

**Woodrow Wilson Early College High School Initiative  
Promising Practices Framework**

<b>Design Principle</b>	<b>Content</b>	<b>Partnership/Site</b>	<b>Topic</b>
<i><b>Centrality of College-Going Culture</b></i>	1. Scaffolding the college experience	STAR/Brooklyn College	Transition Plan
		MHSHS/Hunter College	Senior Year Experience
	2. Developing social capital	FCA/UDC	Personalized college counseling
		EPAAHS/Stanford	Building student efficacy
<i><b>Teaching and Curriculum</b></i>	1. Increasing curriculum intensity	UHSSE/Univ. Hartford	Physics First
		STAR/Brooklyn College	Transition Plan (repeated from above)
		MHSHS/Hunter College	Faculty Collaboration on Math Curriculum
		STAR/Brooklyn College; WAHS/Cal State LA;	Literacy in Early College
	2. Developing meaningful assessments	EPAAHS/Stanford	Building student efficacy (repeated from above)
		CAL Prep/UC Berkeley	Using performance-based assessment
	3. Constructing an extension model	STAR/Brooklyn College	Faculty Mentorship
		EPAAHS/Stanford	Professional development school; research activities
		WAHS/Cal State LA	Master Teacher in math—Dana Center and CSLA faculty mentoring and professional development
	<i><b>Governance</b></i>	1. Formal structures	CSU Stanislaus
STAR/Brooklyn College			Committee Structures
Wilson/Laney/UC Berkeley; UC Davis; CSU Stanislaus			Model elements of an MOU
2. Shared ownership		UC Davis	Charter partnership
		EPAAHS/Stanford	Stanford Schools Corporation; University/Community College/HS
3. Faculty participation		All	Role of college faculty in daily life of the school
4. Developing sustainable funding		CAL Prep/UC Berkeley	Investing resources in development, media outreach