

**The Woodrow Wilson National Fellowship Foundation
Early College High School Initiative
ECHS Development Roles and Responsibilities**

CMO = Charter Management Organization

IHE = Institution of Higher Education

LEADERSHIP

Key Element	CMO or District	Flexible	College/University*	Woodrow Wilson**
1. Students: Recruiting Admissions Orientation Assessments	<p>CMO or District recruits and enrolls students using its typical processes, procedures and materials (which are non-discriminatory).</p> <p>CMO or District provides orientation and baseline assessments to determine student interests, strengths and needs.</p>	<p>IHE could work with CMO or District in advance to determine the target demographics of students.</p> <p>IHE could discuss with CMO or District any potential modifications to the standard operating procedures around recruiting, admissions, orientations and baseline assessments.</p> <p>IHE may publish public relations materials according to jointly agreed upon messages.</p>	<p>IHE may assist in recruiting by providing mailing lists, placement of stories in IHE publications, etc.</p> <p>IHE may assist in CMO or District's standard operating procedures around admissions and baseline assessments.</p> <p>IHE may assist in designing and running student orientations.</p> <p>IHE may publish public relations materials for communications purposes—recruiting faculty, students as mentors and volunteers, etc. (WW recommends allocating its grant monies for this purpose).</p> <p>IHE identifies and articulates reasons for its involvement with the ECHS (mission, community engagement, diversity, equity, etc)</p> <p>IHE determines what criteria will be used to admit ECHS students as freshman and/or sophomores.</p> <p>IHE contributes to the “college for certain” culture at the ECHS by hosting opportunities for students, parents and staff to be on campus and to send IHE faculty and students to the ECHS school site on a regular basis. All visits are arranged with CMO or District staff in advance. (WW recommends allocating its grant monies for this purpose).</p>	<p>WW defines appropriate student population for the IHE (one that is aligned completely with CMO or District's and Gates' target population).</p> <p>WW engages appropriate IHE staff in dialogues with CMO or District to facilitate both broad and deep understandings of CMO or District and WW ECHS.</p> <p>WW works with IHE to facilitate understanding of admissions and base line assessments as desired and/or necessary on the part of the IHE. That is, IHE determines how involved in these activities it will be according to CMO or District's standard operating procedures (SOP). Data from baseline assessments will be important ultimately to the IHE in determining student growth and readiness.</p> <p>WW asks IHE to help shape student orientations and college visits with on-campus- opportunities and visiting professors at the school site during student and parent orientations and meetings throughout the year.</p> <p>WW outlines expectations for IHE in terms of student admissions and college credit.</p> <p>WW invites IHE to include students in one of the two annual WW ECHS Network conferences each year.</p>

* The work of the College/University is coordinated by the University Director of Early College High School (a position supported in part by Woodrow Wilson and in part by the IHE) and by the Early College High School Liaison (a position supported by the IHE but housed at CMO or District's ECHS site).

** Woodrow Wilson ultimately holds the IHE accountable for its fulfillment of the roles and responsibilities identified in this table.

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<p>2. Faculty: HR Hiring Professional Development Evaluation</p>	<p>CMO or District manages all aspects of HR, according to its policies and procedures (which are compliant with state and federal law and designed to be compatible where appropriate with district practices) including hiring, compensation, benefits, performance management, promotions, and terminations.</p> <p>CMO or District provides professional development according to its typical model, which includes summer training, school-year workshops, and instructional coaching to teachers, school leaders and administrative staff throughout the year.</p> <p>CMO or District appoints an individual to serve as the ECHS Liaison. The funding will come out of the IHE grant monies.</p> <p>CMO or District runs the staff evaluation process as per its Standard Operating Procedures, including formal and informal evaluations as well as promotional and termination decisions.</p>	<p>CMO or District’s hiring process could be modified to include the opportunity for key university players to provide input into selection of the school principal and teachers.</p> <p>IHE may work with CMO or District to establish a committee or process to determine how the IHE might work in complement with CMO or District to provide professional learning opportunities for the staff.</p> <p>IHE may work with CMO or District to establish a mechanism for IHE input in the principal evaluation.</p>	<p>IHE will appoint a University Director of ECHS and help to hire and support the salary of the ECHS Liaison at the school site. (WW grant monies support both positions). IHE identifies faculty and staff from appropriate departments and offices who are interested in working with the ECHS by providing release time, stipends and/or credit toward tenure decisions. Faculty and staff should be remunerated for work as professors of credit-bearing courses and as committee members on ECHS. (WW recommends allocating its grant monies for this purpose).</p> <p>IHE may provide or assist with staffing in any of the following areas:</p> <ul style="list-style-type: none"> • Teachers/Professors • Intern teachers • Tutors and Mentors • Access to alumni as potential school employees • Frameworks for evaluating teachers • Volunteers <p>IHE may provide CMO or District employees with professional learning opportunities in the form of:</p> <ul style="list-style-type: none"> • Access to extant courses • Tailored seminars or workshops to meet specific school needs • Data collection, analysis and recommendations • Opportunities to teach as adjuncts at the university 	<p>WW supports ECHS principals through a variety of professional development opportunities targeted to the work of ECHS school leadership.</p> <p>WW asks that IHE include ECHS principal and faculty in attending the WW ECHS Network conferences twice each year. (WW recommends allocating its grant monies for this purpose).</p> <p>WW engages appropriate IHE staff in dialogues with CMO or District to facilitate understanding of HR, teacher learning and evaluation.</p> <p>WW assists IHE and CMO or District in identifying Ph.Ds in the content areas that would be interested , eligible and effective as high school faculty capable of teaching college courses. (The Bard Model)</p> <p>WW works with IHE administrators and faculty to clarify the new course approval process and determination of adjunct status for ECHS faculty</p> <p>WW asks IHE to assist in identifying potential ECHS faculty and school staff by: using its networks to advertise, spreading the word informally, tapping potential groups on campus.</p> <p>WW asks IHE to open and/or develop opportunities for teacher learning at the IHE or elsewhere through existing courses, tailored seminars or workshops, etcetera.</p>

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<p>3. Administration & Governance:</p> <p>Decision Making Management Liability Media Intellectual Property Rights</p>	<p>CMO or District's Board of Directors is the main governing body for all CMO or District schools including the ECHS.</p> <p>CMO or District is ultimately responsible and liable for all aspects of the school.</p> <p>All ECHS employees paid by CMO or District report directly and exclusively to CMO or District.</p> <p>The school principal is the primary point of contact for all media calls and outbound communications, and receives support from CMO or District's communications team as needed.</p>	<p>The School Site Advisory Council is a local governing board for the school itself. Both CMO or District and the IHE could determine what representatives from the IHE should be involved.</p> <p>In addition, if other advisory bodies are created (e.g. faculty committees), both CMO or District and the IHE could define, in advance, the charter and membership of those committees, as well as how and when they meet.</p> <p>If there are positions for which the IHE pays the salary and these positions are integral to the ECHS, these employees will ultimately report to the IHE. CMO or District and the IHE could develop a plan to ensure full communication and access as appropriate. That is, the principal, while an CMO or District employee will need to be available to and for the IHE. The University ECHS Director, while an IHE employee will need to be available to and for CMO or District.</p> <p>CMO or District and IHE could determine in advance who in each organization to involve in managing public information and press.</p> <p>Unless determined otherwise, any intellectual property created by the school or by either part for principle use at the school would be in the public domain, not subject to trademark or patent, since the school is a public school. CMO or District and IHE may establish a committee or process for making decisions on potential exceptions.</p> <p>CMO or District and the IHE will sign an MOU detailing agreements around administration and governance.</p>	<p>IHE identifies appropriate faculty and staff to participate on committees and in leadership positions in the ECHS development. These roles must include the President and all other key players on campus who are necessary to establishing and supporting the ECHS.</p> <p>IHE, according to its normal policies for faculty involvement in projects, determines appropriate remuneration policy to recognize faculty and staff who are involved in decision-making for the ECHS. Remuneration may come in the form of stipends, release time, credit toward tenure and/or other appropriate forms.</p> <p>IHE designates a single, primary point of contact to coordinate with CMO or District for all media calls and outbound communications. This role is likely filled best by the University Director of ECHS.</p>	<p>WW works to model and establish ownership of ECHS by IHE. (Mtg with President, Board of Trustees if needed, Provost, Council of Deans, Faculty Senate, Department Chairs, selected faculty or equivalent positions in differently structured IHEs)</p> <p>WW requires that CMO or District and IHE write and sign an MOU specifying roles and responsibilities around administration and governance over all key decisions related to the ECHS.</p> <p>WW ensures that appropriate players from the IHE and CMO or District are in dialogues that lead to the signing of the MOU.</p> <p>WW facilitates the identification and training of the University ECHS Director and the ECHS Liaison as members of the decision-making teams.</p> <p>WW ensures that CMO or District and IHE develop agreements around access to student data from both institutions and to and from JFF/Gates' Student Information System (SIS).</p> <p>WW asks CMO or District and IHE to determine together the best and appropriate times for the principal and other ECHS staff to meet with IHE faculty/staff.</p>

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4. Implementation and Sustainability Plan	<p>CMO or District identifies appropriate staff to work with IHE staff to develop an implementation and sustainability plan.</p> <p>CMO or District's schools are based on a financially self sustaining model.</p>		IHE identifies appropriate staff to work with CMO or District staff to develop an implementation and sustainability plan.	WW provides sample implementation and sustainability plans and deadlines for the documents' drafting and revisions.
5. Policy Environment: District City County Higher education State Federal	<p>CMO or District works with the local district, state and federal policy makers to influence policies to ensure a viable environment for the ECHS.</p>	<p>CMO or District and IHE could work together to determine what types of policies and legislation would ensure a viable environment for the ECHS.</p> <p>CMO or District and IHE could work together to determine appropriate policies pertaining to articulation of community college and university courses and determination of faculty status.</p>	<p>The IHE may identify separate policy issues and may work in tandem with CMO or District to ensure appropriate policies are in place. If such policy shaping efforts are part of the IHE's work, a committee or process of communication should be designed to ensure policy shaping efforts are coordinated and complementary.</p> <p>In particular, the IHE must identify appropriate policies supporting dual enrollment and transfer articulation agreements.</p>	<p>WW identifies and shapes policies to ensure effective policy environments for ECHS at the district, university, city, county, state and federal level.</p> <p>WW works with CSU and UC System Offices to create funding support for ECHS development in California</p> <p>WW's Senior Research and Data Analyst supports policy efforts by providing appropriate research and data as needed to leverage policy changes.</p>

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TEACHING and LEARNING

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<p>6 & 7. Curriculum & Instruction</p>	<p>Curriculum and Instruction are based primarily on CMO or District's core education design. CMO or District's core education design is based on curriculum and instruction guidelines, data and assessment models, professional development models for leadership, faculty and staff.</p> <p>Curriculum and Instruction must include State standards and assessments.</p>	<p>CMO or District and IHE could establish a process to discuss and decide proposed changes to some aspects of the education design (e.g. curriculum materials).</p> <p>CMO or District and IHE could determine in advance the parameters for high school student participation in college classes (i.e. numbers of students, qualifications, transfer costs if any, required coordination by IHE and school faculty, credits received, titles on transcripts, etc).</p>	<p>IHE provides the following:</p> <ul style="list-style-type: none"> A. Opportunities for students to earn 60 dual credits (high school and college credit bearing) at the four-year institution to which the grant is made. These 60 credits may include coursework at local community colleges. These 60 credits must be part of a coherent, academic course scope and sequence plan (as opposed to a collection of extracurricular courses). B. Identification and appointment of appropriate faculty within the IHE and/or at CMO or District to teach credit bearing courses C. If appropriate, IHE clearly identifies any necessary entrance exams whether to the IHE in general or to specific courses. Such identification should include all pre-requisites for courses included in the course scope and sequence. D. Identification of location of courses (on campus or at secondary school) E. Plans and processes for collecting, analyzing, reporting and reviewing student data on college courses (ideally created in tandem with CMO or District, and, at worst, shared with CMO or District) F. Plans and processes for dialogue between the faculty at the high school and the IHE concerning decisions about curriculum and pedagogy and ensuring that students are prepared for college admission and college graduation 	<p>WW provides course scope and sequence models, models of rationales for scope and sequence.</p> <p>WW shares curriculum models from existing ECHS, engages senior faculty to identify capstone ECHS courses, determines whether new courses are needed for ECHS or whether existing courses from the IHE are appropriate for ECHS.</p> <p>WW requires that CMO or District and IHE develop a course scope and sequence outlining the opportunities for students to earn 60 dual credits.</p> <p>WW ensures that appropriate players from the IHE and CMO or District are in dialogues that lead to the development of a coherent course scope and sequence and its rationale.</p> <p>WW works closely with the University ECHS Director and thereby the ECHS Liaison as coordinators of curricular and instructional decision making issues.</p> <p>WW ensures that CMO or District and IHE develop agreements around access to student data from both institutions and to and from JFF/Gates' Student Information System (SIS).</p> <p>WW's Senior Research and Data Analyst makes school specific data available to IHE and CMO or District and provides research as needed or as appropriate to both organizations.</p>

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			<p>IHE may provide the following:</p> <ul style="list-style-type: none"> G. Teacher training program site—the University may want to place student interns in the CMO or District University Assisted High School as a model school and to funnel graduates to the school H. Professional development opportunities—the University may want to work closely with CMO or District to provide professional development to the high school faculty, from opening existing courses in the Arts and Sciences to developing specific seminars and workshops to meet the needs of the high school. (WW recommends allocating its grant monies for this purpose). I. University resources—these may include tutors, mentors, library privileges, science and writing laboratory use, gym/ recreational area privileges, access to health providers, college and career counselors, parent information sessions, campus tours, class visits, summer programs, guest lecturers, evening classes for parents, opportunities for high school faculty to teach as adjuncts J. The promise of financial support to all students who are admitted from the CMO or District University Assisted High School to the University 	
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8. Scheduling: Yearly Calendar Daily Schedule Standing Meetings	CMO or District school calendars include 190 school days (incl 3 Saturdays) for students with an additional 7 days of training, planning and professional development required for all teachers. Target is 6.5 hours/day of school. Wednesday afternoons are early release days for students (after lunch) so that all teachers have a half day of professional development time each week for horizontal grade level teams, vertical subject area teams and/or whole school meetings.	CMO or District and IHE could determine in advance the school calendar and schedule to ensure ready access to IHE courses. CMO or District and IHE could determine in advance plans and procedures for the Wednesday afternoon staff development sessions.	IHE shares all IHE annual calendar, course scheduling and standing meetings information with CMO or District.	WW asks CMO or District and IHE to determine regular meetings of appropriate staff to facilitate communication between the organizations. The University Director of ECHS and the ECHS Liaison will facilitate this type of communication.
9. Assessment: Data Collection Data Analysis Data Reporting Data Review Assessment Plans	CMO or District's core education design includes a process for data collection, analysis, reporting, reviewing and planning. CMO or District tracks all student data using Power Schools. Student achievement data is also tracked using Edusoft.	CMO or District and IHE could establish a process to discuss and decide proposed changes to the data cycle.	IHE works with CMO or District to effectively allow data to inform curriculum and instruction in both secondary and IHE classrooms. IHE may provide additional resources such as graduate students to conduct additional analysis of teaching and learning data.	WW ensures that CMO or District and IHE develop agreements around access to student data from both institutions and to and from JFF/Gates' Student Information System (SIS). WW requires that both organizations collect, analyze, report, and plan based on student data. WW makes school data available in WW-generated reports. WW's Senior Research and Data Analyst analyzes data and generates reports based on the school's requests for particular data analysis/reports.
10. Student Support Systems	CMO or District establishes several student support systems including: personalized learning plans, family compacts, advisories, differentiated instruction, individualized attention to support IEP and ELL learners.	CMO or District and IHE could establish a process to discuss and decide on additional student support systems.	IHE may choose to provide tutors, T.A.'s, additional access to professors, access to writing centers and/or other IHE resources such as health services to support students academically and personally. (WW recommends allocating its grant monies for this purpose.)	WW presents models from other ECHS that demonstrate types of supports research has shown help underserved high school students achieve at higher levels. WW's Research and Data Analyst provides data and research to help encourage student supports that are driven by the data. WW asks IHE to provide tutors, T.A.s, additional access to professors, access to writing centers and/or other IHE resources such as health services to support students academically and personally.

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MANAGEMENT

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11. Facilities	CMO or District is responsible for securing and financing a facility for the school.	CMO or District and IHE would discuss in advance what funds would be used to cover the costs of renovating or developing space required, especially if IHE space is being used.	The IHE will seek ways to provide funding and/or facilitate securing available facilities on or off campus. It may lease that space to the school, either as a transition or permanent space.	WW facilitates dialogue among appropriate staff at each organization around the issue of facilities.
12. Finances: Budgets Fundraising	<p>CMO or District manages all aspects of finance and accounting, including payables, receivables, purchasing, budgeting and financial reporting to district, state and federal entities.</p> <p>CMO or District is principally responsible for writing and administering all private grants unless otherwise segregated for IHE management. CMO or District would assist IHE as needed to cultivate IHE-targeted donors.</p>	<p>CMO or District and IHE jointly review the school's budget priorities annually.</p> <p>CMO or District and IHE could establish a committee or process to determine how best to coordinate efforts to seek funds, as well as define the flow of any grant funds procured.</p>	<p>IHE manages the WW grant monies.</p> <p>IHE could provide information about the financial value of its "in-kind" contribution of time, resources and expertise.</p> <p>IHE is responsible for writing and administering some grants as defined in advance through the joint committee or process. IHE would assist CMO or District as needed to cultivate CMO or District-sourced donors.</p> <p>IHE may direct some of its fundraising efforts to establishing scholarship funds for ECHS students who are admitted to the IHE after graduating from the ECHS.</p>	<p>WW makes grant payable to IHE. Portions of the grant are required to go toward:</p> <ul style="list-style-type: none"> A. Salary for University Director of ECHS B. Portion of salary of HS Liaison C. Twice/year conference travel costs for IHE and CMO or District employees <p>WW recommends IHE consider the Bard model to fund the ECHS.</p> <p>WW presents models of 4-year college ECHS budgets.</p> <p>WW facilitates dialogue among appropriate staff at each organization around the issue of finances and fundraising.</p> <p>WW provides recommendations of other potential funding sources to CMO or District and/or IHE.</p>
13. Evaluation of School Evaluation Research findings	Unless determined otherwise, CMO or District uses its Balanced Scorecard criteria, targets and process for measuring progress with the school.	<p>CMO or District and IHE could determine in advance on what additional criteria the school would be evaluated, and what process would be used to select an evaluator or evaluation team if necessary.</p> <p>CMO or District and IHE could also determine in advance the approval process for any research to be done at the school by IHE faculty.</p>	<p>IHE determines research opportunities for IHE faculty and students.</p> <p>IHE shares research findings with CMO or District.</p>	<p>WW makes school data available in WW-generated reports.</p> <p>WW's Senior Research and Data Analyst analyzes data and generates reports based on the school's requests for particular data analysis/reports.</p> <p>WW shares relevant research with CMO or District and IHE.</p>

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BUDGET

Please submit a budget showing allocations over three to four years of the \$400,000 grant monies.

Please note: items marked with an asterisk (below) must be included in the grant; other items appearing on this list are recommended allocations.

A sample budget is included.

*IHE Director of ECHS (.25 of a .50 position. WW pays the other .25—see attached job description)

*ECHS liaison at the secondary school (.50 position—see attached job description)

*WW twice-annual conferences (approximately \$6500 for airfare and hotels for four people at each conference)

Stipends, release time or other to support IHE faculty time on ECHS development

Fundraising

Tutors and mentors

Consultants

Administration, budget, data, facilities use fees (WW recommends no more than \$5000)

ECHS faculty retreats and professional development

Student orientations and campus visits

Communications and publications

Please also include any in-kind costs such as access to libraries, recreational facilities, writing labs, health services, etc.

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TIMELINE

Complete a descriptive 12-month timeline (example below) of the activities that will lead to the school opening, indicating whether the CMO or District or the IHE is taking the lead on each activity. This timeline may be what the organizations use as an Implementation Plan during the planning stage.

Note: All items on timeline represent the beginning of the work noted. The work in most cases will be ongoing—completion may involve several months of work.

September

- Identify facilities (CMO or District)
- Identify and convene Steering Committee (CSU)
- Negotiate MOU (CSU and CMO or District)
- Appoint University ECHS Director (CSU)

October

- Develop operating budget (CMO or District)
- Draft Course Scope and Sequence (CSU with CMO or District)
- Determine financing of course credits (CSU with CMO or District)
- Develop transportation plan to and from CSU campus (CSU with CMO or District)
- Develop school nutrition/breakfast and lunch plan

November

- Identify potential pipelines of teacher and principal candidates (CMO or District with CSU)
- Attend WW ECHS Network Conference (CMO or District and CSU)
- Begin interviewing and selecting founding principal (CMO or District)

December

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January

- Recruit teacher candidates (CMO or District)
- Select and train site hiring committee (CMO or District)
- Recruit students (CMO or District)
- Develop fundraising plan (CSU with CMO or District)
- Engage IHE students in the planning of the school (CSU)
- Develop research approval process (CSU)

February

- Attend WW ECHS Network Conference (CMO or District and CSU)
- Ensure district funding flow (CMO or District)
- Secure CDS Number (CMO or District)
- Negotiate MOU with District (CMO or District)
- Publish course listings for the ECHS (CSU)

March

- Conduct lottery if necessary (CMO or District)
- Register students
- Develop syllabi for courses in scope and sequence plan

April

- Enter all students into Powerschools Data Base (CMO or District)
- Purchase all FFE (CMO or District)
- Identify ECHS Liaison (CSU with CMO or District)

May

- Coordinate summer training (CMO or District)
- Ensure data collection plans are in place across institutions (CMO or District with CSU)
- Plan student and parent orientations (CMO or District with CSU)

June

- Establish School Site Advisory Council (CMO or District)
- Collect all entering students cumulative records from prior schools (CMO or District)
- Share data with JFF/Gates SIS
- Conduct any necessary baseline assessments

July

- Summer Teacher Training (CMO or District)

August

- School opens
- Plan for dedication/school opening ceremony