

Early College Tasks and Goals for Implementation Years

Category	Tasks	Person Responsible	Portfolio Item & Date
Site Coordinators	<p>The EC has three-member site coordinator role with school, college and Native leaders</p> <ul style="list-style-type: none"> <input type="checkbox"/> Coordinate EC implementation, improvement, budget, research, and evaluation. <input type="checkbox"/> Serve as paid liaison to the school community, Native community, college, the media, the CNE, Jobs for the Future JFF), researchers, and Foundation personnel. <input type="checkbox"/> Other: 		
Steering Committee	<p>An EC steering committee</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consists of key tribal, college and site stakeholders committed to EC mission. <input type="checkbox"/> Establishes planning and decision-making processes, goals, timelines, and budgets. <input type="checkbox"/> Meets monthly to implement, adjust, and evaluate the EC. <input type="checkbox"/> Aligns the local EC with the core values of the national initiative. <input type="checkbox"/> Writes and archives meeting minutes. <input type="checkbox"/> Works with CNE technical assistants and attends EC events. <input type="checkbox"/> Plans and host annual collaborative professional development events for stakeholders. <input type="checkbox"/> Uses data-based decision-making processes to improve EC. <input type="checkbox"/> Accommodates CNE, researcher, funder, and visitors to the EC. <input type="checkbox"/> Other: 		
Cohesive ECNY Model	<p>The EC prepares students for success in a well-organized program</p> <ul style="list-style-type: none"> <input type="checkbox"/> The EC is located in a suitable, adequately equipped facility. <input type="checkbox"/> The school's program actualizes the EC mission and core principles. <input type="checkbox"/> A full liberal arts college preparation program is offered to 100% of all EC students by qualified, committed and highly trained EC teachers and college faculty. <input type="checkbox"/> The curriculum is Native-focused. <input type="checkbox"/> A rigorous, four to five-year schedule is in place using EC's course sequence: <ul style="list-style-type: none"> 9th-10th grade college preparatory courses with up to two college credits; 11th grade half college preparatory and college courses with up to 24 college credits; and 12th-13th grade all college courses with up to 64 college credits. <input type="checkbox"/> High school and college outcomes are aligned and evident in courses. <input type="checkbox"/> A college culture of high expectations and achievement exists at the EC. <input type="checkbox"/> College courses at the high school match the rigor of on-campus courses. <input type="checkbox"/> Other: 		

Tasks for Implementation Years (cont. p.2)

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Comprehensive Student Supports	<p>The EC addresses students' academic, health, emotional, and social needs.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective student recruitment materials and processes are in place. <input type="checkbox"/> Priority is given to Native American students to attend the EC. <input type="checkbox"/> Students, parents, and community are oriented to the EC program. <input type="checkbox"/> Respect, discipline, responsibility, and safety permeate the EC. <input type="checkbox"/> Strong teacher-student relationships are in place. <input type="checkbox"/> Teachers and college faculty collaborate on ways to help individual students. <input type="checkbox"/> Personal learning plans are written for each student. <input type="checkbox"/> Support services are developed and provided for each student as needed such as advising, mentoring, and community agency assistance. <input type="checkbox"/> Literacy and math intervention strategies are based on student data and implemented. <input type="checkbox"/> Daily advisory classes are offered to assist with course and community project work. <input type="checkbox"/> Middle grade outreach or inclusion shows increasing readiness for the EC. <input type="checkbox"/> Each student takes the ACT or SAT. <input type="checkbox"/> Each student has a college-going plan and applies to two colleges before graduation. <input type="checkbox"/> Transfer and articulation plans are arranged between EC and college. <input type="checkbox"/> Other: 		
Powerful Teaching and Learning	<p>The EC demonstrates powerful instructional practices.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instruction is hands-on, student-centered, and, at times, project-based. <input type="checkbox"/> Culturally appropriate content is used with tribe's permission such as treaties in history, Native authors in English, and considering tribal economies in math. <input type="checkbox"/> Some EC learning occurs on the reservation or in the urban Indian community on the college campus, and at the site. <input type="checkbox"/> Scheduling strategies are used that meet tribal, school, and college needs. <input type="checkbox"/> Students complete projects identified by the Native community for its benefit. <input type="checkbox"/> College faculty co-plan syllabi and frequently interact with students. <input type="checkbox"/> Common planning time is provided for all EC staff. <input type="checkbox"/> Six days of professional development are offered annually. <input type="checkbox"/> Assessments include formative and summative methods that are at times performance-based, and include self, peer, and teacher assessment. <input type="checkbox"/> Multiple forms of data (classroom, school, state and college) guide EC decisions. <input type="checkbox"/> Data-based improvement processes are used by EC, community, and college. <input type="checkbox"/> Collaborative professional development occurs among all stakeholders once annually. <input type="checkbox"/> Other: 		

Tasks for Implementation Years (cont. p.3)

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Results-Oriented Community Engagement	<p>The EC engages students, parents, community, district, business, and public agencies in developing and sustaining the site.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engagement plans specify constituents, processes, and goals for site support. <input type="checkbox"/> School, tribal, and college engagement achieves outreach, recruitment, curriculum, student support, media, policy, and financial EC goals. <input type="checkbox"/> Parent/student/ family/tribal/college members are involved in EC design, implementation, and sustainability. <input type="checkbox"/> Tribal or urban Indian leaders serve as role models of individuals who effectively balance maintaining their culture and being college-educated. <input type="checkbox"/> Increased numbers of parents and family members attend EC events and classes. <input type="checkbox"/> Native leaders assist with cultural curriculum and identify EC community projects. <input type="checkbox"/> Political strategies secure support among district, teachers' union, college, civic leaders, and policy-makers, etc. <input type="checkbox"/> The school secures positive media coverage to generate support. <input type="checkbox"/> Other: 		
Strong college partnership	<p>Partnered high schools and colleges collaboratively deliver an integrated EC:</p> <ul style="list-style-type: none"> <input type="checkbox"/> College leaders promote the EC with college and other stakeholders. <input type="checkbox"/> EC secures a Memorandum of Understanding with college president, tribal official, and superintendent/school leader. MOU addresses the needs of EC program and students, is multi-year in nature, and includes: <ul style="list-style-type: none"> <input type="checkbox"/> Mission and goals based on EC Core Principles; <input type="checkbox"/> Academic plan for achieving up to two years of college credit; <input type="checkbox"/> Roles and responsibilities of all entities; <input type="checkbox"/> Approval of course sequence, syllabi and textbooks; <input type="checkbox"/> Staffing and faculty qualifications; <input type="checkbox"/> Use of facilities; <input type="checkbox"/> Recruitment, academic support, advisory, transcripting, and matriculation services; <input type="checkbox"/> Prerequisites for student enrollment in college courses; <input type="checkbox"/> Payment of fees, tuition, books, liability, transportation, and food. <input type="checkbox"/> Professional development & collaborative planning with EC and tribal experts. <input type="checkbox"/> Student and family orientations are conducted on college campus. <input type="checkbox"/> College establishes EC office on campus that offers student services. <input type="checkbox"/> College faculty attend professional development events use same textbook for 2+ years to reduce EC text costs. <input type="checkbox"/> Summer school programs are offered to benefit EC students. <input type="checkbox"/> Other: 		

Tasks for Implementation Years (cont. p.4)

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<p>Student and School Data Tracking and Analysis</p>	<p>Students completing EC will graduate with high school diplomas and up to two years of college credit.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student attendance is at 90% by 3rd EC year, are tracked and addressed annually. <input type="checkbox"/> Student retention improves to 90% by 3rd EC year, is tracked and addressed annually. <input type="checkbox"/> High school graduations increase to 90% by 3rd EC year, are tracked and addressed. <input type="checkbox"/> 100% of all EC students earn some college credit by 3rd year. <input type="checkbox"/> Greater numbers of students enroll in college than pre-EC. <input type="checkbox"/> College credits, plans, applications, matriculation,& degrees are tracked and addressed. <input type="checkbox"/> Student reading, writing, and math test scores are used to provide personalized services. <input type="checkbox"/> Staff time is allocated to collect, reflect upon, and respond to SIS and state data. <input type="checkbox"/> EC analyzes student achievement gains in comparison to the following goals: <ul style="list-style-type: none"> <input type="checkbox"/> 90% are proficient on state assessments by fourth year of starting EC. <input type="checkbox"/> 90% earn high school diplomas by fourth year of starting EC. <input type="checkbox"/> 90% earn some college credits by third year of starting EC. <input type="checkbox"/> 50% earn 45 college credits by fourth year of starting EC. <input type="checkbox"/> 10% earn AA degrees in 5 years of starting EC. <input type="checkbox"/> 50% earn AA degrees in six years of starting EC. <input type="checkbox"/> 40% earn a bachelors degree in six to eight years of starting EC. <input type="checkbox"/> Other: 		
<p>Capacity Building and Sustainability</p>	<p>EC strengthens its programmatic capacity and implements sustainability strategies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The EC pursues local, tribal, state, or federal policies to sustain the school. <input type="checkbox"/> The site continuously improves its program components and relationships. <input type="checkbox"/> Financing strategies are implemented to cover EC added costs: up to two years of college credits, books, and fees at no charge after grant funds ends. <input type="checkbox"/> Long-term sustainability strategies are identified and implemented. <input type="checkbox"/> A four-year budget shows how the EC supports its model after the grant. <input type="checkbox"/> The tribe or local Indian community support the EC school in tangible ways. <input type="checkbox"/> The target number of students is recruited by fourth year. <input type="checkbox"/> School staffing is stabilized and of excellent professional quality. <input type="checkbox"/> Upon meeting 50% or more of student outcomes, EC serves as demonstration site. <input type="checkbox"/> The college partner is highly visible, supportive, and committed per an MOU. <input type="checkbox"/> The EC participates in local and national events to transform secondary and post-secondary Indian education in a single generation. <input type="checkbox"/> Other: 		

