**PROPOSAL**

In 2009, WVNCC started a Middle College Early Entrance High School for 10th through 12th grades. Currently, there are 45 students from Brooke, Marshall, and Ohio County Schools. The Middle College concept is as follows:

* A Middle College combines the resources of a high school and a community college in an effort to create a structure for students that promotes school membership and academic engagement.
* In this guidance-based program, the faculty serves as facilitators, counselors, mentors, student advocates and focus group leaders. Instructors communicate care and personal concern in a safe nurturing learning environment.
* Middle College membership promotes trust and bonding between teachers and students. When students believe that teachers care, and peers accept them as individuals, a sense of family develops enhancing school membership and academic engagement.
* A major objective is to help students become responsible adults, capable of making informed decisions, accountable for their choices.

The typical Middle College student fits one or a combination of the following:

* Disconnected from the typical high school environment, but has a sincere interest in completing high school
* Shows a discrepancy between standardized test scores and actual grades
* Demonstrates the potential maturity to cope with the challenges and relative freedom of a college environment
* Gifted in an area such as music, art or computers, but generally is not succeeding in other academic areas
* Is a creative, independent thinker
* Is at risk of dropping out
* Is eager to "get on with life"

In the past year, the WVNCC Middle College/Early Entrance High School program reduced absenteeism by 466 days and increased GPA average from 1.89 to 2.4 (Appendix A). The need to find new ways to approach Math and English deficiencies is essential in assisting this group of young people before they drop out or enter the work world underprepared. Every high school student came with math deficiencies to the program. We have made improvements, but the program would better serve our young adults if we had a Math Tutoring Lab.

In addition to serving the at-risk high school student, the Math Tutoring Lab would be used with regular college students. Seventy-four percent of the regular entering-college students do not meet minimum requirements for college-level math. The Math Tutoring Lab will allow students to progress at their own rate. Many returning or new students can accelerate their math skills because of the self-paced nature of the program. The College will provide the software and infrastructure, but it cannot acquire the computers at this time. The cost of a 24 computer lab would be $30,000. The project will better prepare students for success in an efficient and fast-paced approach. The project will increase retention and completion rates for all levels of students.