

DYNAMIC DIMENSIONS FOR DUAL ENROLLMENT

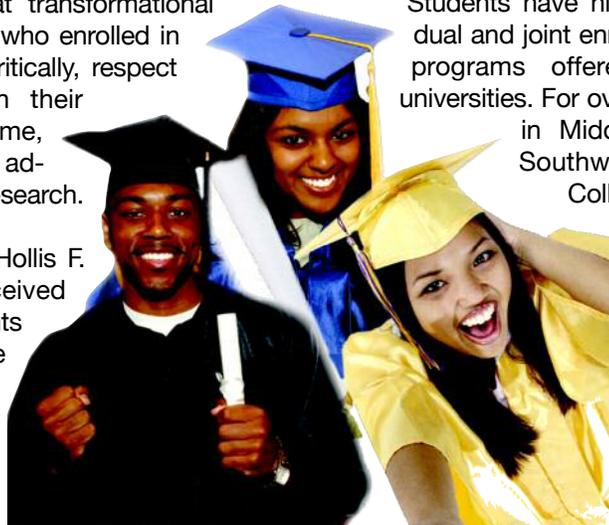
By Joyce C. Mitchell, Director Pre K-16 Innovations and Reform, Memphis City Schools

As a former principal of **Middle College High School, Memphis, TN**, I learned early that the college experience for high school students yields far reaching and long lasting benefits. Additionally dual enrollment is the catalyst for college affirmation. The belief system that college attainment is a rite of passage sends a clear message to students and their families that learning is seamless and achievable. Therefore, college becomes that transformational mantra in high school. Students who enrolled in college courses learn to think critically, respect the views of others, broaden their perspectives, prioritize their time, manage multiple assignments, adhere to deadlines, and conduct research.

Memphis's Middle College and Hollis F. Price high schools had received accolades for moving their students through the educational pipeline from high school to college. The graduation rate and dual enrollment data propelled both schools into public awareness. However, the dual enrollment access had been restricted primarily to a few schools. As part of the district's high school reform agenda, the superintendent included dual enrollment as a strategy for increasing rigor in all schools. My role as academic director was to introduce these dual enrollment opportunities to all students in the Memphis City School District.

If the dual enrollment program was value added, then how do we provide equity and access for all students? The answer to that question provided the impetus for accelerating our efforts with an intentional plan to forge partnerships with the multiple universities in our city. The district provided a budget to ensure that the resources were there to support the initiative. Dual Enrollment was not a new concept to the Memphis City Schools District.

Students have historically taken advantage of dual and joint enrollment opportunities through programs offered at area colleges and universities. For over 20 years, students enrolled in Middle College High School at Southwest Tennessee Community College (STCC) have taken courses offered through Dual Enrollment. Since 2005, students enrolled at Hollis F. Price Middle College at LeMoyne-Owen College (LOC) have also participated in the early college initiative. However, Dual Enrollment was not a District wide program until recently.



Because the Memphis City Schools District is dedicated to promoting the academic achievement of ALL students, our Office of High School Initiatives offered all eligible juniors and seniors the opportunity to earn college credit hours while completing their high school requirements. Most states, including Tennessee, recognize the power of dual enrollment in linking students' high school and college experiences by allowing students to earn college credits during their high school years. This innovative program provides students with a seamless transition into their college years and gives them a jump-start on earning a college degree; all while allowing students to earn the high school credits they need in order to graduate.

Funded through the Tennessee Lottery and administered by the Tennessee Student Assistance Corporation, the Dual Enrollment Program encourages students to

(Continued on page 4)

IN THIS ISSUE

- [Memphis Dual Enrollment](#) page 1
- [Consortium Matters](#) page 2
- [Mott Celebrates 20 Years](#) page 2
- [NCREST Data Report](#) page 3
- [CERT Training at HFEC](#) page 5
- [Spotlight on Graduates](#) page 6
- [Fifth Year at LaGuardia](#) page 9
- [Teacher Feature](#) page 10
- [MCNC Schools and Events](#) page 12

CONSORTIUM MATTERS

By Cecilia Cunningham, Executive Director, Middle College National Consortium



Cecilia Cunningham
Director, MCNC

The Missing Ingredient in School Reform

Your reaction to this title is either, “I have heard all this before” or “now what?”.

After all we have had Rigor, Relationships; and Relevance, Testing; No Child Left Behind; Strategic Planning and Comprehensive School Improvement Plans; Testing, Charter, Vouchers, and Choice; advisories and literacy plans; and now College Readiness; the Common Core and possible national testing for college readiness.

So what is the missing ingredient? It is structured, comprehensive alignment between high schools and colleges with dual enrollment for all high school students as the focus - not tests, not curriculum alignment, not “better” preparation at the high school level. Requiring all students to take college classes before high school graduation ensures a smoother transition to college and eliminates the summer drop off. Raised expectations and opportunities to take college classes with more rigorous content can be successful experiences for all teenagers when accompanied by extensive support systems. Our goal is NOT to provide young students with the opportunity to fail courses earlier than they would have if they had waited until their first year of college to take a college course. Therefore, there is considerably more pressure on both secondary school teachers and college faculty

to communicate, identify common ground, and work together to better serve the students they share. College students usually struggle in private, but mandated academic support for dual enrolled high school students surfaces their struggles and provides just in time intervention.

High level institutional collaboration can result in more students taking college level classes when they are ready, some as early as the tenth grade, shrinking the time to college graduation and saving families and states money. Instead of investing in a new set of tests that align with the Common Core to measure college readiness, we should invest in high school-college collaborations that lead to increased dual enrollment for all students, offer professional development and align opportunities for our existing faculties. Investing in our teachers and professors has the added advantage of taking the college readiness initiative to scale a lot quicker than writing and adopting new tests. We do not have to wait a decade for more students to achieve college readiness. Opening up dual enrollment to more students can achieve this goal in this decade. We already have the tools and capacity in the hands of the skilled college and high school faculties who have worked hard to ensure college success for MCNC students and schools.

[\(Return to Contents\)](#)

★ ★ Twenty Years Young

Mott Middle College (MMC) does it right, both in education and in celebration. In May, MMC celebrated its 20th anniversary with an afternoon and evening ceremony and reception. In addition to Principal Chery Wagonlander, the Superintendent of the Genesee ISD, the President of Mott Community College, President of the State School Board and the Executive Director of MCNC participated in the program. Parents and students were a vital part of the celebration. The MMC Concert Choir and the famous Steel Drum Band provided exciting musical tributes. Students in video production presented a documentary highlighting MCC and the new Associates Degree in film production. Dozens of alumni returned to help commemorate this accomplishment. At the celebration, MMC proudly announced the completion of its story, ***The Differences that Make a Difference***. It will be available this summer on line and in print.

Twenty years does not just represent the passage of time, it represents change in both the school and in its students. The school that started as an experiment to help at-risk students finish high school now graduates students with college credits. In 17 graduating classes, students typically start with a D+ average and finish with a B average. MMC students average a 2.9 college GPA. Students no longer have the choice whether to take college classes — it is a requirement. This year six students, including 4 African American males, graduated with enough college credits to earn an associate’s degree.

According to Wagonlander, “It’s an all-school effort. Staff has specific training in working with their particular population. Skills and college knowledge are pre-learned and relearned individually and in seminars. It’s a slow process, you must learn to blow on the ice, because you can’t crack the ice. Our graduates have the credits and an entire way of viewing lives and their possibilities.”

[\(Return to Contents\)](#)

MCNC MIDDLE-EARLY COLLEGES – A FEW FAQs

By Elisabeth Barnett and Kristen Bucci, National Center for Restructuring Education, Schools, and Teaching (NCREST)

Middle-Early Colleges (M-ECs) are small schools where students enroll in high school and college classes, and graduate with both a high school diploma and 1-2 years worth of transferable college credits. The Middle College National Consortium (MCNC) is an intermediary organization that develops M-ECs, a sub-group of its Middle College High Schools. During the 2009-2010 school year, there were 20 Middle-Early Colleges in the MCNC nationwide, out of 34 MCNC member schools in total. Of these, 18 responded to the annual survey of Early Colleges administered by Jobs for the Future. Their answers were compiled by NCREST - and they paint an interesting picture of the practices and features of MCNC Middle-Early Colleges.

What students do Middle-Early Colleges serve?

The students in M-ECs are 80% non-white and 67% qualify for free or reduced lunch. Fifty-six percent are girls and 10% have limited English proficiency (LEP). Although two schools admit students strictly by lottery, the rest indicated that they use a variety of admissions criteria in student selection. In the survey, schools were asked whether they “consider” or “prefer” candidates based on different social and academic criteria. Table 1 shows the percent of schools that use each of these criteria when deciding whether to admit students. Schools also revealed that they receive lots of applications. Of those who applied in 2009, only about a quarter (27%) were admitted.

Table 1: M-EC admissions criteria

	Social criteria		Academic criteria		
	Considered	Preferred		Considered	Preferred
Good attendance record	33%	47%	High ELA test scores	47%	7%
Poor attendance record	67%	7%	Average ELA test scores	53%	20%
High motivation for academic success	40%	47%	Low ELA test scores	67%	7%
Low motivation for academic success	73%	13%	High math test scores	53%	7%
Risk of dropping out of high school	60%	13%	Average math test scores	60%	20%
Dropped out of other high schools	67%	0%	Low math test scores	67%	7%
First generation college status	27%	60%			
Racial/ethnic minority status	20%	53%	High GPA (above 3.00)	57%	7%
Low income status	27%	53%	Average GPA (2.00-3.00)	47%	40%
English language learner status	60%	13%	Low GPA (below 2.00)	67%	13%

Do all Middle-Early Colleges look the same?

The answer is no. While 56% of M-ECs have a liberal arts theme, a number of schools focus on a specific career field. Seventeen percent of schools concentrate on math, science, and technology while six percent of

schools focus on teacher preparation. Some M-ECs target a specific student population. For example, 11% of schools have ESL/bilingual themes. One school focuses on dropout recovery while another works with recent immigrant students.

Do all M-ECs offer the same program?

Once again the answer is no. Although the M-EC model provides for some common components across schools, these schools have considerable freedom to design a program that fits the needs of their specific state, community, and student population. For example, while all M-ECs stress student support and provide tutoring for students, the features of the tutoring program vary from school to school. One goal that all schools have in common in their tutoring programs is an increase in math skills. Most schools' tutoring programs also provide support for other academic subject development (92% of schools), literacy skills development (82%), high school exam preparation (82%), and support with college classes (76%).

What opportunities do students have to take college courses?

Among the M-ECs, 74% of 10th grade students are enrolled in college classes, while 98% of 12th graders were taking college classes. Table 2 shows the extent to which students have opportunities to take college courses and the average credits that they had earned by the time of graduation. All M-ECs offered college courses taught by regular college professors. In addition, 44% had high school teachers offering some of their college courses and 11% offered classes co-taught by both a college and high school instructor.

Table 2: College credits that students can/do earn (% of schools)

Percent of M-ECs in which....	None	Less than 1 year	1 year	More than 1 year, but less than 2 years	2 years	More than 2 years
Number of college credits students can potentially earn during high school	0%	6%	6%	6%	65%	18%
Minimum amount of college credit students must earn to progress through high school on time	44%	44%	6%	6%	0%	0%
Average college credits earned at the time of graduation	37% (less than 1 year of credit)		15%	26%	22% (2+ years of credit)	

For more information on Middle-Early Colleges, please keep your eye on the MCNC website (www.mcnc.us) where NCREST reports are regularly posted.

[\(Return to Contents\)](#)

DUAL ENROLLMENT *(Continued from page 1)*

explore post-secondary education and also enhances the high school curriculum by challenging students to accelerate achievement. This state funding is supplemented by the Memphis City Schools. In 2008, Memphis City Schools, partnered with Christian Brothers University, LeMoyne-Owen College, Southwest Tennessee Community College, Tennessee Technology Center at Memphis, and The University of Memphis, to provide an opportunity for all eligible students to earn college credit while simultaneously earning a high school diploma. This Early College Program gave high school students a jump-start on a college education and a career by allowing students to take college and technical courses while still enrolled in high school. This rigorous program accelerates learning in a collegiate environment providing powerful motivators for students to work hard and meet intellectual challenges.



Early College courses are taught on the college campus, the technology center, or at the high school by a college professor or a secondary teacher who is credentialed under Southern Association of Colleges and Schools (SACS) as an adjunct professor. Students are enrolled in college or technical courses with a combination of college and high school students or in "cohort" or "restricted" classes. Dual Enrollment courses blend the high school and college work into a single, coherent unit of college-level work that meet the requirements for both high school and college credits.

All qualifying students may enroll in college level courses that are conducted at the high school during the school day and are taught by a bona fide college professor or a licensed SACS approved adjunct secondary teacher. In addition, qualifying 11th and 12th grade students may enroll in college level courses that are conducted at a state accredited institution of higher education.

Eligibility

- To be eligible for enrollment in the Early College/Dual Enrollment program, a student must be a Tennessee resident and have completed the tenth grade and earned an ACT composite score of 19 or higher.

- The Tennessee Dual Enrollment Grant pays tuition of \$300 per semester, or \$600 per year, for eligible students to earn college semester hours and high school credits while completing high school graduation requirements.
- To maintain eligibility to participate in the Tennessee Dual Enrollment Grant Program, students must maintain a minimum 2.75 college G.P.A.
- Students and/or their parents/guardians must be willing to provide transportation to the college or university sites for courses not taught on a high school campus.
- Student must be willing to participate in coursework offered during the school day, after regular school hours, or on Saturdays.

Expectations

- Attendance: Students are expected to adhere to the college calendar and attend all scheduled classes and required study sessions. Regardless of the reason or nature of the absence, students are responsible for the work covered by the instructor and for timely submission of all assignments.
- Discipline: Students are expected to adhere to the MCS Code of Conduct, as well as the college's policy of student conduct.
- Grades: To maintain eligibility to participate in the Dual Enrollment program, students are expected to maintain a 2.75 cumulative college grade point average.
- Textbooks and supplies: Some MCS funds are available to assist students in purchasing required textbooks. Fee waivers for textbooks are available for students who qualify. All books must be returned at the end of the semester.
- Withdrawals: Students may not withdraw from any college course without written permission from an administrator or counselor. Should student withdraw without consent, the student may be responsible for any costs including the cost of tuition.

Support

Years of experience dictate that support is a necessary condition for success of dual enrollment. The cohort or restricted classes have built in support systems in the high school schedule. For example, the adjunct professor teaches on Monday, Wednesdays, and Fridays, leaving Tuesdays and Thursdays for academic support. Students who take courses on the college campuses are encouraged to take advantage of the

(Continued Next Page)

HENRY FORD STUDENTS COMPLETE COMMUNITY EMERGENCY RESPONSE TRAINING!

By Marva Brooks, MSN, RN, Program Coordinator, Henry Ford Early College, Dearborn Heights, MI

Every fall the HFEC 10th graders participate in the Department of Homeland Security and Citizen Corps Teen Community Emergency Response Training course, commonly referred to as CERT. This program is a national initiative directed at making our schools and communities safer by having education-trained youth capable of preparing and responding to disasters and emergencies. The TEEN CERT training program prepares students to help themselves, their families, and their school in the event of a disaster. TEEN CERT training provides students with the skills to help emergency responders save lives and protect property. The TEEN CERT training takes about 20 hours to complete and culminates with a mock disaster scenario for the participants. TEEN CERT participants learn how to identify hazards, reduce fire hazards in the home and work-place, extinguish small fires, assist emergency responders, conduct light search and rescue, set up medical treatment areas, apply basic medical techniques, and help reduce survivor stress. Upon successful completion of this training, participants are not only prepared to serve as support to emergency responders, but can also help the school year-round by assisting with safety issues.



[\(Return to Contents\)](#)

DUAL ENROLLMENT *(Continued from page 4)*

college's Math, Reading, and Writing labs and Tutoring Services. The district funds academic coaches. Several of our high schools have hired college career advisors to monitor the students who are enrolled in college classes.

The deputy superintendent of MCS, Dr. Irving Hamer, has provided increased support and funding to sustain this initiative. Although we exceeded the dual enrollment target of 20%, the expectation is to continue to increase the numbers. The Tennessee Diploma Project specified that students may earn a Diploma of Distinction by earning 12 hours of college courses. Dr. Kriner Cash, MCS Superintendent, has also included Dual Enrollment as part of the "Cradle to Career Roadmap" Reform Agenda. In addition, it fits into the Memphis Talent Dividend Program that seeks to add \$1 billion to the Memphis economy by increasing the number of students earning a college degree by just 1%.

Approximately 1,000 students from 27 MCS high schools and two charter high schools are enrolled in dual enrollment courses at 6 universities. There is also an increase in the number of on-line college courses through the Tennessee Regents On-line Degree Program. MCS requires all rising 10th graders to take one on-line course prior to graduation from high school. The on-line courses appear to be challenging for students and we need to provide additional layers of support as well. Some schools are providing access to labs during the day with a teacher of record to help students with the pacing and content of the college course.

Yes, dual enrollment is still an untapped option for many students. Using the Early College Transition Grant, we will continue to communicate the value of and access to college course for high school students.

[\(Return to Contents\)](#)



SPOTLIGHT ON OUR GRADUATES



The **International High School at LaGuardia Community College** spotlights graduating senior **Estefania Lazo**. Estefania arrived in NYC from Ecuador four years ago. She has been the main force in our school's efforts to participate in the Making Strides Against Breast Cancer Walk. She has completed

a multi year internship at Forest Hills Hospital where she has assisted doctors and nurses in the Emergency Room by providing essential language support and translations for patients. She will enroll at St. Joseph's College majoring in Biology, planning to become a pediatrician.

CONGRATULATIONS!

Ben Martin, a 2011 **Greenville Technical Charter High School** graduate, will receive Distinction Recognition for his exemplary work on his Senior Project. Ben, who has had a long time interest in the outdoors and military activities, researched and constructed a ghillie suit: a type of camouflage clothing designed to resemble heavy foliage. Ben became a champion of time management. He earned excellent grades in all components of the project, i.e. portfolio, product, class work, and presentation. Ben has been accepted to The Citadel, and plans a career in Marine Corps.



Sammie Williams is a great student and ambassador for **Thurgood Marshall MCHS**. He was given scholarships to Louisiana State University, Loyola University, St. John's University, and The University of New Orleans. He was very active in our dual enrollment program and selected Louisiana State University as his school of choice with a full scholarship.

Olivia Hernandez has demonstrated leadership at **Truckee Meadows Community College High School** through community service projects, involvement in Future Business Leaders of America, public speaking, and school ambassadorship. She has fostered leadership skills in others by encouraging peers to involve themselves in the community. Olivia says, "I will graduate, before I turn 21, with a degree in Business from the University of Nevada, Reno. Going to TMCC High School was the best decision I've ever made!"

TWIN SCHOLARSHIPS

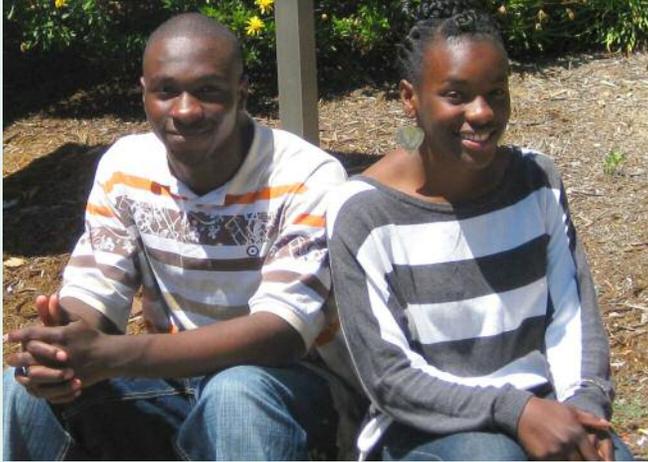
It is a privilege to spend an hour talking with **Jennifer and Benjamin Ezeokoli**, 2011 graduates of **Middle College High School** and **Contra Costa College**, San Pablo, California. Along with a High School Diploma and multiple Associates' Degrees, they've each been awarded hundreds of thousands of dollars in scholarships including the Gates Millennium Scholarship, that completely supports students through a PhD. degree.

Earlier this year, the Contra Costa Times wrote, "She gives new meaning to the phrase 'beating the odds'. The 17-year-old Oakland girl has overcome neighborhood violence and drugs, the foreclosure of her Richmond home, and her mother's car accident. Jennifer seems to welcome a challenge, and a little competition." "When you're twins, people compare you," said Jennifer, "but I've learned it's healthy competition. I'm not competing against him; I just want to be the best that I can be." To be the best, Jennifer has had to work, at times doing door-to-door sales in scary neighborhoods in order to help support the family. "It was a lot to have on my shoulders, but as I grew older, I understood why that was placed on me. I understood that if I wasn't there, who was going to help my parents do it."

When the twins were in their teens, the family moved into a house in Richmond and they enrolled in the local middle school. It was there that the Contra Costa MCHS Leadership students came to the campus to talk to the eighth graders. "I liked the fact that it was much smaller, that you got more help and support," she said. "I didn't want to miss that."

After two years at MCHS, the family lost their Richmond home to foreclosure and moved back to Oakland, but Benjamin and Jennifer were determined to stay at MCHS. That meant that on a typical day, they were up and out of the house at 6:30, taking BART and bus to San Pablo. The commute was well worth it. The main thing she cherishes about her high school experience was the intellectual freedom afforded on a college campus. Benjamin loved the sheer variety of courses and the opportunity to develop independence. They agree that the smallness of the school allows for closer relationships and guidance at every step. Both credit college tutoring and early college seminars with helping their success. They are now paid tutors for other students in the sciences.

FOR STANFORD DUO



Jennifer is interested in the mysteries involving the brain, both the biology and the chemistry. "I like the thought that I can heal people physically," she explains. "I just want to go into pediatric cardiology in order to give children the opportunity to live their lives." Benjamin, who has taken many courses in biotechnology with extra mathematics and other sciences, is planning to become a doctor as well.

Benjamin credits one of his chemistry professors who found out what credits he had and helped him explore his potentials and apply his skills. Jennifer appreciates the support she got from teachers, administrators, and professors who always challenged and helped her do her best. Both value their high school and college with allowing them to develop a collegial relationship with college professors.

Before selecting Stanford for their undergraduate studies, they separately visited many prestigious colleges, including Harvard, Princeton, and Johns Hopkins. They liked other schools, but both felt that many of the eastern schools had a more formal atmosphere than they would like. Although they each have about 100 college credits, they will enter Stanford as freshmen. Jennifer explained, "I will have the knowledge of all those units I've earned, so I can enroll in more advanced courses right away. After all, if I'm going to Stanford why would I want to go for only two years?"

To this brother and sister duo, Middle College at Contra Costa College is their "normal", a place where you don't have to just know, you can explore. It's a place where every student shines bright.

KUDOS!

Sharod M. Fenner will graduate from **Edgecombe Early College High School** with an Associate in Arts degree and an Associate in Science degree, as well as his High School diploma. Sharod is a natural leader who has come from a single parent family and has worked his entire high school and college career. He is an Honor Graduate and a member of the National Honor Society as well as Class President. He will attend North Carolina State University, majoring in engineering.

It's a family tradition. Following in her brother's footsteps, **Cindy Lam** has attended **San Mateo Middle College** for the past two years, and will attend UC Berkeley in the fall. Cindy was valedictorian at her home school, Aragon High School, and was a graduation speaker at the Middle College ceremony where she was awarded the Lorraine McLean Memorial Scholarship, given to the top student in English.



Seichi Kamimura graduated **Harbor Teacher Preparation Academy** with 79 college units and a 3.95 college GPA. At HTPA graduation, he received the AP Scholar with Distinction and Golden State Merit Diploma. He is President of Christian Club, on varsity basketball team, and an advisory facilitator. In the community he volunteers at UCLA Medical Center, teaches Sunday School and works with Operation Christmas Child. When he enrolls at UCLA in the fall, he will be the first in his family to attend a four-year college.

Mayrelis Perez came to **Academy of the Canyons** as an 11th grader and earned 39 college units during her two years here. She came to the U.S. at 13 years old from Cuba and spoke no English when she arrived, but she quickly mastered it. She has been active in our student government class and has taken all honors classes. Her teachers describe her as a natural leader, determined, ambitious, bright, resilient, eager to learn and anxious to please. She has received the Principal's Award and will study architecture at Cal Poly, Pomona.

APPLAUSE!



These are the first **Hollis F. Price Middle College** graduates to graduate from **LeMoyné-Owen College**: **Ashley Griffin**, graduated Cum Laude with a Bachelor of Science in Biology; **Marquette Beecham**, Bachelor of Arts in Political Science; **Crystal West**, Summa Cum Laude with Distinction, Bachelor of Arts in Sociology; **Velma Maclin**, Bachelor of Science in Business Administration.

(over)



APPLAUSE!

Heaven Tesfahiwet is Middle College at El Centro's Valedictorian and Prom Queen. She's an English Language Learner, proudly Eritrean, and she's sunshine itself. Heaven earned her Associate of Science degree with 67 credit hours of college work. She will attend the University of Texas at Austin to earn advanced degree in Pharmacy and then work in a part of the world where her service is most needed.

Graduates **Hannah Moon** and **Saphire Duveau** have been involved in an innovative program that introduces world culture through music. By participating in The **Brooklyn College Academy** World Ensemble, they both developed a versatility and respect towards learning original instruments. They are extraordinary, multifaceted students who exemplify the definition of life-long learners. Performing together with their peers, they displayed a passion for understanding the nuances and depths of this music genre. They traveled to Nebraska to perform at a school on the Omaha Reservation and The Museum of Nebraskan Art. This helped all understand culture, language, and how students can come together and become a positive influence in our great society.

Jimmy Daniel, Jr., graduate of **MCHS at Los Angeles Southwest** is going to the University of California at Berkeley majoring in biology with plans to become a pharmacist. Jimmy has been active in school drama productions since ninth grade, and a student member of the School Site Council. He has a 3.6 high school GPA and will transfer 40 credits from LA Southwest College to Berkeley.

• • •

Julian Stewart is **Middle College at Christian Brothers University's** 2011 valedictorian. Julian accrued 63 college credit hours through our college partnership with Christian Brothers University and maintained stellar high school and college records. He was accepted to over 40 colleges across the nation and received over \$2.5 million dollars in scholarship offers. Julian will attend Morehouse College, alma mater of Dr. Martin L. King, Jr., on a full scholarship. In addition to his academic accolades, Julian embodies a true spirit of humility and service to others!

This is the first year that **MCHS @ San Joaquin Delta College** had 3 graduates with a perfect 4.0 GPA both at high school and at community college. The three will be sharing the stage as co-Valedictorians and will be attending the University of California at Berkeley. They have a combined 21 Associate Degrees. **Jene Li** has beaten the odds. His family is non-English speaking, his father is on disability, and his mother supports the family. Jene will major in Electrical Engineering and Computer Science. **Yuen Ng** who comes from a social-economically disadvantaged, non-English speaking family will be the first in her family to attend college. Yuen, will major in Molecular and Cell Biology. **Anmol Sohail's** family has been severely impacted by the current economic crisis. Anmol will major in Business and Economics.

We have a great story to share. **Josue (Josh) Carbungk** began his high school years at Harbor Teacher Preparation Academy. In the summer before his Junior year he moved to Santa Ana where he enrolled at **Middle College High School at Santa Ana College**. On Friday, May 20th Josh received his A.A. degree from Santa Ana College because of the combined studies at two MCNC schools.



CONGRATULATIONS!

One outstanding graduate at **Mott Middle College** was **Mahmoud al-Rifaiey** who completed an Associate in Applied Science in Electronics and Electrical Technology, and has already been offered a job by a security systems company. He created a robotic communicator and was a big hit when he used it to address our students about the field of electronics. Fellow Mott student, **Dakari Harris**, graduated in April with three Associates degrees. Dakari did an internship at Hurley Medical Center. He did all this while holding a job and helping out his grandparents. He will continue his education at Indiana University in Health Science, with a view toward being a Physician Assistant.



At Greenville Technical Charter High School,

One of our young ladies completed her senior project, an economic study of our Parents in Partnership, while earning over 112 credit hours at the college.

Kelsey Norris earned enough college hours to enter university in the fall as a senior, if she desires. From a single parent home, Kelsey knew how important education can be and used all her effort to attain all she could. She also participated as the chair of our Academic Team and was on our Robotics team for several years. Kelsey hopes to earn her doctorate and be a teacher in a university.

[\(Return to Contents\)](#)



MIDDLE COLLEGE AND INTERNATIONAL HIGH SCHOOLS ENCOURAGE STUDENTS TO STAY FOR A FIFTH YEAR

By Randy Fader-Smith, LaGuardia Community College, Long Island City, NY

LaGuardia Community College located in Long Island City, Queens, was founded in 1971 as a bold experiment in opening the doors of higher education to all, and we proudly carry forward that legacy today. LaGuardia educates students through over 50 degree, certificate and continuing education programs, providing an inspiring place for students to achieve their dreams. Upon graduation, LaGuardia students' lives are transformed as family income increases 17%, and students transfer to four-year colleges at twice the national average. Part of the City University of New York (CUNY), LaGuardia is a nationally recognized leader among community colleges for boundary-breaking success educating underserved students. At LaGuardia we imagine new ideas, create new curriculum and pioneer programs to make our community and our country stronger.

W

hile most high school seniors cannot wait to grab their diplomas and leave their high school days behind, over 60 percent of the students in

Middle College High School and **International High School's** last graduating class, came back for a fifth year.

Administrators at these five-year institutions, located on the campus of LaGuardia Community College, say the reasons are varied, but the main lure is the College's very attractive financial packages that are offered at a time when college tuition and fees are off the charts. The fifth-year students, many of whom have already amassed college credits from LaGuardia, will continue to take tuition-free courses. Also included are free books and Metrocards.

The Early College at Middle College exemplifies LaGuardia's 40-year history of pioneering new educational methods to respond to evolving student needs. When Middle College's Early College was established in 2002 it became the first early college in the nation, and remains the model for the 201 early college schools throughout the nation. Following this paradigm, all early colleges have their students enroll in high school courses in the ninth and tenth grades, and by the second half of the tenth, encourage them to begin taking college courses.

"They are staying for many different reasons, but the prevailing reason is the sweet financial inducements," said Linda Siegmund, principal of Middle College High School. "By staying one more year, some students can get enough credits to enter college as an advanced sophomore, while others can obtain enough credits to graduate LaGuardia with an associate's degree."

Brandon Ashley is one of those students. Brandon was planning on going to a state college after graduating from Middle College when his parents convinced him that it made financial sense to stay a fifth year. Entering the fall

semester with 27 college credits, Brandon is on track to receive his associate's degree by the time he completes his fifth year in August of 2011. "It is a package deal that you cannot beat," said Brandon, who plans on transferring to an upstate college to pursue an engineering degree.



Jose Mendoza also saw the financial benefits of a fifth year, but he said what also helped make up his mind was the criminal justice major offered at LaGuardia. With 30 credits already under his belt, Jose explained that by the end of August he will have his associate's degree, and will then go on to transfer to John Jay College of Criminal Justice's baccalaureate program the following fall.

Both high schools have worked closely with LaGuardia to provide the students with a positive college experience. While students can take any college course offered by LaGuardia, they can also take courses developed and team taught by college and high school instructors as well as college courses taught by certified high school teachers.

[\(Continued on page 11\)](#)

TEACHER FEATURE

Brittany Clark is a Teacher, Plus, Plus, Plus

Teach Plus, a national organization, whose focus is Opportunities for Teachers, Results for Urban Students, has combined with the Teacher Effectiveness Initiative in Memphis City Schools. They believe that increasing student learning requires having effective teachers. One of those selected as a Teaching Policy Fellow is **Brittany Clark**, a seven-year veteran teacher at **Middle College High School at Christian Brothers University** in Memphis.

Brittany Clark is an MCHS teacher, *plus* a college adjunct teaching Dual Enrollment English College, *plus* a Mentor Teacher with the Memphis Teacher Residency Program, *plus* a Teaching Policy Fellow working with teachers to have a voice in policy decisions that affect the teaching profession. Those could be viewed as four separate roles, but to Brittany they fit into the core of beliefs she has about improving results for students and teachers.

Before making the decision to teach in urban schools, she earned a Bachelor's Degree from Rhodes College in Memphis and a Masters in Literary Linguistics from the University of Birmingham, England. Eventually, she plans to begin her doctoral work in Education Policy or Literacy. Brittany Clark teaches 10th through 12th grade English, ACT prep, and Dual Enrollment Composition at Middle College High School at Christian Brothers University, Memphis, TN. Brittany has mentored teachers for the past two years through the Memphis Teacher Residency Program, and is also involved with The New Teacher Project as a consultant working with school districts around the country. At Middle College, Brittany has served as the English Department Chairperson and in-house New Teacher Mentor. In June 2010, she presented a workshop entitled, "Bridging the Gap Between High School and College." at the Middle College National Consortium summer conference.

The dual-enrolled course she teaches, Composition 1010, takes the place of senior English. It is completely writing based, using inquiry and in depth research. Ms. Clark believes, "This prepares students for all the



Brittany and her resident Janessa Jordan at the prom.

college disciplines and is therefore a more appropriate course for my students. AP courses also count as freshmen English, but those students don't learn the necessary skills taught in freshman English."

One of her favorite roles is that of a Mentor Teacher with Memphis Teacher Residency program. In this program, college graduates in a content area, commit to teaching full time in Memphis City Schools and are mentored for an entire year by a master teacher. Brittany feels that she can help beginning teachers with some insight into organizational systems and consistency with students. One example she cites is "to always have homework due on the same day of the week." She recalled how hard the first year of teaching was. "I didn't even know what questions to ask". Still her work with the residents helps her reflective practice. "Having to explain why I do something in a certain way helps me be a better educator. My residents also bring a sense of vibrancy

to the classroom and keep me up-to-date with new technologies such as downloading of videos to use in the classroom."

MCHS Principal Michelle Armstrong has high praise. "Brittany and a number of other teachers in our building are really leading the way in terms of mentoring. We have had eight aspiring teachers move on to teaching positions through the Memphis Teacher Residency (MTR) program, which is an affiliate of the national Urban Teacher Residency Program. Given the small size of our high school, it has been a true compliment that MTR placed so many residents at our school in just two years. Brittany and Felicia Anthony have served as mentors for both years, and it has been amazing to watch them grow

(Continued next page)

through their mentoring relationships. They are testaments to evolving as a teacher when you have to teach someone else what you do.”

It would seem that her schedule is already tightly packed, but Ms. Clark is also passionate about the Teach Plus network, a rapidly growing national movement of teachers who want to connect with highly-motivated peers and national and local policy leaders, learn about innovative policies to empower effective teachers, and be a voice for change within the teaching profession. The Memphis network began in October 2010 and has engaged over 200 teachers.

Ms. Clark became involved in Teach Plus because she perceived that teachers are always being told, “this is what’s happening”, and they didn’t understand what or why. This was then a chance to look deeply into the policies of the state and the district. Along with the federal “Race to the Top” funding came a new evaluation system. One goal of Teach Plus is to have teachers have

a voice in the evaluation system. They wanted to collect data on what teachers were saying, something never done before. Teachers wanted to know how they were going to measure the teachers’ content knowledge. Would even those with masters degrees have to be re-examined? How much would student “value added” standardized tests be counted in evaluation and in teacher retention? How could the prior year results be used to motivate both students and teachers?

Her goal is to grow as a teacher and to develop leadership avenues that are not administrative. According to Principal Armstrong, Brittany is succeeding. “In addition to her mentoring, Brittany’s work with Teach Plus is really helping our building grow in our knowledge of how policy is affecting our work, specifically regarding understanding student growth and achievement data and how these data points inform and impact teacher practice and accountability. It feels good to work at a school where so many other people are leaders, not just the principal!”

[\(Return to Contents\)](#)

FIFTH YEAR *(Continued from page 9)*

“There has always been a solid partnership between LaGuardia and the high schools,” said Dr. Peter Katopes, Interim President. “Through this collaboration, we will continue to share expertise and resources and provide these students with a fruitful college experience.”

The early colleges have built into their programs a strong support system, a feature that Ms. Siegmund said is another reason students stay. During this transitional year, students participate in a teacher-run seminar several times a week where they discuss their college work. “The teachers have the syllabi of each student, and know how each student is doing in their classes,” she said. “This prevents a student from falling through the cracks.” Dr. Cecilia Cunningham, Director of the Middle College National Consortium, noted that the support system is one of the reasons for the students’ 80 percent college course pass rate. “It just points to the fact that kids need a lot more mandated support during that transition to a new institution.”

Ann Trzcinski, a Middle College teacher, noted that the fifth year can also help those students who are not quite sure what academic direction to take. Patrick Managhan, a fifth-year student, said that he was “lost” during his

senior year so his teachers encouraged him to go the fifth year so that he could explore his options. “They were very supportive and believed in me,” said Patrick who is taking English, history and Introduction to Language this semester. “That is why they have this program. They want us to succeed in life.”

Students at International High School are staying for the same reasons, but John Starkey, a Program Leader, said that for these students, who had been in this country four years or less when they enrolled, the fifth year gives them more time to improve their English. Mr. Starkey described Tenzin Lekze, a native of Nepal who immigrated to the U.S. six years ago, as a shining star. “She would have been successful at any college she attended, but chose to work toward her associate’s degree while strengthening her English language skills.” Tenzin said, “Having one more year to improve my English, will give me the added confidence I need when I transfer to a four-year college.”

It is clear that the fifth year at LaGuardia Community College is an outstanding path for many Early College students.

[\(Return to Contents\)](#)

THE MIDDLE COLLEGE HIGH SCHOOL NATIONAL CONSORTIUM

was founded in 1993 to foster cooperation among member schools, disseminate information about the MCHS concept, create a forum for professional growth and promote dialogue about effective education. **The Consortium** gratefully acknowledges the support and funding of the Bill and Melinda Gates Foundation, the Ford Foundation, the Carnegie Foundation, the W. K. Kellogg Foundation, the DeWitt Wallace Readers' Digest Fund and the Pew Charitable Trust.



THE CONSORTIUM SCHOOLS

The Academy at Illinois Central College, East Peoria IL
 The Academy of the Canyons at College of the Canyons, Santa Clarita CA
 Brashier Middle College Charter High School at Greenville Technical College, Greenville SC*
 Brooklyn College Academy at Brooklyn College, Brooklyn NY*
 Career Education Center Middle College, Denver CO
 Challenge Early College High School at Houston Community College, Houston TX*
 The Charles School at Ohio Dominican University, Columbus, OH*
 Edgecombe Early College High School at Edgecombe Community College, Tarboro NC
 Genesee Early College High School at University of Michigan, Flint, MI
 Great Path Academy at Manchester Community College, Manchester, CT*
 Greenville Technical Charter High School at Greenville Technical College, Greenville SC*
 Greer Middle College Charter High School at Greenville Technical College, Greenville SC
 Harbor Teacher Preparation Academy at Los Angeles Harbor College, Wilmington CA*
 Henry Ford Early College at Henry Ford Community College, Dearborn Heights, MI*

Hollis F. Price Early College High School at LeMoyné-Owen College, Memphis TN*
 International High School at LaGuardia Community College, Queens NY*
 Middle College High School at Christian Brothers University, Memphis TN*
 Middle College High School at Contra Costa College, San Pablo CA*
 Middle College High School at El Centro Community College, Dallas TX*
 Middle College High School at LaGuardia Community College, Queens NY*
 Middle College High School at Los Angeles Southwest College, Los Angeles CA*
 Middle College High School at Olive-Harvey City College, Chicago IL
 Middle College High School at San Joaquin Delta College, Stockton CA*
 Middle College High School at Santa Ana College, Santa Ana CA*
 Middle Early College High School at Buffalo NY*
 Mott Middle College High School at Mott Community College, Flint MI*
 Robert F. Wagner, Jr. Secondary School for Arts and Technology at LaGuardia Community College, Queens NY
 San Mateo Middle College High School at College of San Mateo, San Mateo CA
 Seattle Middle College High School at Seattle Community College/University of Washington, Seattle WA
 Southwest Early College High School at Denver Community College, Denver CO*
 Thurgood Marshall Early College High School at the University of New Orleans, New Orleans LA
 Truckee Meadows Community College High School, Reno NV
 Truman Middle College High School at Truman City College, Chicago IL
 Williamson County Middle College High School at Nashville State Technical Institute, Nashville TN

* Early College grantee

Conferences

Summer Professional Development Institute
 July 7 - 10, 2011
 Jersey City, NJ

Technical Assistance Conference
 February 15, 2012
 Newport Beach, CA

Winter Principals' Leadership Conference
 February 16 - 18, 2012
 Newport Beach, CA

Student Leadership Initiative
 Spring 2012
 Los Angeles, CA

MCNC Offices

Middle College National Consortium
 27-28 Thomson Avenue, Suite 331
 Long Island City, NY 11101
 Phone: (718) 361-1981 Fax: (718) 361-1993
 email: info@mcnc.us web: www.mcnc.us
 Read the online version at: www.mcnc.us/resources

STAFF

Editor in Chief.....Myra Silverman
 Designer.....Edward Hollins
 MCNC Research Associate.....Kathy Moran



Send inquiries and submissions to the editor:

Myra Silverman
 11 Crestview Terrace
 Orinda, CA 94563
 FAX (603) 719-2940
 Myrasilver@aol.com