * 52. Ingham 53. Monroe 54. Saginaw 55. Cass (5) * 56. Menominee (5) * 57. Washtenaw (5) 58. Calhoun (6) 59. Kent (8) 60. Oakland (8) 61. Genesee (13) 62. Wayne (17)

Note: Counties followed by an asterisk are designated as "rural" by the state of Michigan.

Appendix B

Percentage of EMCs with Specific Themes by EMC Type

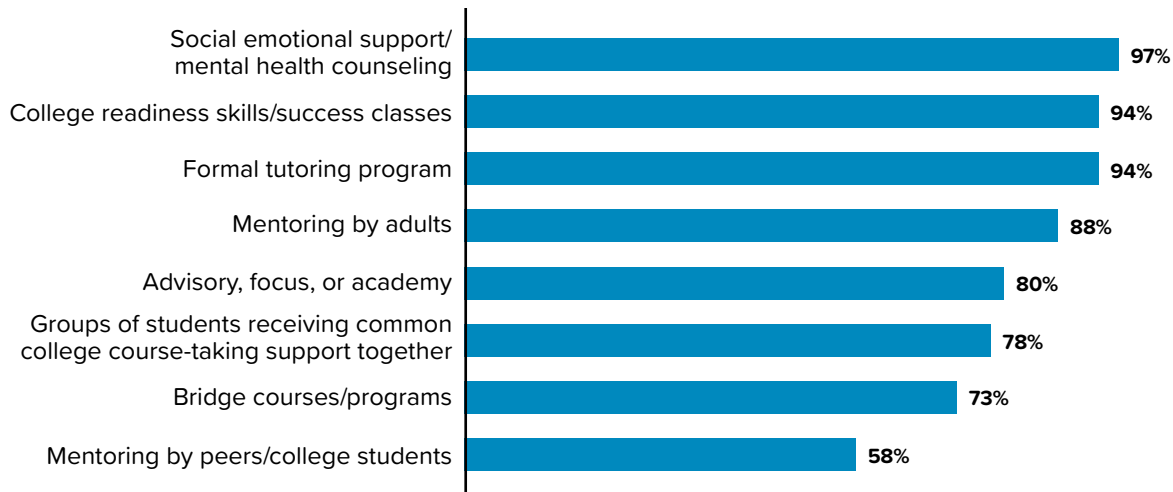
Theme	Stand-alone school	High school program	Consortium program
Career technical education (CTE)	35%	21%	74%
Industrial maintenance certificate	12%	5%	13%
Health careers	35%	27%	32%
New tech	12%	9%	5%
Project-based learning	12%	4%	5%
Service learning	6%	1%	8%
STEM	65%	10%	18%
Michigan Transfer Agreement (MTA)	29%	55%	40%
Other	18%	9%	5%

Note: Survey respondents were asked to select all options that apply to their EMC.

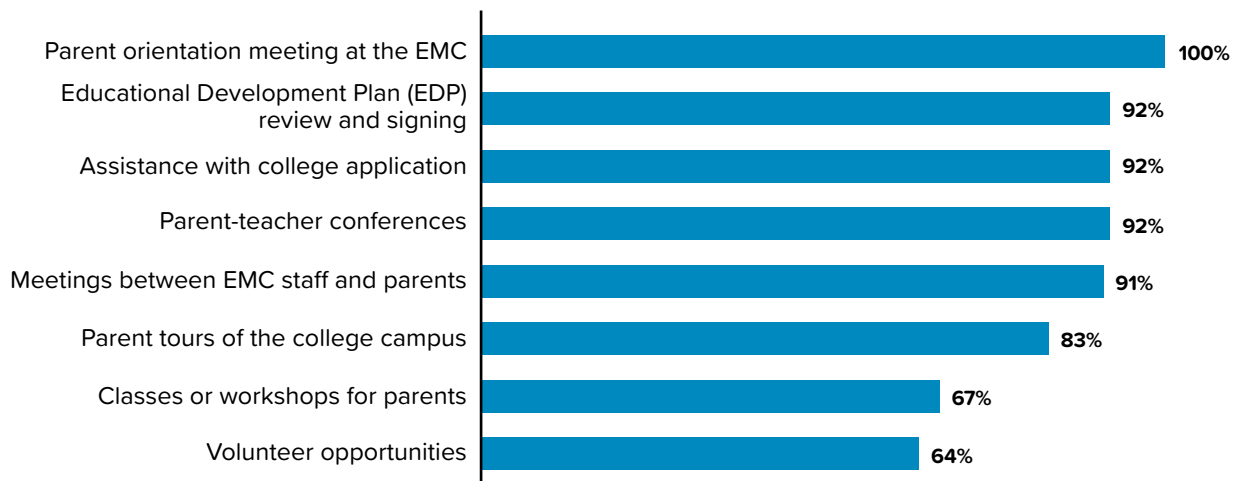
Appendix C

Percentage of EMCs Offering Student and Parental Supports, 2017–18

Student Supports Offered in 2017–18 School Year



Parent Supports Offered in 2017–18 School Year



Appendix D

Michigan Colleges That Partnered with the Greatest Number of EMCs

College	Total EMCs served	Stand-alone School	High school program	Consortium program
1. Mott Community College	13	15%	62%	23%
2. Baker College	11	0%	45%	55%
3. Davenport University	11	0%	82%	18%
4. Wayne County Community College District	10	0%	100%	0%
5. Kellogg Community College	10	0%	80%	20%
6. University of Michigan-Flint	9	11%	78%	11%
7. Bay de Noc Community College	7	0%	71%	29%
8. Mid Michigan College	7	0%	86%	14%
9. Jackson College	6	33%	0%	67%
10. Delta College	6	33%	50%	17%
11. Lansing Community College	6	17%	33%	50%

Note: This table is based on the EMCs that participated in the 2020–21 Michigan Statewide Early Middle College Survey.

Appendix E

List of Michigan Colleges Partnering with EMCs

1. Albion College
2. Alpena Community College
3. Baker College
4. Baker College of Cadillac
5. Bay de Noc Community College
6. Cleary University
7. Davenport University
8. Delta College
9. Eastern Michigan University
10. Ferris State University
11. Glen Oaks Community College
12. Gogebic Community College
13. Grand Rapids Community College
14. Henry Ford College
15. Jackson College
16. Kalamazoo Valley Community College
17. Kellogg Community College
18. Kirtland Community College
19. Lake Michigan College
20. Lake Superior State University
21. Lansing Community College
22. Macomb Community College
23. Mid Michigan College
24. Monroe County Community College
25. Montcalm Community College
26. Mott Community College
27. Muskegon Community College
28. North Central Michigan College
29. Northern Michigan University
30. Northwestern Michigan College
31. Oakland Community College
32. Oakland University
33. Rochester University
34. Saginaw Valley State University
35. Schoolcraft College
36. Southwestern Michigan College
37. St. Clair County Community College
38. University of Michigan-Flint
39. Washtenaw Community College
40. Wayne County Community College District
41. West Shore Community College
42. Western Michigan University

Note: This list is based on the EMCs that participated in the 2020–21 Michigan Statewide Early Middle College Survey.

Appendix F

List of EMCs in Michigan that Enrolled Students in 2020-21

1. Academy of Science, Mathematics and Technology Early College High School
2. Advanced Technology Academy
3. Airport Middle College
4. Alcona Community High School
5. Alpena Early College
6. Arbor Preparatory High School
7. Avondale Schools Early College
8. BAISD EDGE EMC
9. Bangor Career Academy
10. Bangor Public Schools Early Middle College
11. Bark River-Harris Early College
12. Battle Creek Early Middle College Program
13. Beal City Early College
14. Beaverton Junior/Senior High School Early College
15. Beecher Buc Promise
16. Belding Area Schools
17. Belleville Early College
18. Bellevue Early College
19. Benzie Central Early Middle College
20. Berrien County 5th Year Early Middle College
21. Big Bay de Noc School Early Middle College
22. Birch Run Early College
23. Blue Water Middle College Academy
24. Branch County Early College
25. Brandon Early Middle College
26. Bullock Creek Early College Program
27. Byron High School Early College Program
28. Calhoun Area Career Center Early College
29. Calumet, Laurium & Keweenaw Early College
30. Canton Preparatory High School
31. Capital Region Technical Early College
32. Carman-Ainsworth STEM Early College
33. Carney-Nadeau Public Schools Early Middle College Program
34. Cassopolis Early College Program
35. Cedar Springs Early Middle College
36. Center Line Public Schools
37. Charlotte Middle College
38. Charlton Heston Academy Early Middle College
39. Chassell Early College
40. Clare High School
41. Clarkston Early College
42. Clio Area Schools
43. Coleman Early College Program
44. COOR ISD Vocational Early Middle College
45. Crosswell-Lexington Early College
46. Davison High School
47. Delta Schoolcraft Early Middle College
48. Delton Kellogg Early College
49. Dexter Early Middle College
50. Dickinson-Iron Technical Early College
51. Dollar Bay-Tamarack City Area Schools Early College Program
52. Dowagiac Union Schools Early Middle College
53. Dryden High School
54. Early College Allegan County
55. Early College Alliance
56. Early College at Montcalm Community College
57. Early College of Macomb
58. Early College of Muskegon County
59. Early College of Newaygo County
60. East Kentwood Early College
61. Edwardsburg Middle College
62. Escanaba Early Middle College
63. EUP Early College
64. Fairview Area Schools Early Middle College Program
65. Farwell Early College
66. Fenton Southern Lakes
67. Flextech High School-Shepherd Early Middle College
68. Flushing Raider Early College
69. Genesee County Career and Technical Education Early Middle College
70. Genesee Early College
71. Gogebic-Ontonagon ISD Early/Middle College Consortium
72. Grand Blanc High School Early College Program
73. Grand River Preparatory High School
74. Great Lakes Bay Early College
75. Gull Lake High School
76. Hancock Early Middle College
77. Harper Creek Early College
78. Hastings HASS Early College Program
79. Hemlock HS Early College Program
80. Henry Ford Collegiate Academy-Fordson High School
81. Henry Ford Early College
82. Henry Ford Early College School of Education
83. Henry Ford Early College-Advanced Manufacturing
84. Highpoint Virtual Academy
85. Hillsdale County Early Middle College
86. Holland Early College
87. Holt Early College
88. Homer Early College Program
89. Ida Middle College/Early College Program
90. Iosco RESA Early/Middle College Program
91. Ithaca High School Early College
92. Jackson Area College & Career Connection Early/Middle College
93. Jackson County Early College
94. Jackson Preparatory & Early College
95. JC/LISD Academy: A Regional Middle College
96. JC/LISD Branch Academy (note: EMC provided Morenci Area Schools)
97. Kalamazoo County Early Middle College
98. Kenowa Hills Public Schools
99. Lake Fenton Southern Lakes Early Middle College
100. Lake Linden-Hubbell Early College
101. Lake Orion Community Schools Early Middle College Program
102. Lakeview Early Middle College Program
103. Lakewood Early Middle College
104. Lansing Early Middle College at Sexton High School
105. Lapeer Early College
106. LaunchU
107. Lewis Cass ISD CTE EMC
108. LifeTech Academy
109. Lincoln Park Public Schools Middle College
110. Linden Southern Lakes Early Middle College
111. Livingston County Early College
112. Marcellus Early College Program
113. Marquette-Alger Technical Middle College
114. Mecosta-Osceola CTE Early College
115. Melvindale Early College
116. Menominee Area Public Schools
117. Meridian Early College High School
118. Merrill Early College
119. Mid-Peninsula Early Middle College
120. Monroe County Middle College
121. Monroe Public Schools Early College Program
122. Mott Middle College High School
123. North Central Early Middle College Program
124. North Central Now! Boyne City Early College
125. North Central Now! Gaylord Early College
126. North Central Now! Petoskey Early College
127. Northwest Ottawa County Early College
128. Oakland ACE
129. Oakland Early College
130. Oakland Technical Early College
131. Ogemaw Heights Career Tech Early College
132. Ottawa Hills Early Middle College
133. Oxford High School
134. Pansophia Academy
135. Pennfield Early College Program
136. Portland Early College Program
137. Quincy High School-Kellogg Community College Early College Program
138. Redford Union Early College and Careers Program
139. Riverview Early Middle College
140. Romulus Early College
141. Shepherd Bluejays Early College
142. Shiawassee RESD Early College Program
143. Sigma Academy for Leadership and Early Middle College
144. Southgate Community Schools Early Middle College Program
145. Southwest Macomb Technical Education Consortium
146. Southwest Ottawa County Early College
147. St. Clair County Career and Technical Middle College Program
148. St. Joseph County Early/Middle College Program
149. STEMM Academy
150. Stephenson Area Public Schools Early Middle College
151. Swartz Creek Early Middle College
152. Taylor Preparatory High School
153. The Early College @ Lansing Community College
154. Traverse Bay Area Early College
155. Traverse City Area Public Schools Early College
156. Van Buren Middle College
157. Washtenaw Technical Middle College
158. Wellspring Preparatory High School
159. Westfield Preparatory High School Early Middle College
160. Wexford-Missaukee Early College
161. Woodhaven Early Middle Program
162. Wyoming Public Schools
163. Ypsilanti STEMM Middle College

