

BOARD OF REGENTS
EASTERN MICHIGAN UNIVERSITY

REPORT

EARLY COLLEGE ALLIANCE (ECA) PROGRAM

ACTION REQUESTED

It is recommended that the Board of Regents receive and place on file the report entitled "Early College Alliance: Allied Health and Medicine Program."

STAFF SUMMARY

Washtenaw County's Early College Alliance (ECA) is designed as a public school consortium in collaboration with Eastern Michigan University, Washtenaw Intermediate School District, Ypsilanti Public Schools, Willow Run Community Schools, Lincoln Consolidated Public Schools and Whitmore Lake Public Schools. The ECA community and business partners include Washtenaw Community College, St. Joseph Mercy Health Systems, the University of Michigan Hospital, Michigan Works, and the Ypsilanti Chamber of Commerce.

The ECA will provide an educational experience for students formulated on the principle of personalized learning and instruction. It focuses on mastery of material rather than time to completion or the student's age. Graduates of the ECA will earn college credits in general education and allied health disciplines at EMU while in high school. The ECA is unique in scope and purpose. It provides a powerful and meaningful educational alternative for public high school age students. ECA is best described as a rigorous educational emersion into post-secondary education.

FISCAL IMPLICATIONS

The project is funded by a grant and support from the WISD. Anticipated revenue in FY2008 is \$103,000 for overhead expenses. Per the contract, revenue in FY2009-FY2011 is estimated to be \$198,000, \$485,000, and \$657,000 respectively. The lump sum contracts will fund cohorts of students that enroll annually. The contract amount increases commensurate with additional student cohorts.

ADMINISTRATIVE RECOMMENDATION

The proposed action has been reviewed and is recommended for Board approval.

OVERVIEW

EARLY COLLEGE ALLIANCE (ECA) PROGRAM

	Headcount	SCH	Anticipated Revenue
FY 2008	60	180	\$ 103,000
FY 2009	135	1583	198,000
FY 2010	260	3767	485,000
FY 2011	385	5255	657,000

Students will arrive on campus in Fall 2007 to complete UNIV 100 (Introduction to the University) in addition to high school curriculum. The most progressive students will begin college course work beginning Fall 2008.

Early College Alliance™ Executive Summary

The creation of Washtenaw County's Early College Alliance™: Allied Health and Medicine program is a direct result of three critical needs coming together: the advent of the early/middle college movement across the nation, the educational needs of the 21st century economy and the lack of skilled health care workers in the state of Michigan and across the nation.

Early College High Schools and Middle Colleges *are* the educational models of the 21st century. Their emphasis on the academics (rigor), specific fields of study (relevance) and social and emotional intelligence (relationships) is what sets them apart from traditional educational programs. The Early College Alliance™: Allied Health and Medicine program is the first of many proposed ECA educational strands designed to address the learning needs of the knowledge-based 21st century economy.

The ten year goal of the Early College Alliance™ is to create an early/middle college model that is transformative, scalable and sustainable between public K-12 school districts and higher education institutions within Washtenaw County. Based on the success of the Early College High School model supported by the Bill & Melinda Gates Foundation, Jobs for the Future, the

The commission provides a 21st century formula for workforce development: think regional, eliminate structures that no longer serve our needs, and create universal access to quality education and training.

- Joseph Carbone,
President and CEO,
The Workplace Inc.,
Southwestern Connecticut's
Workforce Development
Board

recommendations of the National Center for Education and the Economy report, *Tough Choices or Tough*

Times (Appendix A), and the Association for Supervision and Curriculum Development (ASCD) *Proposal for High School Reform* (Appendix B); the Early College Alliance™ is the educational paradigm for the next generation.

The Early College Alliance™ is seeking \$212,000 from the Department of Labor and Economic Growth for FY 2007-08 beginning October 1, 2007 to assist in the start up implementation phase of the Early College Alliance™.

"Tough Choices or Tough Times provides a bold and specific road map for transforming all levels of education preschool through postsecondary education – to meet the challenges of a rapidly changing global economy. It calls for massive fundamental change in education structure, curriculum, teacher compensation, and assessment, as well as in the roles of virtually all our educational institutions."

—Mike Kirst, Professor of Education Emeritus, Stanford University.

The New Paradigm

For most of the 20th century the United States maintained the world's most highly educated workforce, but in the last three decades it has changed. Thirty years ago the United States lead the world with 30% of its workforce trained at the college-graduate level or above, now it is only 14%. More troubling, as the world continues to gain in

educational preparation the United States continues to lag behind in math, science and general literacy. (Tough Choices, Tough Times, 2006).

The world and the 21st century economy is evolving at a pace that exceeds our ability to meet the demand. More critically, it demonstrates that the current educational structure, focus and philosophy of the American educational system is outdated and disconnected to the 21st century knowledge based economy.

Historical Overview

Seals, Kathy (excerpt)- "Alternative Pathways to College, Carnegie Reporter, Carnegie Corporation of New York, vol. 2 number 4, Spring 2004.

[there are a]... plethora of models arising in response to the 21st century economic demand that nearly every youth attend at least two years of postsecondary education. It may not be too much to say that an entire alternative system is evolving, poised to change the American high school and significantly broaden the college prep system as we know it.

Most of these new institutions are small schools embracing innovations such as project-based learning, portfolio assessments and internships. And though they come in many different shapes and forms, these initiatives are all responding to changes in the American economy that dictate a new paradigm for schooling. Before the United States began to de-industrialize in the 1970s, the lack of a college or even a high school diploma didn't preclude a decent middle class life. But while factory jobs accounted for 32 percent of employment in 1959, that figure plunged to 17 percent by 1997. Gone are the days when auto, steel and rubber tire factories hired "warm bodies," meaning just about anyone who could pass a physical.

The U.S. now has a service economy, marbled throughout with high tech. That means even Mr. Goodwrench needs 17 months of post-high-school training to work on today's computer-filled cars. Jobs in health care and education have proliferated. Offices now account for 38 percent of all American employment and "are expected to add four million new jobs by 2006, compared to the 750,000 expected in the closely watched information technology sector," notes Anthony Carnevale in *Help Wanted... Credentials Required: Community Colleges in the Knowledge Economy* (Educational Testing Service, 2001). The majority of those office jobs are professional in management, accounting, sales and marketing. In other words, the fastest growing jobs require higher education.

"Two years of postsecondary education has become the minimum that young people must achieve if they are to enter jobs that pay enough to sustain a family," says Hilary Pennington, chief executive officer and vice chairman of Jobs for the Future, a nonprofit research, consulting and advocacy organization that has received Corporation support for

its work on new models of high school learning, including early college programs.

But policymakers and parents can't simply snap their fingers and expect teenagers to finish high school and move on to college. Many families, especially in urban areas, can't afford college tuition. Parents who haven't attended college themselves aren't familiar with the admissions and financial aid procedures.

Furthermore, just as teenagers are gaining the ability for complex abstract thought and need motivating cognitive challenges, they're often stymied by the low academic expectations implied by the tracking that is common in America's approximately 14,600 basic comprehensive high schools.

Compounding the problem, most of these schools still operate according to the factory model instituted after Henry Ford introduced the moving assembly line in 1913. Designed to produce large numbers of standard-quality students, such schools fostered "punctuality, regularity, attention, and silence," which Stanford education professor Linda Darling-Hammond points out in her book *The Right To Learn: A Blueprint for Creating Schools That Work* (Jossey-Bass, 1997) were the key habits for success in industrial society. Beginning about 1920, behaviorist theory also encouraged a curriculum focused on eliciting uniform responses, rather than on sharpening students' thinking and their understanding of ideas.

As a consequence, many traditional American high schools particularly in urban areas, where they tend to be large, "all-purpose" institutions that elementary, junior high and middle schools funnel students into, almost indiscriminately—are not equipped to provide the academic rigor or educational challenge and sense of purpose needed to provide all students with the opportunity to succeed in high school and go on to higher education. Like de facto sorting machines left over from an earlier age, the design of these schools is still rooted in the idea of sending high-achieving students on to college while allowing others to step off the educational track to pursue a vocation or, for non-graduates, to fill unskilled labor slots. That is an untenable model for a 21st century society rooted in a knowledge-based economy, where highly skilled and educated workers are becoming the norm.

There are other problems with this outdated model of high school, as well. Large, comprehensive schools provide little opportunity for teachers to get to know their students' individual capacities or needs, let alone provide personalized attention and support. They offer little incentive for all students to achieve at high levels and few opportunities for teachers to work together to create learning communities that benefit both student and instructor.

Nor do the large factory-model schools usually meet the psychological needs of adolescents. As they start to form an identity and see what part they might play in society, teenagers need caring adults to serve as role models and give them guidance. They also need peers "with similar goals moving on to the next step," adds Mike Nakkula, assistant professor of human development and urban education at the Harvard Graduate School of Education. Students in urban schools who don't feel well-supported often feel like "they have to take care of themselves," says Nakkula, "and to satisfy their need for economic gain they can't wait two-to-four years, so they go out and get jobs."

Such psychological and financial pressures, combined with curricula that don't set high expectations for students, have produced a high school dropout rate estimated at nearly 50 percent for urban students. And one study of high school graduates in Baltimore's non-selective high schools found that between 1993 and 1998, no more than 41 percent were attending college the year after graduation. Even students who manage to get to college find it tough going: 35.5 percent of first- and second-year college students had to take remedial courses in 1999-2000...

Patching Up the Patchwork

Today's efforts to smooth the pathway into college may seem like an attempt to recover a halcyon educational past. However, history suggests otherwise.

In 1900, only ten percent of American 14-to-17-year-olds attended high schools. By 1980, 90 percent of youth in that age bracket were enrolled. As students flooded in, public high schools grew into large institutions with curriculum tracks separating college prep students from those taking the increasingly numerous "commercial" or "vocational" courses. "This was done," explains Anthony Marx, "on the false idea that not all students are capable of academic work."

Thus schools that in the past provided college prep education only for a minority are now being asked to do so for the great majority.

Furthermore, the experimental pathways emerging for this majority are not replacing a rationally designed system. The American "K-12 + college" configuration arose, notes Bob Orrill, executive director of the National Council on Education and the Disciplines, by "historic accident" as a patchwork of institutions.

In the 1800s, state governments allowed both high schools and colleges to grant either a B.A. or a certificate, explains Carnegie Corporation Education Division Chair Daniel Fallon. Those awarding a B.A. were called colleges, and those granting a certificate were called high schools—even though they might have had the same

curriculum. The high school course might even be more rigorous. Exactly where students should study the liberal arts was unclear.

That confusion grew with the founding of the American research university in the last half of the 19th century. While colonial American colleges were modeled after Oxford and Cambridge universities, with liberal arts at the core, the new research universities incorporated the German idea of *lernfreiheit*, the freedom to learn. Students chose electives rather than following a dictated curriculum. That choice implied, however, that they had learned the liberal arts in high school. Later, in reaction, higher education again took up the liberal arts. As a result, students today may build a liberal arts foundation either in a "college prep" high school curriculum or in college or in neither place. The "neither place" option is becoming all the more likely as students increasingly attend several different postsecondary institutions, collecting credits as though at an educational buffet rather than a sit-down five-course meal.

This lack of coherent design in the American educational system has also meant, adds Orrill, that intellectual achievement for many students ends before 11th grade, as shown by the fact that high school graduation exams in most states rarely test beyond the 9th or 10th grade level. (Even the SATs, he adds, don't test far above a 10th grade program.) That leaves what Orrill calls "a dangerously weak, even vacant 'center' in grades 11-14." The major efforts to firm up those years—advanced placement (AP) classes and dual enrollment (high school students taking community college courses)—are thus growing rapidly.

But many consider AP and dual enrollment only stopgap measures. Grades 11-14 are still orphans, they contend, and the junior and senior high school years, in particular, are pointless. "For elite kids, it's senioritis," says Anthony Marx. "For kids who aren't going on to college, it's often a waste because they're bored and the work is not sufficiently advanced."

Institutionalizing multiple new pathways to college to clarify the grades 11-14 muddle will demand changes in public understanding and policy. Some educators are calling for a one-track curriculum ending at 10th grade, after which students would be prepared to enter community college. They could also stay two extra years to remediate, or to take AP or International Baccalaureate Diploma courses or other advanced work before entering college. Others are advocating state legislation that will extend state K-12 financing into the 13th and 14th years, promoting the idea that, as LaGuardia MCHS Principal Aaron Listhaus puts it, "college education is a right, not a privilege."

Perhaps the biggest challenge, though, is encouraging systemic change on the high school level so that, as a society, we are not approaching

the problem of helping youngsters make the transition from high school to college on a one-school-at-a-time basis. Indeed, the idea of creating alternative pathways to college is rooted in the pressures that an increasingly knowledge-based economy has placed on schools, students, teachers, administrators, parents, policymakers, business leaders meaning just about everyone with a stake in the nation's future. Says Barbara Gombach, program associate in the Education Division of Carnegie Corporation of New York, which has provided support for a number of early college strategies (as well as creating and funding Schools for a New Society, a major urban high school reform initiative that is also supported by the Bill & Melinda Gates Foundation), "Our challenge now is to create systems of good high schools—places that prepare all of the nation's adolescents for college, for employment, and for citizenship."

There are reasons to be encouraged. High school, college and university policymakers, for example, are beginning to address together the need to restructure high schools and ease the transition to college. A resolution of the grades 11-14 problem—which Daniel Fallon calls "the unfinished business of American education"—may be on the horizon.

Early College Alliance™ – Education for the 21st Century

Early College High Schools and Middle Colleges *are* the educational models of the 21st century. Their emphasis on the academics (rigor), specific fields of study (relevance) and social and emotional intelligence (relationships) is what sets them apart from traditional educational programs.

Washtenaw County's Early College Alliance™ is designed as a public school consortium in collaboration with Washtenaw Intermediate School District (WISD), Eastern Michigan University, Ypsilanti Public Schools, Willow Run Community Schools, Lincoln Consolidated Public Schools, and the Whitmore Lake Public Schools. The Early College Alliance™ community and business partners include: Washtenaw Community College, St. Joseph Mercy Health System, the University of Michigan Hospital, Michigan Works!, and the Ypsilanti Chamber of Commerce.

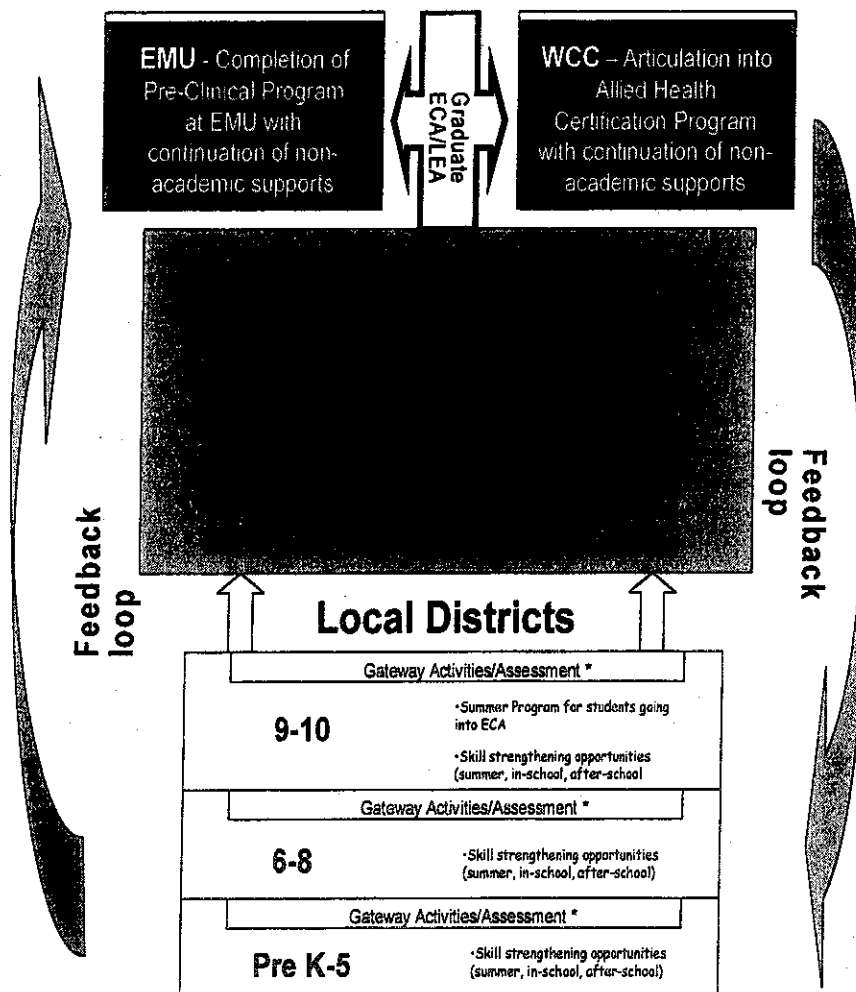
As a consortium program the Early College Alliance™ is part of each school district's educational program. The Early College Alliance™ is managed by the Early College Alliance™ Superintendent's Advisory Group in association with the WISD. The Early College Alliance™ is recognized as a separate operational entity with general oversight by the superintendent board. In those instances where individual school board approval is needed, each superintendent will presents to his/her own boards those policies and procedures requiring district board approval.

In general, the Early College Alliance™ will have operational autonomy, meaning that the rules, policies and procedures of the ECA "stand alone" and are not dictated by district policy or procedures of the cooperating districts. Articulation agreements regarding credit

transfer and other operational issues will be instituted as part of the general operating structure.

The Allied Health and Medicine strand is being developed by Washtenaw Intermediate School District through a planning grant from the Michigan Department of Education. The Early College Alliancesm: Allied Health and Medicine program is the first of many proposed ECA educational strands designed to address the educational demands of the knowledge-based 21st century economy.

The Early College Alliancesm: Allied Health and Medicine program is an integral part of Washtenaw County's high school transformation effort. The mission of the Early College Alliancesm is to serve as a "scalable and sustainable model" of collaboration among public schools and higher education institutions within Washtenaw County



The ECA will provide an educational experience for students formulated on the principles of non-time centric education and "Personalized Learning and Instruction." Graduates of the Early College Alliancesm will earn up to sixty (60) college credits from Eastern Michigan University's College of Health and Human Services while in high school.

Beginning in the fall of 2007 the ECA planning team will move to Eastern Michigan University's campus to implement the ECA. The planning/implementation team will work closely with EMU's Department of Continuing Education and the College of Health and Human Services. Concurrently, the ECA planning team is finalizing articulation and consortium agreements specifying governance, staffing, budget, student assessment, curriculum, professional development, access to student data, and other pertinent issues. Beginning in FY 2008 Ypsilanti Public Schools will become the fiscal agent for the ECA with the ECA operating with site-based authority, congruent with the consortium agreements.

Supporting the transformative work of the ECA are other programs within the participating districts that are aligned with same short- and long-term educational goals of the ECA. These programs, such as GEAR UP, Hope Program, University of Michigan Engineering awareness program and Project Lead the Way may be working closely with the ECA planning team to enhance their points of intersection and to ensure that services are being delivered efficiently and without redundancy.

Early College Alliance™ - Post-secondary Partnerships

Within the Eastern Michigan University community the ECA has established strong working relationships with EMU's Department of Continuing Education, Associate Dean Dan Gaymer and the Director for Washtenaw County Ms. Julie Knutson. At the College of Health and Human Services the Early College Alliance™ is working with Associate Dean Dr. Jeffery Schulz and Assistant Dean Ms. Martha Sutton. Both organizations bring a wealth of technical expertise to the Early College Alliance™ initiative, specifically with respect to Eastern Michigan University's operational structure. The Department of Continuing Education work with the Early College Alliance™ primarily involves logistics and planning while the College of Health and Human Services work with the Early College Alliance™ focuses on curriculum, instruction and advising.

The Early College Alliance™ has signed Letters of Understanding with each that formalizes the relationship with the Early College Alliance™ as well as the current and future relationship between all parties (Appendix C).

What makes the Early College Alliance™ Unique?

The Early College Alliance™ is unique in scope and purpose. It provides a powerful and meaningful educational alternative for public high school aged students looking for something more than "seat time." The Early College Alliance™ is best described as a rigorous, educational immersion into post-secondary education, in a sense the *Rosetta Stone* between high school and college.

The ECA concentrates its resources on one thing educating all students. The underlying philosophy of the ECA is to prepare students for the world beyond high school, specifically college and career. The ECA is a "skills-based educational program", rather than, a "credit-based educational system." Rather than merely accumulating high school credits which often are not aligned with "college readiness," students at the ECA must demonstrate "college readiness" by acquiring, applying and assimilating hard (academic) and soft (life management) skills into their learning styles. Once they transition to full

time college status at EMU they will complete a "Personalized Learning Plan", aligned with the health and medicine degree programs offered through the College of Health and Human Services at Eastern Michigan University. At the Early College Alliance™ the pedagogy is simple: skill mastery over credit gathering resulting in students who are adaptable, empowered, responsible and skilled.

Educational Best Practice

As a consortium school drawing from four very different public school districts, the ECA will have a very educationally diverse student body. It is understood and recognized that every student entering the ECA will have a unique set of hard and soft skills layered upon his or her own distinctive perceptions of *what school is* and *what the process of learning should be*.

These differences pose quite a complex and challenging educational problem, as ECA program completion requirements dictate that every student transition from high-school level course work to full-time college-level course work, minimally completing a core set 100-200 level academic courses at Eastern Michigan University.

How is it done? At the ECA students, staff, faculty and parents embrace the true 3 Rs for the 21st century: Rigor, Relevance and Relationships.

Rigor – At the ECA students remain in the ECA academic transition courses until they meet specific academic and "soft skill" requirements, regardless of age or how long they've been attending school. At the ECA it isn't the number of credits the students have attained that matters, but rather *what they can do* and *what they can consistently demonstrate* that determines their success. This level of academic rigor combined with ECA Life Management and College Skills curriculum creates learners, as opposed to students who "go to school." ECA students become aware of their special responsibility in the educational process. Students become active participants in their education who are connected to their learning, resulting in much higher rates of academic success and student satisfaction compared to students in traditional high schools. (Source: WISD Senior Exit Survey, 2001 – 2005)

Relevance – After fully transitioning to EMU students will have the option of selecting more than thirty different health and medicine programs to pursue at EMU (Appendix I). More importantly, ECA students learn how to navigate through *the process* post-secondary education. They learn how to effectively manage their time, organize their life in and out of school, work their way through problems and manage unexpected impediments – ultimately creating graduates who are genuinely prepared for life beyond high school.

Relationships – Perhaps the most critical component of the Early College Alliance™ is the work of the C/M (Coach/Mentor). Each ECA faculty member also fulfills the role of the Coach/Mentor to a group of approximately forty students. The C/M stays with each student during their entire career at the ECA, and serves as one of their content instructors during the ECA transition program. This relationship piece of the equation provides all students with a significant adult in their life who gets to know, guide and assist them as they progress through their individualized learning programs. Coach/Mentors also act as the primary point of contact for parents and faculty members

of the college. These "functional educational relationships" are critical to the process and well documented as perhaps the most critical component of school reform, resulting in greater graduation/retention rates and more successful students.¹

Tangible Student Outcomes

The ECA's underlying pedagogical principles are simple: skills (academic and life management), high student expectations and training the mind to do something. Organizationally, the ECA places the student at the center of its educational model, where consequences are real and performance standards uncompromising. The Early College Alliance™ transition curriculum is aligned with the college's expectations of the required entry-level core-academic skills of first year college students in English, mathematics, social studies and science. The goal is to authentically prepare students for life beyond high school, avoiding the notion of social promotion. By removing the time element from the typical "time centric" PreK-12 model the ECA is able to individualize the educational program for each student, filling in the skill gaps for students who have them and accelerating the program for those students who do not.

The ECA model is simple, replicable and economically viable. In some respects the ECA is a new educational model based on the traditional values of acquiring skills to create learners. The Early College Alliance™ is also a terrific model of how PreK-12 and post secondary institutions can work together to create a new paradigm that is learner-centered, non-time centric and skills-based. Lastly, the ECA is an example of what is possible when different institutions come together to do what is right for students. Simply put, the Early College Alliance™ and its educational partner Eastern Michigan University do one very simple thing - educate *all* students while preparing them for the 21st century economy.

Market Position

As Mike Flanagan, Michigan Superintendent of Education, simply states, "Change happens!" Unfortunately, not everyone perceives a tremendous need for an educational overhaul even when the evidence is compelling that middle colleges save parents, students and the government thousands of dollars in college tuition and financial aid while simultaneously raising graduation rates.

Superintendent Flanagan is proposing that Michigan create over 100 middle colleges across the state with the goal of every student in Michigan having access to at least one middle college with the intention of permanently altering the perception and completion of post-secondary education in areas with low rates of college attendance.

Regardless, of the strong national trend toward educational models of this type, the reception in Michigan is remarkably lukewarm among some interest and constituency groups. Ironically, perhaps the biggest variable holding the movement back is the iconic notion of high school. *"Part of the problem is, we romanticize our own high school experiences, even if they weren't all that good," Flanagan says. "Even if they were all*

¹ Good, E.P., Grumley, J., Roy, S. (2003). *A Connected School*. Chapel Hill, NC: New View Publications.

that good, we still have to transform our thinking about schools because we're in a global economy now." (Detroit News, April 8, 2007)

Under the leadership of Jobs for the Future (www.jff.org), the Bill and Melinda Gates Foundation (www.gatesfoundation.org), National Middle College Consortium (www.laguardia.edu/mcnc/) and the New Schools Project (www.newschoolsproject.org), Early College High Schools and Middle Colleges are proliferating across the nation with approximately 170 programs in operation across twenty five states. North Carolina is leading the way with over thirty middle colleges in operation with a stated goal of opening forty more within a few years. Beyond the leadership displayed by the organizations listed above, the National Center for Education and the Economy's recent report, "Tough Choices or Tough Times," essentially advocates the elimination of high school as it is currently rendered in support of a national middle college model. Why? Because early/middle colleges offer the only real alternative to changing the current educational paradigm, while simultaneously preparing students for post-secondary success and participation in the 21st century economy.

The Michigan educational and business community cannot continue to fall behind on another front. *As Flanagan puts it: "We can't live with 53 percent of kids not being proficient in math," the current status in Michigan. No, we can't, especially if we want to succeed in doubling its number of college graduates in the next 10 years. This is a matter of Michigan's socio-economic survival.* (Detroit News, April 8, 2007)

To this end Michigan is playing catch up. Currently, there are two middle colleges in the state of Michigan, Mott Middle College located on the campus of Mott Community College and the Washtenaw Technical Middle College (WTMC) located on the campus of Washtenaw Community College. The Early College Alliancesm is one of six Allied Health and Medicine early college programs currently under development, bringing the total number in Michigan to eight.

- Clare-Gladwin RESD (Mid-Michigan Community College, Baker College, Delta College and Ferris State)
- Delta Schoolcraft ISD
- Detroit Public Schools (Wayne State University)
- Genesee ISD (University of Michigan Flint)
- Wayne RESA (Henry Ford Community College)
- Washtenaw ISD (Eastern Michigan University)

Educational Market

The Early College Alliancesm will go online in two stages. The initial fifty student cohort will begin the program in September of 2007 with the first full class entering in September of 2008 with an expected growth of roughly 125 students per year reaching full capacity in 2011 with approximately 450 students.

These four districts currently enroll approximately 13,000 students in total. Each district will receive a percentage of the applicant slots based on total enrollment: Lincoln Consolidated 40%, Ypsilanti 30%, Willow Run 20% and Whitmore Lake 10%.

Demographically these districts have a higher percentage of low socio-economic status (SES) students with a higher percentage of minority students compared to the county as a whole (chart 1).

Chart 1- ECA Gender/Ethnicity by High School Population (WISD, 2006)

	Male	Female	Minority	% within high school	Non-minority	% within high school
Lincoln HS	763	771	551	36%	983	64%
Whitmore Lake HS	209	186	20	5%	366	95%
Willow Run HS	353	329	400	59%	282	41%
Ypsilanti HS	633	605	739	60%	494	40%
Totals	1949	1891	1710		2125	

Access for All Students

The Early College Alliance™ is designed to meet the needs of all students regardless of background, experience or skill level, thus making it available to all students within the consortium. Ironically, within Washtenaw County over three-fourths of all high school graduates report that they intend to pursue post-secondary education regardless of their current or historical educational performance.

In some respects, it is a good problem to have. As the issue is not convincing students that post-secondary education is a viable option, but rather addressing the “disconnection” students have regarding their skills and “college readiness” and this is precisely what the Early College Alliance™ educational program is designed to do.

Chart 2 Washtenaw County Senior Exit Survey 2005-2006

Percentage of Students who report they plan to pursue either a 4 or 2 year degree by self-report grades received

A-B Students	89%
B-C Students	84%
C or Less Students	74%

School – Student Connections

Perhaps the aspect of the Early College Alliance™ that most appeals to students and parents is the opportunity to participate in the ECA program without losing their connection to their school. ECA students remain enrolled in their resident districts while attending the ECA, which allows them full access to all curricular and extra-curricular activities and programs

“... going into health care is a good idea,” said Don Grimes, a University of Michigan economic researcher who has studied the state and region’s economy. His prognosis: Without a shift toward a “knowledge based” economy, Michigan will suffer as manufacturing jobs wither away.

Detroit News, April 18th, 2007

offered by their school. For these students, it is the best of both worlds.

Allied Health and Medicine

What makes the Early College Alliance™: Allied Health and Medicine program unique is how the curriculum and student outcomes are aligned with the fastest growing economic sector in Washtenaw County (Chart 3). And, as the population continues to age, the market demand for trained, high-skilled health care workers will not abate.

Fastest-growing local occupations²

Occupation	Percent Growth
Medical Assistants	51.2 (top five)
Home Health Aides	44
Medical Records	41
Cardiovascular Technology	39.8
Respiratory Therapist	39.1
Pharmacy Technology	30.5

Occupations with the largest job openings

Occupation	Annual Openings
Registered Nurse	341
Nursing Aide	83

High growth occupations requiring at least a Bachelor of Science (B.S.)

Occupation	Projected Increase through 2012
Family Practitioner	68%
Physical Therapist	30%
Pharmacist	34%

Health Care Careers requiring at least 2 years of college and/or technical training

Occupation	Projected Increase through 2012
Registered Nurse	27%
Cardiovascular Tech	20%
Dental Hygienist	35%
Medical Records	14%
Other Medical Health Services	36%

Health Care Careers requiring at least moderate on the job-training

Occupation	Projected Increase through 2012
Medical Assistants	13%
Dental Assistants	14%

² Source: DLEG Bureau of Labor Market Information and Strategic Initiatives

Pharmacy Technology	13%
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Competition

In comparison to other states Michigan is "playing catch up" with respect to the creation of Early/Middle Colleges. The ECA will be the second middle college in Washtenaw County after WTMC, and although WTMC may be perceived as competition to the ECA within the ECA Advisory Group and planning team it is recognized as a complementary partnership. In fact, representatives (Ms. Linda Blakey, Associate Vice-President of Student Services, and Mr. Roger Palay Associate Vice President of Instruction) from Washtenaw Community College, WTMC's authorizer, are members of the ECA Advisory Group. Working with the planning team, these WCC representatives are committed to re-thinking how both entities can work together and move forward to meet the needs of all students within Washtenaw County.

Current Program Status

The work of the ECA planning committee over the past 6 months has been to meet regularly with ECA planning partners to design the **structural** (program location, governance, fiscal management, personnel, enrollment, etc.) and **instructional** (career pathways, academic pathways, non-academic benchmarks and skill acquisition) components of the program. Aggressive instructional planning will continue for the next three-to-six months to design and align the ECA curriculum to meet the graduation requirements of the local districts and minimum skill level of entry course expectations for Eastern Michigan University.

Phase Two

Over the next six to twelve months, the ECA planning committee will institute a funding sub-committee. This committee will work to secure additional start-up funds and long-range funding.

It will also be the goal of the ECA to begin formal marketing and communication efforts throughout the community, county and state. Simultaneously the planning team will begin recruitment and initial enrollment process for the 2008 cohort of ECA students.

The implementation and instructional team will continue to develop and align curriculum with EMU, develop Personalized Learning Plans for the students and cultivate a culture of high expectations and student success.

The ECA administration will also be involved in fully staffing the program for the fall 2008 Cohort with one full time counselor, one full time special education teacher consultant and two full time instructors added to the staff.

Production Schedule

As of May 2007 the ECA planning and implementation is on schedule. With the exception of the Technical Assistant position, all staff positions for 2007 have been filled, the 2007 Student Cohort is selected, Letters of Understanding with EMU and Ypsilanti Education Association have been signed and the 2007-08 budget has been finalized.

The planning team will continue to work with the superintendent advisory group, its legal counsel and Eastern Michigan University to finalize the consortium agreement, standard day-to-day operational issues and the Early College Alliance™ EMU General Services and Support Agreements.

April 2007 – August 2007

- Finalized 2007 student cohort
- Begin ECA 2008 marketing campaign
- Secure additional funding
- Finalize Operational / Management structure with ECA Superintendents
- Setup administrative operations at EMU
- Develop Fall 2007 ECA curriculum

September 2007 – January 2008

- Curriculum development and alignment
- Development of student Personalized Learning Plans
- Internal (within district) / external (outside of district) marketing of ECA
- Professional Development in “Personalized Learning and Instruction”
- Creation of ECA – EMU – fiscal agent operational protocols
- Communication and outreach

February 2008 – August 2008

- Initial semester ECA on the EMU campus
- ECA marketing and communication
- Enrollment 2008 ECA Cohort
- Continued development of ECA – EMU – fiscal agent operational protocols
- New staff hires
- Continued professional development

Development Costs

Beginning in FY 2008 the ECA will be funded through the state of Michigan pupil Foundation Allowance. Participating districts will release 85% of the foundation allowance they receive to the ECA for each student enrolled. It is projected that the ECA will operate in deficit for FY 2008 – 2010 with operating surpluses in the following years as the student population grows enough to offset operational costs (Appendix D).

For the fiscal year 2007-08 the ECA will be in the second year of planning / implementation and the 85% Foundation Allowance flow through will not be in place. As such, the ECA will not be receiving Michigan Foundation Allowance monies to offset its operational costs, specifically due to the Early College Alliance™ up-front personnel costs and EMU overhead (Appendix E).

The ECA will incur other costs in FY 2007 related to marketing, production, outreach and capital expenses such as computers, fax machine and office equipment not provided under the ECA-EMU College of Health and Human Services Support Services Agreement. Other costs will include purchase of instructional materials, and consultants to train ECA faculty and to assist in the development of the ECA curriculum.

Much of the work for the fall semester 2008 will be done by three full-time faculty members, one administrator and one technical assistant during FY 2007-08. The planning / implementation team will develop the new ECA curriculum, participate in professional development to train in the fundamentals and application of "Personalized Learning and Instruction" and finally - and perhaps most critically - begin the process of instructional and support service coordination with the faculty, staff and administration of EMU.

The in-kind contribution from EMU includes access to office, laboratory and classroom space including supplies, services and materials as part of the College of Health and Human Services and the ECA Support Services Agreement (Appendix C), and access to "contract-rate tuition , registration, and other logistical and planning support through EMU's Department of Continuing Education (Appendix C).

Direct financial contribution from EMU is through the contract tuition rate offered to the Early College Alliance™ through the Department of Continuing Education, which is a substantial discount from the normal tuition rate of approximately \$241 per credit hour.

Early College Alliance™ Marketing

The first strand of the ECA will target currently enrolled students in the four participating districts, as well as students who are residents of the district, but not enrolled (home school, private, parochial or charter school students). Districts are also allowed to market the ECA program to students in school districts that are not members of the alliance though the School of Choice option.

One distinct marketing advantage the ECA has over other middle colleges, as well as private and parochial schools, is the ECA can directly market the ECA program through its participating school districts. Which is a considerable marketing advantage for the Early College Alliance™, compared to other middle colleges or private/parochial schools which are considered direct competition to K-12 school districts. The Early College Alliance™ as a scalable PreK-12 model has a ready target audience to whom it can market directly. This marketing will enhance the public's perception of their own district as well as provide other options for their students.

Marketing Strategy

Beginning in July of 2007 the Early College Alliance™ in cooperation with Eastern Michigan University, the ECA districts and the Washtenaw Intermediate School District will begin the Early College Alliance™ public relations and marketing campaign. After a series of focus groups and consultation with the marketing team members, the Early College Alliance™ will begin a series of direct mailings to students and parents, public information meetings, news releases, website information and other activities to generate awareness and interest in the program.

Eastern Michigan University, under the guidance of Ted Coutilish Associate Vice-President of Marketing and Communications, will take the lead in marketing the Early College Alliance™ to the public. Having EMU take the marketing lead will clearly enhance the public's perception of the program and will give the Early College Alliance™ access to markets beyond participating districts.

Lastly, the Early College Alliance™ will employ network marketing strategies. Attendees at Early College Alliance™ public information meetings will receive a "personal network" marketing packet they can share with friends or colleagues who are interested in the Early College Alliance™ program for the 2008 academic year.

Management

Description

The faculty, staff and administration of the ECA will increase over time as the student body grows. The director of the ECA is Mr. David Dugger, the former associate dean and principal of the Washtenaw Technical Middle College. Mr. Dugger is one of the most experience educators in the state of Michigan in developing and managing middle college programs. He was involved with Washtenaw Technical Middle College since its inception and has served as a consultant to numerous community colleges interested in creating their own middle college programs. While serving as the associate dean and principal of WTMC he and his staff efforts were recognized by the United States Department of Education, *Preparing America's Future: High School Initiative*, as one of the most innovative educational models for the 21st century (Appendix F).

Mr. Dugger has extensive experience in developing partnerships with post-secondary institutions through his work at WTMC and his experience working for the University of Copenhagen Denmark, Michigan State University, the University of Michigan and Washtenaw Community College makes him uniquely qualified to lead the Early College Alliance.

Mr. Dugger has presented at numerous state and national conferences including the 2006 International Center for Leadership in Education National Model Schools Conference and the 2006 Bellwether Community College's Future Awards Conference.

Mr. Dugger has a Masters Degree in Education from the University of Michigan with teaching certifications in Computer Science, Social Studies and Psychology. Additionally, Mr. Dugger maintains an endorsement in special education (Emotional Impairment) and has worked as a special education teacher consultant for WISD (Appendix G).

Mr. Dugger's role at the ECA will include all aspects of the daily operations, district and EMU liaison, planning and development, finance, marketing and communication. His work, in collaboration with the Washtenaw Intermediate School District, will also include community outreach and development of future ECA strands and programs.