



Expanding Access to Dual Enrollment and College: A Case Study of the Memphis City Schools

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Today's presentation

- Intro to the case study
- The MCS Schools
- The MCS DE program
- Research findings
- Lessons for other DE/CE programs



The Case Study

- *Purpose:* To provide insights into how a district, in collaboration with schools and colleges, increased college course-taking opportunities among their students.
- *Players:* NCREST, NACEP, MCS + MCNC
- *Product:* a report



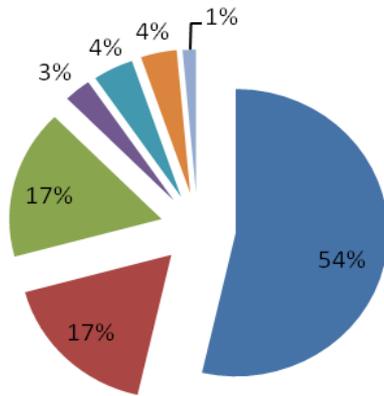
MCS District Mission

Academic Achievement #1

- ❑ **MCS Strategic Goals**
- ❑ **Student Achievement**
 - * Accelerate the academic performance of all students.
- ❑ **Accountability**
 - * Establish a holistic accountability system that evaluates the academic, operation and fiscal performance of the school district
- ❑ **Parent/Community Involvement**
 - * Build and strengthen family and community partnerships to support the academic and character development of all students.
- ❑ **Healthy Youth Development**
 - * Create a school community that listens to student input and promotes student leadership and healthy youth development
- ❑ **Safety & Discipline**
 - * Maintain a positive, safe, and respectful environment for all students
- ❑ **Diversity**
 - * Create a school community that is sensitive and responsive to the needs of an increasingly diverse population

Important facts about MCS

Schools in Memphis



- **54%** (Elementary Schools – 112)
- **17%** (Middle/Junior High Schools – 36)
- **17%** (Senior High Schools – 35)
- **3%** (Career & Technology Centers – 6)
- **4%** (Charter Schools – 9)
- **4%** (Alternative Programs – 8)
- **1%** (Special Education Centers – 3)

Economically Disadvantaged		Enrollment	Ethnicity	Ethnicity	Ethnicity	Ethnicity	Ethnicity	Gender	
Free/Reduced	Title I	Total #	African-American	White	Hispanic	Asian	Other	Female	Male
85.8%	89.9%	104,829	83 %	8%	8%	1%	1%	49.4%	50.8%

Important facts about MCS

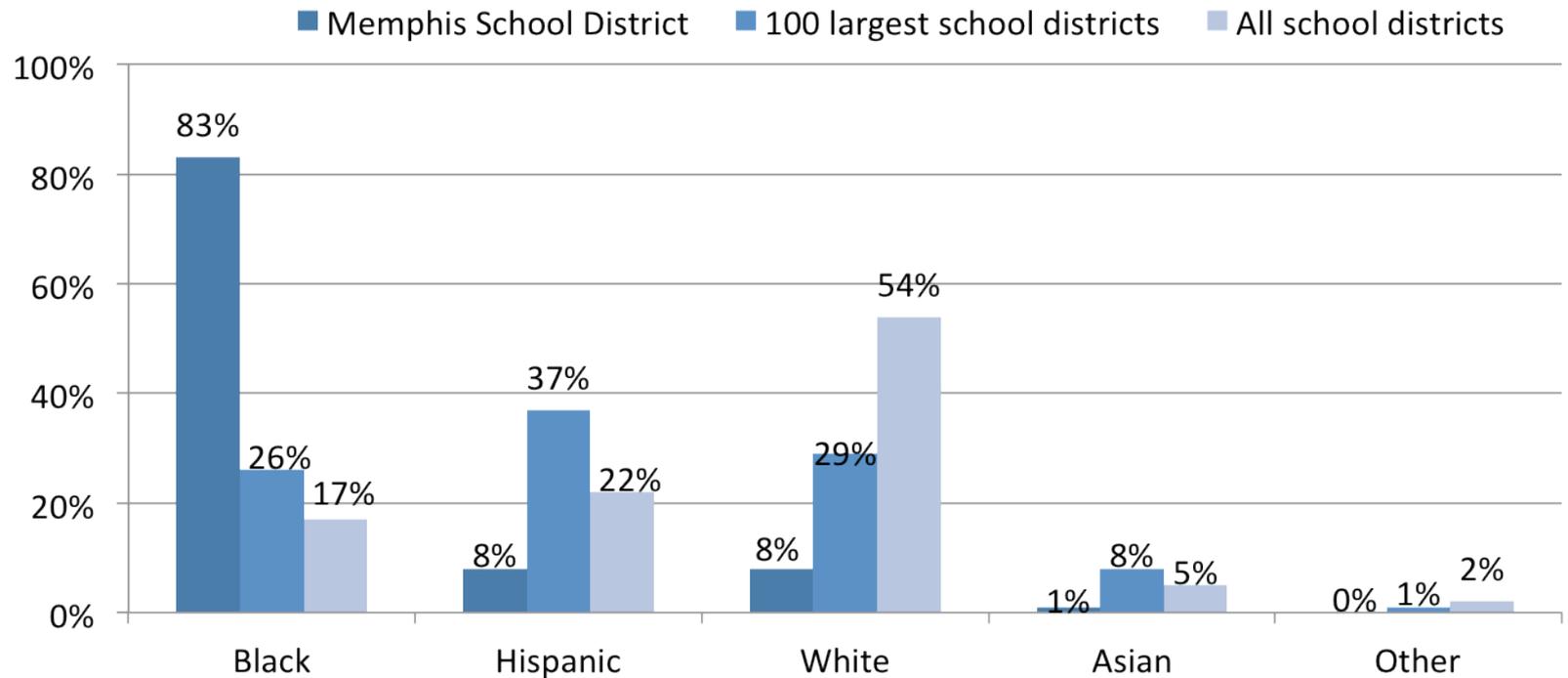
- MCS won funding and national recognition as one of first urban school districts to receive a “deep dive” \$90M grant from the Bill and Melinda Gates Foundation (BMGF)
- Locally, this effort is known as the Teacher Effectiveness Initiative (TEI).
- Tennessee won the first round of Race to the Top (RTTT) funding from the U.S. Department of Education based, in large part, on the MCS TEI plan.
- Memphis City Schools is receiving \$68.5 million from RTTT.
- The Memphis community through contributions and pledges in just seven months, raised \$20 million against the \$21.4 million community match required over seven years by the \$90M Bill and Melinda
- Gates Foundation (BMGF) grant awarded to Memphis City Schools.

VISION FOR MCS

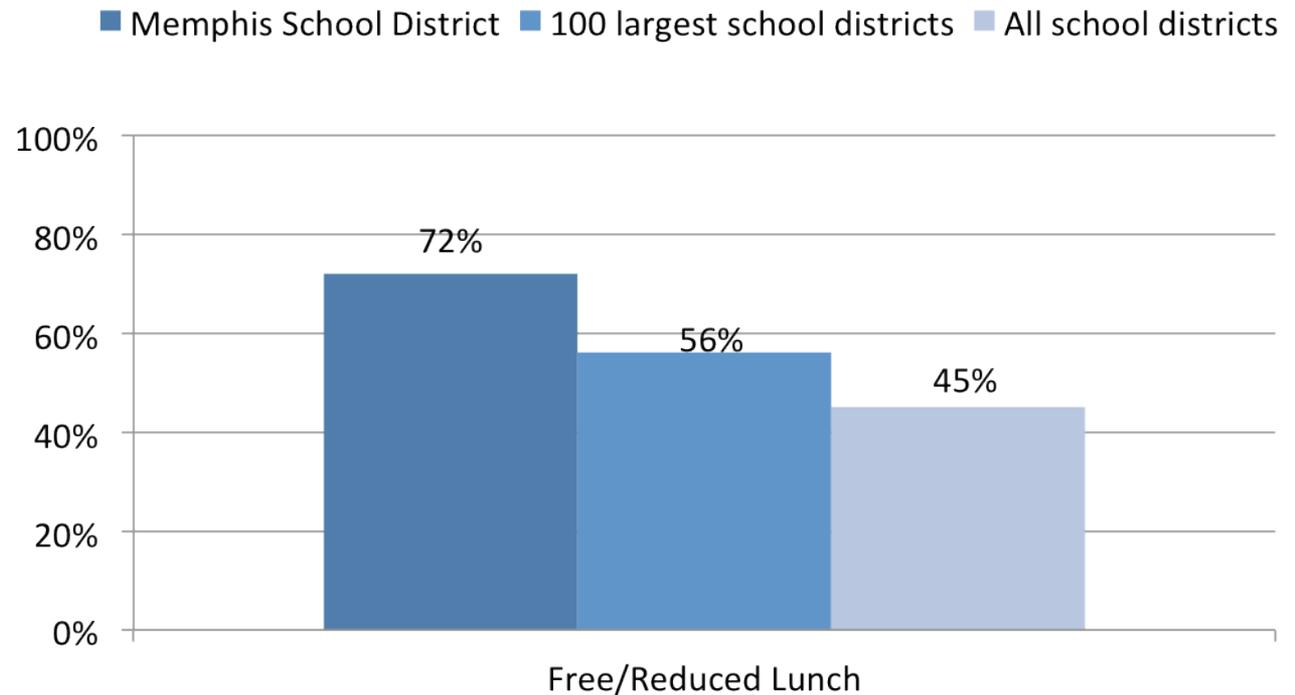
A world-class education system that is rigorous for all students, where there is an effective teacher in every classroom every day, and 100% of our students graduate ready for college or career . . . Further, I imagine that students graduating from MCS will accumulate wealth, lead Memphis City to being the business and cultural center of the region, and our graduates will be responsible for important innovations in the arts, science, technology, medicine, education, and business.

Dr. Kriner Cash
Superintendent

Memphis City Schools – race/ethnicity



Memphis City Schools - SES



MCS– two models of DE

Middle-Early Colleges

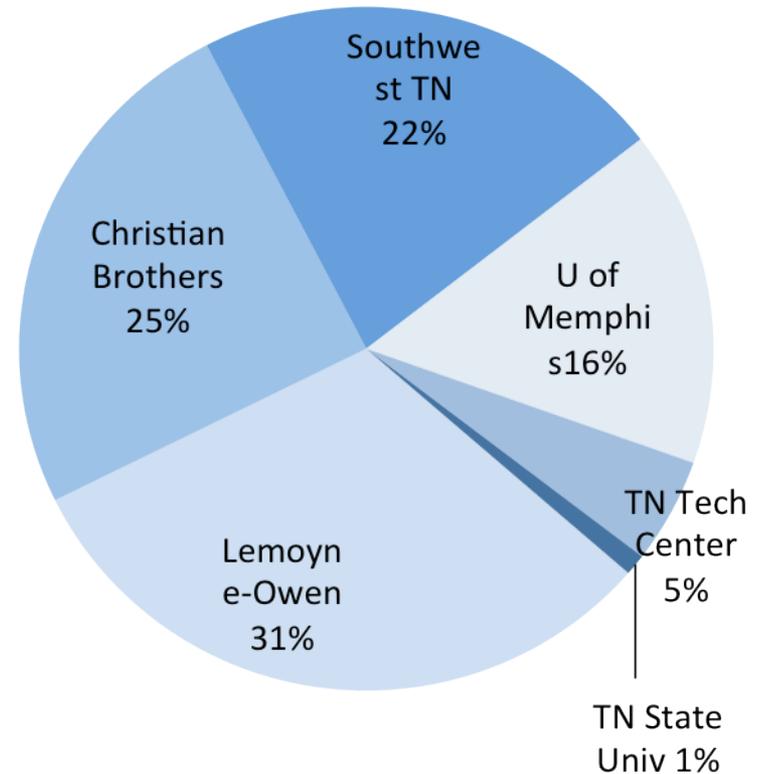
- Blend the high school and college curriculum.
- Targeted to underserved students.
- Located on college campuses.
- Follow a set of design principles.

Dual Enrollment

- Offers college courses to high school students
- Various configurations (including CE).
- Has been around for a long time, but grew exponentially in the past 5 years.
- Growth based on MC-EC lessons learned.

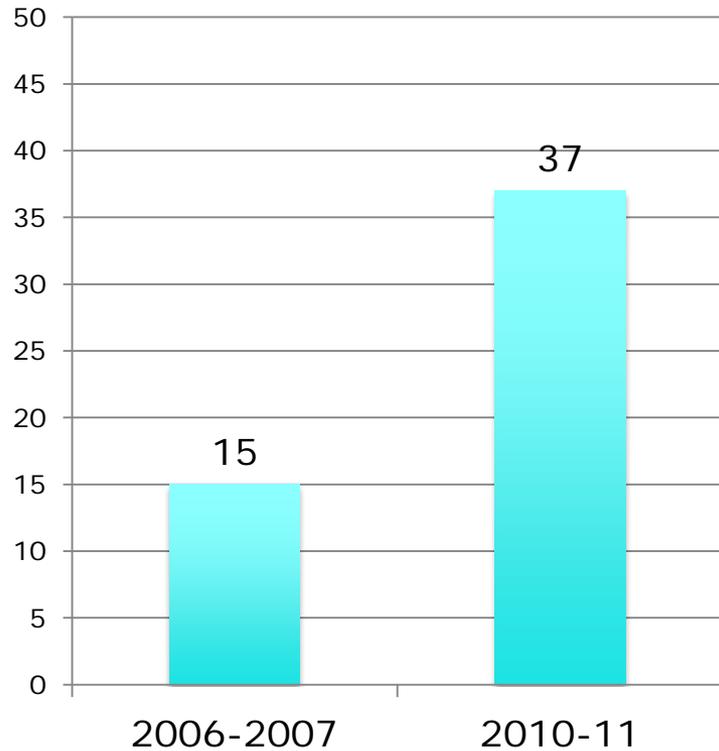
Participants (2011-12)

- 37 of 46 high schools (80%)
 - All ASD schools
 - 2 MC-ECs
- 6 colleges in chart + Victory in past year

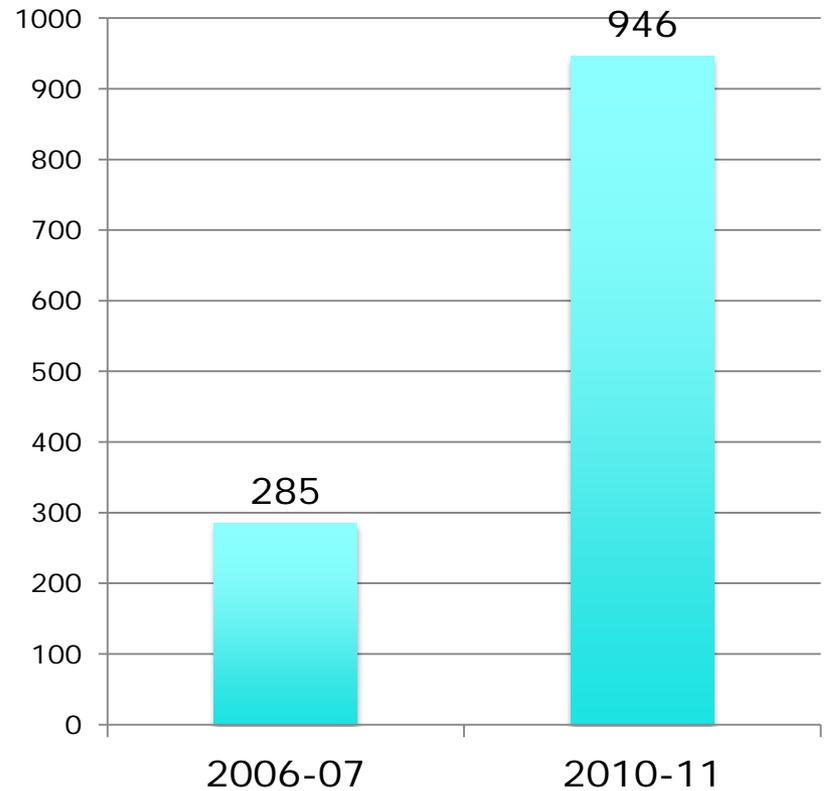


MCS Dual Enrollment - Growth

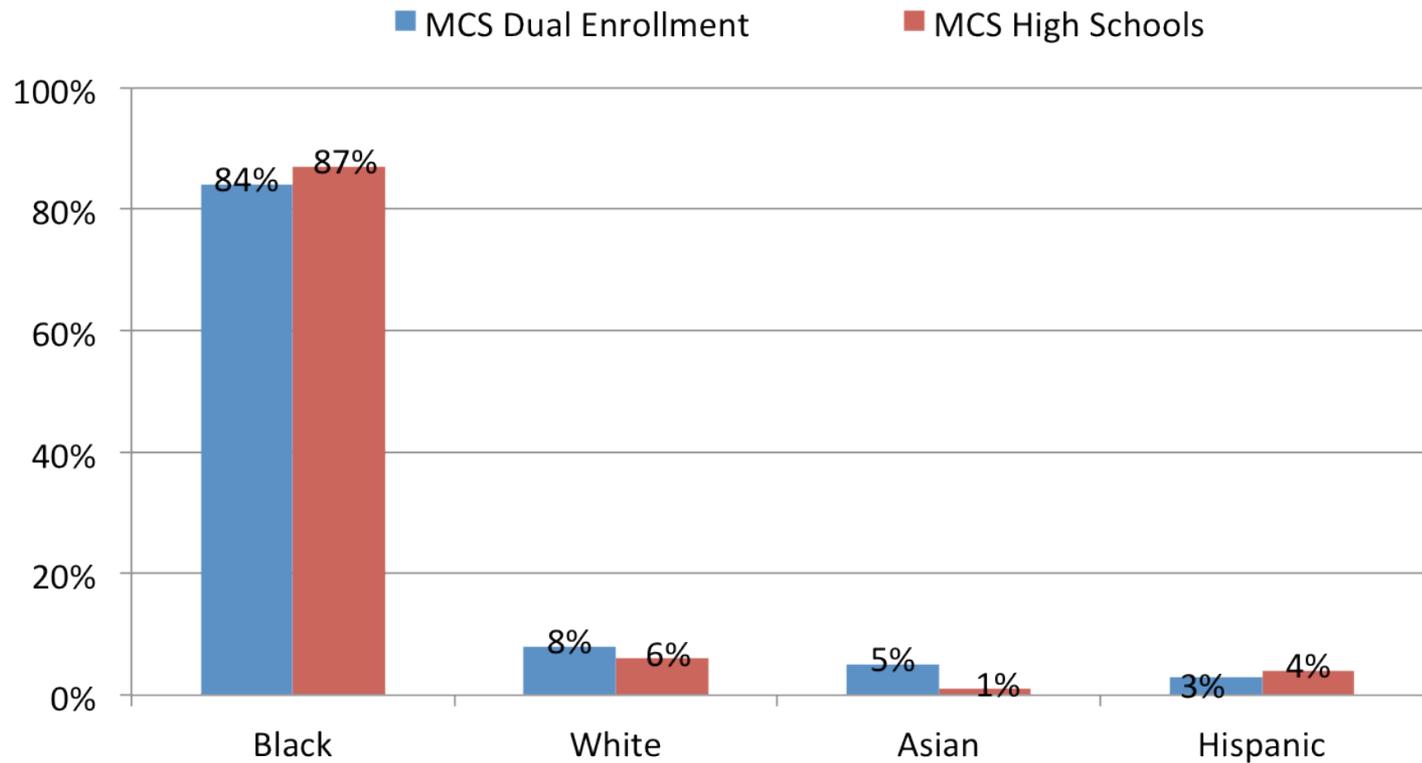
Schools



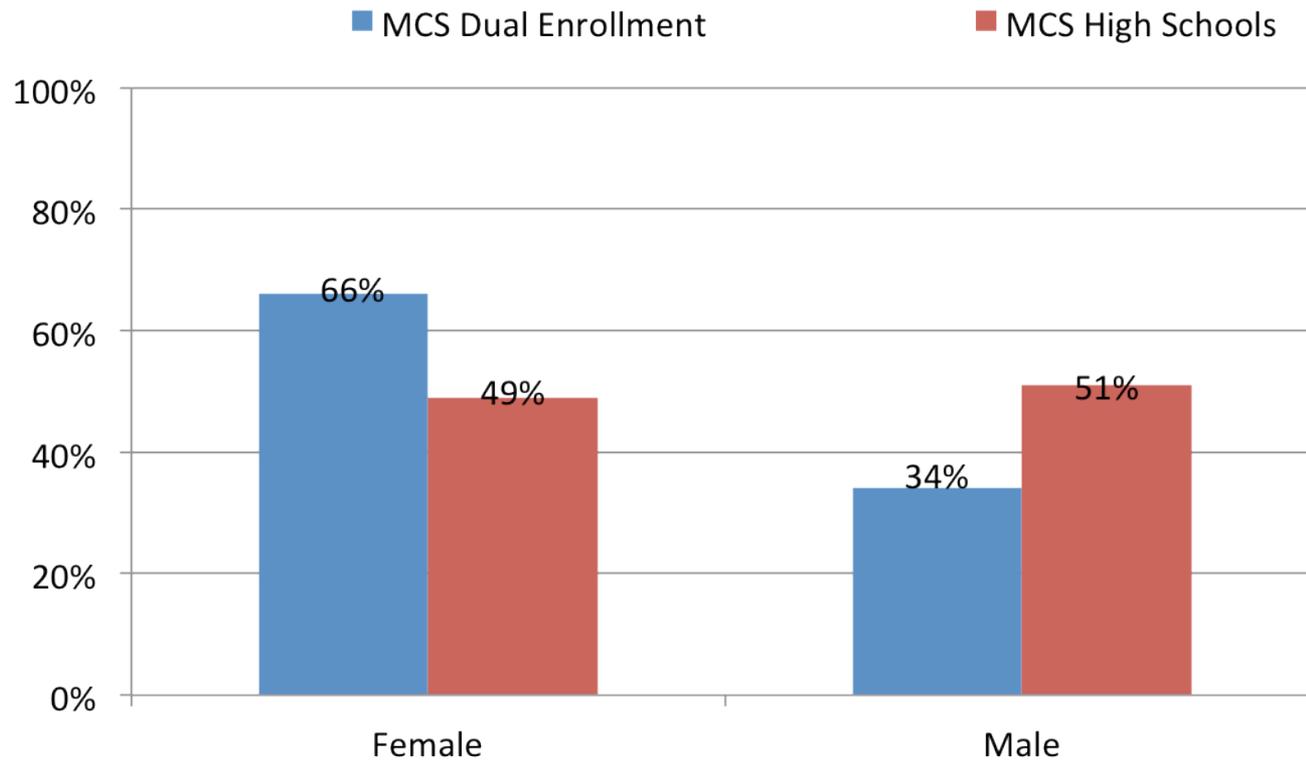
Students



DE v. MCS – race/ethnicity



DE v. MCS - gender





The Case Study – why?

- Research says that broader access to DE can be beneficial (e.g. Speroni, Karp, Struhl & Vargas).
- MCS is enrolling large numbers of underserved students from struggling high schools.
- Administrative systems and quality measures are in place.
- How is this done?

Research Questions

The approach to dual enrollment in MCS

- How does this initiative fit into MCS' overall vision and priorities?
- How is the dual enrollment program structured?
- What courses are offered, by whom, and for whom?

Student selection and support

- How does MCS prepare students to engage in college courses through the dual enrollment program?
- How are students selected for participation in college courses?
- What kinds of support does MCS offer students to increase their chances of success in college courses?

Implementation of the initiative

- How is this initiative managed and funded?
- Who are the champions of this initiative and what roles do they play?
- What measures are in place to assure that authentic college courses are offered?
- What are the facilitators of and obstacles to implementation? To scale up?

Program benefits

- What benefits do students derive from participating in the dual enrollment program?
- What do schools and colleges gain from participating?

The Approach – institutional motivations

- Part of effort to raise standards (HS)
- Part of effort to address college readiness (HS)
- Part of effort to improve completion rates (college)
- Part of an effort to recruit (college)



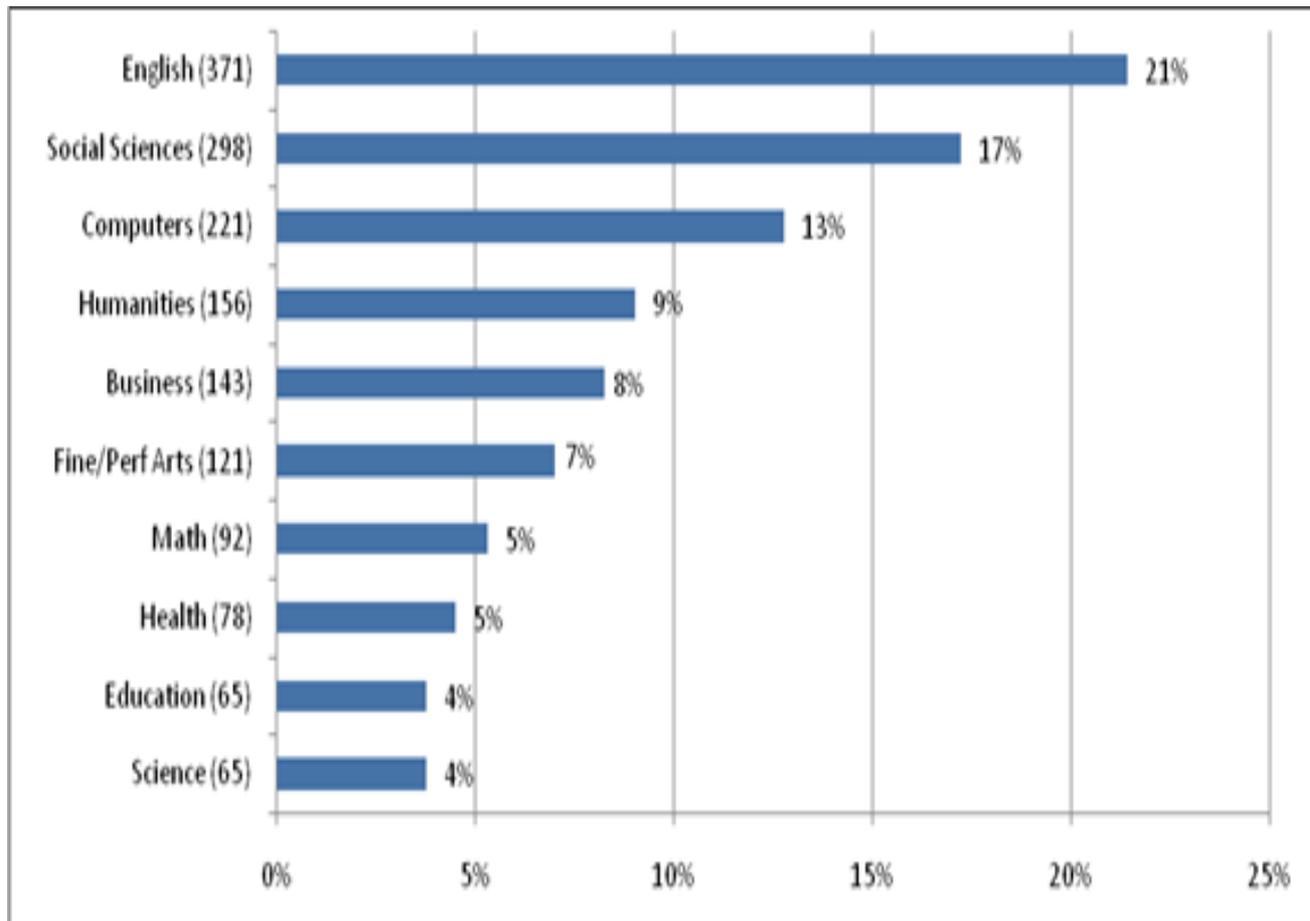


The Approach - structure

Core elements--

- Relationships
- List of pre-paired courses
- Funding (no cost to student)
- Policy (esp. course weighting)
- Flexible structure.

The Approach – courses offered





Student selection – informing students and parents

- Information beginning in 9th grade
- Recruitment methods
 - Information
 - Proactive pre-selection
 - Survey of interests
 - Parent information nights
- Encouraging students to aim early for DE

Student selection - eligibility

Criteria for gen-eds:

- 11/12 grade
- 19 on ACT
- 3.0 GPA

Other opportunities:

- CTE/Articulation
- College Success
- Other





Student support

- In class– some faculty consciously help students gain college skills
- Peer support – in and out of class
- Academic coaches provided by MCS
- The “24 hour snapshot” and academic alert.



LESSONS LEARNED for Urban Districts

Commitment from Changers and Champions

- Involve all stakeholders from colleges and high schools during the planning stage
- Seek endorsement from the university presidents and superintendents (a non- negotiable)
- Identify a central office person to coordinate district dual enrollment program
- Publish your dual enrollment data

MOU' s, Funding, Local and State Policies

- Review existing mission statements to find mutual points to begin
- Create, reimagine the possibilities within existing structures, legislation, and policies such as
- Build on local and state legislation that supports dual/concurrent enrollment
- Position Dual Enrollment as a reform initiative

LESSONS LEARNED

for Urban Districts

Communication and Marketing Strategy

- ❑ Launch a comprehensive marketing plan for dual enrollment by forming a marketing task force to include district's Communication Department, high school principal, college admission advisors, high school counselors, and college and career advisors
- ❑ Communicate regularly to both internal and external audiences through presentations, newsletters, PTA's, Community Meetings, and web site
- ❑ Identify a dual enrollment coordinator for each school

On going Professional Development for Adjunct Faculty

- ❑ Identify and provide professional development for secondary teachers who are credentialed adjunct faculty
- ❑ Identify , recruit a pool of teachers who meet the qualification for adjunct status; Consider developing a plan to increase the number of teachers who qualify
- ❑ Provide vertical teaming opportunities for participating secondary teachers and college professors



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