

Intermediaries play crucial roles in supporting the development of Early College High Schools:

- Intermediaries act as critical friends, providing advice to school leadership, planning teams, and staff.
- Intermediaries identify school needs and connect schools to resources, including funding, professional development, curriculum, and materials.
- Intermediaries are political allies who often mediate conflicts (for example, with the school district or university) and advocate for schools.
- Intermediaries help to build bridges between schools and potential allies.

Perhaps most important, intermediaries are simply there when they are called upon by the schools that they support.

Early College High Schools Resources for Intermediaries: Benchmarks for Early College High School Sites

Category	Objective/Action + Criteria/Guiding Questions	Responsibility	Priority <i>H/M/L</i>	Process/ Status
12 Months Before Opening				
Planning Team	Identify site coordinator or Principal. Questions to Consider: <ul style="list-style-type: none"> Does the person have school start-up experience? Does the person share the educational philosophy of the overall ECHS Initiative, including the Core Principles? 			<input type="checkbox"/> Job description OK'd <input type="checkbox"/> Ad placed <input type="checkbox"/> Interviewing <input type="checkbox"/> Hired
	Identify key stakeholders. Questions to Consider: <ul style="list-style-type: none"> Are all major stakeholder groups represented (IHE, school district, CBO, ECHS Intermediary, others)? Are the roles and expectations of stakeholders clearly defined? Does the school have the support of leadership? (higher education, school district, CBO) 			<input type="checkbox"/> Survey <input type="checkbox"/> Focus Group <input type="checkbox"/> Town Meeting <input type="checkbox"/> Interviews
	Establish a planning team and process Questions to Consider: <ul style="list-style-type: none"> Is the planning process clearly defined? Are the goals and timelines clearly articulated in writing? Who will participate in the planning process? 			<input type="checkbox"/> Written plan <input type="checkbox"/> Meetings <input type="checkbox"/> Roles and responsibilities identified <input type="checkbox"/> Timeline
Mission	Develop a Mission Statement Questions to Consider: <ul style="list-style-type: none"> Does the mission define the school's purpose and objectives? Is the mission statement actionable? i.e. Does it state what the school is about and what it will do to achieve its goals? Does the statement provide a descriptive profile of the students to be served? Does the mission encompass the ECHS Core Principles? 			<input type="checkbox"/> Written Mission statement <input type="checkbox"/> Review and discussion by Stakeholders <input type="checkbox"/> Adoption and communication to Stakeholders
Funding	Identify funding sources. Questions to Consider: <ul style="list-style-type: none"> How will you ensure sustainable funding levels? What different sources of financial and non-financial support do you plan on tapping into? What different sources of public and private financial support do you plan on tapping into? What efforts will you make to expand and increase support? How do you communicate with funders to keep them informed as well as to understand their goals and needs? Have you researched and accessed state and district funding? Are you aware of the laws that govern dual enrollment and ADA funds?			<input type="checkbox"/> List of private funding sources <input type="checkbox"/> District school funding formula identified <input type="checkbox"/> List of potential federal and state funding sources
	Identify how and how much school and IHE will contribute and/or be reimbursed. Questions to Consider: <ul style="list-style-type: none"> Do you have a MOU that clearly articulates how the college component will be financed? 			<input type="checkbox"/> Letters of Agreement/ Intent <input type="checkbox"/> Contracts/ MOU's <input type="checkbox"/> State Policy/ Legislation for Dual Enrollment

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Budget	Develop a budget to support the ECHS. Questions to Consider: <ul style="list-style-type: none"> • Are priorities as defined in mission statement and core principles reflected in budgeting? • What resources are budgeted for the extra support students may need to prepare for and succeed in accelerated college-level work (extra instruction, tutoring, extended day, etc.)? • Are overhead costs sufficiently but not disproportionately budgeted? • What line items may be funded through the district? • Does the budget reflect reporting requirements and standards as defined by the state, district, and /or accounting/auditors' conventions? • How will management be conducted of processes for regular recording, tracking, and monitoring of income, expenditures, vendor contracts, bidding processes, etc.? • Does the budget reflect in-kind contributions? • Have you budgeted accurately for projected enrollment? • Are your projected expenditures and revenues realistic? • Have you budgeted adequately for school space/facility? 			<input type="checkbox"/> State and local sources identified <input type="checkbox"/> Entitled funding identified based on target population <input type="checkbox"/> Budget assumptions verified <input type="checkbox"/> Expenditures track to needs of students/mission
9 Months Before Opening				
Community Engagement	Involve the local community in the ECHS initiative from planning through implementation. Questions to Consider: <ul style="list-style-type: none"> • What potential questions, concerns or aspirations does the community have regarding the ECHS initiative? • Who are the key community constituents that need to have a voice? • What outreach methods are best used to inform the community of students, families, school system, higher education leaders, youth-serving organizations, policy makers and community agencies about the initiative? • How are you going to build a base of support for the school from local government and civic leaders? What strategies will you employ to address any political opposition? 			<input type="checkbox"/> Focus Group <input type="checkbox"/> Surveys <input type="checkbox"/> Interviews <input type="checkbox"/> Town Meetings
State/District Negotiations	Develop of plan to successfully negotiate with the state or district around issues of space, funding, and school autonomy. Questions to Consider: <ul style="list-style-type: none"> • Have you secured the necessary permissions for the school from local government entities? Negotiation will likely include school authority and autonomy in decision-making, state/district resources, and compliance procedures. • Have you considered what systems need to be in place in order to meet state/district accountability and reporting requirements? 			<input type="checkbox"/> School District Resolution <input type="checkbox"/> Charter <input type="checkbox"/> MOU
School Site	Identify and secure a school site. Questions to Consider: <ul style="list-style-type: none"> • Will you use an existing building, renovate an existing building or design a new one? • How will you finance the building or design and construction of a new building? • Will you share building space with another school? If so, how will issues of use of space be resolved? • Have you secured the necessary permissions from local government entities for the building space? 			<input type="checkbox"/> Lease <input type="checkbox"/> MOU <input type="checkbox"/> School District Resolution

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MOUs/ Agreements	<p>Questions to Consider:</p> <ul style="list-style-type: none"> • Does the MOU clearly articulate the vision for student success of the participating school and IHE? • Does the MOU delineate the roles and responsibilities of the school and IHE in relation to design and delivery of the instructional program, in assessment, and crediting of courses? • Does the MOU define clearly the financial arrangements to support the college courses, sharing of space, college fees and books, and other liability considerations? • Does the MOU define who will teach the college courses and when the courses will be taught? • Does the MOU identify space agreements? 			<ul style="list-style-type: none"> <input type="checkbox"/> Roles and relationships are clearly defined <input type="checkbox"/> Document reviewed for legality <input type="checkbox"/> Necessary approvals are obtained
6 Months Before Opening				
Instructional Program Design	<p>Design program that is consistent with the mission of the school and the ECHS Core Principles.</p> <p>Questions to Consider:</p> <ul style="list-style-type: none"> • Are the essential features of the program clearly defined? Is the instructional program academically challenging? Does it align with local college/university admission requirements? Is the basic course sequence defined? Are there key learner outcomes for each component of the blended program? • Is there a defined process to determine when students are ready to take college courses? • Are the Attributes of ECHS, which are outlined in the Core Principles document, incorporated into the program design? 			<ul style="list-style-type: none"> <input type="checkbox"/> Instructional plan that makes explicit evidence of research base <input type="checkbox"/> Instructional plan consistent with goals of initiative and needs of targeted students
Instructional Program Design (cont.)	<ul style="list-style-type: none"> • Does your design include a plan to service special needs and ELL students that meet the guidelines set by the school mission as well as legal requirements? • How will you incorporate the use of technology into the program design? • How will you ensure that the program design is built around the student profile? • How will you design the schedule so that it meets the needs of the program? • What professional development opportunities will be available to staff? • What mechanisms will you build into the program to ensure the ongoing assessment of the school and students? 			<ul style="list-style-type: none"> <input type="checkbox"/> Instructional plan identifies adequate level of resources, including staff, school time, school schedule <input type="checkbox"/> Preliminary professional development plan includes scheduled time during school day, process for determining priorities tied to student needs

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Curriculum Development	Define detailed curriculum and delivery plan. Questions to Consider: <ul style="list-style-type: none"> • How will the curriculum address the accelerated nature of ECHS? i.e., How will you plan on teaching students who enter the school at varying levels of academic competency, the foundation skills they will need to succeed in college level courses? • What is your plan for providing tutoring and academic support services? • Does your curriculum align with board or state core curriculum standards? • How would you ensure a strong teacher role in the curriculum development and student assessment? • How would you ensure that the curriculum meets the needs of the target population? 			<input type="checkbox"/> Evidence of research based curriculum framework consistent with goals of initiative and needs of targeted students
Course Sequence/ Articulation	Develop a clear scope and sequence of college level courses. Questions to Consider: <ul style="list-style-type: none"> • Do the distribution of courses meet state college requirements for general or technical majors? • Does the planned course scope and sequence result in an AA degree or Junior status at a four year institution of higher education? • Are you aware of the prerequisites for various upper level courses of study (e.g. Engineering)? How will your counsel students appropriately? 			<input type="checkbox"/> Planning team has obtained and analyzed state two-year college/ four-year college articulation and transfer agreements policy. If state has no policy, has identified process for addressing student articulation/ transfer needs
Student Assessment	Clearly define the student assessment methods. Questions to Consider: <ul style="list-style-type: none"> • Do students have the option of demonstrating academic progress through multiple measures of performance such as standardized tests, performance assessments, portfolios, and real-world tasks? • Is there a focus on creating a culture of continual assessment of individual student progress toward performance expectations? • Do you have a protocol in place for the acceptable time to reach the standards and for how to address students who are not making adequate progress? 			<input type="checkbox"/> Identify state and locally-mandated assessments and schedules. <input type="checkbox"/> Develop process for assessing student baselines and progress data in each content area. <input type="checkbox"/> Has identified how teacher-made assessments will be used. <input type="checkbox"/> Develop system for ongoing tracking of student performance.

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Personnel Selection	Develop a comprehensive personnel recruitment and selection plan. Questions to Consider: <ul style="list-style-type: none"> • What measures will you take to ensure that personnel plan allows the school to maximize its budget resources while also achieving the desired student-teacher ratios, capacity for advising and counseling, and teacher quality? • What selection criteria will you use in hiring a schools faculty that will create a high-performance work culture? • How will you ensure clarity around the school’s philosophy and personnel expectations? • What certificates are required of various staff? • What are the district and/or university agreements around seniority by which you must abide? 			<input type="checkbox"/> Identify District hiring policy. <input type="checkbox"/> Develop a personnel selection committee. <input type="checkbox"/> Job descriptions.
3 Months Before Opening				
Student Recruitment	Develop a comprehensive student recruitment plan. Questions to Consider: <ul style="list-style-type: none"> • How do you plan on recruiting a student population that is congruent with the identified ECHS target population (i.e. low-income, first generation college goers, English language learners, students of color, those underrepresented in higher education)? • What marketing strategies do you plan on employing to generate interest in your school? Designing brochures, a website, a FAQ fact sheet, hosting information sessions etc. 			<input type="checkbox"/> Zoning Plan <input type="checkbox"/> Student/family interviews <input type="checkbox"/> Applications <input type="checkbox"/> Promotional materials (brochures, web site)
Student Recruitment (cont.)	<ul style="list-style-type: none"> • How will you involve students, parents and community members in marketing your school? • What measures are you going to take to ensure that your recruitment and admission process meets legal requirements? • What selection criteria will you use in accepting students to your school? 			
Orientation for Staff/ Students/ Parents	Plan comprehensive orientation sessions for staff, student and parents. Consider addressing the following issues: <ul style="list-style-type: none"> • ECHS Core Principles • School’s mission • Governance structure • Instructional approach • College component • Policies and procedures • Transportation • Support services available Questions to Consider: <ul style="list-style-type: none"> • How will you create a Handbook that reflects the schools mission and culture? • Instead of starting from scratch, consider tailoring standard policies and procedures to meet your schools need. • How will you ensure that the Core Principles of the ECHS initiative are reflected in the Handbook? 			<input type="checkbox"/> Handbooks (Staff/Teacher/ Student/Parent)