<table>
<thead>
<tr>
<th>Action</th>
<th>Guiding Questions</th>
<th>Outcome</th>
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| Initiate a discussion among partners regarding the assumptions of the Early College Initiative. | - What key issues does the Early College High School address that other initiatives/work has not?  
- Are there any additional assumptions that need to be added to the list? | A list of Early College High School assumptions specific to the partnership. |
| Assess the needs of the community.                                    | - What data exist (Department of Labor, US Census Bureau, community organized needs assessments, etc.) that could help inform the design of the Early College High School? | A statement of need that refers to existing data.                        |
| Craft a single vision of an Early College High School.                | - What will our Early College look like and what is the mission?  
- How can multiple visions be integrated into one coherent conceptual frame that all partners share?  
- How will the school encourage students to pursue a baccalaureate degree? | A coherent conceptual vision for an Early College High School.            |
| Develop agreement on the students to be served by the Early College High School. | - What are the characteristics of the students you want to serve?  
- How will you select the students?  
- How will you gauge the student's potential for success? | A descriptive profile of students to be served.                           |
| Define each partner's role and expectations.                          | - What is to be the role of each partner in the Early College High School?  
- What are the specific expectations for each partner? | Explicitly articulated definitions of partner roles and expectations.     |
| Develop a process and timeline to create the plan of building an Early College High School. | - What is your planning and implementation timeline?  
- Who will participate in the planning process  
- What is the budget? | A timeline and budget for planning and implementation.                   |
| Gain explicit support of governing boards, faculty, unions (if applicable), principals, other key leadership. | - What are key concerns from each perspective?  
- How will leadership stay informed of the progress and accomplishments of the Early College High School? | Letters of support from governing boards, faculty, unions (if applicable), principals, and other key leadership. |
| Plan an ongoing community engagement process.                          | - What are potential questions, concerns, or aspirations the community might have regarding the Early College High School?  
- How will the partnership utilize the data collected from the community to create a responsive design? | Identify potential questions, concerns, or aspirations of the community.  
A community engagement plan to gather data to occur at the beginning of Planning Phase 2. |