

M. Richard Shaink, Ph.D., President, Mott Community College
Testimony for Field Hearing Entitled “*High School/College Dual Enrollment Program*”
September 18, 2009, University of Michigan-Flint

I would like to thank Chairman Kildee of the Subcommittee on Early Childhood, Elementary and Secondary Education for the invitation to speak at today’s hearing. As President of Mott Community College, I welcome this opportunity to tell you about the success of Mott Middle College High School and the impact that it is having on the lives of the students it serves. Mott Middle College High School is located on our campus and is a partnership between Mott Community College and the Genesee Intermediate School District. Students earn college credit at Mott Community College, while attending this 9th through 13th grade high school. Its sole purpose is to serve at-risk youth who have become disengaged from education. Established in 1991, it is the longest standing middle or early college in Michigan; and, one of the longest standing in the country.

Due to the demonstrated success of Mott Middle College High School, we are in our sixteenth year of a National Replication Project funded by the Charles Stewart Mott Foundation. This effort is providing technical assistance to community colleges, school districts and other organizations in over two dozen communities each year, who are establishing their own middle or early college. As an outgrowth of this replication work, the Center for Early and Middle Colleges in Michigan was launched last year. The Center is located at Mott Middle College High School and is directed by Dr. Chery Wagonlander, Principal. It was established by the Michigan Department of Education, with support from the Mott Foundation, to ensure that middle and early colleges in Michigan that have started and are being planned have the capacity to become viable and remain sustainable.

Mott Middle College High School was one of the first middle colleges to participate in the Gates Early College initiative through the Middle College National Consortium. Additionally, Mott Community College was funded through the U.S. Department of Education to operate a Tech Prep Demonstration Project, a program that supports the efforts of successful middle and early colleges.

The practices at Mott Middle College High School and the replication efforts are based on Design Principles (*see Appendix 1 for more details*) that began in New York in the 1980's through the Middle College National Consortium. They continue to incorporate current research on engaging at-risk youth and are seen in the most successful middle and early colleges across the country. The Design Principles together create an environment for the success of students who have traditionally been underserved in our public schools; particularly students who are unmotivated, under prepared for high school work, disengaged from their education, and/or first generation college bound.

You have received detailed information (*see Attachment 1 – Mott Middle College Student Data - September 2009*) regarding the impact of the Middle College High School. I would like to highlight several of those successful benchmarks. Data from sixteen Mott Middle College High School cohorts indicates an average entering GPA of 1.6 and exiting high school GPA of 3.1. Over the seventeen years of dual enrollment, Mott Middle College High School students have successfully earned a total of 5,455 in Mott Community College credits with an average GPA of 2.92. Last year's graduation class averaged 19.2 of Mott Community College credits per student. Thirteen of these students earned twenty-four or more college credits and two graduated with double Associate Degrees.

Mott Middle College High School serves as a national lab setting for middle and early college replication, research and outreach. It has hosted visitors from all over Michigan, the United States and several other countries. Its curricula, affective skills initiative and small schools design have been replicated at multiple sites. Mott Middle College High School, in collaboration with New York Center for Media and Learning, has been a national site for the American Social History Project since 1993. And, since the Center for Early and Middle Colleges in Michigan was launched, six technical assistance conferences have taken place, hosting up to twelve Michigan programs.

I think it is important to note that this is a time when community colleges are being considered major players in helping individuals from all walks of life to access higher education. In the area of High School/College Dual Enrollment, community colleges, including Mott Community College, have been in the forefront of successfully addressing the needs of at-risk youth. An expansion of these efforts can help to meet the critical need of leaving no one behind. Thank you for your time.

Appendix 1

Middle College National Consortium Design Principles

These Six Design Principles are based on work that began in New York in the 1980's and continue at Middle Colleges across the country. The Design Principles are also based on current research on engaging at-risk youth. Each one of the Six Design Principles is important to the success of students who have traditionally been underserved in our public schools; particularly students who are unmotivated, under prepared for high school work and disengaged from their education. These Six Design Principles are:

- ***Power of the Site*** – Locating schools on a college campus is integral to student motivation and success and to an enduring collaborative partnership. It is a visible symbol to the community of a dual accountability for student outcomes and academic success. Students are treated as college students and see themselves as college completers.
- ***Teaching and Learning*** – Developing students' literacy skills is critical to academic success. Schools regularly engage students in rigorous, in-depth academic work, use active intellectual inquiry and sustained writing and revision in all classes.
- ***Student Assessment*** – Schools design a system of assessment that provides multiple opportunities for students to publicly exhibit what they know and can do. Assessments grow out of classroom work and provide on-going feedback to the school community, the teacher, the student and the parent on a students' progress toward achieving academic proficiency.

- ***Student Support*** – ‘Smallness’, less than 100 students per grade level, helps to create a learning community for students and teachers and provides opportunities for flexible and innovative structures to support students academically and emotionally.
- ***Democratic School Governance*** – Purposefully designed structures provide for everyone’s voice to be heard and respected in the decision-making process with regard to hiring personnel, managing budget, determining curriculum and pedagogy, developing students’ activities and any other policies that affect the daily life of students and faculty.
- ***Professional Development*** – Staff participates in on-going professional development that focuses on student success. Time during the school day is provided for staff development and the creation of professional learning communities. New teachers are mentored in order to help them to understand and to implement the goals of the community.