# OaklandACE

ACCELERATED COLLEGE EXPERIENCE

## Guidance for Districts 2026-2027

OaklandSchools

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# 2026-2027 IMPORTANT DATES

| Date | Activity |
|---|---|
| August 7 | MISTAR updated to include Fall 2026 student schedules |
| August 18, 19, 20 | New Student Orientation: 11th grade students choose one date |
| August 24 | OCC summer classes end |
| August 31 | OCC classes and ACE Seminar begin |
| August 31 - September 4 | Student OCC Fall 2026 schedule changes completed for no penalty for 15 week classes |
| September 4 | Failed Summer 2026 classes emailed to sending school counselors |
| September 7 | OCC Closed for Labor Day Holiday |
| September 8 - end of Fall Semester | Additional semester schedule changes will be sent directly to sending school counselor via email |
| September 11 | Fall schedule changes thru September 4 reflected in MISTAR OCC Summer 2026 grades posted in MISTAR and grade report sent to sending school counselors |
| Week of September 21 | Grade checks conducted in Seminar |
| October 7 | Count day excel sheets sent to Pupil Accountants and sending school counselors |
| September 29 | Academic concerns sent to sending school counselor via email |
| Week of October 26 | Grade checks conducted in Seminar |
| November 3 | Academic concerns sent to sending school counselor via email |
| Week of November 23 | No OCC Classes or Seminar for Thanksgiving Holiday |
| Week of November 30 | Grade checks conducted in Seminar |
| December 8 | Academic concerns sent to sending school counselor via email |
| Week of December 14 | OCC Final Exams |
| January 11 | OCC classes and ACE Seminar begin |
| January 11 – January 15 | Student OCC Fall 2026 schedule changes completed for no penalty for 15 week classes |
| January 15 | Failed Fall 2026 classes emailed to sending school counselors Grades posted in MISTAR and grade report sent to sending school counselors |
| January 18 | OCC Closed for Martin Luther King Holiday |
| Week of February 1 | Grade checks conducted in Seminar |
| February 13 | Academic concerns sent to sending school counselor via email |
| February 10 | Count day excel sheets sent to pupil accountants and sending school counselors |
| February 25 | Academic concerns sent to sending school counselor via email |
| March 15 | Grade checks conducted in Seminar |
| March 23 | Academic concerns sent to sending school counselor via email |
| Week of April 5 | Grade checks conducted in Seminar |
| April 13 | Academic concerns sent to sending school counselor via email |
| May 3 | OCC Winter 2027 semester ends |
| May 10 | OCC Summer 2027 semester begins |
| May 17 | Failed Winter 2027 classes emailed to sending school counselors Winter 2027 grades posted in MISTAR and grade report sent to sending school counselors |

# PROGRAM DESCRIPTION

Oakland Schools offers two Early Middle College (EMC) programs: Oakland Technical Early College (OTEC) and Oakland Accelerated College Experience (ACE). This document focuses on Oakland ACE. Oakland ACE is a three-year Early Middle College program designed to provide students with a structured, supported pathway to earn both a high school diploma and significant college credit. Students enroll during 10th grade and begin the program in 11th grade, committing to a three-year experience that intentionally blends high school and college coursework. Through a partnership with Oakland Community College (OCC) and Lawrence Technological University (LTU), along with participating school districts, students enroll in a combination of high school and college courses beginning in 11th grade. Students select one postsecondary partner—either OCC or LTU—and complete their college coursework through that institution.

Over the course of the program, students gradually increase their college course load while receiving consistent academic, social-emotional, and college/career readiness support. This intentional progression allows students to build confidence and skills as they transition into a college environment. By the end of the program, students may earn up to 62 transferable college credits, positioning them for success in postsecondary education and careers while significantly reducing the cost and time required to complete a college degree. A defining feature of the Oakland ACE program is its structured seminar and support model. Students participate in a required seminar experience led by certified staff, focused on developing the skills necessary for success in a college environment. These include time management, academic planning, communication, and self-advocacy. In addition to seminar, students receive ongoing progress monitoring, individualized support, and coordinated communication between Oakland ACE staff, college partners, and sending school districts. Oakland ACE is designed not only to provide access to college coursework, but to ensure students are supported in successfully navigating the expectations of both high school and college systems.

## Program Structure and Course Progression

Oakland ACE is intentionally designed to gradually transition students from a high school experience to a fully independent college experience. Students begin with a balanced schedule of high school and college coursework and progress each year toward a full college course load, while receiving structured academic and advising support throughout the program.

| Year | High School Coursework | College Coursework (OCC or LTU) | Seminar & Support |
|---|---|---|---|
| Year 1 (11th Grade) | Approximately half-day high school schedule (typically 3 classes, primarily in the morning) | **2 courses per semester (6–7 college credits)** | **Required seminar attendance and MEMCA certificate hour completion** |
| Year 2 (12th Grade) | Reduced high school schedule (typically 2 classes, completed by late morning) | **3 courses per semester (9–11 college credits)** | **Required seminar attendance and MEMCA certificate hour completion** |
| Year 3 (13th/ Final Year) | No high school coursework | **4 courses per semester (12 or more college credits; full-time college schedule)** | **Required seminar attendance and MEMCA certificate hour completion** |

This gradual release model allows students to build the academic skills, independence, and confidence needed to succeed in college-level coursework. By the final year, students are fully immersed in a college schedule while continuing to receive support from Oakland ACE staff.

## Important Scheduling and FTE Considerations

Student schedules must be constructed so that the combined high school and college course load meets the requirements for full-time enrollment. In order for the sending district to generate 1.0 Full Time Equivalency (FTE), a student's schedule must equate to at least 0.833 FTE.

Because high school schedules vary across districts (e.g., 4-period, 6-period, or 8-period days), there is flexibility in how student schedules are structured. The model outlined above represents a typical progression; however, adjustments may be made to ensure students:

- Meet local high school graduation requirements
- Maintain eligibility for full-time FTE funding
- Successfully balance high school and college coursework

Oakland ACE staff work collaboratively with sending school counselors to ensure each student's schedule aligns with program expectations and district requirements.

### Student Plan of Study

Oakland ACE is required to maintain a five year Plan of Study for every student enrolled in the program. These plans outline the recommended sequence of high school and college courses over the three-year program.

- **Accessing the Plan:** Each student's plan is stored in MISTAR under the "Student Documents" section. Staff can view and download these documents as needed.
- **Purpose & Flexibility:** Plans of Study serve as a guideline and may be adjusted due to course availability or scheduling needs. While the overall structure remains consistent, the order of courses may change to meet each student's academic goals and OCC offerings.

### High School Schedules

High school counselors and administrators have the final authority over the courses students take at their sending high school. Many high schools in Oakland County allow OCC courses to count toward high school graduation requirements. Oakland ACE staff work closely with each school to align coursework appropriately. Below are general scheduling guidelines for each grade level in the Oakland ACE program:

### 11th Grade (Year 1)

Students must be scheduled for at least 3 high school classes during hours 1–3. For students who attend high schools without the traditional six hour semester schedule, in general students attend half of the total classes and the classes take place in the morning.

- Students must also be available for ACE Seminar once per week in the afternoon.
- Students are encouraged to complete Algebra 2 before enrolling in OCC Math courses. Students must complete the OCC ALEKS Math placement test prior to enrolling in Math classes at OCC.
- English 11 and OCC Composition (ENG 1510 & 1520) are common courses. Some schools allow OCC Composition to fulfill the English 11 requirement. You may also choose to allow ENG 1510 to count as 12th grade high school English.

### Typical 11th Grade High School Schedule:

- Math
- English Language Arts (English 11 or ENG 1510/1520)
- Other graduation requirements such as:
  a. Fine Arts
  b. World Language
  c. Physical Education/Health
  d. Science

### 12th Grade (Year 2)

- Students must be scheduled for at least 2 high school classes during hours 1–2.
- Students must be available for ACE Seminar or arranged meetings with EMCSC once per week first semester from 11:00-12:30 or from 11:30 - 1:00 and second semester as needed. Seminar times may vary each semester but are communicated with students in advance.
- Students should take their 4th year of Math, unless the school accepts an OCC Math course in its place.

### Typical 12th Grade High School Schedule:

- 4th Year Math Requirement (at high school or through OCC)
- Additional graduation requirements (Fine Arts, World Language, PE/Health, Science)

### 13th Grade (Year 3)

- Students do not take any courses at their high school.
- All coursework is completed through OCC or LTU and students should be available to attend seminar once per week first semester from 9:30 - 11:00 and second semester as needed.
- One math/math related and one high school requirement are earned at OCC or LTU.

## College Coursework in Oakland ACE

In Oakland ACE, students complete college coursework through their selected postsecondary partner—either Oakland Community College (OCC) or Lawrence Technological University (LTU). College course selection is intentionally aligned to support transferability, degree pathways, and long-term postsecondary success.

A primary focus of the program is guiding students to complete courses aligned with the Michigan Transfer Agreement (MTA). The MTA is a statewide agreement that allows students to complete general education requirements at a community college and transfer those credits to participating four-year institutions in Michigan.

**By prioritizing MTA-aligned coursework, Oakland ACE supports:**
- Transferable college credit across Michigan institutions
- Alignment with general education requirements for bachelor's degrees
- Reduced time and cost to complete a college degree

College coursework is sequenced to gradually increase in rigor and volume over the three years of the program.

**11th Grade (Year 1)**
Students begin taking college courses while balancing their high school schedule.

**General Expectations:**
- Enroll in 2 college courses per semester (6–7 credits total)
- Build foundational college skills, including time management, study strategies, and communication with instructors
- Begin with entry-level, high-success courses aligned to MTA categories

**Common Course Types:**
- English Composition (ENG 1510 and/or ENG 1520)
- Introductory social science or humanities courses (e.g., psychology, sociology, history)
- Select general education electives aligned with MTA

**12th Grade (Year 2)**
Students increase their college course load while continuing to complete high school requirements.

**General Expectations:**
- Enroll in 3 college courses per semester (9–11 credits total)
- Continue progressing through MTA-aligned coursework
- Begin selecting courses with greater alignment to career interests or intended college major

**Common Course Types:**
- Social Sciences (e.g., psychology, economics, political science)
- Humanities (e.g., literature, philosophy)
- Natural Sciences (with or without lab, depending on pathway)
- Math or math-related courses (if aligned with student readiness and placement)

**13th Grade (Final Year)**
Students transition to a full college course load and complete the majority of their college coursework.

**General Expectations:**
- Enroll in 4 or more college courses per semester (12 or more credits)
- Function as full-time college students
- Complete remaining MTA requirements and/or courses aligned to postsecondary goals

**Common Course Types:**
- Advanced general education courses aligned to MTA
- Math or math-related course (required for program completion)
- Courses that fulfill remaining high school graduation requirements (as applicable)
- Electives aligned to career pathways or intended major

**Michigan Transfer Agreement (MTA) Focus**
The Michigan Transfer Agreement typically includes coursework across the following areas:
- English Composition
- Social Sciences
- Humanities
- Natural Sciences
- Mathematics

Oakland ACE staff work with students to ensure course selection aligns with these categories whenever possible. Completion of the MTA allows students to transfer a block of general education credits to many four-year colleges and universities in Michigan.

## College Pathways, Degrees, and Course Selection

Students in Oakland ACE complete their college coursework through one of two postsecondary partners: Oakland Community College (OCC) or Lawrence Technological University (LTU). Students select one pathway and complete all college coursework through that institution.

### Oakland Community College (OCC) Pathway

Students in the OCC pathway have the opportunity to earn one of several associate degrees while enrolled in the program. Available degree options include:

- Associate in Arts
- Associate in Science
- Associate in Business Administration
- Associate in Applied Science / Technological Science

Students work closely with both OCC academic advisors and Oakland ACE staff to select courses, monitor progress, and align their coursework with degree requirements.

OCC is the institution responsible for:

- Tracking student progress toward degree completion
- Maintaining official college transcripts
- Conferring associate degrees

### Lawrence Technological University (LTU) Pathway

Students who select the LTU pathway work with an LTU program advisor, in collaboration with Oakland ACE staff, to develop an individualized course of study.

Depending on their pathway, students may:

- Earn an Associate in General Studies, or
- Complete coursework aligned to a specific bachelor's degree program

### Post-Program Pathways

Students in both pathways are encouraged to continue their education after completing the Oakland ACE program. Many students choose to:

- Remain at OCC or LTU to continue toward a bachelor's degree, or
- Transfer to a four-year college or university

Because a significant number of Oakland ACE students plan to transfer within the state of Michigan, the program places a strong emphasis on transfer planning.

Students are explicitly taught how to:

- Use transfer guides between OCC, LTU, and four-year institutions
- Select courses that maximize transferability
- Align coursework to intended majors and degree pathways

### Course Selection Guidance and Expectations

College course selection in Oakland ACE is guided by each student's individualized Program of Study and aligned to their chosen pathway.

Students are expected to:

- Enroll in courses that meet degree or program of study requirements
- Follow guidance from OCC or LTU advisors and Oakland ACE staff
- Make progress toward completion of transferable coursework and/or a credential

If a sending school district has restrictions on specific college courses, the district must communicate those restrictions directly to Oakland ACE staff.

If no restrictions are provided, students will be registered in courses that:

- Align with their program of study
- Meet degree or transfer requirements
- Support progress toward postsecondary goals

### Early College vs. Dual Enrollment

Early college programs differ from traditional dual enrollment in several key ways.

In Michigan, dual enrollment is defined as coursework taken after a student has exhausted the available curriculum at their high school. Additionally, dual enrollment courses must align to academic requirements and are not intended for personal interest or enrichment.

In contrast, Oakland ACE is a structured Early Middle College program with an approved five-year Program of Study. Students are permitted to enroll in college courses as long as those courses:

- Align with their program of study
- Support progress toward degree or transfer goals

This distinction allows Oakland ACE students to:

- Begin college coursework earlier
- Follow a structured, multi-year academic plan
- Complete a significant number of college credits or a credential prior to high school graduation

### Key Takeaway

College pathways in Oakland ACE are designed to provide students with:

- Clear options for earning college credentials
- Strong alignment to transfer and degree pathways
- Structured advising and support throughout the program

Oakland ACE staff, in partnership with OCC and LTU, ensure that students are making informed, strategic decisions about their coursework and future plans.

## MICHIGAN TRANSFER AGREEMENT (MTA) AND TRANSFER PLANNING

A central focus of Oakland ACE is ensuring that college coursework is transferable and aligned to students' long-term postsecondary goals. To support this, students are strongly encouraged to complete coursework aligned with the **Michigan Transfer Agreement (MTA).** The Michigan Transfer Agreement is a statewide agreement that allows students to complete a block of general education courses at a community college and transfer those credits to participating four-year colleges and universities in Michigan.

### MTA Course Categories

To satisfy the Michigan Transfer Agreement, students complete coursework across the following areas:

- English Composition
- Social Sciences
- Humanities
- Natural Sciences
- Mathematics

Oakland ACE staff, in collaboration with OCC or LTU advisors, guide students in selecting courses that fulfill these categories whenever possible.

### How MTA Connects to Oakland ACE Pathways

For students in the **OCC pathway**, MTA-aligned courses are often embedded within associate degree requirements, allowing students to make progress toward both a degree and transfer-ready coursework simultaneously.

For students in the **LTU pathway**, coursework is aligned to institutional program requirements, with a continued emphasis on selecting courses that support transferability and progression toward a bachelor's degree.

### Transfer Planning and Student Support

Because many Oakland ACE students plan to transfer to a four-year institution, transfer planning is an intentional part of the program.
Students are explicitly taught how to:

- Use transfer guides between OCC, LTU, and four-year universities
- Identify course equivalencies across institutions
- Select courses that align with intended majors and degree pathways
- Maximize the number of credits that transfer

Oakland ACE staff support students in making informed decisions so that coursework completed during the program contributes meaningfully to their postsecondary plans.

### Key Takeaway

The Michigan Transfer Agreement serves as a foundation for course selection in Oakland ACE, ensuring that students:

- Earn transferable college credits
- Stay aligned to degree pathways
- Reduce the time and cost required to complete a college degree

Through intentional planning and advising, students leave the program with coursework that supports both immediate and long-term educational goals.

### Seminar and Student Support Model

Seminar in Oakland ACE is a structured, ongoing support system designed to ensure students successfully navigate both high school and college expectations. Rather than a single class or fixed meeting time, seminar is a regular opportunity for students to engage with their **Oakland ACE Early College Student Success Coordinator (ECSC)** through a combination of whole group instruction, small group support, and individualized one-on-one advising.

Seminar is aligned as closely as possible to the academic calendar of Oakland Community College (OCC) and Lawrence Technological University (LTU), allowing support to be delivered at the most relevant times throughout the semester.

In addition to in-person engagement, students are enrolled in an online seminar platform where resources, updates, and instructional materials are posted. Students are expected to actively engage with these materials and take responsibility for accessing and applying the information provided.

### Personalized Support Through the ECSSC Model

The foundation of seminar is a consistent level of support for all students; however, the strength of the model lies in the ability of ECSCs to individualize support based on student need.

Due to intentionally low caseloads, ECSCs develop strong relationships with students and use academic data, communication with college staff, and ongoing interactions to proactively identify when additional support is needed.

For example:

- A baseline level of support may include informing students about free tutoring services available through the Academic Support Center at OCC or LTU
- When additional support is needed, the ECSC may:
  - Assist the student in scheduling tutoring sessions
  - Attend sessions alongside the student
  - Help the student reflect on and apply what
  - Follow up with Academic Support Center staff to ensure engagement

ECSCs also maintain regular communication with college faculty and staff to monitor student progress and proactively address concerns before they escalate.

### Seminar Focus by Grade Level

Seminar is intentionally designed to evolve over the three years of the program, gradually building student independence.

### 11th Grade (Year 1): Building Foundations

The primary focus of 11th grade seminar is the development of executive functioning and college readiness skills.

Students are explicitly taught how to:

- Read and interpret a college syllabus
- Understand and manage college-level assignments
- Break down long-term assignments into manageable steps
- Plan and manage their time effectively
- Study for college-level assessments
- Access and utilize college resources, including professor office hours and academic support services

During the second half of the year, students are introduced to the **Michigan Early Middle College Association (MEMCA) Technical Certificate**. Students begin exploring career interests, personal strengths, and potential career pathways, which inform their future coursework and experiences.

### 12th Grade (Year 2): Exploration and Planning

In 12th grade, students continue to strengthen executive functioning and college success skills while shifting focus toward post-program planning.

Students engage in:

- Exploration of postsecondary pathways (college, career, or both)
- College application process overview and support
- Career readiness skill development, including:
  - Resume writing
  - Interview skills
  - Cover letter development

Students begin taking greater ownership of their learning while continuing to receive structured support.

### 13th Grade (Final Year): Independence and Transition

By the final year, students are expected to function with a high level of independence as full-time college students. ECSCs continue to provide:

- Individualized advising and coaching
- Support through the college application and/or transition process
- Guidance aligned to each student's postsecondary goals

Support during this year is highly personalized and responsive to each student's needs as they prepare to transition beyond the program.

### Philosophy of Support

The Oakland ACE seminar model is grounded in a gradual release of responsibility:

- **11th Grade:** Staff work alongside students, providing direct instruction and structured support
- **12th Grade:** Students begin to take more ownership, with staff guiding and supporting as needed
- **13th Grade:** Students operate independently, with staff providing coaching and individualized support

This approach ensures that students are not only accessing college coursework, but are developing the skills and confidence necessary to succeed beyond the program.

### Key Takeaway

Seminar is the foundation of the Oakland ACE program. It ensures that students are:

- Supported academically, socially, and emotionally
- Developing the skills needed for college and career success
- Receiving individualized guidance based on their unique needs

Through this model, Oakland ACE moves beyond access to college coursework and ensures students are prepared to succeed in it.

## Oakland ACE Participation and Student Eligibility

To participate in the Oakland ACE Early Middle College program, a student's school district must have an active Intergovernmental Agreement (IGA) with Oakland Schools. This agreement outlines the responsibilities of both Oakland Schools and the sending district, including program expectations and student eligibility criteria.

### Student Eligibility Requirements

To enroll in Oakland ACE, students must meet the following criteria:

- **Residency:** Be a resident or legally admitted non-resident of a participating school district
- **Age:** Be under 20 years old for general education students, or under 26 years old for students with an active Individualized Education Program (IEP), as of September 1 of the current school year
- **Grade Level:** Be enrolled in 10th grade at the time of enrollment, with the intent to participate in the full three-year program (grades 11–13)
- **High School Status:** Must not have earned a high school diploma or GED
- **Academic Standing:** Maintain a minimum cumulative GPA of 2.0
- **Placement Requirements:** Meet placement criteria for enrollment in college-level coursework (e.g., qualifying for ENG 1510 at Oakland Community College or equivalent placement at LTU)
- **Graduation Progress:** Be on track to complete all Michigan Merit Curriculum (MMC) high school graduation requirements

Enrollment in Oakland ACE indicates a commitment to a multi-year program that includes both high school and college coursework, as well as active participation in program supports.

## Student Conduct, Expectations, and Recommendation for Removal

Students enrolled in Oakland ACE are expected to meet academic, behavioral, and participation expectations throughout the duration of the program.

### Oakland ACE Program Expectations

Student expectations related to seminar participation, communication, academic integrity, and overall conduct are outlined in the Oakland ACE Student Handbook (forthcoming publication).

This handbook serves as the primary reference for:

- Seminar expectations and engagement
- Communication expectations with staff
- Academic progress and participation requirements
- Program-specific behavioral guidelines

Failure to meet program expectations may result in increased supports, intervention planning, or consideration for removal from the program.

### College Partner Expectations (OCC and LTU)

Students enrolled in college coursework through Oakland Community College (OCC) or Lawrence Technological University (LTU) are subject to the policies, procedures, and expectations of the respective institution.

This includes, but is not limited to:

- Academic integrity policies
- Attendance and participation expectations
- Course grading policies
- Student conduct codes

While Oakland ACE staff support students in navigating challenges within their college courses, Oakland ACE:

- Does not override institutional policies
- Does not alter grading decisions
- Does not intervene in disciplinary processes

Students are expected to function as college students and are held accountable to the standards of the institution in which they are enrolled.

### Recommendation for Removal from Oakland ACE

In situations where a student is unable to meet program expectations, a recommendation for removal from Oakland ACE may be considered.

Reasons for removal may include, but are not limited to:

- Ongoing academic difficulty without progress despite intervention and support
- Failure to participate in required seminar engagement and program expectations
- Repeated withdrawal from or failure of college coursework
- Violations of college partner policies (OCC or LTU) that impact continued enrollment
- Behavioral concerns that interfere with the student's success or the functioning of the program

Prior to a recommendation for removal, Oakland ACE staff will:

- Communicate concerns with the student and family
- Collaborate with the sending school district
- Implement appropriate supports or interventions, such as a Student Success Plan

Final decisions regarding continued participation are made in collaboration with Oakland ACE staff and the sending school district, with consideration of the student's best interest and likelihood of success.

# MICHIGAN DEPARTMENT OF EDUCATION (MDE) REQUIREMENTS FOR EARLY MIDDLE COLLEGE (EMC) PROGRAMS

Early Middle College (EMC) programs, including Oakland ACE, follow specific guidelines set by the Michigan Department of Education (MDE). These standards ensure that students receive the academic and support services needed for success in both high school and college.

## Key Requirements

### Program Commitment

EMC programs are approved five-year Programs of Study (POS). Students begin the program in 11th grade and continue through a 13th year. Both students and parents must be fully informed and agree to the extended timeline and academic expectations. The document in which they agree to do this is called the Oakland ACE Parent Student Agreement. Program staff have the document signed upon students' entry into the program.

### Cohort Support & Seminar Overview

EMC students are required to participate in a structured group seminar. It is a required component of the Oakland ACE program and is a three-year graduation requirement. This seminar supports students with college and career readiness skills; soft skills such as responsibility, communication, time-management, GRIT, and growth mindset; and allows students to connect and share information with one another as well as the EMC and OCC staff to provide information and review academic progress of students. Content covered in Seminar supports completion of elements required for the Michigan Early Middle College Association (MEMCA) certification. Seminar is led by a Michigan-certified teacher or counselor.

The only reasons an EMC student should miss Seminar are high school games, high school performances, high school exams, state testing, or academic support center tutoring. If a student is going to be absent, the student is responsible for contacting the Early College Success Career Coordinator. Attendance is documented in MISTAR under Student Engagement.

Seminar instruction will be delivered in a variety of formats including large group in-person sessions, virtual sessions, and scheduled individual meetings to discuss class progress, academic interventions, answer specific questions, review three year plans and discuss career goals.

Sending schools are encouraged to award 0.25 high school credit per semester for Seminar. A pass/fail grade is entered into MISTAR for Seminar. If the sending district requires a letter grade, please inform ACE staff.

### Funding Coverage

Students receive full funding for up to 62 college credits, which includes tuition, required fees, required textbooks and required learning materials.

### Thirteenth-Year Requirements (Final Year)

In their 13th year, students must:

- Enroll in at least one math or math-related course during one semester
- Be enrolled in a course that counts toward high school credit for the other semester. The course that students defer to take during their 13th year of the program that counts toward high school credit is referred to as a "forbidden class."

## Michigan Department of Education (MDE) Requirements for Early Middle College (EMC) Programs

Oakland ACE operates as an approved Early Middle College (EMC) program in alignment with the Michigan Department of Education (MDE) Pupil Accounting Manual, Section 5-G-B

An EMC is defined as a five-year program of study designed to allow a pupil to earn a high school diploma while also earning one or more of the following:

- At least 60 transferable college credits
- An associate degree
- A professional certification
- The Michigan Early Middle College Association (MEMCA) technical certificate
- Participation in a registered apprenticeship

Oakland ACE is structured to meet these requirements through a coordinated program of high school coursework, college coursework, and structured student support.

## Program Commitment and Documentation Requirements

EMC programs require a formal five-year Program of Study for each student.

To remain compliant, the following must be maintained:
- A documented five-year Program of Study for each student
- A signed Oakland ACE Parent Student Agreement confirming understanding of the program commitment
- An Educational Development Plan (EDP) aligned to the student's academic and career goals
- Board-approved documentation supporting the EMC program and program of study
- Formal agreements with postsecondary partners (OCC and LTU)

Students must be enrolled in the EMC program and reported with participation code 3500 in the Michigan Student Data System (MSDS) no later than the Fall General Collection of their 11th grade year and must continue to be reported with this code throughout their enrollment .

### Enrollment and Membership Requirements

A student may be counted in membership as an EMC pupil if all applicable conditions outlined in the State School Aid Act and Pupil Accounting Manual are met.

Key requirements include:
- Enrollment in a district or consortium designated as an EMC program in the Educational Entity Master (EEM)
- Enrollment in coursework aligned to the approved five-year Program of Study
- Continuous participation in the EMC program through completion
- Michigan residency requirements
- Enrollment in at least one course earning high school credit during each count period in the fifth year
- Enrollment in at least one math or math-related course during the final year

Students may continue in the program until all five-year requirements are met and graduation criteria are satisfied.

### Instructional Time and FTE Considerations

For purposes of calculating instructional equivalency, the Michigan Department of Education considers 12 college credits to be equivalent to a full-time college course load .

Students may be counted as full-time (1.0 FTE) if one of the following conditions is met:
- The combined number of high school and college courses equals a full-time high school schedule
- The student meets the district-defined reduced schedule requirements
- The combined instructional time meets minimum hour requirements
- The student meets the postsecondary institution's definition of full-time enrollment

This allows flexibility in scheduling across districts with varying bell schedules while maintaining compliance with FTE requirements.

### Fifth-Year (13th Year) Requirements

To generate membership in the fifth year of the EMC program, students must:
- Be enrolled in at least one math or math-related course
- Be enrolled in at least one course that generates high school credit during each count period
- Continue working toward completion of the five-year Program of Study

Students must not have already completed all graduation requirements prior to the fifth year.

### Program Outcomes and Completion

At the conclusion of the program, students must earn a high school diploma and complete at least one of the following:
- 60 transferable college credits
- An associate degree
- A professional certification
- MEMCA technical certificate
- Participation in a registered apprenticeship

These outcomes must be documented through transcripts and program records.

### Early Middle College vs. Dual Enrollment

Early Middle College programs differ significantly from traditional dual enrollment.

Unlike dual enrollment, EMC students:

- Are enrolled in a structured five-year Program of Study
- Are not limited in the number of college courses they may take in the fifth year, provided program requirements are met
- Follow a coordinated academic plan aligned to postsecondary outcomes

This structure allows students to earn substantial college credit or a credential while completing high school.

### Key Compliance Considerations

To ensure compliance with MDE requirements, Oakland ACE:

- Maintains required documentation for all students
- Aligns all coursework to an approved five-year Program of Study
- Ensures accurate MSDS coding and reporting
- Coordinates with sending districts on scheduling and FTE alignment
- Monitors student progress toward program completion outcomes

Oakland ACE works in partnership with sending school districts to ensure all pupil accounting, reporting, and program requirements are met.

### Count Day and Audit Support: What Districts Can Expect from Oakland ACE

Oakland ACE is audited by Oakland Schools Pupil Accountants during each count period. As part of this process, Oakland ACE compiles and submits required documentation to support accurate pupil accounting and Full Time Equivalency (FTE) calculations.

### Data Collection and Reporting Process

For each count period (October and February), Oakland ACE prepares a comprehensive Excel file that includes the following information for each student:

- First and last name
- Sending high school
- Sending school district
- Grade level
- Number of high school classes required for full-time enrollment
- Number of high school classes in which the student is enrolled
- Number of college credits (OCC or LTU)
- Calculated Full Time Equivalency (FTE)
- FTE to be claimed by the district

This file is submitted to Oakland Schools Pupil Accountants as part of the formal audit process.

In addition, Pupil Accountants review college billing documentation to verify that:

- The courses listed on college invoices
- Align with the number of credits reported for each student

### Draft Review Process (District Collaboration)

Prior to each count day:

- Late September (Fall)
- Late January (Winter)

Oakland ACE shares a **draft version** of the student data file with each sending school district. Districts are asked to:

- Review the data for accuracy
- Identify any discrepancies
- Respond directly to the email provided with corrections or concerns

Because high school schedule data is collected in part through student self-reporting, discrepancies may occasionally occur between:

- Student-reported schedules
- District records

Oakland ACE appreciates district support in identifying and resolving these discrepancies prior to final submission.

### Final Reporting

After the audit review process is complete:

- Finalized student data files are shared with districts in:
  - Late October (Fall)
  - Late February (Winter)

These files reflect verified enrollment, credit, and FTE information and should be used by districts for final reporting and record-keeping.

### Audit Support for Sending Districts

Sending school districts may also be subject to audits and may be required to provide documentation related to Oakland ACE student participation.

Commonly requested documents include:

- MEMCA Technical Certificates
- College transcripts (OCC or LTU)

These documents are stored in MISTAR under Student Documents.

If a district is unable to locate required documentation, Oakland ACE staff are available to assist. Districts are encouraged to reach out directly to program staff to request any materials needed for audit purposes.

### Academic Planning/Progress Monitoring

- Program of Study: Create and maintain an individualized program of study for each student, linked in MISTAR under student documents.
- Grade Checks: Students self-report three times each semester during Seminar.
- Academic concerns (D+ or lower or fails to report) are shared with the sending school counselor and parent
- Student may be placed on a Student Success Plan for a variety of reasons, including the following:
  a. Semester GPA falls below 2.0
  b. Student receives a D+ or lower in two or more semester courses
  c. Student withdrawals from a course
  d. Student misses three or more Cohort Support and Seminar sessions
- Student Success Plan will be in effect until the student passes all enrolled classes (no D's, withdrawals, or failures)
- Number of college courses and/or delivery of a college course (i.e., in-person or online) a student is allowed to take the following semester may be reduced with input from sending school counselor, parent, student, and ACE staff

### Paperwork Management

Collect and retain all required forms, including:

- ACE Parent Agreement
- Oakland Schools Consent for Use of Likeness
- Oakland Schools Student Emergency Information
- OCC Dual Enrollment Authorization
- OCC Assumption of Risk, Liability Release, and Waiver (for students under 18)

### Schedule Management

Enter and update student schedules in MISTAR at key times

### Oakland Community College (OCC) Responsibilities

OCC is responsible for admissions, advising, and registration processes that support Oakland ACE students.

### Form Processing & Admissions

- Retain completed OCC Dual Enrollment forms signed by the student, parent, and school district.
- Admit students upon receipt of the completed form.

### Advising & Counseling

- Meet with incoming students before registering for courses if the student prefers.
- Provide Priority Registration for ACE students.

### Course Registration/Course Adjustments

- ACE students cannot register themselves using MyOCC online.
- OCC professors, sending high school staff, parent(s) and ACE program coordinators must sign withdrawal forms to withdraw from a course after the first week of class.

# PROGRAM ENROLLMENT

## Oakland ACE Enrollment Process

To enroll in the Oakland ACE program, students must complete the following steps with support from their family, sending school staff, and Oakland ACE staff:

1. **Enroll with Oakland ACE**

Students begin the process by completing the online Oakland ACE pre-enrollment form: https://mistar.oakland.k12.mi.us/ostc/preenrollment

2. **Submit Required Dual Enrollment Form**

Students must complete the OCC High School Payment Authorization Dual Enrollment Form:

- Part 1: Signed by both the student and parent/guardian
- Part 2: Signed by the student's school district. Completed forms should be emailed to: amanda.mckay@oakland.k12.mi.us

3. **Apply to Oakland Community College (OCC)**

After submitting the Oakland ACE enrollment form and dual enrollment paperwork, students must apply to OCC and complete the following pre-registration tasks:

- Apply online at www.oaklandcc.edu
- Create a MyOCC account
- Complete the New Student Orientation
- Take the English Self-Placement Survey and place into ENG 1510, 1510E or 1501S

4. **Register for OCC Classes**

Once accepted to OCC and placement is complete, students will:

- Work with the OCC counselor or Oakland ACE staff to complete the official OCC registration form
- Ensure the form is signed by the student and ACE staff
- Submit the signed form to OCC Enrollment Services for processing. ACE students cannot use the MyOCC online registration feature.

5. **Attend ACE Orientation**

All students are required to attend a mandatory in-person orientation session prior to the program beginning. This orientation includes important information to help students prepare for academic and personal success in the college environment.

## Textbooks

Oakland ACE typically invoices the districts $4900 per student per school year in October for both Fall and Winter semester of the current school year.. Oakland ACE will invoice $4900 in February for a student if they start the ACE program in the Winter semester of the current school year.

## Program Participant Schedules

Student schedules for Oakland ACE participants are maintained and viewable in MISTAR.

### OCC Course Updates:

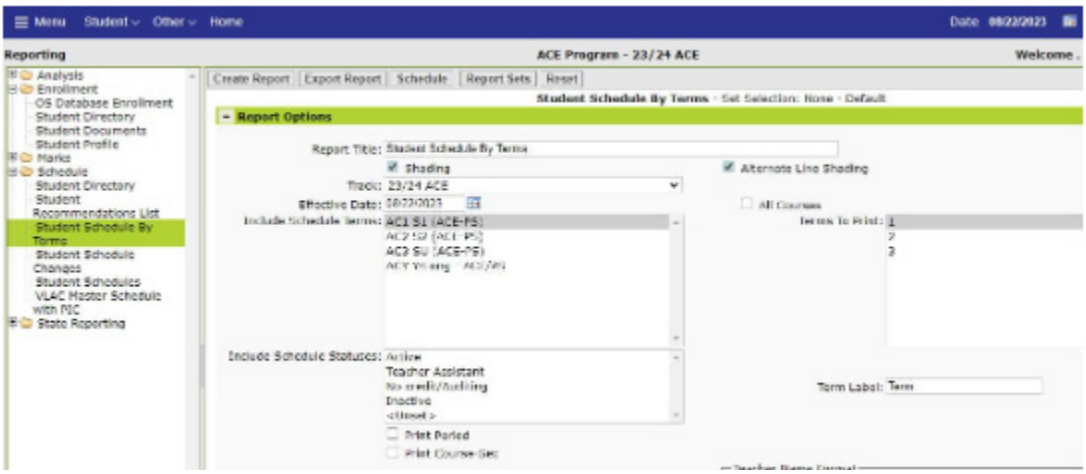
Student schedules are updated in MISTAR as changes are made to OCC course registrations. Since OCC offers courses in multiple formats (15-week, 12-week, 10-week, and 8-week), the add/drop deadlines vary based on course length. Updates can occur at any point during OCC's semester.

### How to View Individual Student Schedules

1. In MISTAR, go to: Menu > Enrollment > Student Profile
2. Use the navigation arrows to scroll through student profiles. Troubleshooting Tip: If you do not see your students listed in the Student Profile, submit a support ticket in MISTAR or contact Amanda McKay – amanda.mckay@oakland.k12.mi.us

### How to Run a Report of All Student Schedules

To generate a full report of student schedules:
Go to: Menu > Schedule > Reports > Student Schedule by Terms




The schedule display has all courses in the same period=1. Course titles contain the number of credits for each course. Period S is for "Seminar".

| Per | S1 (ACE-PS) | S |
|---|---|---|
| 1 | ABIO1600-1 Human Structure & Function 3CR<br>APHY1031-1 Concepts in Physics 4CR<br>AART1540-1 Ceramics 3CR | |
| S | ACESEM12-125 Transitioning to College and Car | |

## Student Schedules & Course Management

### Course Schedule Updates

Oakland Community College (OCC) sends student schedule data directly to Oakland Schools. These updates occur three times at the beginning of each semester. The final update happens after the first week of classes, which is also the last opportunity for students to add, drop, or change courses. Students are permitted to register for any course that meets the requirements of their program of study unless our program is otherwise notified by the sending school district. If sending school staff identify college courses they prohibit students from registering for, they should email Amanda McKay who will disseminate the information to program staff.

### Dropping or Withdrawing from a Course

To drop or withdraw from a course, a student must follow these steps:

1. Obtain written permission from the following:
- OCC professor
- Parent or guardian
- Sending school counselor or administrator

2. Students are expected to make every effort to succeed in the course before requesting a withdrawal, including:
- Attending the professor's office hours
- Seek tutoring at the Academic Support Center
- Meet with Early Middle College Success Coordinator

3. Once approval is received, Oakland ACE staff will enter the official withdrawal date in the system.

Note: A sending school staff signature is required on any withdrawal or drop request.

### Transcript & Reimbursement Policies

- Transcript Grades: It is up to each sending school to determine what grade appears on a student's high school transcript for dropped or withdrawn courses.
- Reimbursement: Schools may choose to charge students for tuition, fees, or materials related to dropped or withdrawn classes. If needed, contact Mrs. Mason for a detailed breakdown of OCC costs.

| Grade Level | OCC Credits Per Semester | Seminar Focus and Name | Seminar Credit |
|---|---|---|---|
| 11th | 6-7 credits | College Readiness and Skill Development | .25 HS credit per semester |
| 12th | 9-11 credits | Transitioning to College Careers | .25 HS credit per semester |
| 13th | 12 credits or more | Preparing for Post Program Pathways | .25 HS credit per semester |

### Grades

- Final OCC course grades are sent to Oakland ACE by OCC approximately one week after the end of each semester.
- ACE staff then uploads these grades into MISTAR.

## Student Plan of Study

Oakland ACE is required to maintain a five year Plan of Study for every student enrolled in the program. These plans outline the recommended sequence of high school and college courses over the three-year program.

- **Accessing the Plan**: Each student's plan is stored in MISTAR under the "Student Documents" section. Staff can view and download these documents as needed.
- **Purpose & Flexibility**: Plans of Study serve as a guideline and may be adjusted due to course availability or scheduling needs. While the overall structure remains consistent, the order of courses may change to meet each student's academic goals and OCC offerings.

### High School Schedules

High school counselors and administrators have the final authority over the courses students take at their sending high school. Many high schools in Oakland County allow OCC courses to count toward high school graduation requirements. Oakland ACE staff work closely with each school to align coursework appropriately. Below are general scheduling guidelines for each grade level in the Oakland ACE program:

### 11th Grade (Year 1)

Students must be scheduled for at least 3 high school classes during hours 1–3. For students who attend high schools without the traditional six hour semester schedule, in general students attend half of the total classes and the classes take place in the morning.

- Students must also be available for ACE Seminar once per week in the afternoon.
- Students are encouraged to complete Algebra 2 before enrolling in OCC Math courses. Students must complete the OCC ALEKS Math placement test prior to enrolling in Math classes at OCC.
- English 11 and OCC Composition (ENG 1510 & 1520) are common courses. Some schools allow OCC Composition to fulfill the English 11 requirement. You may also choose to allow ENG 1510 to count as 12th grade high school English.

### Typical 11th Grade High School Schedule:

- Math
- English Language Arts (English 11 or ENG 1510/1520)
- Other graduation requirements such as:
    a. Fine Arts
    b. World Language
    c. Physical Education/Health
    d. Science

### 12th Grade (Year 2)

- Students must be scheduled for at least 2 high school classes during hours 1–2.
- Students must be available for ACE Seminar or arranged meetings with EMCSC once per week first semester from 11:00-12:30 or from 11:30 - 1:00 and second semester as needed. Seminar times may vary each semester but are communicated with students in advance.
- Students should take their 4th year of Math, unless the school accepts an OCC Math course in its place.

### Typical 12th Grade High School Schedule:

- 4th Year Math Requirement (at high school or through OCC)
- Additional graduation requirements (Fine Arts, World Language, PE/Health, Science)

### 13th Grade (Year 3)

- Students do not take any courses at their high school.
- All coursework is completed through OCC or LTU and students should be available to attend seminar once per week first semester from 9:30 - 11:00 and second semester as needed.
- One math/math related and one high school requirement are earned at OCC or LTU.

## Transcripts

Student high school transcripts are the responsibility of the sending school district.

- **Final Grades from OCC:** Oakland Community College (OCC) sends final course grades to Oakland ACE staff via electronic file at the end of each semester.
- **Grade Entry:** ACE staff upload these grades into MISTAR, where they are accessible to sending school personnel.
- **Transcript Updates:** Sending school staff retrieve OCC grades from MISTAR and determine how they are recorded on each student's official high school transcript. The decision to weight OCC classes and number of credits or classes high schools count OCC classes as is the purview of each sending high school.

### 13th/Final Year Student High School Schedules

Even though 13th year students do not attend classes at their high school, they must still have a schedule recorded in the sending school's student information system. This ensures accurate enrollment reporting and allows continued access to student records and services.

## Michigan Early Middle College Association (MEMCA) Certificate

The Michigan Early Middle College Association (MEMCA) offers students the opportunity to earn a technical certification as part of their Early Middle College experience. This certificate can be earned in place of or in addition to an associate degree or other credentials awarded by a community college.

### MEMCA in Oakland ACE

- Oakland ACE students are introduced to MEMCA requirements during 12th grade.
- Students work toward completing their MEMCA certification throughout 12th and 13th grade.

### Earning MEMCA Hours

To earn the MEMCA certificate, students must accumulate a required number of career preparation hours. These hours can be earned through:

- Seminar activities
- Career exploration
- Job shadow
- Internships
- Clinical experiences
- Unpaid work
- Community service
- Other approved career-related opportunities

### Tracking and Submitting Hours

- Students must complete MEMCA hours using the designated form, and submit it to their Early College Success Coordinator.
- ACE staff maintains the official record of MEMCA hours.
- Students are encouraged to track their own hours and may email Mrs. Mason with questions about their total hours.

### Final MEMCA Presentation (13th Grade)

In their final year, students give a MEMCA capstone presentation, summarizing their experiences and how they fulfilled the hour requirement.

### MEMCA Certificate Access

- Certificates for students who earn the MEMCA designation are uploaded to MISTAR under Student Documents.
- If a sending school district is audited, MEMCA certificate documentation may be requested by the auditor.
- Auditors or district staff may contact Mrs. Mason directly for access to these records.

## Billing

Participating school districts are billed annually by Oakland Schools for each enrolled Oakland ACE student.
**Annual Program Fee:** $4,900 per student. This fee covers administrative support, staffing, seminar instruction, technology, and related program costs.

### Textbooks & Course Materials

Oakland ACE students do not pay for required textbooks or course materials. Instructions for obtaining materials are provided each year in August, prior to the start of the fall semester.

### How Students Receive Textbooks:

- Students pick up their textbooks at the OCC campus bookstore where their class is held.
- If a book is not available at the OCC campus bookstore, the student should contact Mrs. Mason for assistance.
- If a student is ever asked to pay for a textbook or course material, they should immediately contact Mrs. Mason for assistance.

## Technology

All Oakland ACE students receive:

- A school-issued laptop from Oakland Schools
- An Oakland ACE/OS email account
- Access to Google Drive
- Enrollment in Google Classroom for Seminar and program communications

These tools ensure students are connected, supported, and ready for both high school and college coursework. Students may keep their chromebooks if they complete the program.

## Communication

Oakland ACE uses multiple platforms to ensure students and families stay informed:

### Students:

- Enrolled in Google Classroom and added to Remind for updates and reminders
- Receive official communications through their Oakland ACE email account
- Must regularly check their OCC email for college-related communication
- Are responsible for signing up for OCC campus alerts to receive notices about campus closures or emergencies

### Parents/Guardians:

- Invited to join Google Classroom and Remind
- Receive program-wide email communications through MISTAR, sent to the parent/guardian on file

## Graduation Procedures

### Sending School Graduation

Most sending schools allow Oakland ACE students to participate in their senior year graduation ceremony (typically at the end of 12th grade).

- In many cases, students receive a diploma cover during the ceremony, while the actual high school diploma is awarded after the completion of the ACE program (13th year).
- Each district determines how and when to issue diplomas based on their local policies.

### Oakland Schools Early Middle College (EMC) Graduation Celebration

At the conclusion of the 13th/final year, Oakland Schools hosts a formal graduation celebration to honor Oakland ACE students completing the program.

- This event recognizes each student individually alongside a representative from their sending school district.
- It is common for sending schools to have Oakland Schools present the official diploma during this ceremony. However, districts may choose to award diplomas in another way if preferred.

### What to Expect at the Ceremony:

- Students are acknowledged for their commitment and accomplishments over the three-year program.
- Oakland Schools requests that each district provide a diploma, diploma frame, or other item to present to the student during the event.
- Superintendents or designated representatives are invited to participate and attend.
- Invitations and diploma preference forms are sent to districts in March of each year.

### Diploma Delivery Options:

Diplomas can be:

- Sent via van mail or interoffice mail to:Oakland Schools, Attn: Mrs. Mason
- Picked up by Oakland Schools (email Mrs. Mason to arrange)

# PUPIL ACCOUNTING & REPORTING REQUIREMENTS

### Coding Early Middle College (EMC) Students in MSDS

To comply with Michigan Department of Education (MDE) guidelines, all Oakland ACE students must be accurately coded in the Michigan Student Data System (MSDS). The primary references for pupil accounting staff are the Pupil Accounting Manual – Section 5-G-B (Early Middle College Pupils) and the CEPI calendar.

### Required MSDS Coding

- Participant Code: 3500 – Indicates EMC program participation and places the student in a five-year graduation cohort.
- S2E2 Code: 03794 – Identifies the student as part of the Oakland ACE EMC program.
- Important: The 3500 code must be maintained in every General Collection until the student exits or graduates from the EMC program. This code can be applied as soon as the student and parent/guardian commit to participation in the fifth year—prior to dual enrollment.

### Fall General Collection Deadlines (Junior Year)

- EMC students must be coded in MSDS by the certified Fall General Collection during their third year of high school (Grade 11).
- Collections must be certified no later than the fifth Wednesday after the Fall Count Day.
- Final recertifications (to resolve conflicts, correct data, or fix EMC coding issues) must be completed by the sixth Wednesday.

Failure to code students by the deadline may result in:

- Ineligibility for 5th year FTE funding
- Loss of CTE EMC (Section 61b) eligibility

### Verification: Confirming EMC Coding in MSDS

To verify correct coding of EMC students in MSDS:

1. Log in to MSDS
2. Navigate to: Certified Data Reports > Certified Reports
3. Select your district
4. Choose the relevant collection (e.g., Fall General)
5. Generate the Program Participation Count Report
6. Expand the 3500 – Early/Middle College Participant group to review UICs

### Removing EMC Coding

If a student exits the EMC program before completion:

- Remove the 3500 code from the student's MSDS profile
- Update the district SIS accordingly to reflect the change in program status

### Fifth-Year FTE Eligibility Requirements

To generate 1.0 FTE in the fifth year, the following must be met:

- The student has not yet satisfied all high school graduation requirements
- The student is enrolled in at least one math or math-related course during the final year
- The student is not a foreign exchange student
- The student is a Michigan resident with at least one parent/legal guardian
- The student is enrolled in at least one course earning high school credit during both count periods

### Graduation & Student Outcomes Reporting

When reporting EMC student exit status (Code 40) in MSDS, districts will be prompted to select one or more EMC outcome indicators:

Exit Status Code: 40 – On-Track Graduate. Student earned a diploma and at least one of the following:

- 60+ transferable college credits
- Associate degree
- Industry-recognized certification
- MEMCA technical certificate
- Registered apprenticeship participation

Exit Status Code: 41 – Off-Track Graduate. Student earned a diploma but did not complete any of the above outcomes.

### Diploma Reporting & EMC Graduation

- Most sending districts allow students to participate in senior-year graduation (12th grade) but issue diplomas after EMC completion (13th grade).
- Oakland Schools hosts a formal EMC Graduation Celebration each spring for fifth-year completers.
- If your district chooses to have Oakland Schools distribute diplomas at this event:
    a. Diplomas may be sent to Mrs. Mason via van mail or interoffice mail
    b. Alternatively, email to request pickup by Oakland Schools

### Exit Codes in MISTAR

Exit codes should be recorded in MISTAR under Student Activities.
To run a graduation exit report:

- Navigate to: Enrollments > Reports > ACE Early Middle College Grad Report
- Select the correct school year to avoid duplicate records

MISTAR will soon include exit codes directly under Student Profile for the 2024–2025 school year.

### Final Year Course Requirements (MMC & FTE)

To be eligible for graduation and full funding in the fifth year, students must meet Michigan Merit Curriculum (MMC) requirements:

- Enrolled in a math or math-related course during their final year (5th year)
    a. Can be semester or full year
    b. May be taken for high school or college credit

- Enrolled in at least one course per count period that earns high school credit
    a. May be: college course, seminar, internship, pass/fail, online, etc.
    b. Course does not need to be withheld artificially unless the district chooses to do so.

### Coding Appeals

If a student is not coded 3500 in MSDS and the error is discovered before June 30 of their junior year, a coding appeal may be submitted to MDE.

- Appeal materials (including OCC schedule, student plan of study, and Oakland Schools superintendent signature) can be obtained by contacting Kim Mason
- No signature is required from the sending school superintendent
- Supporting documentation (e.g., course records, counseling notes) must come from the student's sending school
- Appeal process and forms: www.michigan.gov/emc

## Reporting the Fifth Year Grade Level in MSDS (Early Middle College Students)

### Grade Level Progression in MSDS

Per the Michigan Student Data System (MSDS) and the Pupil Accounting Manual, a student's grade level must align with the student's academic progress toward fulfilling high school graduation requirements. Grade level assignment is determined locally by the district or high school and is reported accordingly in MSDS.

For students enrolled in an Early Middle College (EMC) program, the standard four-year grade progression (grades 9 through 12) must be modified to reflect the five-year program duration. Since EMC students require a fifth year to complete both the Michigan Merit Curriculum (MMC) and postsecondary requirements, grade level 12 must be reported for two consecutive years in MSDS.

## Expected Grade Sequence for EMC Students in MSDS:

Note: This double-reporting of grade level 12 in consecutive school years is required for all EMC students. No additional or alternate grade level code (e.g., 13) should be used in MSDS.

| Year | MSDS Grade Level |
|---|---|
| 1st Year (9th Grade) | 09 |
| 2nd Year (10th Grade) | 10 |
| 3rd Year (11th Grade) | 11 |
| **4th Year (23th Grade Traditional Senior Year)** | **12** |
| **5th Year (Final Year of EMC Program)** | **12 (reported again)** |

Note: This double-reporting of grade level 12 in consecutive school years is required for all EMC students. No additional or alternate grade level code (e.g., 13) should be used in MSDS.

### Diploma Date and MSDS Graduation Year

The graduation date reported on the student's diploma must align with the actual year of graduation as reported in MSDS, which occurs after completion of the fifth year of the EMC program.

- Even if the student's original four-year cohort would have graduated in, for example, 2025, the diploma must reflect the actual graduation year (e.g., 2026) when all MMC and local district graduation requirements are completed.
- This alignment is essential for proper MSDS reporting, FTE funding eligibility, and audit compliance.

Best Practice: Ensure the diploma date corresponds with the EMC program completion year and not the projected 12th-grade cohort year.

## Count Day Procedures

### Responsibilities of Oakland ACE Staff:

- Submit a roster of active ACE students to the Oakland Schools auditor and district pupil accountants, including:
    a. UIC
    b. Sending district and high school
    c. High school schedule
    d. OCC course schedule
    e. Total OCC credits (excluding ACE Seminar per auditor guidance)
    f. OCC tuition billing details
- Provide pupil accountants with student schedule documentation for count purposes.

For the 2024–2025 school year, a MISTAR "Count Day Only" schedule report has been requested. If available, instructions will be shared via email.

- Respond to any discrepancy notifications or corrections identified by the OS auditor during the count audit window.

### Final Reporting:

Once reviewed and approved by the auditor, Oakland ACE will issue a finalized Excel spreadsheet to each district pupil accountant for local record-keeping and reconciliation.

### Schedule Changes and Real-Time Data

Students may adjust their OCC course schedules during standard OCC registration windows. These changes are reflected in MISTAR, which serves as the most up-to-date record of student schedules.

Note: Discrepancies between MISTAR and count-day reports often result from post-audit student schedule changes. Always refer to the most current MISTAR data for real-time enrollment status.

### Calculating FTE and Instructional Equivalency

Per MDE guidance, 12 college credits is equivalent to a full-time postsecondary course load. FTE Eligibility Criteria
A student is considered full-time (1.0 FTE) if any one of the following criteria is met:

1. The total number of classes enrolled and attended at both the high school and eligible postsecondary institution equals the minimum number required for full-time status at the high school. (No instructional hour calculation needed.)
2. The combined class schedule meets the minimum for a reduced schedule, as defined by the district. (Again, no hourly calculation required.)
3. The sum of actual instructional hours + travel time meets the minimum hour requirement for a reduced schedule (1,098 hours annually or prorated).
4. The student meets the postsecondary institution's definition of full-time enrollment.

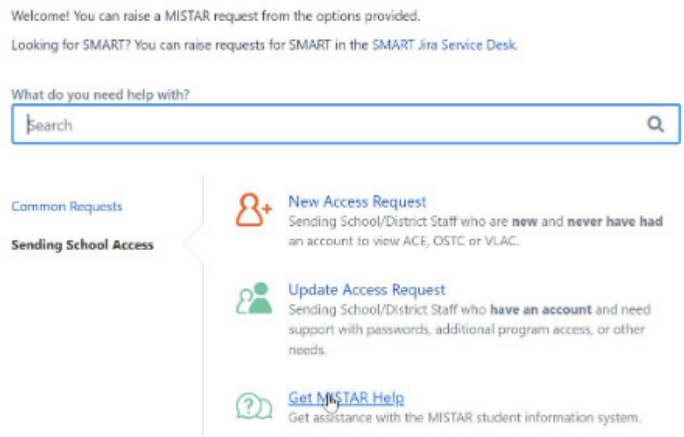
# MISTAR STUDENT INFORMATION SYSTEM

Oakland Schools student information system is called MISTAR.

### Accessing MISTAR

District staff who do not have access to Oakland Schools MISTAR and are requesting access for the first time can do so here: https://servicedesk.oakland.k12.mi.us/servicedesk/customer/portal/17/create/498

District staff who have access to Oakland Schools MISTAR and want to add access to ACE can do so here: https://servicedesk.oakland.k12.mi.us/servicedesk/customer/portal/17/create/501




Districts who also use MISTAR as their SIS will access ACE student information under the Oakland Schools MISTAR, not your own district MISTAR: https://mistar.oakland.k12.mi.us/ostc/mistar/

### MISTAR Contacts

ACE has a MISTAR team member dedicated to help participating ACE districts: Devara Hodges. You can contact her via MISTAR Service Desk: https://servicedesk.oakland.k12.mi.us/servicedesk/customer/portal/17
Or by email: devara.hodges@oakland.k12.mi.us

### Retrieving Login Information

Use this URL to access the ACE MISTAR database: https://mistar.oakland.k12.mi.us/ostc/mistar

Click on the Login button:




All access to the ACE MISTAR database has 2-factor authentication. Once you enter your username and password, you will be prompted to enter a one-time code that is sent to your email address on record in MISTAR.

Support for username and passwords can be found at this link: https://servicedesk.oakland.k12.mi.us/servicedesk/customer/portal/17/group/161

Note: If you are prompted to login to the ServiceDesk from the link above, please use your district provided email address.

### Program Participant List

To generate a list of students in Oakland ACE do the following:

- Prior to August 28th, update the date in the top right to 8/25/2025 which is the beginning of OCC's school year.
- Menu-Enrollment-Reports-Student Directory-Create Report
- If you do not want to generate a report but see a list of students to work from follow this: Menu-Enrollment-Student Profile-Find and a list of your students is displayed.

Please note that we can no longer enter fifth-year students as grade "13". Instead, we indicate year in the program level under "programs" with the numbers 1 (11th grade), 2 (12th grade), and 3 (13th grade).

| Gender | Birth Date | Grade | Track | Status | Advisor | Ethnicity | Entry | Exit | Addr Verif | Programs |
|---|---|---|---|---|---|---|---|---|---|---|
| Female | | 11 | DE ACE00, SS ACE00 | A | Royal Oak, . | Caucasian | 8/1/2023 | | | |

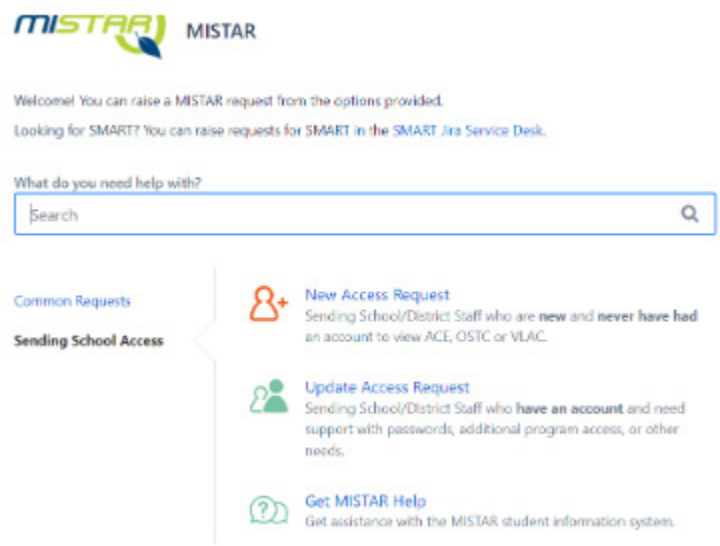
### Student Schedule Reports

Obtaining Student OCC Schedules. There are several ways for sending school staff to obtain student schedules:

1. Email Kim Mason, Oakland ACE Project Assistant and ask her for the schedules you need. Kimberly.mason@oakland.k12.mi.us
2. Enter a MISTAR ticket: https://servicedesk.oakland.k12.mi.us/servicedesk/customer/portal/17/create/194
3. Look up individual student schedules in MISTAR.
4. Run a report from MISTAR using the directions below.

### Directions to run MISTAR Student Schedule Report

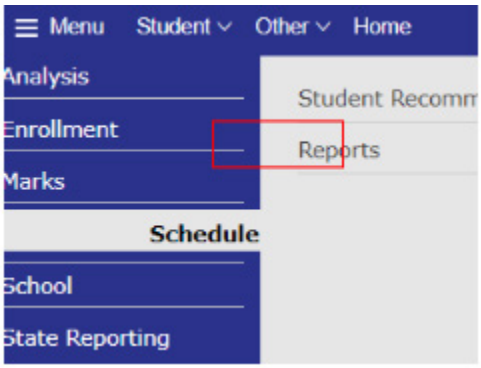
Log into MISTAR using this link: https://mistar.oakland.k12.mi.us/ostc/mistar/
If you are new to MISTAR and need access to Oakland ACE 24/25 track, request access here: https://servicedesk.oakland.k12.mi.us/servicedesk/customer/portal/17/create/498
If you have Oakland Schools MISTAR access and need to add Oakland ACE 24/25 track, request access here: https://servicedesk.oakland.k12.mi.us/servicedesk/customer/portal/17/create/501
The screen you will see to get new or update MISTAR access looks like the following image:



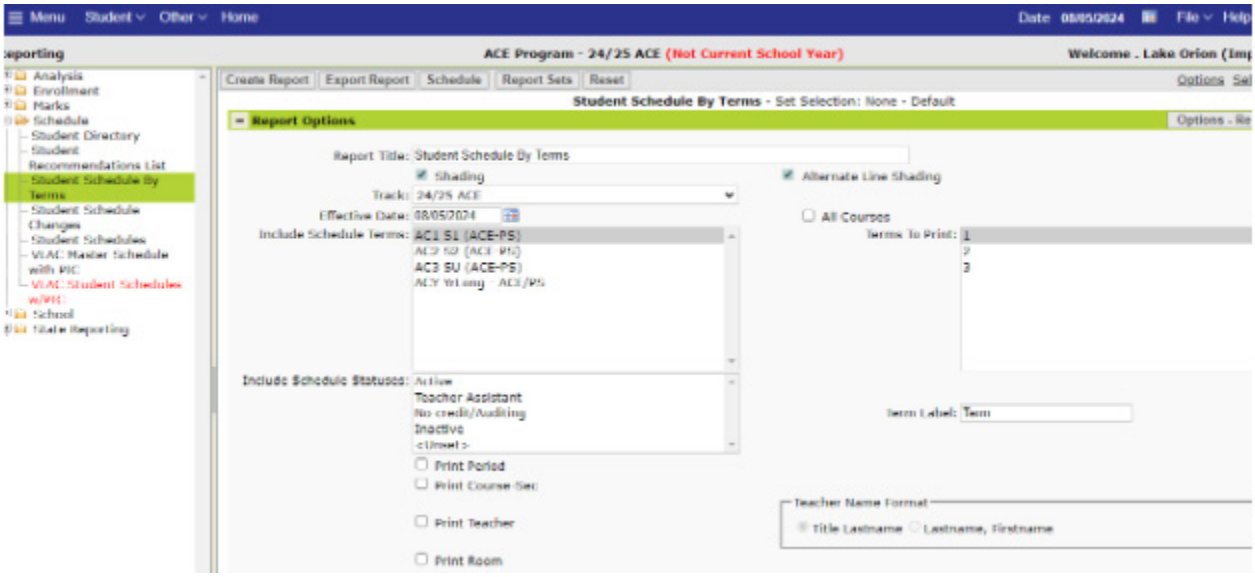
Once logged in to MISTAR, choose the ACE Program 26/27 Track




Click Menu in the top left corner. Then hover over schedule click reports:




Once under reports, there are two options to choose from. The pre-built report is named “Student Schedules by Terms” or “Student Schedules.” I suggest “Student Schedules by Terms (semester two is not scheduled yet) with the following settings shown in the screen shot below:




Once your settings are selected, click create or export report. This should produce a PDF of all the students you selected. If you did not select students in the “Student Selection” section, you will get a report of all ACE students in your high school.

Student schedules will continue to be updated in MISTAR throughout the month of August. Changes will be reflected in MISTAR on a regular basis.



OaklandSchools

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