

*Nevin C. Brown, Guest Columnist
National Association of State Universities
and Land-Grant Colleges*

Since 1984, the University of Missouri-Kansas City has developed the Metropolitan Area Schools Project (MASP) to provide a focus for the university's collaborative programs with the metropolitan region's public schools. Initially, the purpose of MASP was the improvement of mathematics and science education in the greater Kansas City area: to identify and prioritize math and science needs; to identify and use local resources to assist teachers and area school districts to address the needs; to identify and secure external funding for science and math educational improvement; and to develop a strong, cooperative network of educational, community, and business interests. The resulting Mathematics and Physics Institute, established by UMKC and four area school districts with local foundation and institutional funding, provides instruction to advanced high school students in university-level physics and calculus on UMKC regional campuses. A second purpose of MASP was the development of a superintendent's round table for fifteen metropolitan-area school districts (both central city and suburban). The round table enables superintendents to identify common problems and pursue cooperative projects in math, science, and related fields. In addition, the round table served as the inspiration for the Kansas City Consensus Interdistrict Cooperative Task Force, which has proposed the development of a comprehensive Educational Alliance to coordinate a wide range of collaborative programs in the two-state metropolitan region. For fur-

ther information, contact: Dr. Deanna C. Martin, Director, Center for Academic Development, University of Missouri-Kansas City, 5100 Rockhill Road, SASS Building, Kansas City, MO 64110-2499.

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The Middle College High School is a unique collaborative program between LaGuardia Community College, a unit of the City University of New York, and the Board of Education of New York City. The high school, located on the college campus, has tested the 1974 hypothesis that a supportive collaborative relationship between a college and high school can significantly reduce the attrition rate of students considered to be potential dropouts. The Middle College High School utilizes high school and college resources to reconnect youth with educational achievement. Middle College students take all their high school courses on the college campus, are provided opportunities to take college courses, and are treated in all other ways as full members of the campus community. Middle College faculty and staff are also considered an integral part of the host college. Student self-image is improved, college is made a realistic goal, and motivation is therefore provided for students to complete high school. A career education program connects each student to the working world, enabling the Middle College to use student work experiences to improve attitudes and skills. A strong counseling program connects students with peers and adults in the school com-

munity, providing an effective means for supporting students with educational and personal problems. The results of the program at LaGuardia have been dramatic: high rates of attendance by Middle College students, low dropout rates (less than 7 percent), and high rates of transition to two- and four-year institutions of higher education (approximately 80 percent).

With support from the Ford Foundation, the Middle College High School model is being replicated at community colleges in a number of metropolitan settings, such as Memphis, Peoria, Los Angeles, and the San Francisco Bay area. There is interest, as well, in testing the model in a four-year campus setting.

For further information, contact: Dr. James E. Lieberman, Special Assistant to the President for Educational Collaboratives, LaGuardia Community College/City University of New York, 31-10 Thomson Avenue, Long Island City, NY 11101-9950.

One of the most wide-ranging interactive metropolitan programs is the University of Rhode Island/Providence School Department's Partnership Program. The Partnership Program was formed in 1978 under the auspices of the university's Urban Field Center, an outreach agency of the Cooperative Extension Service, the Graduate Curriculum in Community Planning and Area Development, and the Providence School Department.

One early project of the Partnership Program was the development of elementary and secondary magnet programs in math and science, law and government, and international studies. A special program, Project Discovery, identifies fifth- and sixth-grade students who are potential dropouts and provides them with summer programs in marine and environmental studies to build skills in math and science. In addition, there are special outreach and mentoring programs for the large number of Southeast Asian students in the metropolitan area and a guaranteed Admissions Program for early identification and support of minority inner-city high school students seeking to enter the University of Rhode Island. The Partnership Program also includes a comprehensive Dropout Prevention Collaborative that engages school, university, community, and business leadership to develop and coordinate social service delivery, parent education, and data collection to identify and serve potential dropouts at all points in the Providence K-12 education system. The Partnership Program receives significant funding from local and national foundations. The program has been recognized by awards from the U.S. Conference of Mayors and the Institute for Educational Research.

For further information on the partnership, contact: Dr. Marcia Marker Feld, Director, Urban Field Center, University of Rhode Island, 22 Hayes Street, Providence, RI 02908.