

REPORT on the MIDDLE COLLEGE-HIGH SCHOOL PROGRAM
Middle College-High School Task Force
12/4/09

Date formed: 10/16/08

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Mission: To contact other California community colleges with a middle college high school program and assess the advantages and disadvantages of establishing such a program at GCC in collaboration with the Glendale Unified School District.

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Introduction

This report constitutes the findings of the Middle College-High School Task Force. It is a result of surveys of a majority of colleges in California with such programs.

Background

In spring of 2008, the GCC was approached by the Glendale Unified School District to investigate the possibility of collaborating on the creation of a Middle College-High School program. The district in turn asked the Senate to make recommendations about the proposal. The purpose for this program was to lessen the boundary between high school and college and to create a path to learning for high school students who have traditionally been underserved by public education. The expected result of such a program would be a decrease in the drop-out rate and an increase in college participation and completion.

The Task Force created a questionnaire. Then, each member of the Task Force was assigned two California community colleges to contact and survey. Having combined all of the information from individual member's surveys, a final survey was created. From this, the TF was able to make the following recommendations:

Findings and Recommendations of the Task Force

The TF believes that a Middle College High School program can be academically sound under the following conditions.

1. The program should begin with grades 11 and 12. If proven successful, grades 9 and 10 should be considered. The schools surveyed showed that generally programs with the higher grades show fewer disciplinary problems than those which include grades 9 and 10.

2. There should be a maximum of 100 students per grade. There should also be a cap of 5 HS students per section of college courses. These students should be infused in classes with college students. This is to ensure that the students have a true college experience.
3. Institute a Zero Tolerance Policy for disciplinary problems. The findings of the TF conclude that the success of the program greatly depends on student accountability.
4. Set up an application process in consultation with college admission that targets high potential students and weeds out students with disciplinary problems.
5. Parents and students would be required to attend a mandatory orientation.
6. GUSD needs to assign a counselor and administrator to oversee the program. Additionally, GCC needs to assign its own administrator and counselor to help students through the adjustment process and to ensure accountability. All positions will be funded by GUSD.
7. Once the program is established, the success rates should be carefully monitored and a re-evaluation of the program be conducted.

Under the present financial circumstances, the TF strongly feels that GCC cannot be responsible for funding such a program. Some of the necessary costs for a successful program would include counselors and administrators. Additional classroom space will most likely be needed as well. If this program is to move forward, it must do so without draining resources from the college.

The TF advises a thorough cost benefit analysis before moving forward.