

WELCOME!

The Current Landscape of Early Middle Colleges in Michigan

Designs, Features and Outcomes

October 8, 2021



Agenda

Part I (9:00am – 10:20am)

- Welcome and context
Michigan Department of Education (MDE) Office of Career Technical Education (OCTE)
- Presentation of EMC data and interactive chat
National Center for Restructuring Education, Schools and Teaching (NCREST)
Teachers College, Columbia University
- 5-minute break

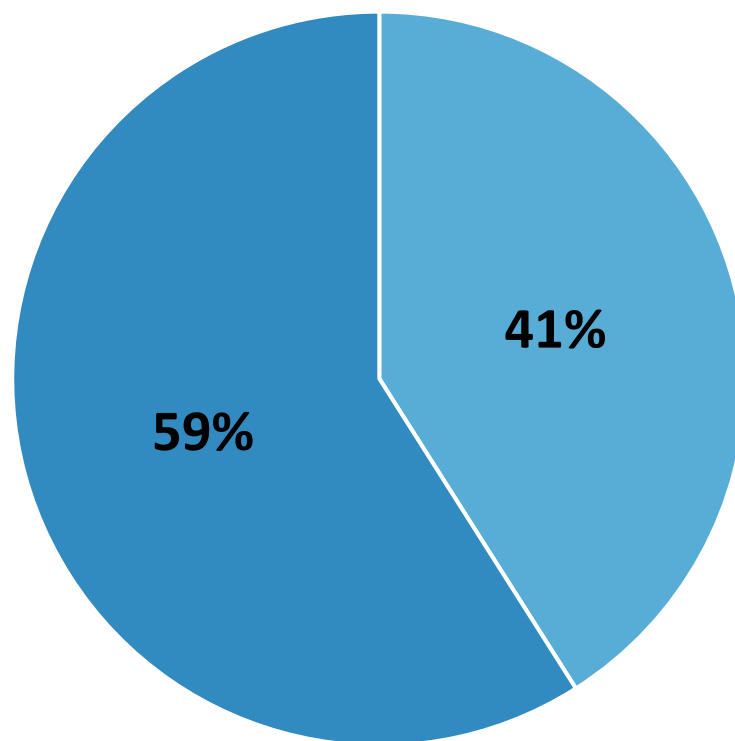
Part II (10:20 – 12:00pm)

- Partnerships
Michigan College Access Network (MCAN)
Michigan Early Middle College Association (MEMCA)
- Facilitated breakout groups
- Share out and takeaways
- Wrap Up

Poll #1

2020-21 EMC Students, MI School Data

GENDER

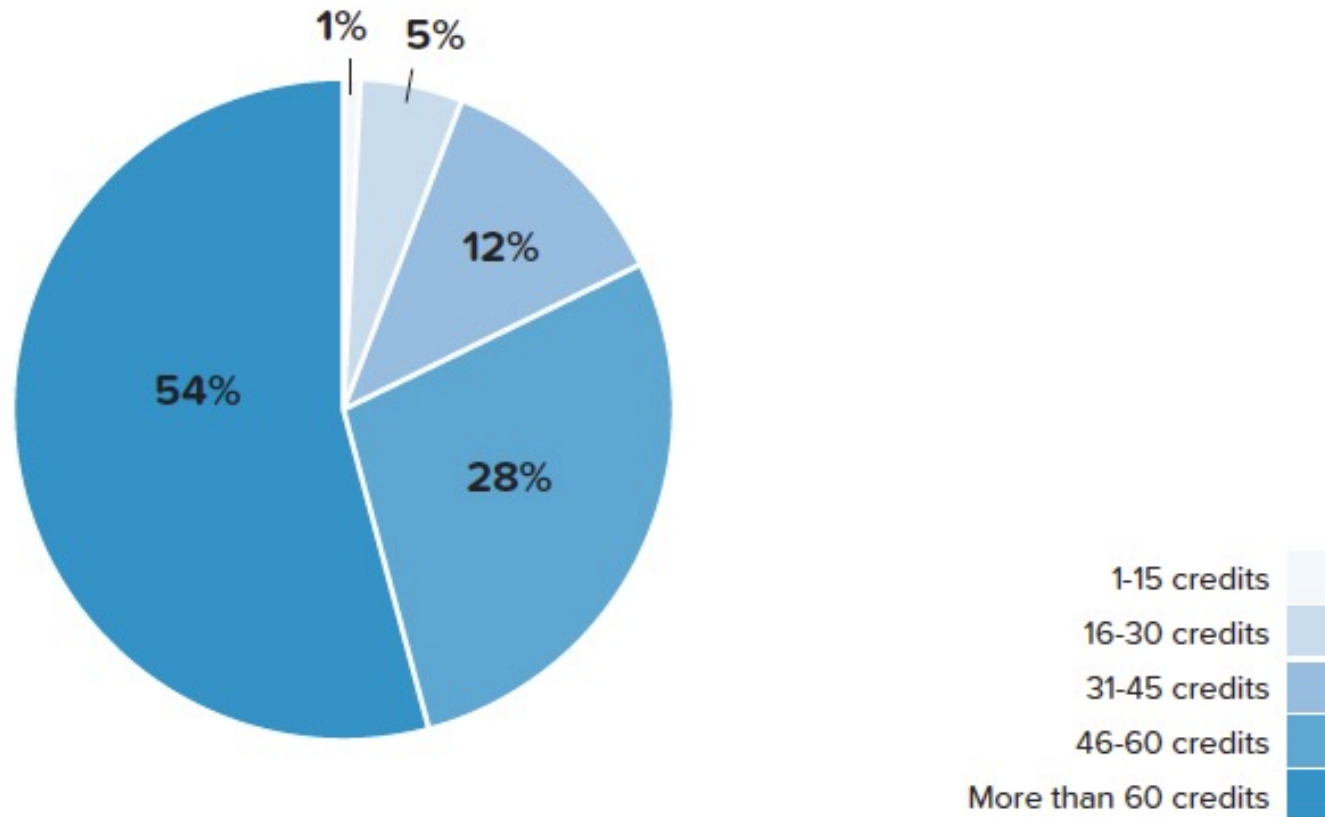


Male
Female

Poll #2

2020-21 Michigan EMC Survey

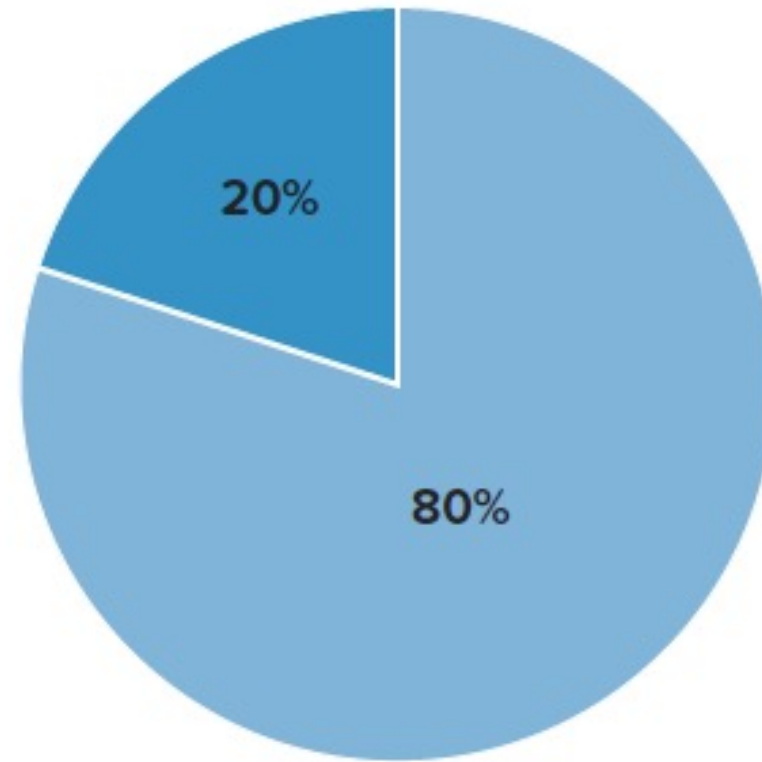
2020 EMC Graduates by College Credits Earned



Poll #3

2020-21 Michigan EMC Survey

EMCs by Primary College Partner's Two- or Four-Year Classification



Two-year college

Four-year college

Early Middle College supports the Michigan Department of Education (MDE) Top 10 Strategic Education Plan to:

- Improve the health, safety, and wellness of all learners
- Expand secondary learning opportunities for all students
- Increase the percentage of all students who graduate from high school
- Increase the percentage of adults with a postsecondary credential



MISSION

Support learning and learners

VISION

Every learner in Michigan's public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.

GUIDING PRINCIPLES

1. All students have access to high-quality instruction regardless of their gender, sexual orientation, ethnicity, race, economic status, native language, or physical, emotional, and cognitive abilities to close the student achievement and opportunity gaps that currently exist.
2. All educators are encouraged to be creative and innovative. All educators are adequately compensated and respected for their professionalism, and have the resources, support, and training needed to educate students.
3. All students are encouraged to express their creativity, have voice in their own learning, feel connected to their schools, and have authentic, meaningful relationships with educators.
4. All students are provided every opportunity to achieve the broadest range of life dreams.
5. Families and communities are essential partners of teachers, support staff, and administrators in the education of students.
6. In support of students and their achievement, the Michigan Department of Education is coordinated, aligned, and properly resourced, and collaborates with school districts and a wide range of partners and stakeholders.

GOALS

- Expand early childhood learning opportunities
- Improve early literacy achievement
- Improve the health, safety, and wellness of all learners
- Expand secondary learning opportunities for all students
- Increase the percentage of all students who graduate from high school
- Increase the percentage of adults with a post-secondary credential
- Increase the numbers of certified teachers in areas of shortage
- Provide adequate and equitable school funding

METRICS

Metrics are a critical component of the Top 10 Strategic Education Plan. Metrics have been identified for each goal and will be reviewed and reported annually.

CONTRIBUTIONS

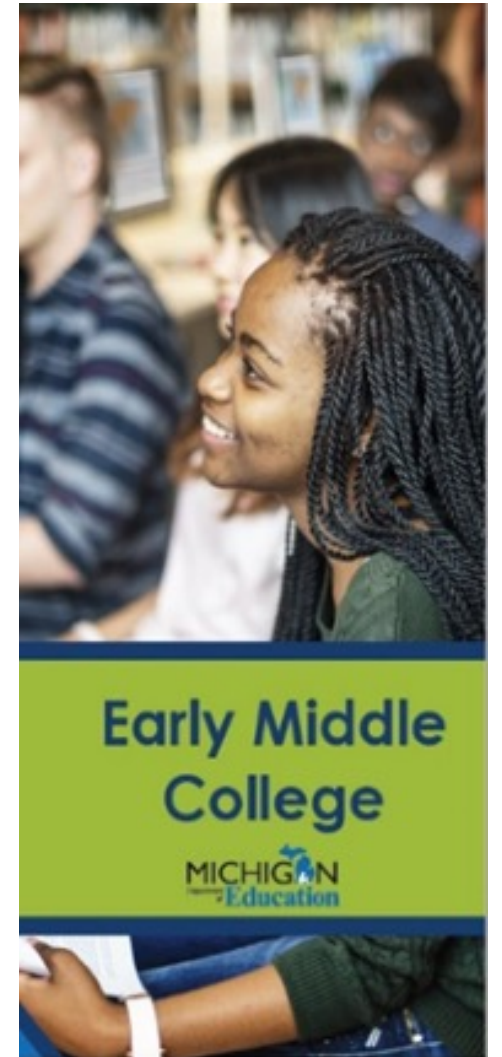
To support the implementation of the Top 10 Strategic Education Plan, a three-pronged approach has been developed. First, the education community is encouraged to share their contributions to each of the goals on the MDE website. The online repository provides the opportunity for hard work to be viewed and replicated. Additionally, educator convenings related to each goal will be held to discuss best practices, identify the research that supports the practice, and discuss the positive effects of the practice on student outcomes. Furthermore, a series of written documents will be developed and shared online that highlight best practices for each goal area.

To learn more about how your organization can contribute to the success of the strategic education plan, or how MDE can support your efforts, visit the [MDE website](#).



Early Middle Colleges in Michigan

- A specific five-year program of study, where students can earn their high school diploma and a degree, certificate, or substantial college credit.
- Generally, there is no cost to the student.
- Social Emotional and Wrap Around Support is provided by the school district and the postsecondary partners.
- EMCs are an opportunity for all students. MDE encourages enrollment priority be given to economically disadvantaged, underperforming, underrepresented, underserved students.



Early Middle College Models in Michigan

1. EMC High School

A model where 100% of students in the high school are enrolled in the EMC.

2. EMC Program (school within a school)

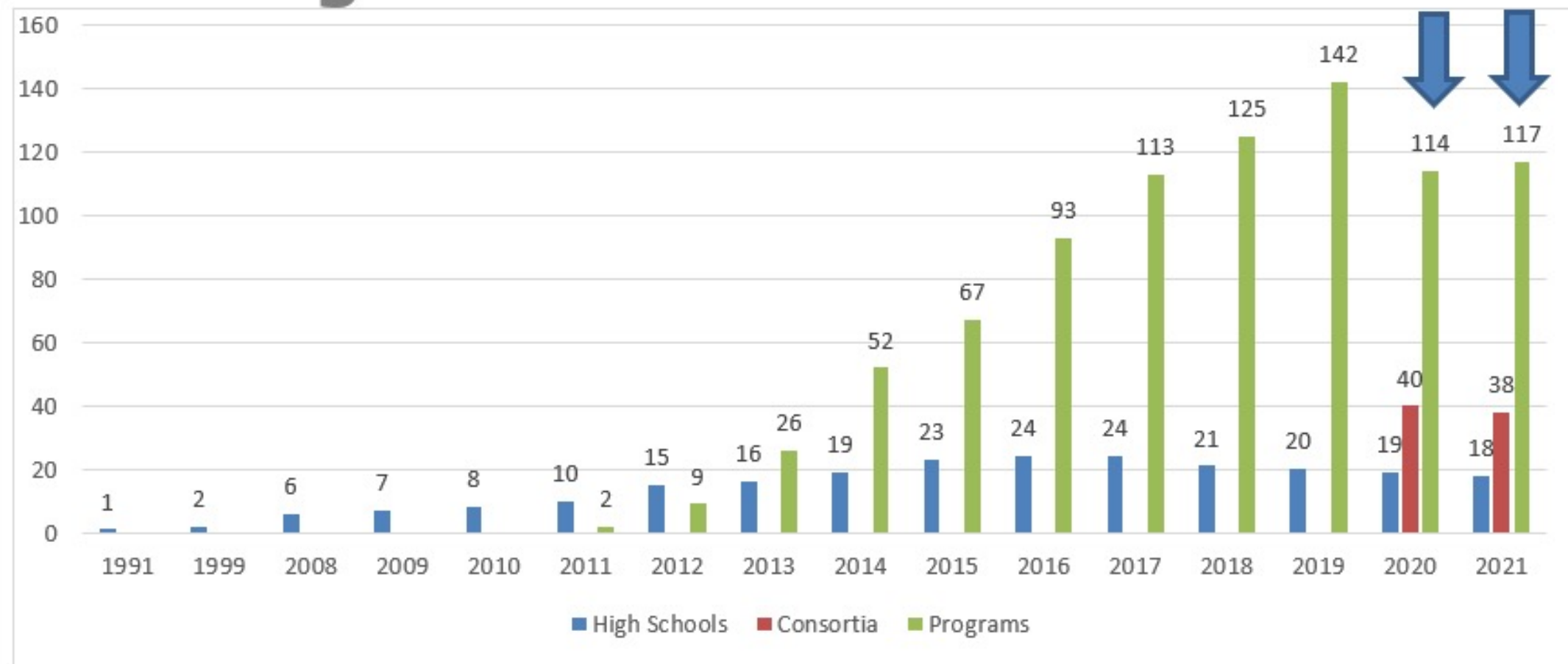
A cohort of high school students from a single district are enrolled in the EMC – not the entire student body.

3. EMC Consortia

A group of districts or ISD's collaborate to offer EMC services with one coordinating body.

Longitudinal Growth of EMCs in Michigan

2020 & 2021 = 173 EMCs



In 2020, ISD **Consortia** became a separate category for data tracking.



Dr. Brian Pyles

Director,
Michigan Department of
Education –
Office of Career and
Technical Education

Welcome and Purpose

- Share survey data collected by NCREST from 82% of Early Middle Colleges with a cross section of stakeholders.
- Expand stakeholders' understanding of Early Middle College programming and potential impact on students and families.
- Spur conversation with stakeholders on strategies and solutions to reduce gaps in access, equity and success.
- Utilize stakeholder input for future strategic planning, professional development, and policy development for MDE and MEMCA.

Jennifer Kim

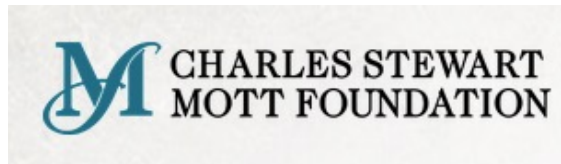
Senior Research Associate, NCREST
Teachers College, Columbia University

Dr. Elisabeth Barnett

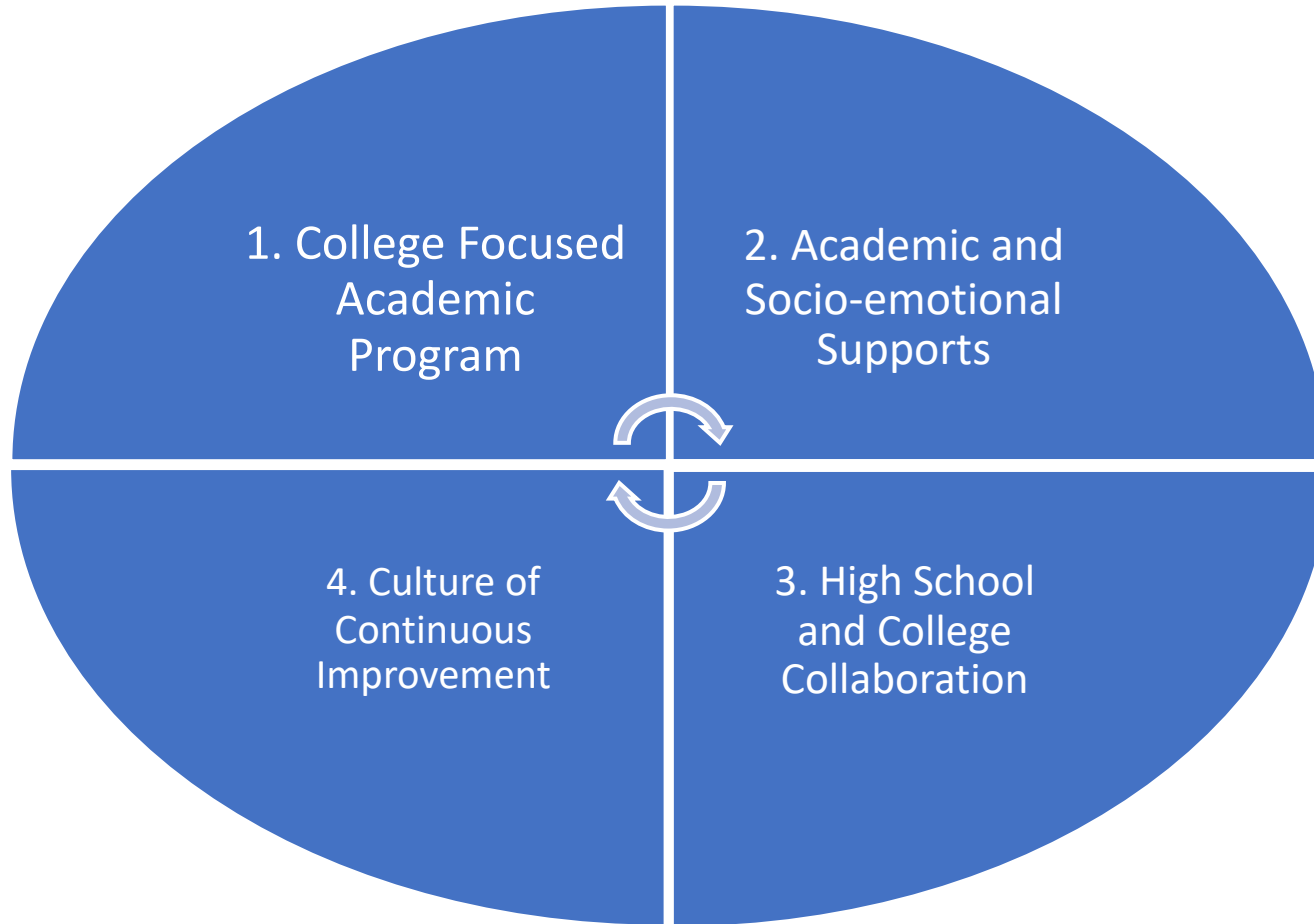
Senior Research Scholar, NCREST, CCRC
Teachers College, Columbia University

Early Middle College Data Presentation and Interactive Chat

Development of Partnerships & Collaboration



EMC Four Pillars (MEMCA)



Early College Model Impact

- Edmonds et al. (2020). *What Happens When You Combine High School and College? The Impact of the Early College Model on Postsecondary Performance and Completion.*
- Atchison et al. (2019). *The Costs and Benefits of Early College High Schools.*
- Song & Zesler (2019). *Early College, Continued Success: Longer-Term Impact of Early College High Schools.*

The Current Landscape of Early Middle Colleges in Michigan: Designs, Features and Outcomes

**2020–21 Michigan Statewide
Early Middle College Survey**

Goal: To understand the current characteristics and designs of EMCs across the state of Michigan, and EMC outcome awards of high school graduates → to guide ongoing EMC development and improvement efforts.

Survey administration dates:

December 2020 – February 2021, online

Survey response rate:

82% of all EMCs completed the survey

MDE and MI School Data:

Types of EMCs

Demographics

Survey Topics:

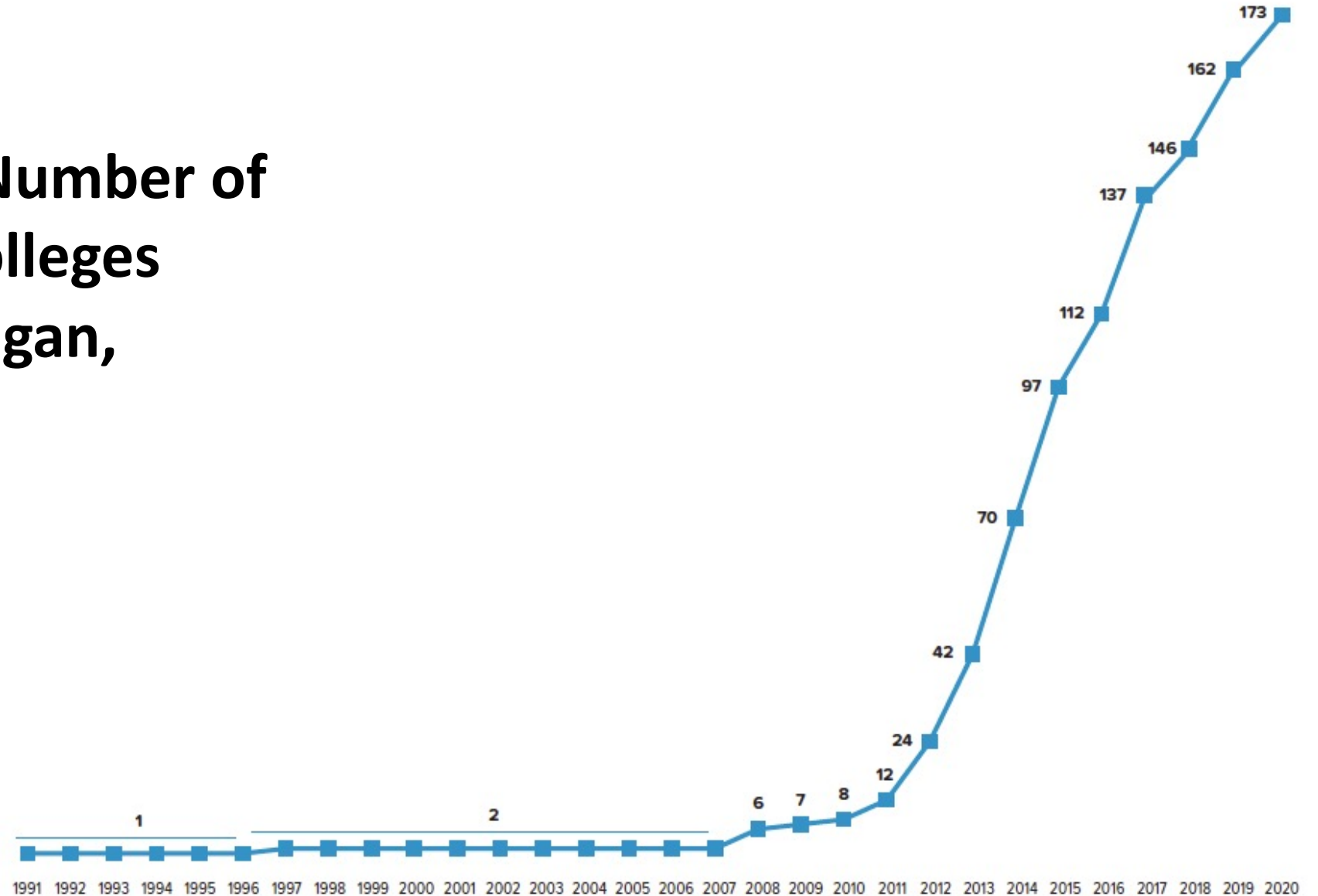
College Course-Taking

Support Services

College and Other Partnerships

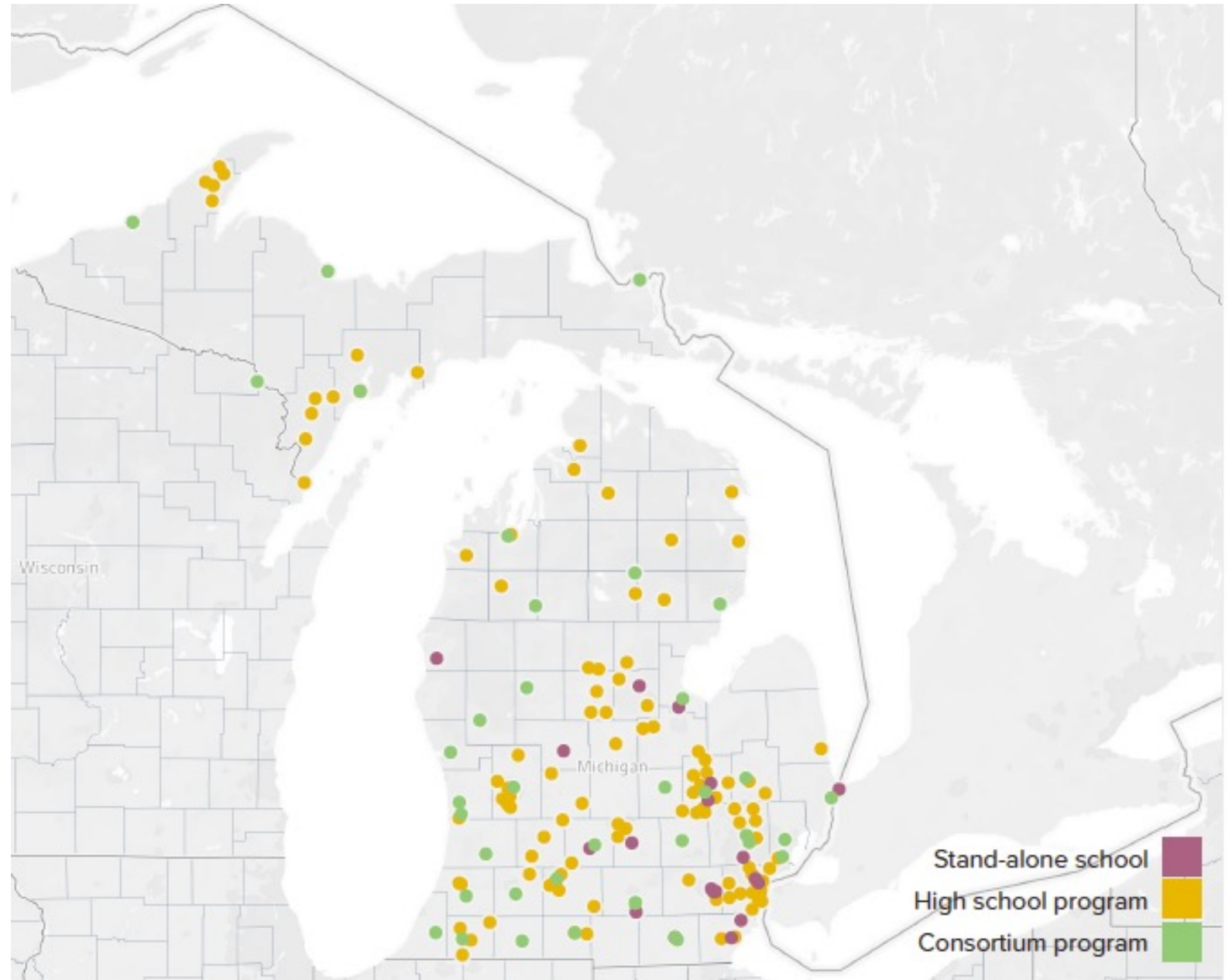
EMC Outcome Awards, 2020 Graduating Class

Growth in the Number of Early Middle Colleges (EMCs) in Michigan, 1991 – 2020



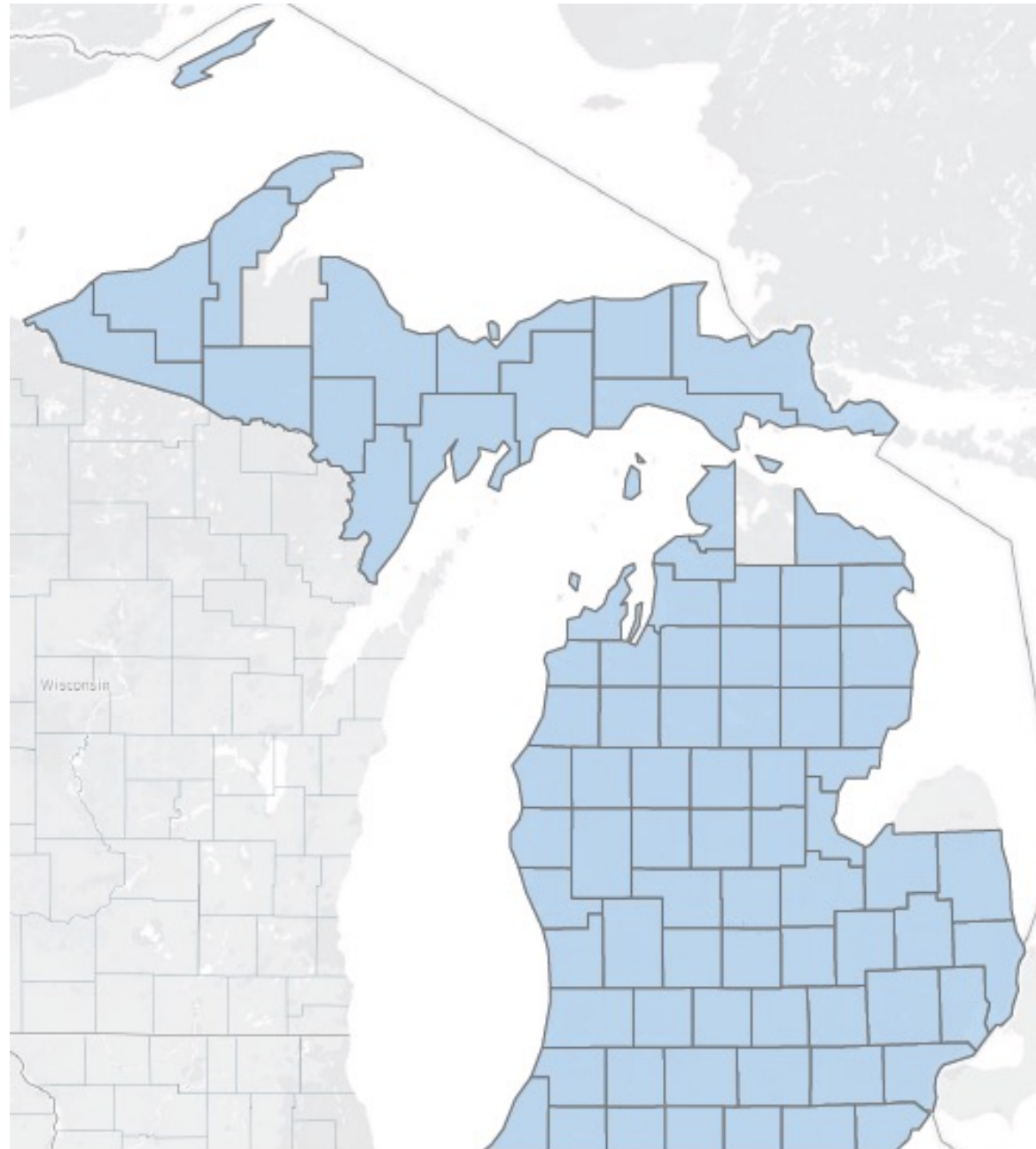
Source: MDE OCTE, Early Middle College Longitudinal Growth

Geographic Distribution of EMCs in Michigan by EMC Type



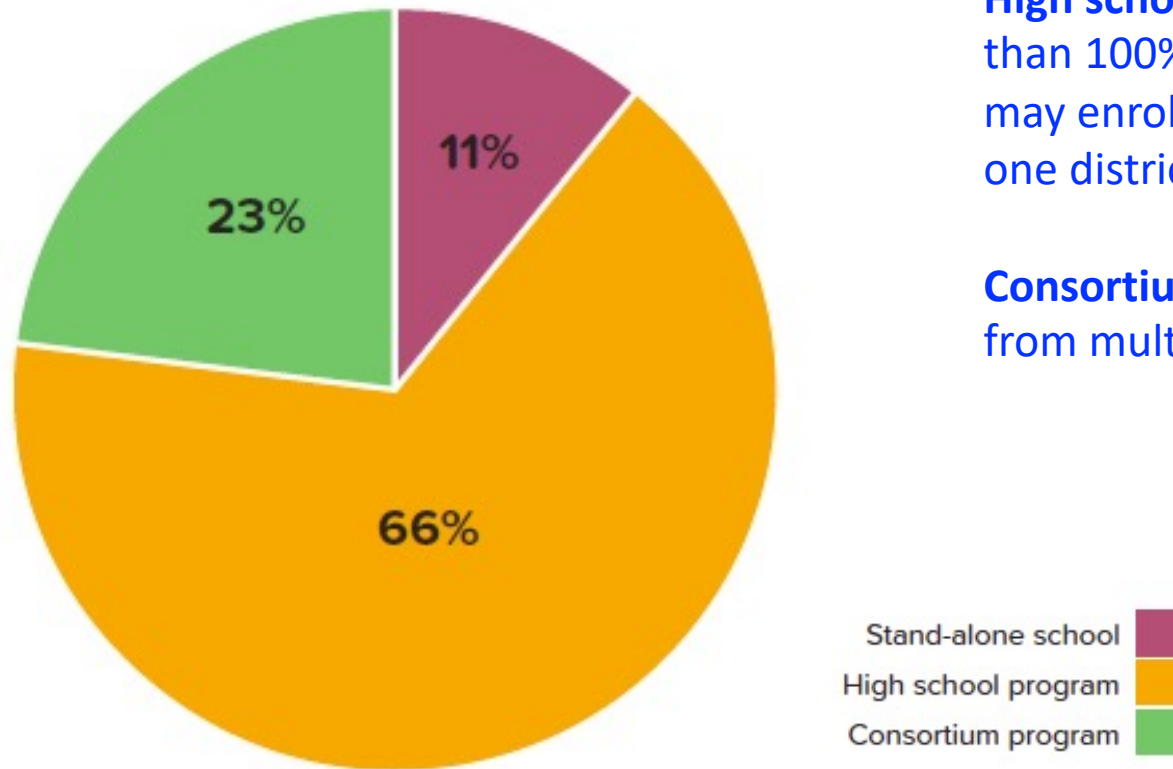
Source: MDE OCTE via Michigan EMC Survey Administration

Michigan Counties Served by an EMC in the County or Nearby County



Source: MDE OCTE

Percentage Distribution of EMCs in Michigan by Type

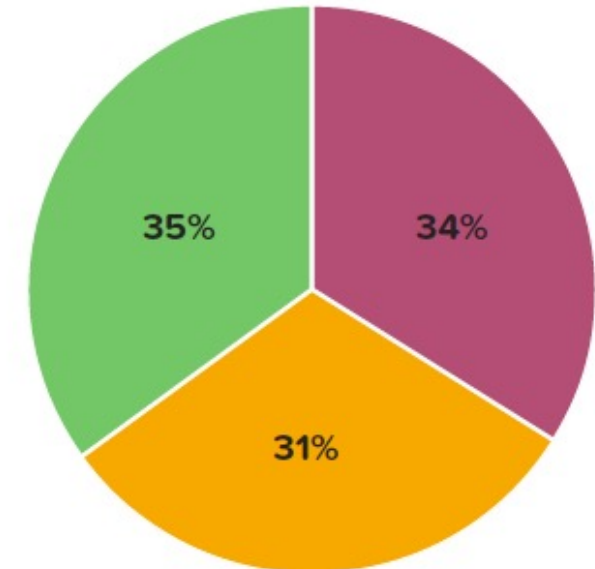


Source: MDE OCTE

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

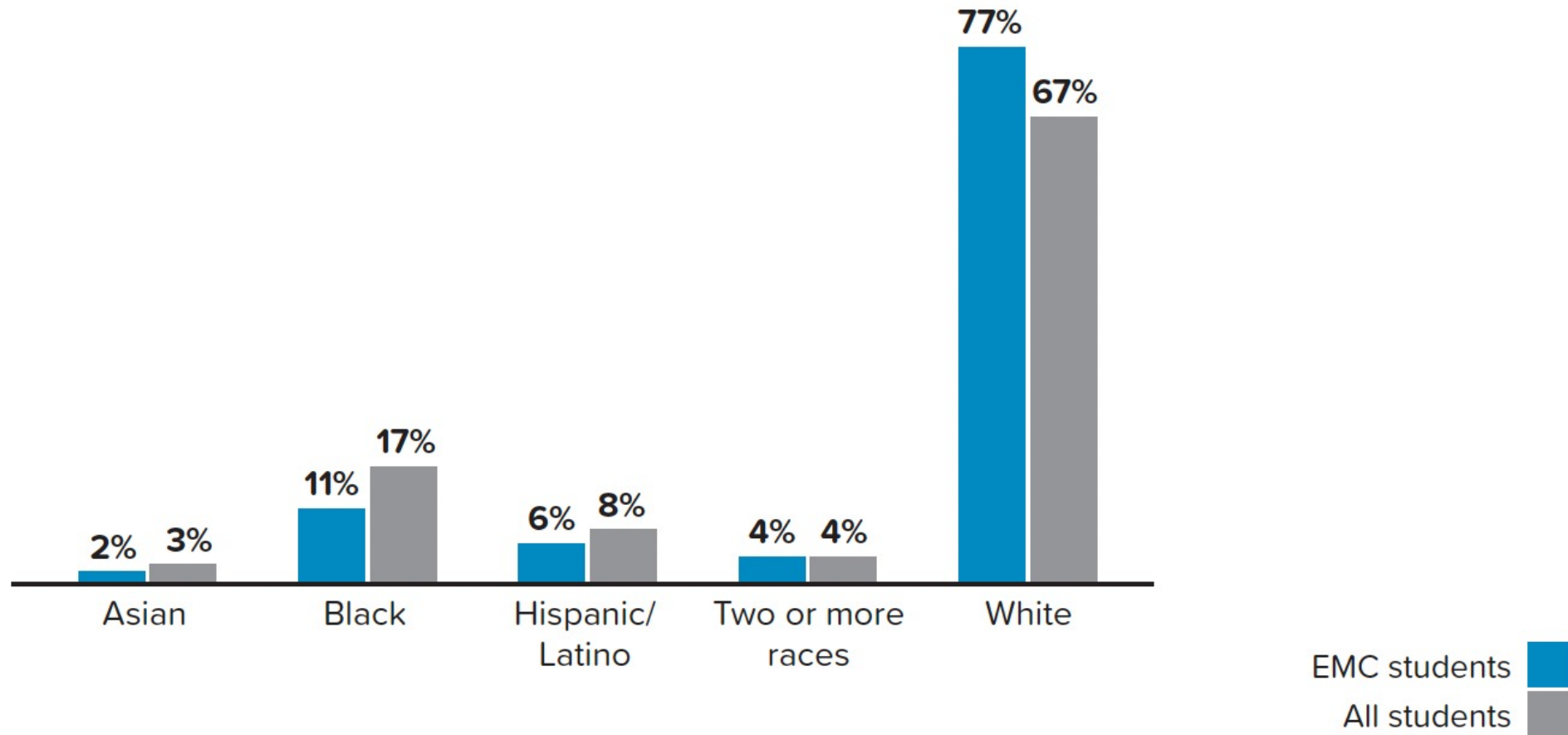
High school program (EMC Program). A program designed to serve less than 100% of the high school population. An EMC high school program may enroll students from one high school or multiple high schools within one district.

Consortium program (EMC Consortia). A program comprising students from multiple school districts with one coordinating agency.



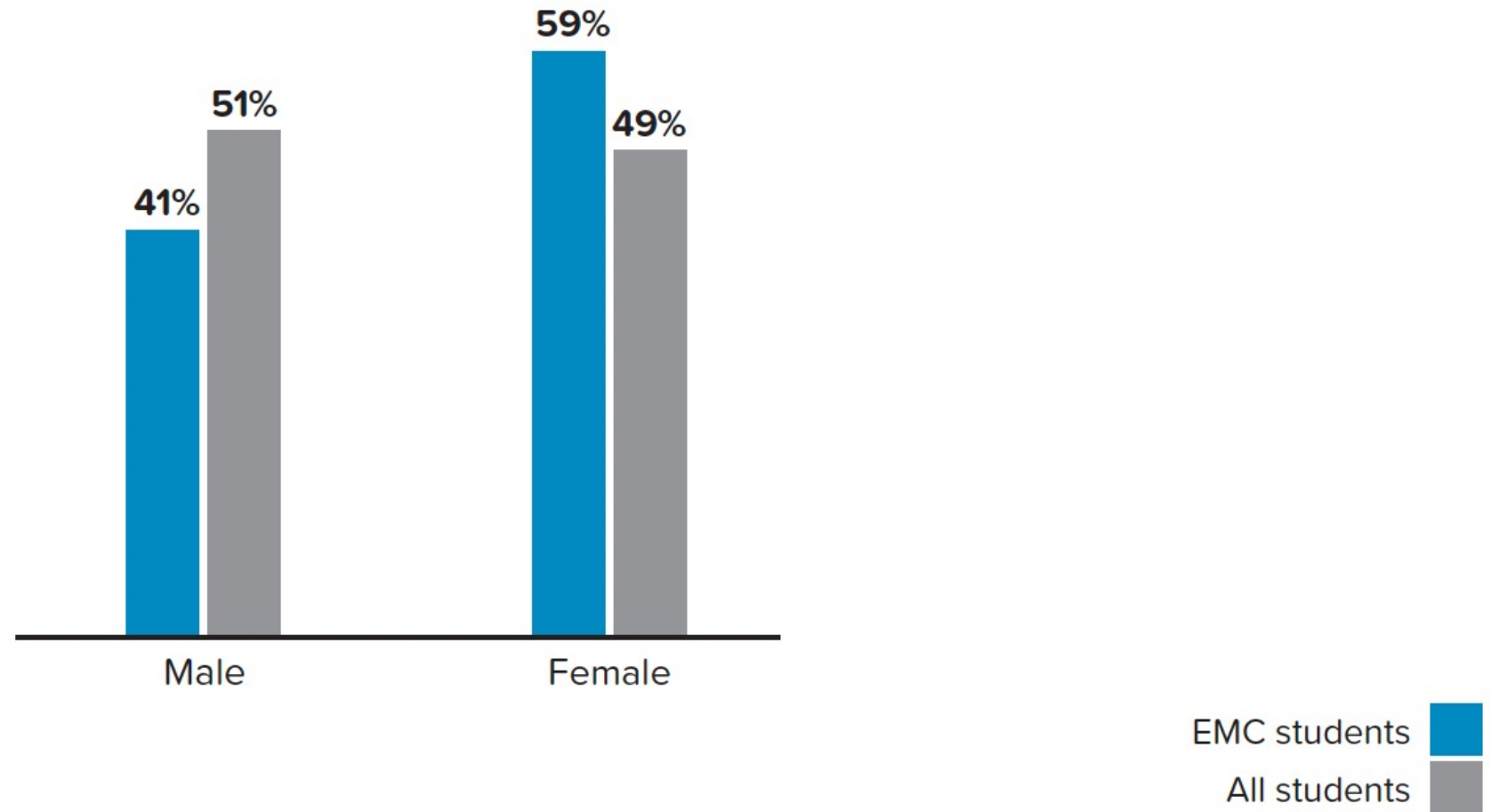
Source: Michigan EMC Survey

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



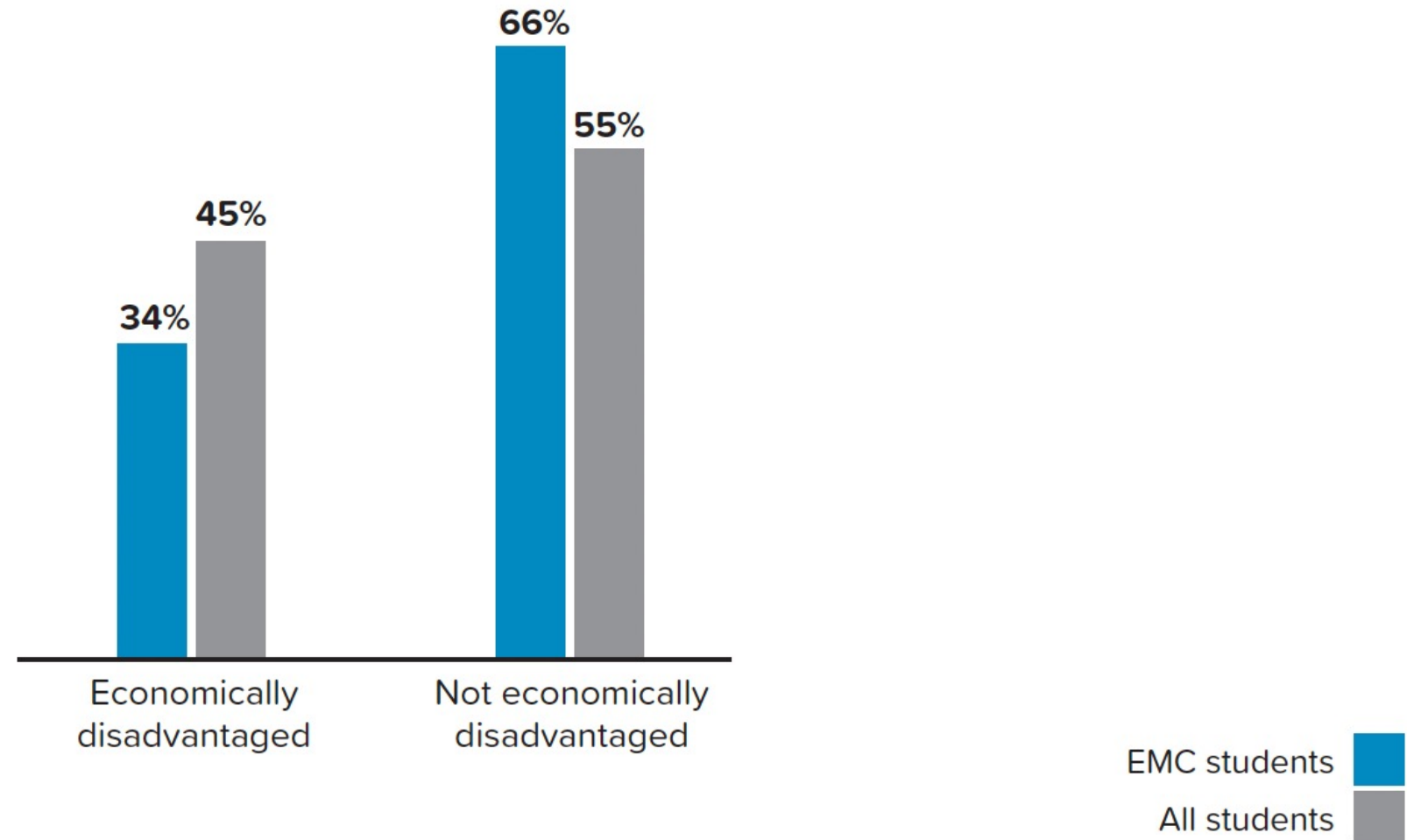
Source: MI School Data

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



Source: MI School Data

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



Source: MI School Data

Michigan Early Middle College Graduates: Postsecondary Enrollment, Persistence, and Performance

Jennifer Kim
Linh Doan
Elisabeth Barnett

September 2020

NCREST

National Center for Restructuring Education, Schools and Teaching
Teachers College, Columbia University

Postsecondary Enrollment (within 1 year of high school graduation)

Figure 5. Postsecondary Enrollment of EMC and Michigan High School Graduates Within One Year

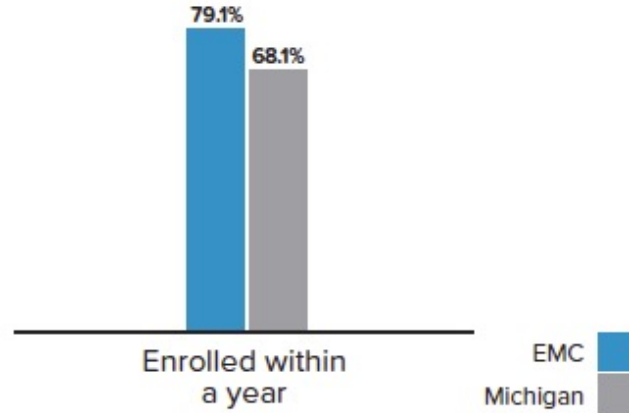


Figure 12. Postsecondary Enrollment Within One Year of Economically Disadvantaged EMC and Michigan High School Graduates

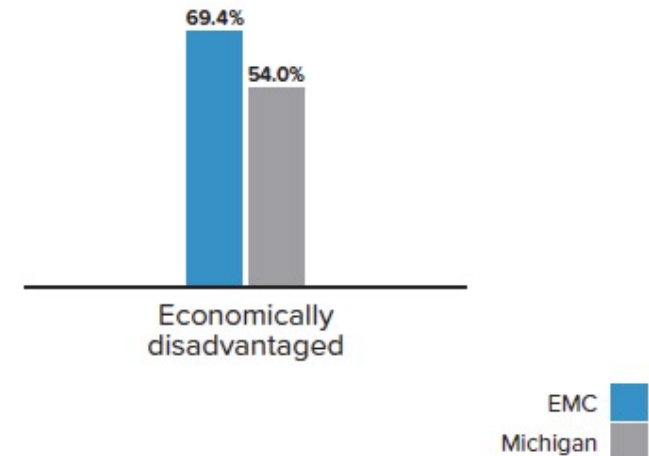
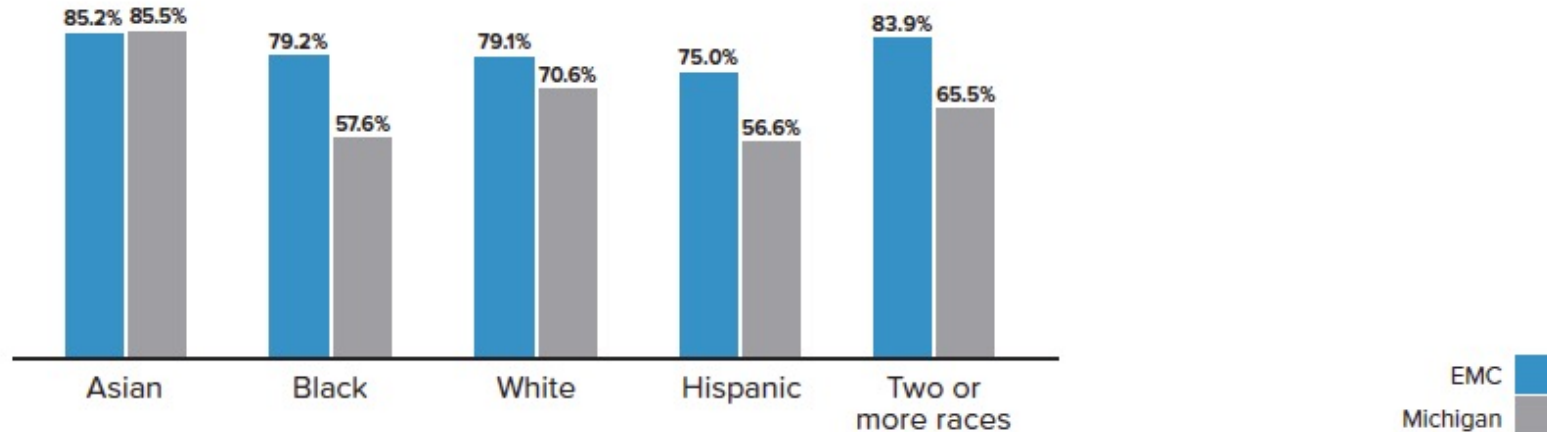


Figure 10. Postsecondary Enrollment of EMC and Michigan High School Graduates Within One Year, by Race/Ethnicity



Michigan Early Middle College Graduates: Postsecondary Enrollment, Persistence, and Performance

Jennifer Kim
Linh Doan
Elisebeth Barnett

September 2020

NCREST

National Center for Restructuring Education, Schools and Teaching
Teachers College, Columbia University

Postsecondary Credits (24 credits within 2 years of college enrollment)

Figure 17. Percentage of EMC and Michigan High School Graduates Earning 24 Credits Within Two Years of College Enrollment¹¹

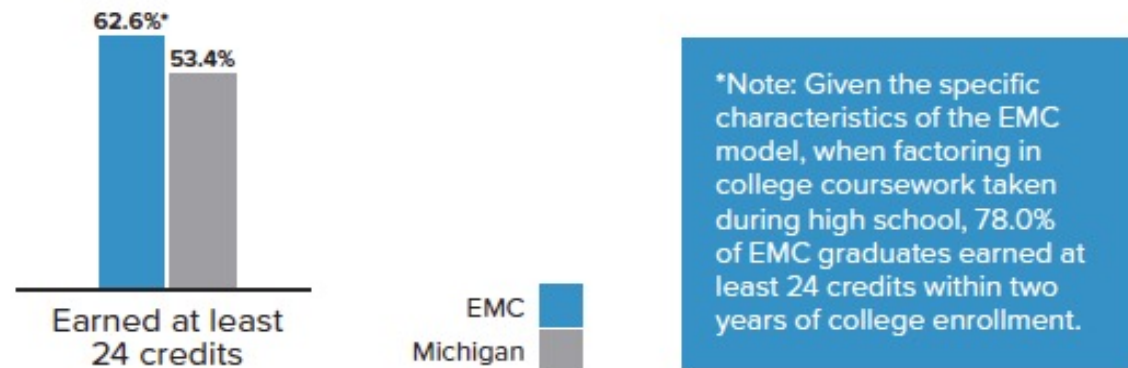
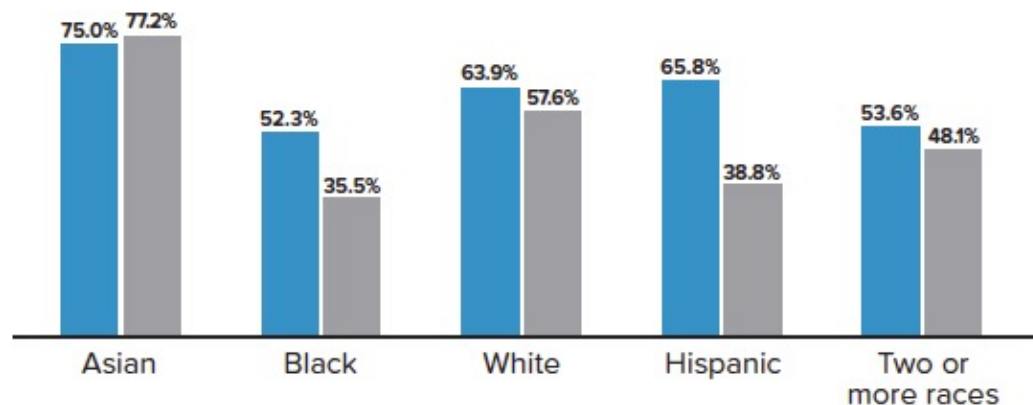


Figure 21. Percentage of EMC and Michigan High School Graduates Earning 24 Credits Within Two Years of College Enrollment, by Race/Ethnicity

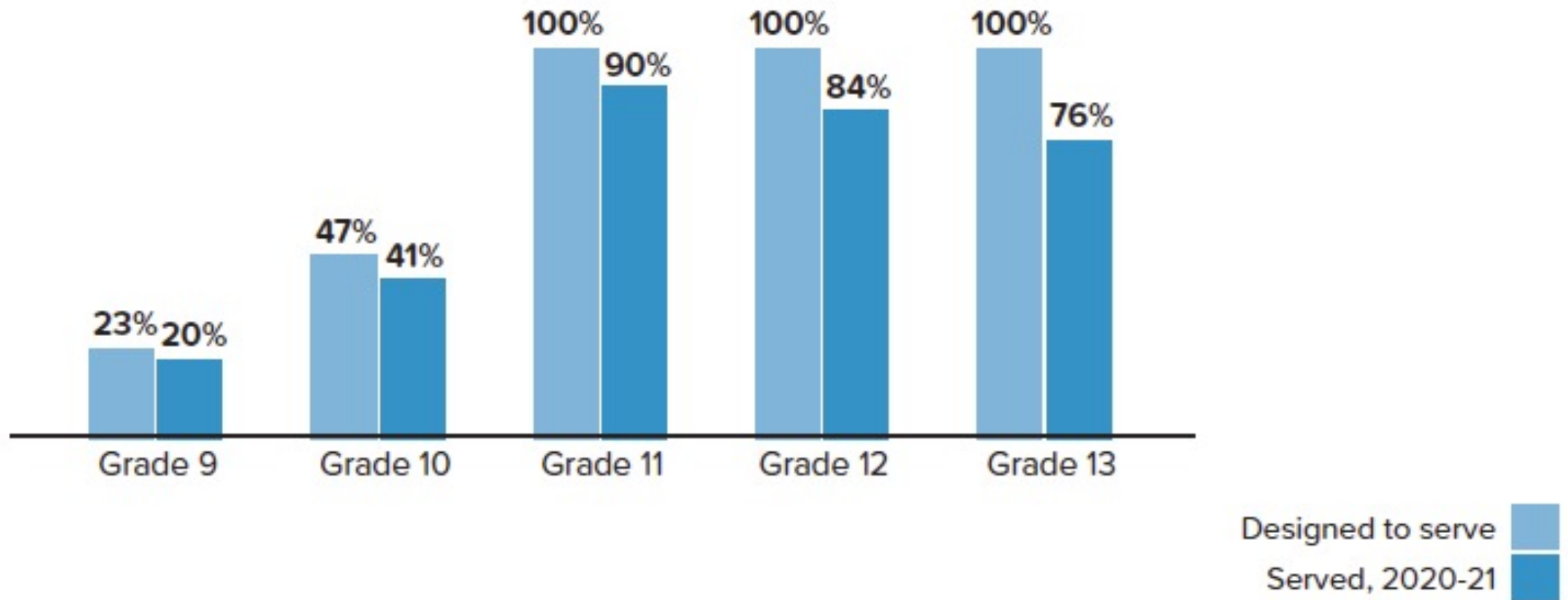


More broadly, on average, the 2015–16 EMC graduates, earned a total of 75.4 college credits when factoring in college courses completed both during high school and two years after graduation.

Figure 24. Percentage of Economically Disadvantaged EMC and Michigan High School Graduates Earning 24 Credits Within Two Years of College Enrollment

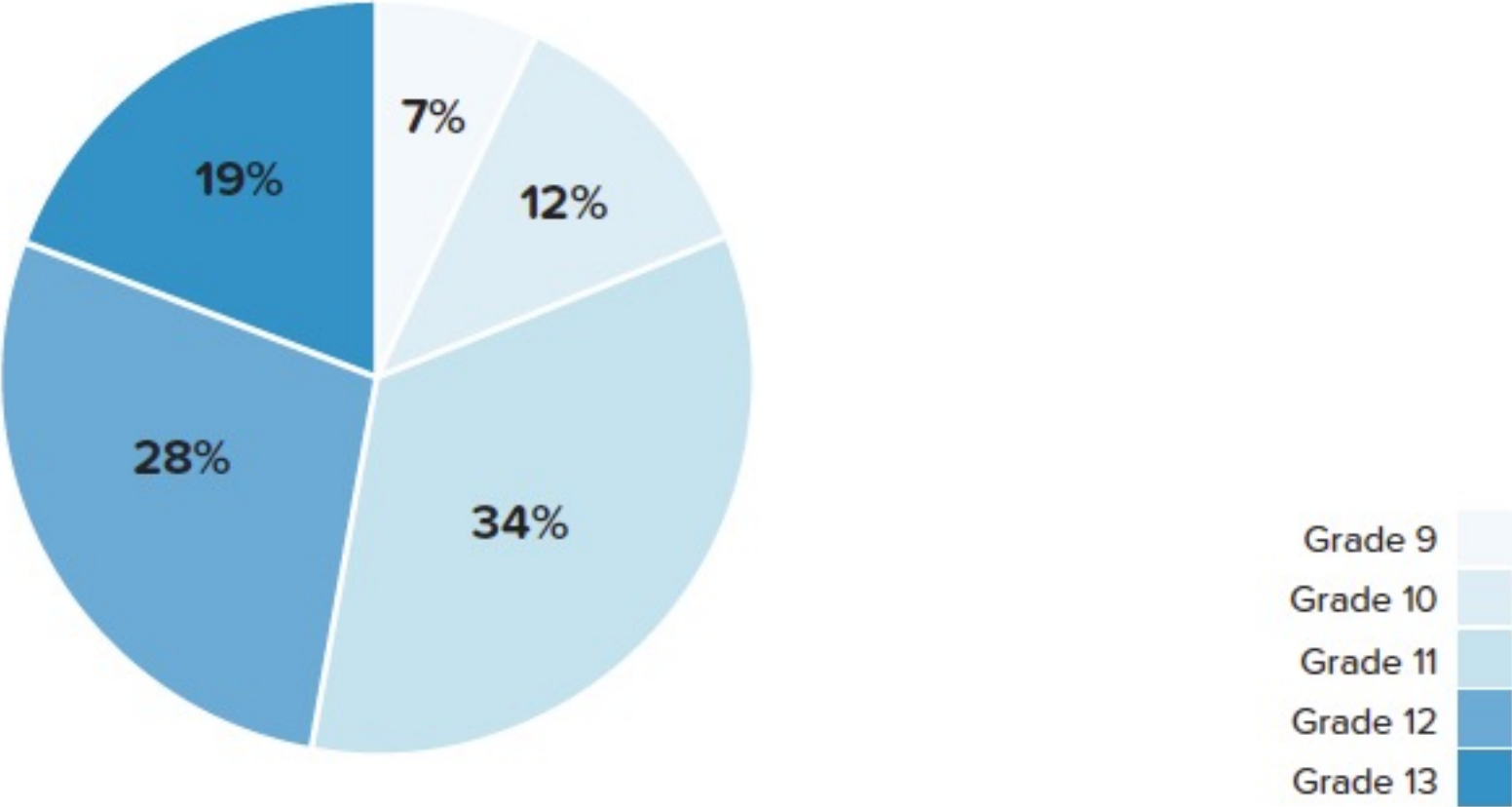


**Percentage of EMCs Serving Grades 9–13
by Grades Designed to Serve and Grades Served in 2020–21**



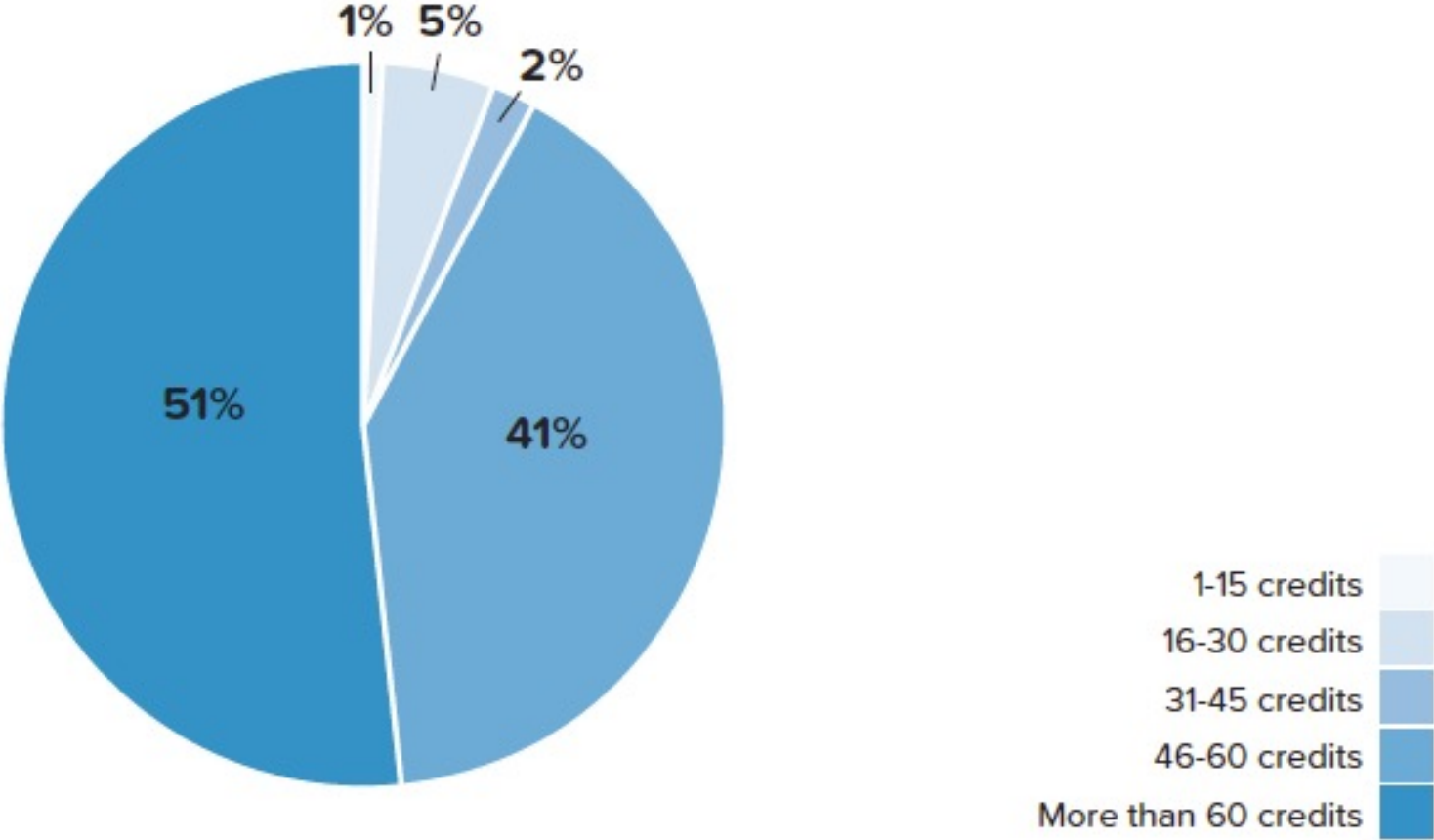
Source: Michigan EMC Survey

**Percentage Distribution of EMC Students
Enrolled in 2020–21 by Grade**



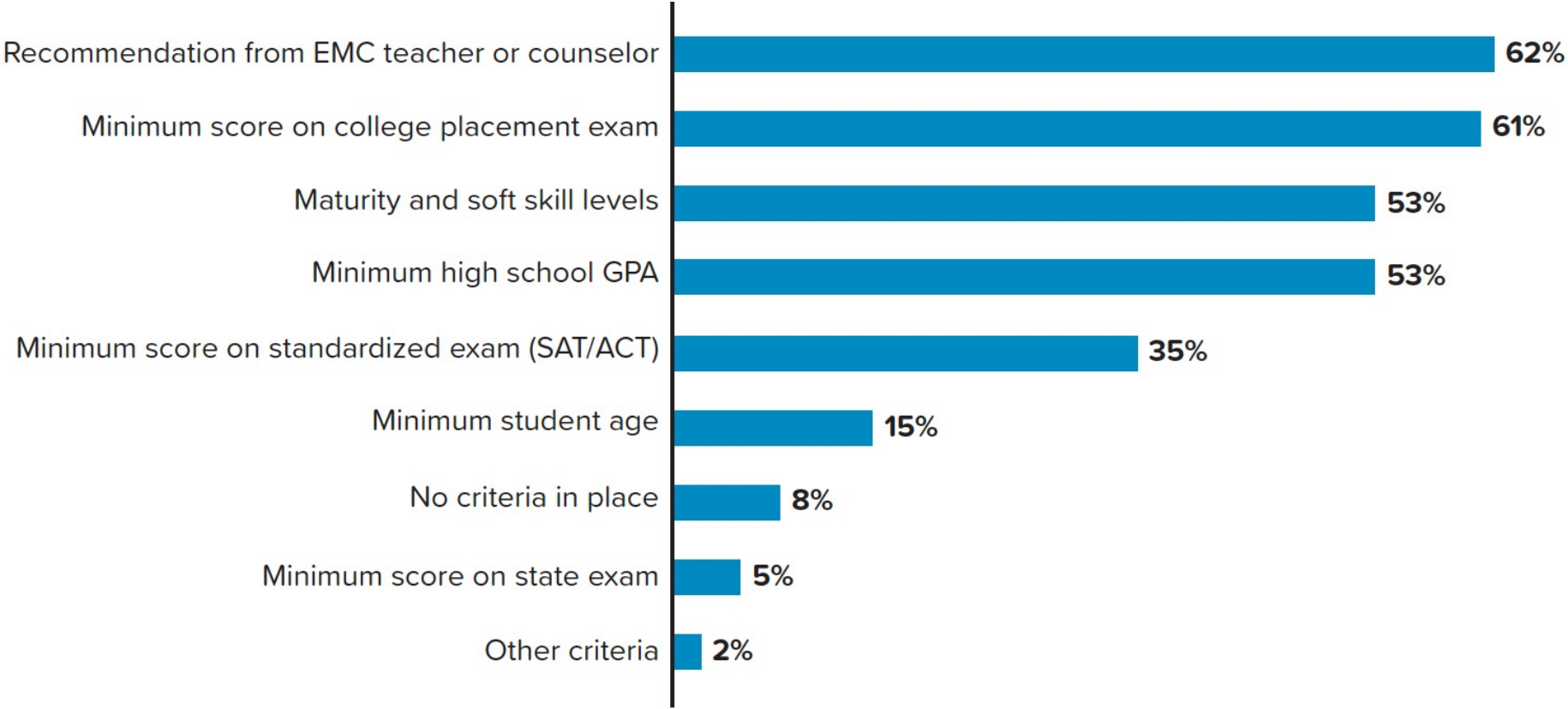
Source: Michigan EMC Survey

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



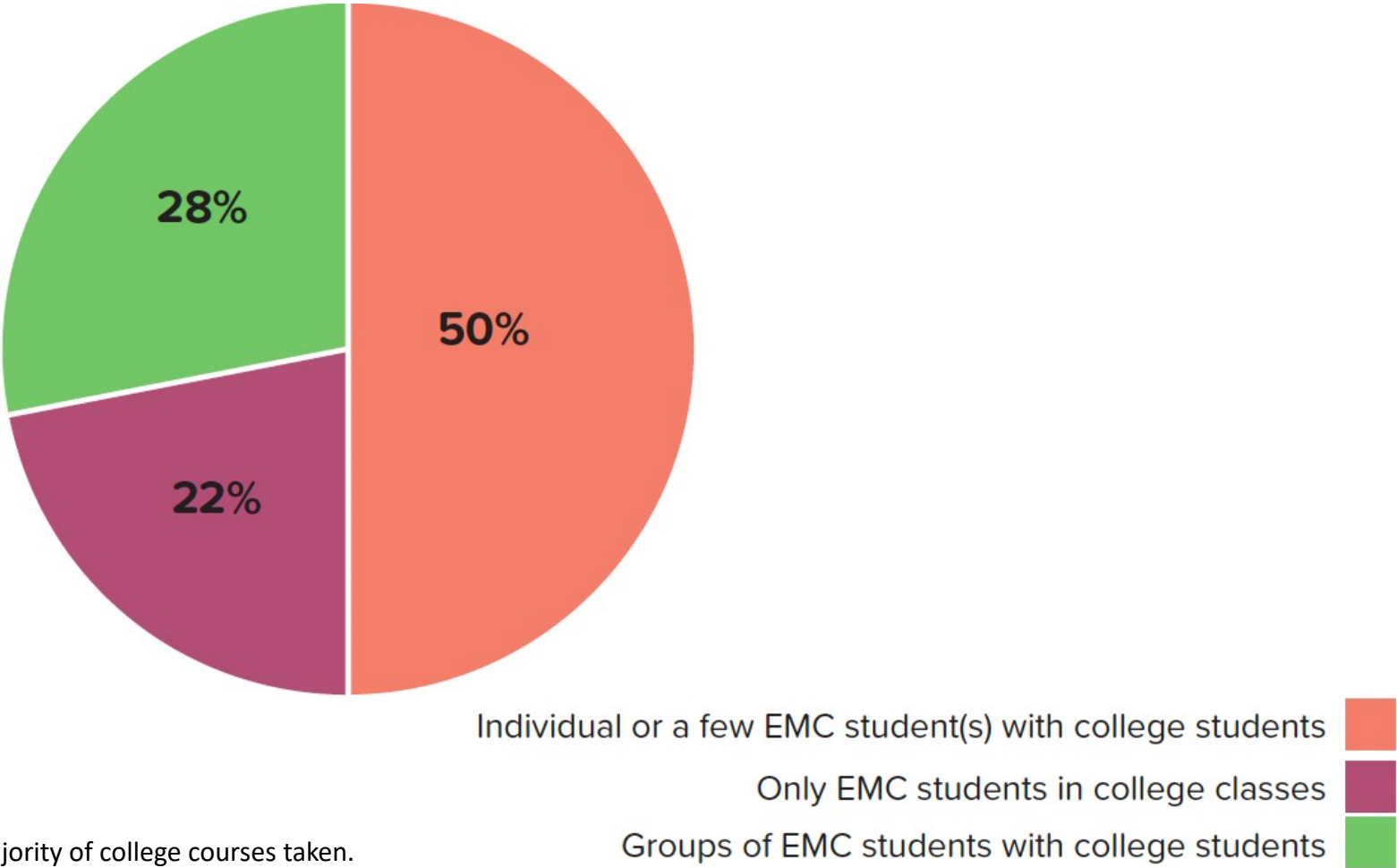
Source: Michigan EMC Survey

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



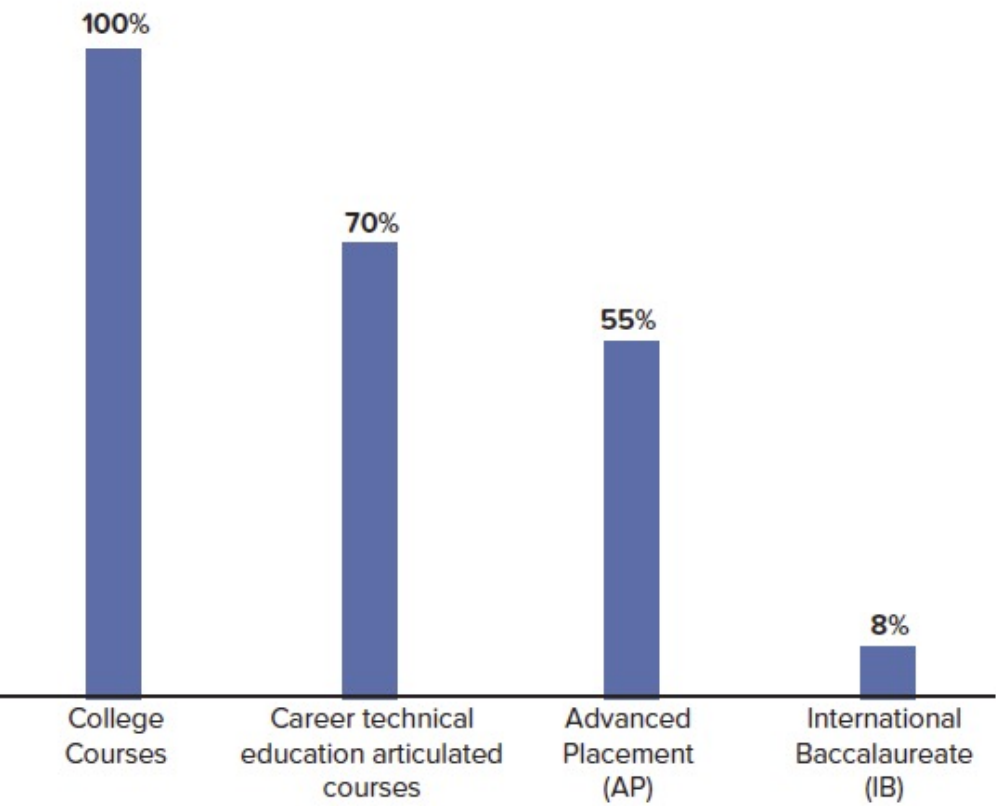
Note: Survey respondents were asked to select all options that apply to their EMC.

Percentage Distribution of EMCs by College Class Composition

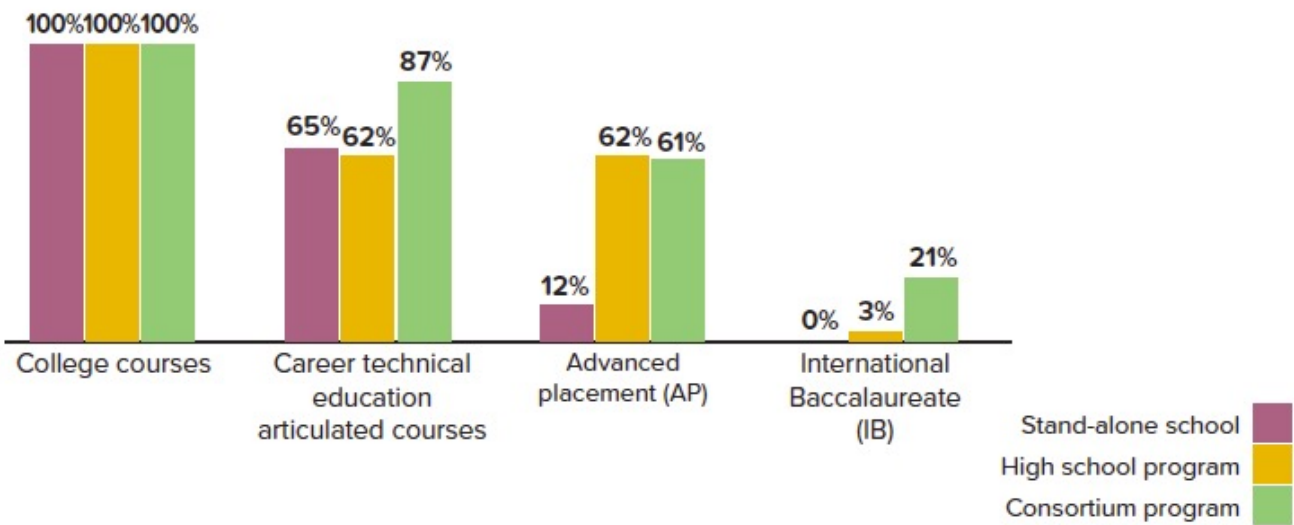


Note: Survey respondents were asked about the the majority of college courses taken.

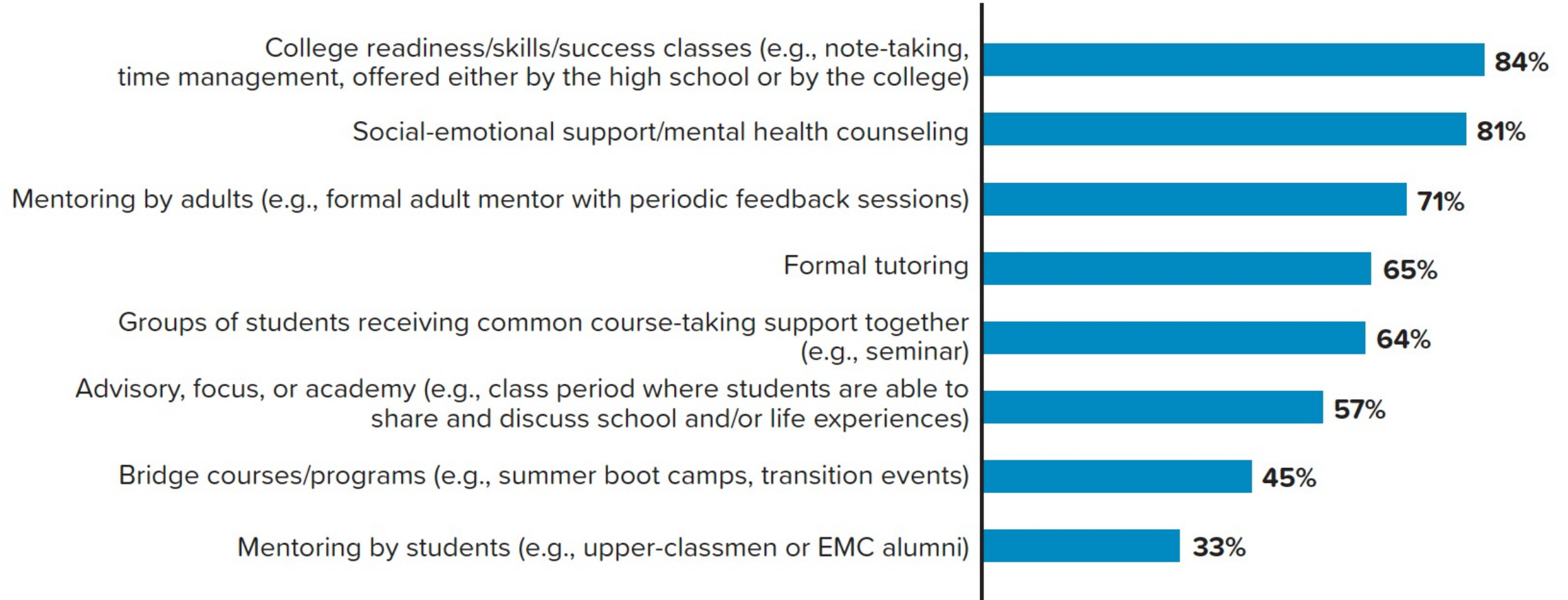
Percentage of EMCs Offering Opportunities for College-Level Coursework



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



Percentage of EMCs Offering Student Support Services



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

DRAFT

Forthcoming Report

CONTINUOUS IMPROVEMENT THROUGH TARGETED INTERVENTIONS

Lessons Learned from Action
Research at Early Middle Colleges
in Michigan

Edited by NCREST
Teachers College, Columbia University

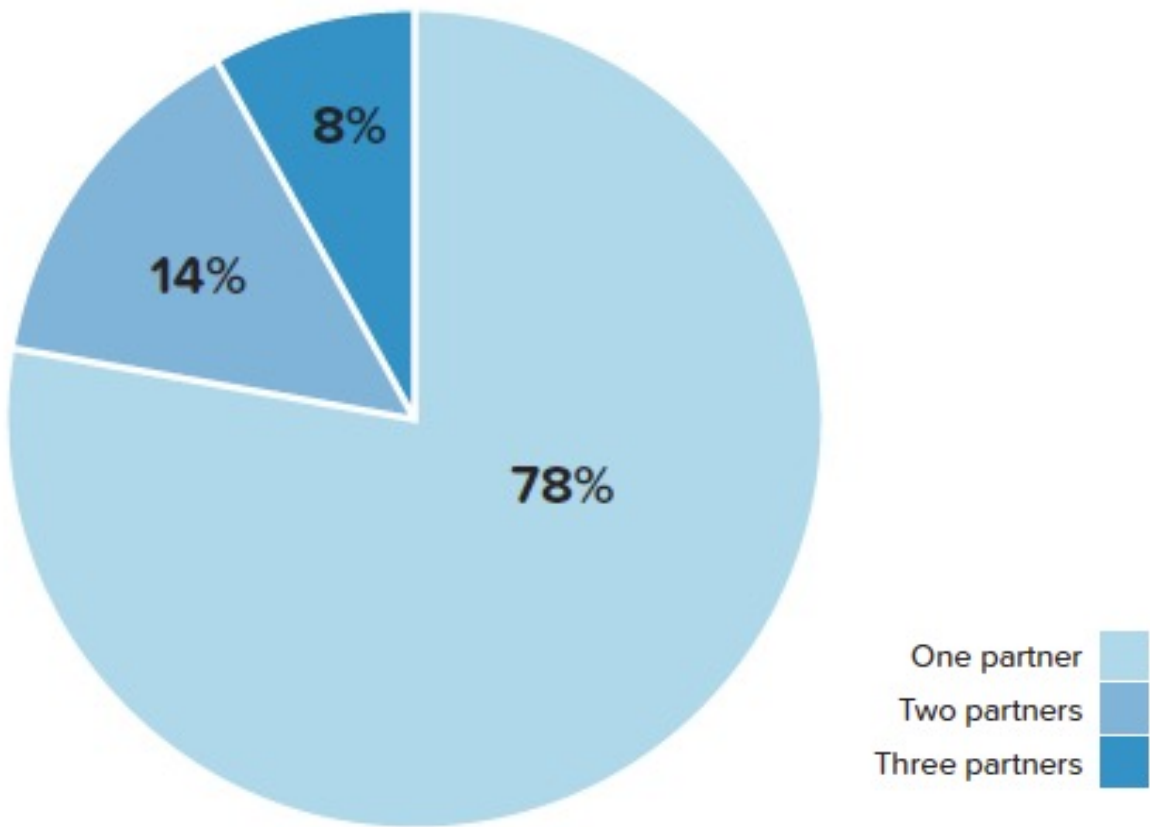
HIGHLIGHT: Innovative Support Courses

Improved seminars or other courses that support EMC students:

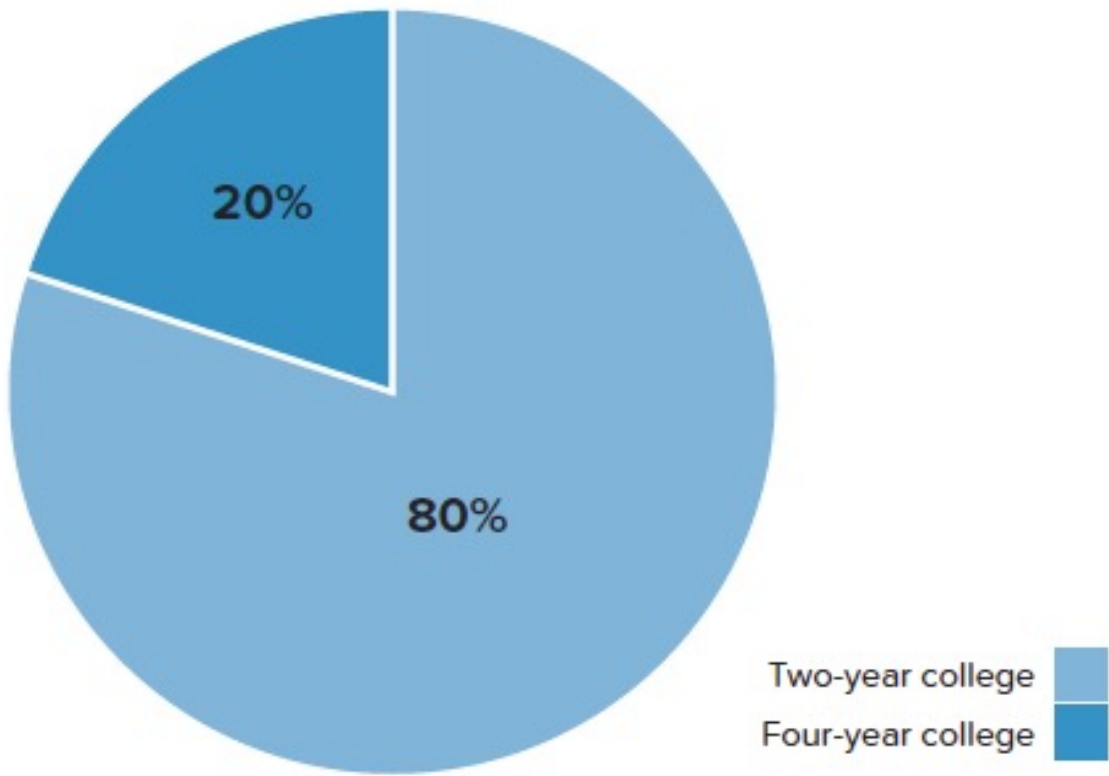
- Created a 'home base' and sense of belonging.
- Emphasized a cohort experience.
- Helped students learn to be effective high school and college students.
- Monitored student progress and intervened as needed.

- ☐ Academy of Science, Math, and Technology,
- ☐ Early College of Macomb
- ☐ Oakland Accelerated College Experience program

Percentage Distribution of EMCs by Number of College Partners

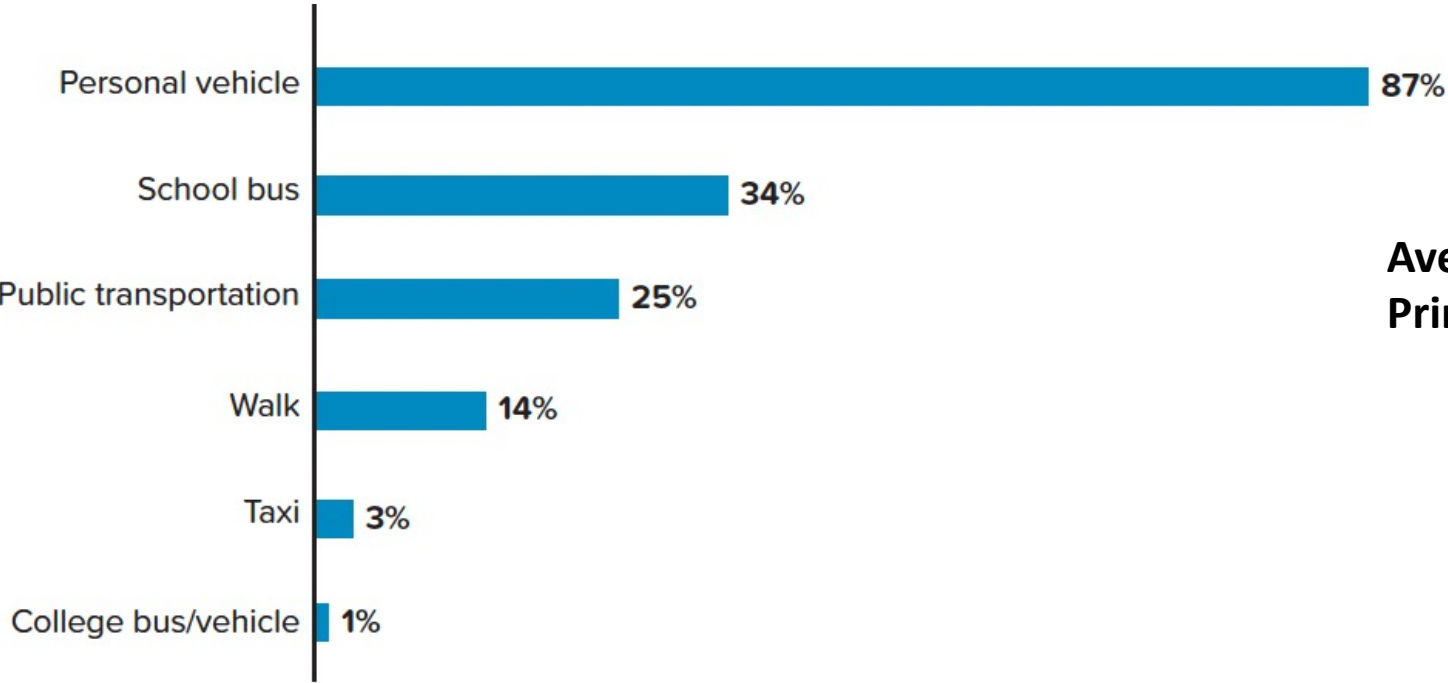


Percentage Distribution of EMCs by Primary College Partner's Two- or Four-Year Classification

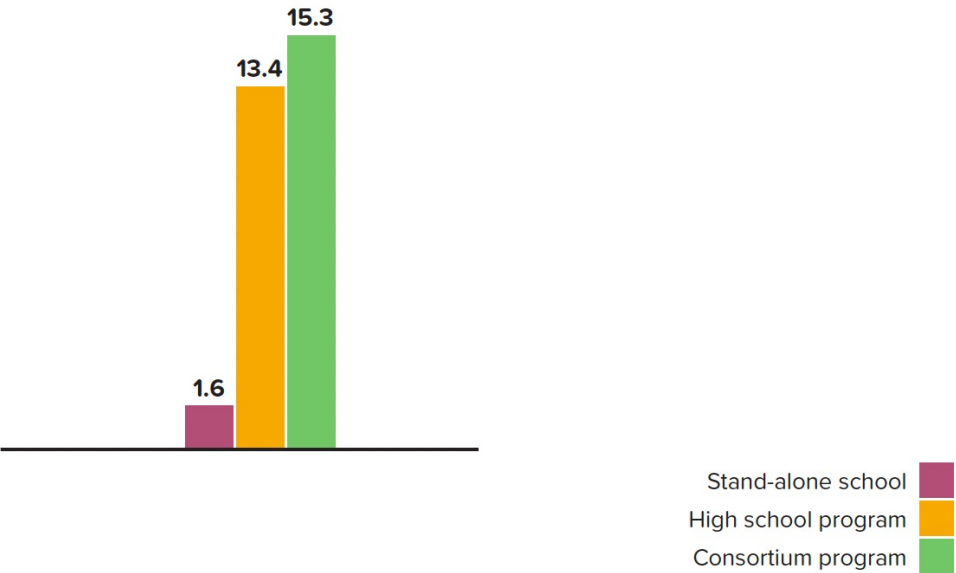


When considering all college partners:
67% = Two-year college
33% = Four-year college

Percentage of EMCs Indicating Specific Transportation Options Used by Students to Get to College

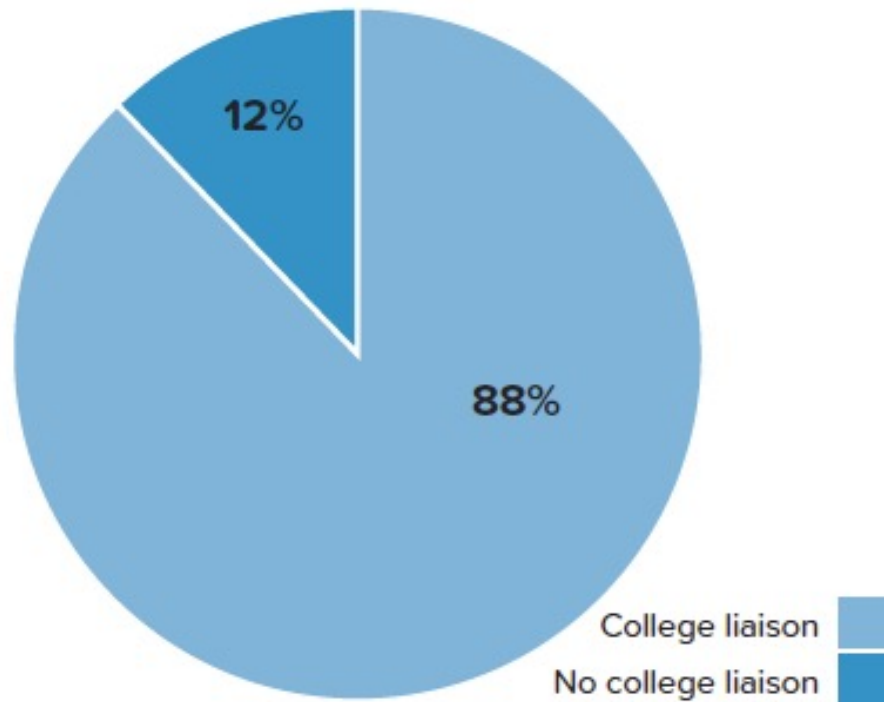


Average Distance Between EMCs and Primary College Partners (in Miles)

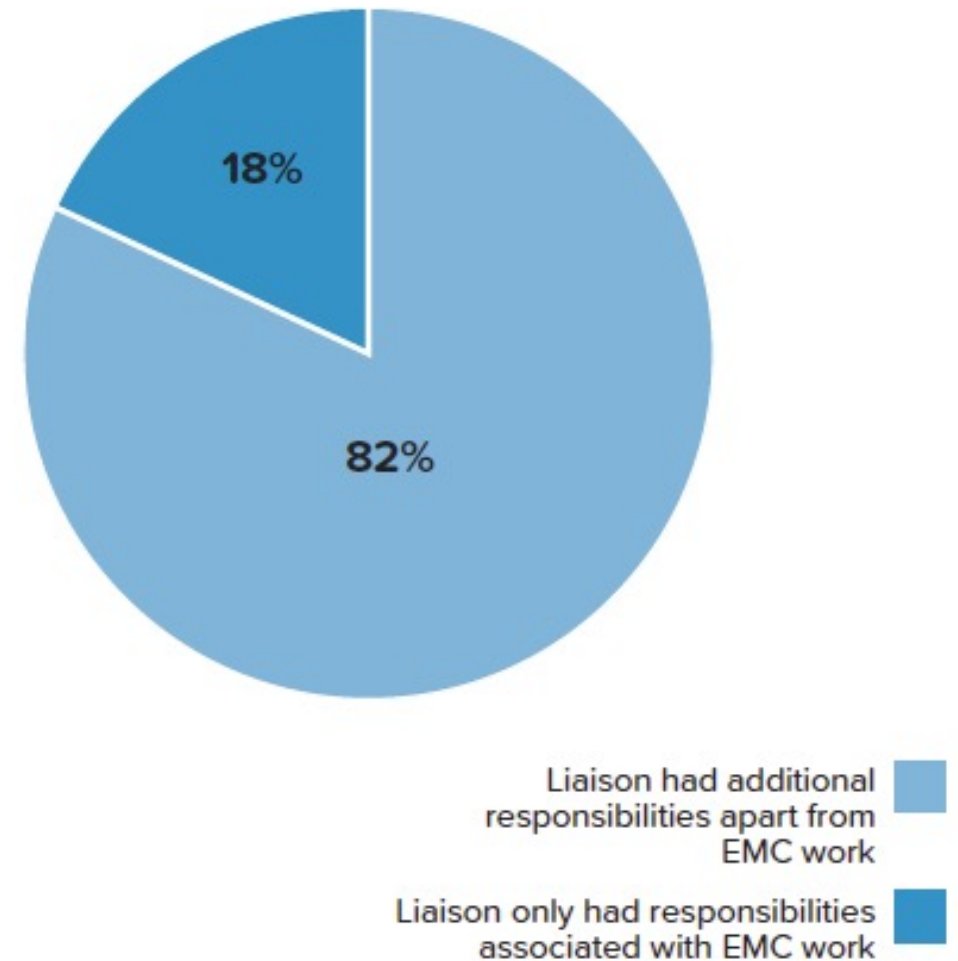


Source: Michigan EMC Survey

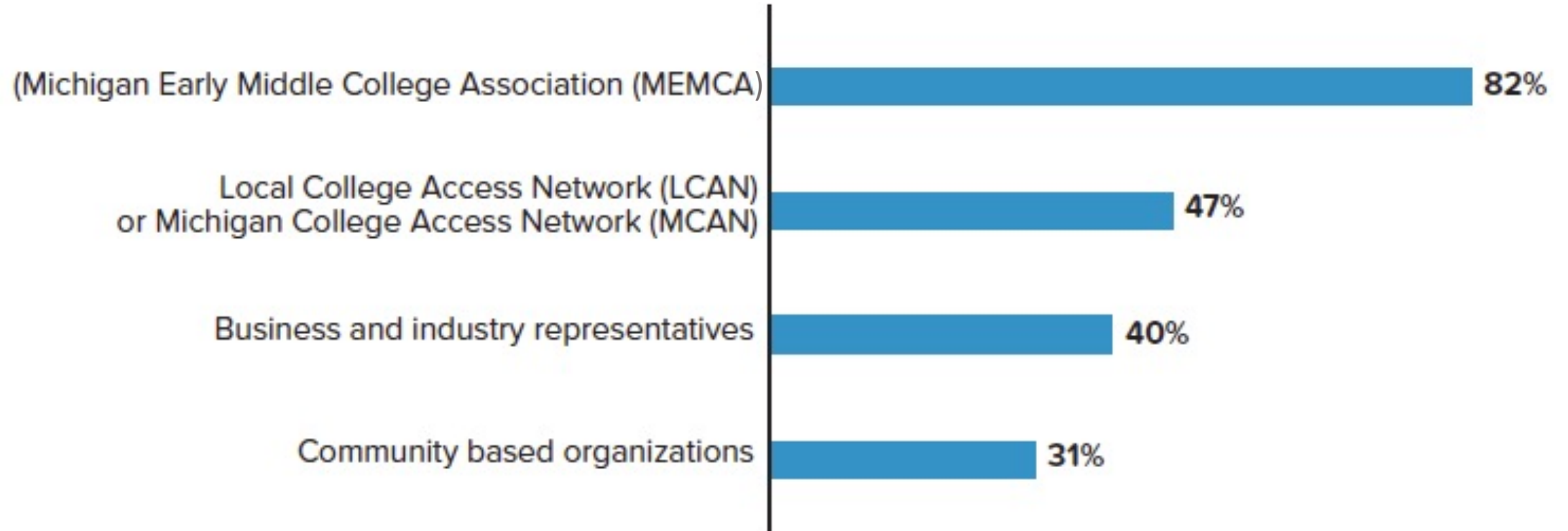
Percentage Distribution of EMCs by Existence of a College Liaison



Percentage Distribution of EMC College Liaisons by Range of Responsibilities

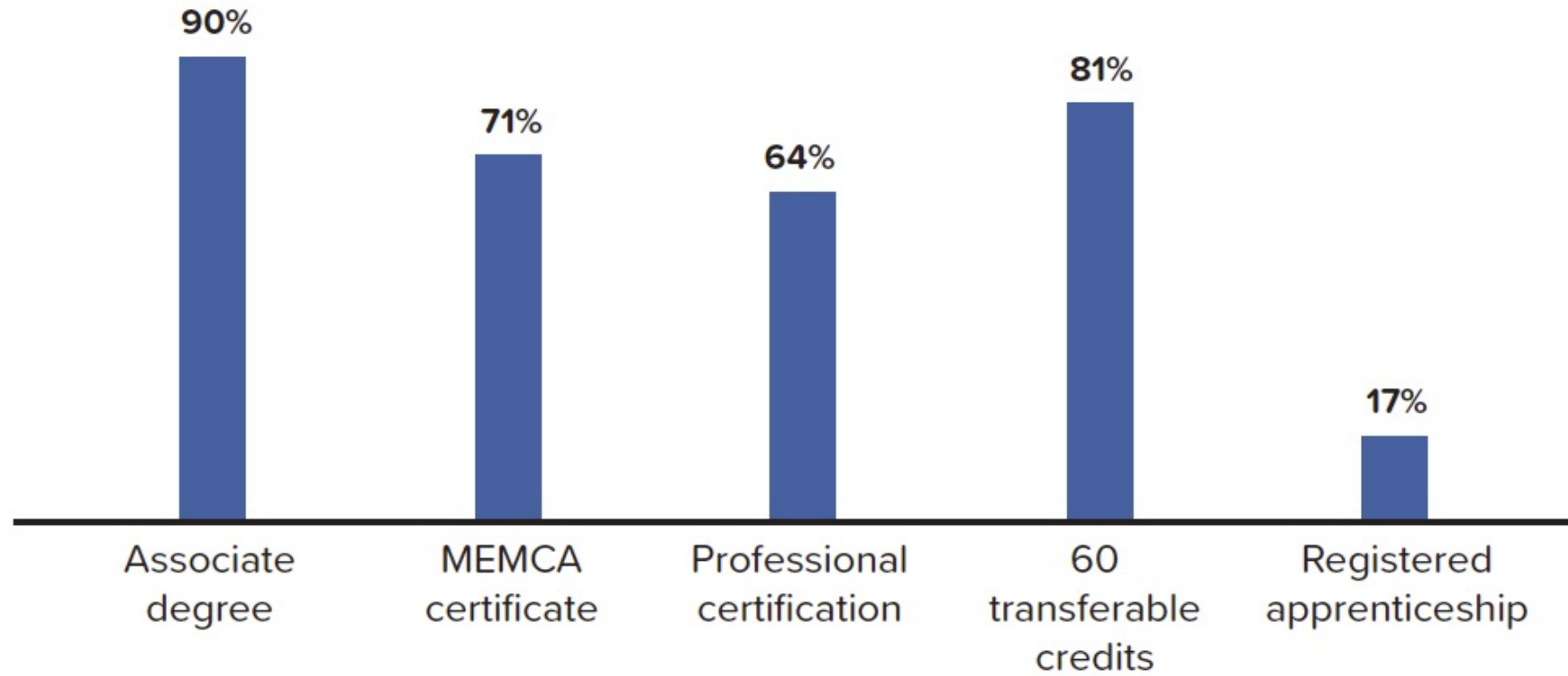


Percentage of EMCs Partnering With Non-College Organizations/Entities



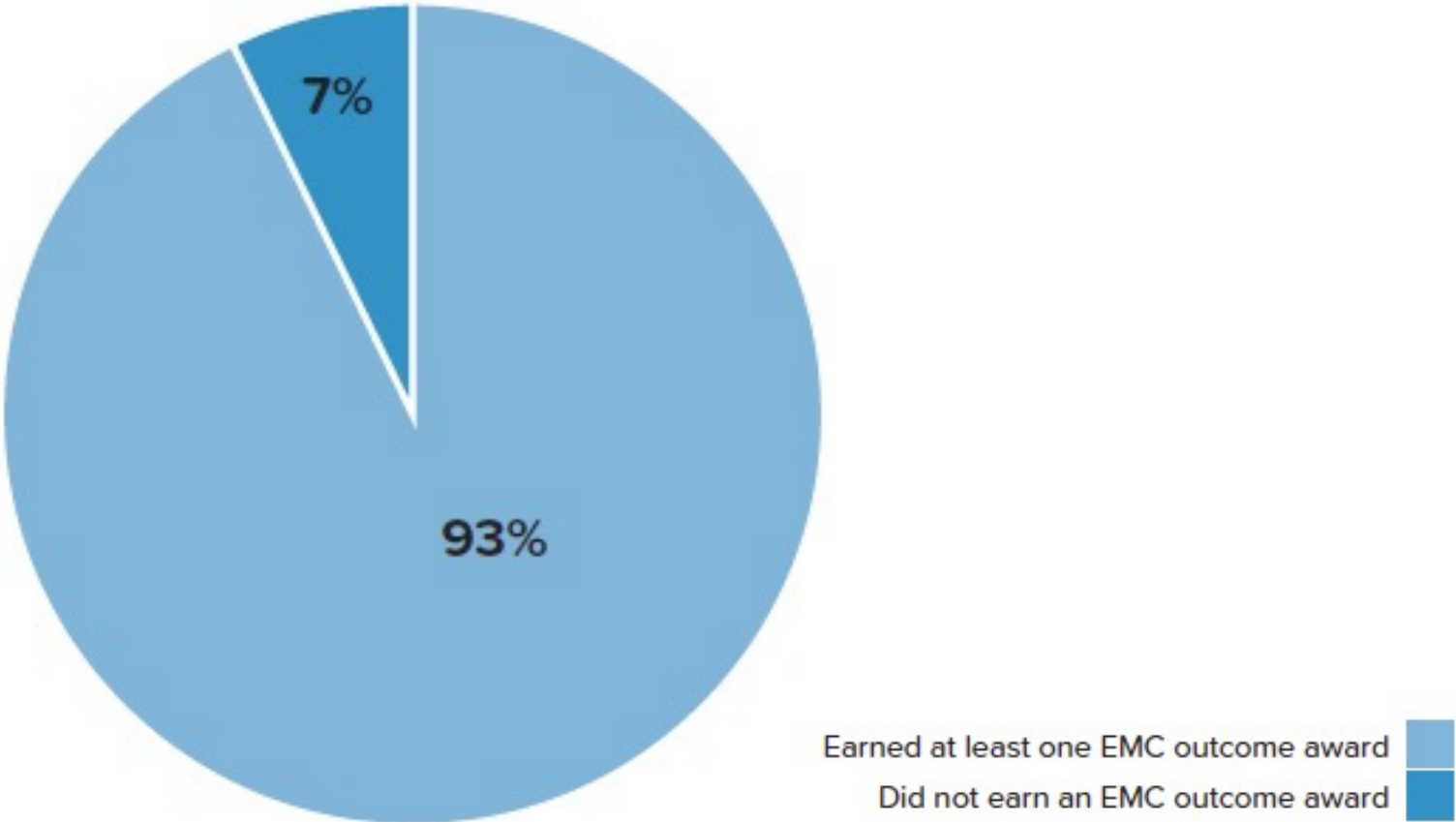
Note: Survey respondents were asked to select all options that apply to their EMC.

Percentage of EMCs Offering Each EMC Outcome Award



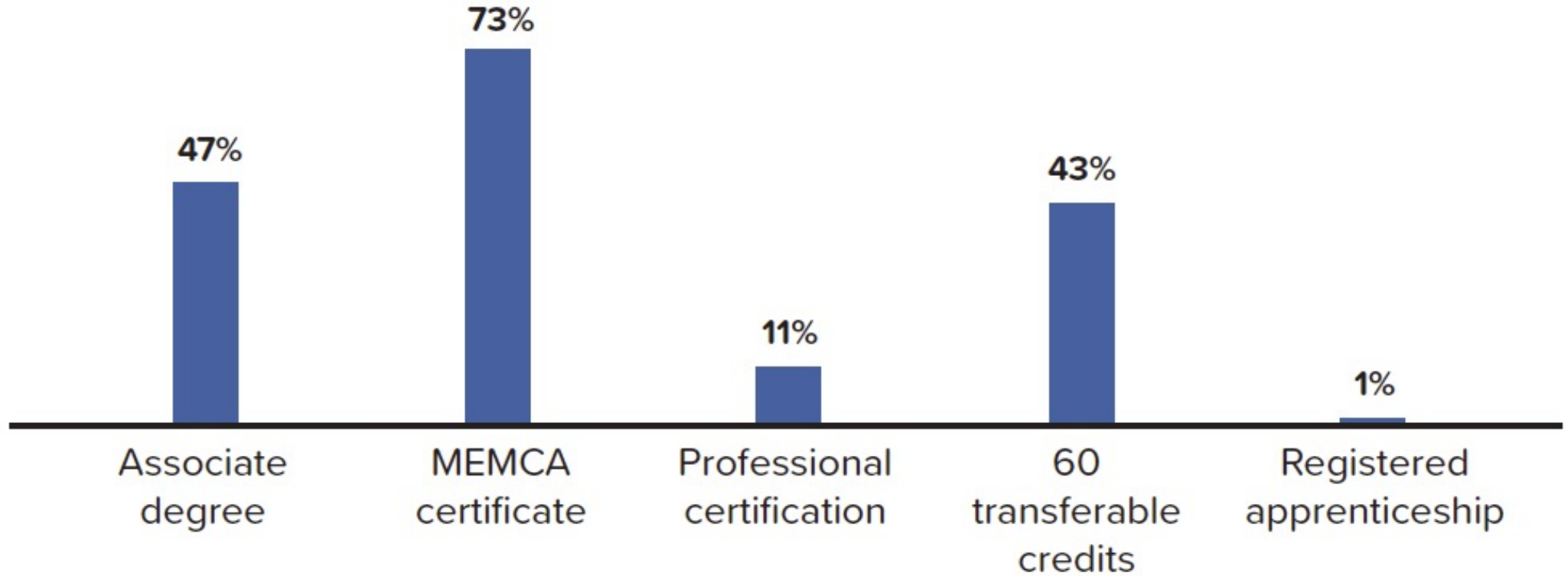
Source: Michigan EMC Survey

**Percentage Distribution of 2020 EMC Graduates
by EMC Outcome Award Status**

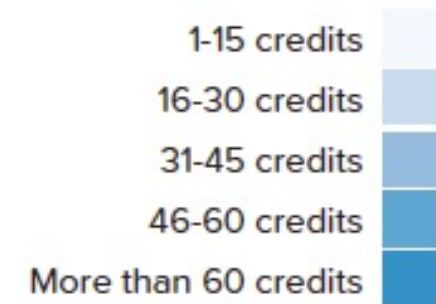
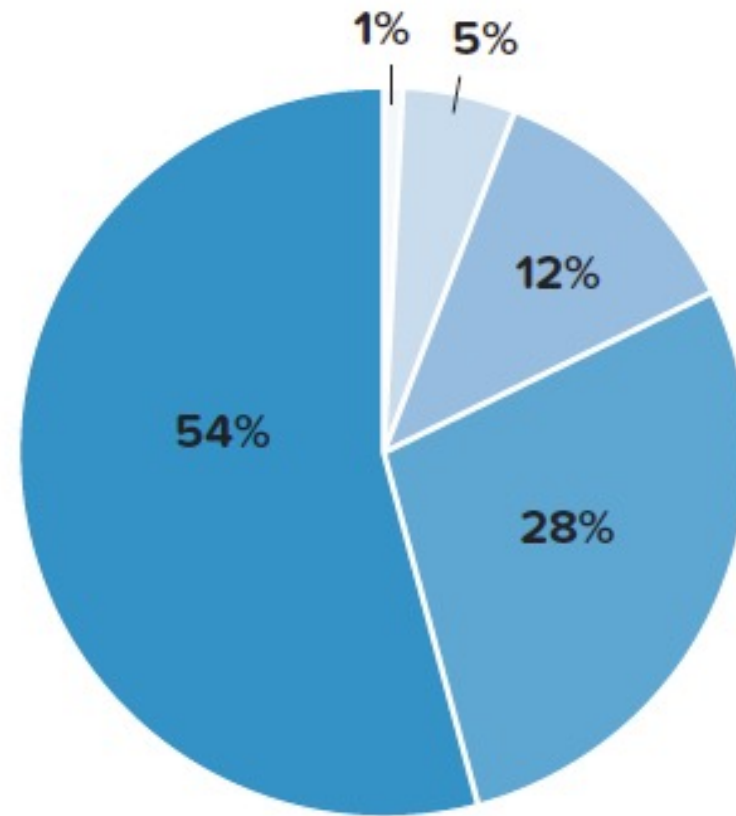


Source: Michigan EMC Survey

Percentage of 2020 EMC Graduates Earning Each EMC Outcome Award



Percentage Distribution of 2020 EMC Graduates by College Credits Earned



Source: Michigan EMC Survey

BREAK

See everyone in 5 minutes!



Michigan College Access Network

Ryan Fewins-Bliss

Executive Director, MCAN

Jamie Jacobs

Deputy Director, MCAN

College is postsecondary education

We use the term college to refer to attainment of education beyond high school, including postsecondary certificates and academic degrees.

College is a necessity

Postsecondary attainment dramatically increases an individual's economic independence in a knowledge-based economy.

College is for everyone

We work toward changing the systems that perpetuate inequities in postsecondary attainment.

College is a public good

Postsecondary attainment is critical to a just and equitable society, strong economy, thriving democracy, and healthy communities.



Michigan Early Middle College Association

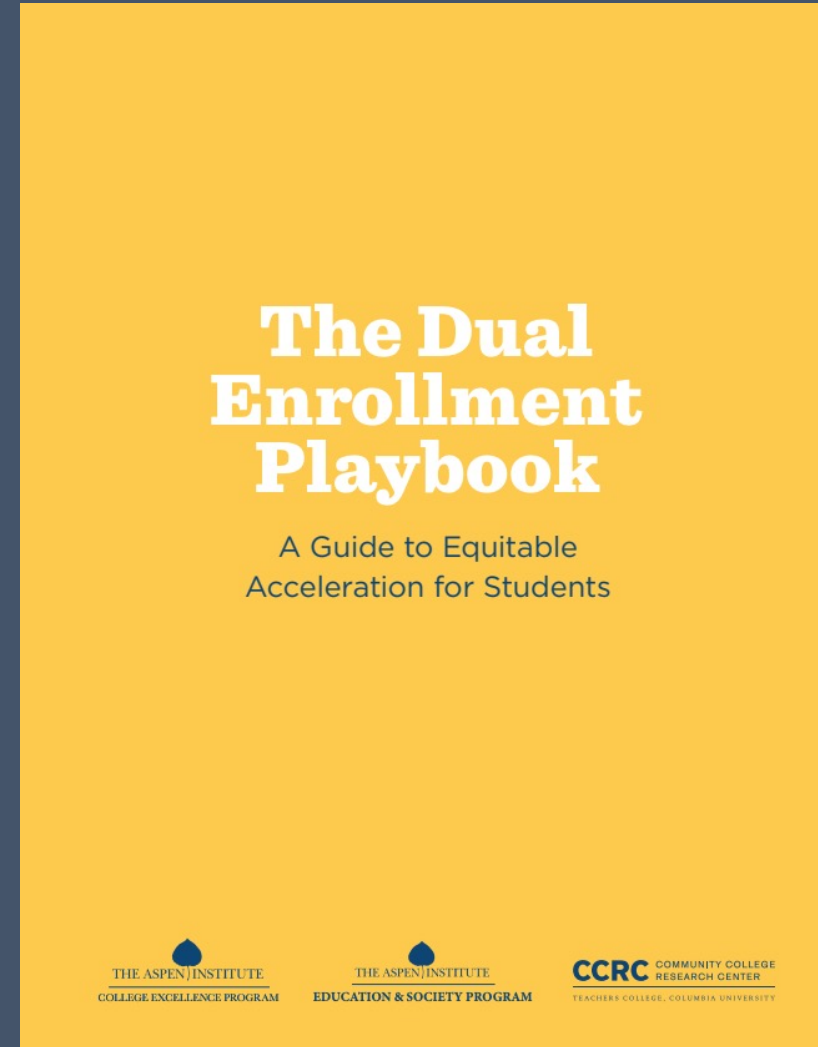
Dr. Chery Wagonlander

Executive Director, MEMCA;
Founding Principal, Mott
Middle College High School

- Professional development and peer-to-peer coaching organization
- Cultivation of long-term, ongoing partnerships and collaborations
- Culture of reflective practice and continuous improvement – data collection, analysis and application
- Increasing access to Early Middle College opportunities and supports

**What can be learned
from high schools and
colleges that are more
effective in serving
students of color
through dual
enrollment?**

Find playbook [here](#)

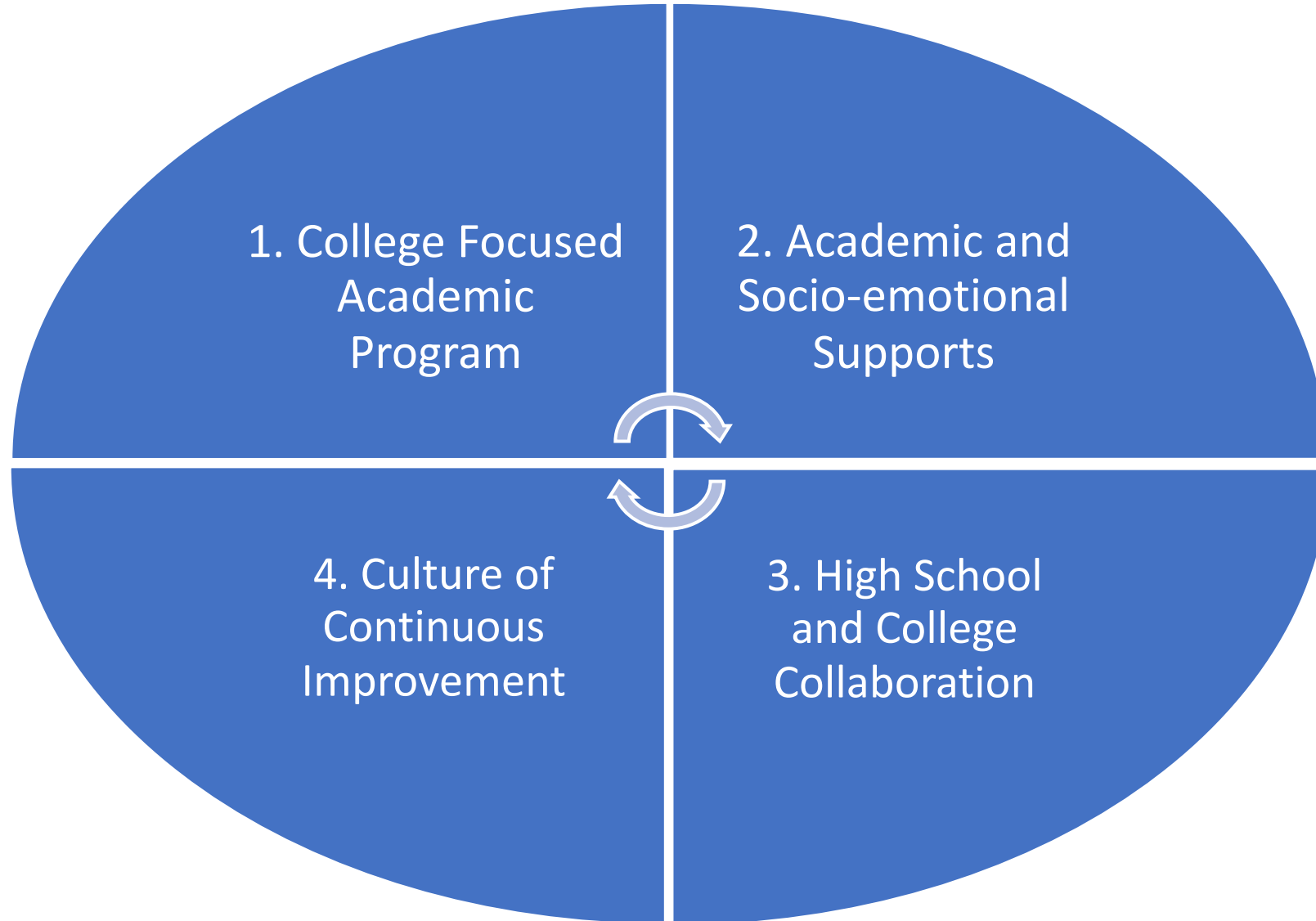


Playbook Overview



- *Quantitative Research:* Analysis of statewide data from FL, OH, and WA
- *Screening Calls:* Phone calls with potential sites
- *Fieldwork:* 9 site visits in FL, OH, and WA to colleges, high schools, and district offices
- *Analysis:* Creating the playbook

EMC Four Pillars



Emphasizing Equity

Academic Program

- Align high school and college curricula and pedagogy
- Introduce students to college norms
- Encourage faculty collaboration

HS/College Collaboration

- Flexible entry requirements
- Minimize costs to students
- Create “culture of acceleration”
- Reach out to communities of color and specific schools.

Emphasizing Equity

Student Supports

- Creating and using program maps
- Unbiased advising
- Early warning systems

Continuous Improvement

- Using data to identify inequities
- Strategic planning that prioritizes equity

Facilitated Breakout Groups

1. Quick introductions

2. Explore question for consideration #1:

*What is one of your **takeaways, thoughts or ahas** from the data and discussion so far?*

3. Explore question for consideration #2:

*What has been a **strategy or practice** you've been able to use (or could use) to successfully address some of the challenges associated with implementing and developing your EMC program or school?*

And for those who are not affiliated with an EMC, please feel free to share a strategy or practice you think could be explored?

4. Key takeaways

- Facilitated breakout group discussions (40 mins)
- Share out and takeaways from each group (20 mins)
- Convening wrap up (15 mins)

August
meeting

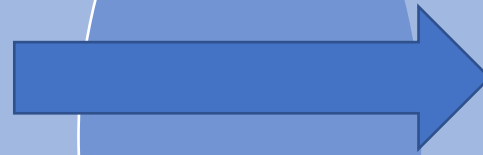
September
meeting

Winter
meeting

Spring
meeting

Equity Advisory Exploratory Planning Group

(MEMCA, Mott Foundation,
in collaboration with NCREST)



Oct. 8 Convening: Current Landscape of EMCs in Michigan

(MDE OCTE in collaboration with
MEMCA and NCREST)

Facilitators for Breakout Groups

EMC school/program leaders	EMC college partner administrators/coordinators	NCREST and MDE partners
1. Margaret Green Principal Mott Middle College 2. Robert Krueger Principal Monroe County Middle College 3. Dr. Karl Covert Dean/Superintendent Washtenaw Technical Middle College 4. Kevin Summey Program Coordinator Great Lakes Bay Early College 5. Doug Leisenring Superintendent Delta-Schoolcraft ISD	6. Dr. Toni Glasscoe Associate Vice President External Affairs, Development, K-12 Operations Lansing Community College 7. Robert Spann Dean of Student Services Oakland Community College 8. Angela Bess Manager, Early College & Events Kellogg Community College 9. Robin Sterk Director of High School Partnerships Grand Rapids Community College 10. Anita Lopez Schlabach St. Joseph County EMC Program Director Glen Oaks Community College	11. Jennifer Kim Senior Research Associate Teachers College, Columbia U NCREST 12. Dr. Elisabeth Barnett Senior Research Scholar Teachers College, Columbia U NCREST, CCRC 13. Dr. Stacey Stover Early Middle College Education Consultant MDE OCTE

Wrap Up and Until Next Time...

1. Thank you for sharing your time, expertise, questions and ideas!
2. Continued exploration of our collective work today
3. MDE OCTE resources for upcoming EMC data reporting
4. Individual reflection/actionable step → In the CHAT, please share:
What is one actionable step you could consider, this fall term, to further develop and improve Early Middle College programs and opportunities?
5. Reminder: video recording, PPT slide deck, and survey report will be made available to you next week via temporary Google folder link that will be emailed to all registrants and participants.
6. Lastly, please take the 3-minute anonymous MDE feedback survey (survey link in the CHAT)