Middle College Plan

F.H. LaGUARDIA COMMUNITY COLLEGE
of the City University of New York

JUNE, 1973
I. SUMMARY OF THE MIDDLE COLLEGE PLAN

In March, 1971, LaGuardia Community College proposed a new educational concept -- a Middle College Plan -- providing an integrated high school/college program directed to the needs of urban high school youth. These needs derive from the following conditions:

1. Large numbers of underachieving students drop out of high school, lacking adequate skills and life goals.

2. Many high school graduates who enter CUNY via the open admissions policy are unequipped to study at the college level.

3. Many urban youths who complete high school are unprepared for the world of work.

In November, 1972, after initial presentation of the Middle College concept to the Carnegie Foundation, the College was awarded a two-year grant for development of an operating plan. Since then, College staff and outside consultants have worked to prepare a practical design for the Middle College. This document states the philosophy and operational specifications of that plan.
The purpose of the Middle College is to find solutions to the problems of learning and life preparation stated by the Task Force on High School Redesign (1).

Many - if not most - high school students are deeply concerned about problems of war, race relations, the environment, the deterioration of urban life, poverty, etc. They tend to feel that school does not speak to these concerns, that learning is organized in conventional subject matter boxes that may or may not touch on significant problems. They feel that methods of instruction are often outmolded, that many school practices are restrictive, and that too many learning materials are simply unavailable. The world of young people has become so confusing and changes so rapidly that it is difficult for them to establish goals, career choices, and directions.

How can we help young people prepare for dealing with an unpredictable future? How can we best give each student some grasp of the vast opportunities of the world of work and open avenues for wise career choices...

The Middle College Plan offers an answer to these questions in the form of a high school/college program to be conducted at LaGuardia Community College. This new program will offer an articulated five-year course of secondary school and college instruction leading to the New York State high school diploma and to A.A. and A.A.S. degrees. Underachieving students, potential dropouts, and achieving youngsters who are dissatisfied with their present schooling will learn skills needed for success in study, careers, and life.

(1) TOWARD THE TWENTY-FIRST CENTURY, Task Force on High School Redesign of the Office of High Schools and the Chancellor's Center for Planning, 1971
II.B. EDUCATIONAL PHILOSOPHY

The philosophy of the Middle College may be stated as a set of design principles.

1. The quality of life is enhanced by enjoyment of learning for learning's sake.

2. Education must address itself to the twin poles of work and leisure.

3. Continuing, close relationships with staff and peers in a mutual learning enterprise develops a sense of self which produces autonomous, competent individuals with positive social and personal commitments.

4. Instruction should be interdisciplinary and problem-centered, crossing subject area boundaries, in order to be most compatible with youthful curiosity and interests.

5. Emphasis on primary sources rather than texts, and use of multi-media techniques can promote the spirit of inquiry.
III. EDUCATIONAL STRATEGIES TO IMPROVE MOTIVATION & LEARNING

The Middle College will employ a variety of strategies for improving motivation and learning. These include the following innovations in course content, work-study programs, staffing concepts, and organization:

1. Career education will be emphasized in all program activities.
2. Basic skills instruction will be incorporated in courses at the high school level.
3. College courses will be offered at the high school level.
4. There will be joint high school-college faculty.
5. Curriculum structure will be based on a five-year high school/college sequence.
6. Interdisciplinary instruction will be provided in particular curriculum areas.
7. Teaching and counseling functions will be combined in the position of teacher-counselor.

CAREER EDUCATION

The need for career-oriented education has been urged by many educators. Fulfillment of this need is one of the principal purposes for which LaGuardia Community College was established. The purposes of LaGuardia were effectively stated by S. P. Marland, Jr., Assistant Secretary of HEW, in his speech of May 4, 1971:
If education is to serve properly its national purpose, then we must bridge the gulf between man and his work... Our job is not done properly... until each and every one of those youngsters is capable of developing a clear sense of direction in life and is able to make a responsible career choice... It is flatly necessary to begin to construct a sound, systematized relationship between education and work, a system which will make it standard procedure to teach every student about occupations and economic enterprise, a system that will markedly increase career options open to each individual and enable schools to do a better job than we have been doing of meeting the manpower needs of the country.

LaGuardia Community College!

Is dedicated to an educational program which combines classroom learning and work experience. This is in accordance with the basic purposes of the City University, which are to achieve intellectual and social excellence. Instruction will occur both in the classroom and on the job. The purpose is to create a total learning experience through which students will gain not only specific skills and a broad range of knowledge, but also a sense of professional, financial, and personal responsibility.*

LaGuardia's career education program requires that all students undertake full-time work internships in three of the eight quarters of the college program -- with academic credit granted for job experience. The Middle College will have a similar emphasis, as described below:

A. Courses: All courses will develop skills and present

*Fiorello H. LaGuardia Community College of the City University of New York, OBJECTIVES AND PROGRAMS, page 3.
information in the context of pertinent career-and-life situations. (For example, mathematics problems will be based on every day concerns such as food costs, taxes, and actuarial projections.)

B. Field Visits, Internships, and Work Experiences:
Exploration of work settings will supplement classroom learning, permitting students to test themselves against adult standards. It is expected that new interests will be created by such exploration, and that understanding of both the demands and rewards of work will motivate students to increase their skills and knowledge.

How will the proposed Middle College work activities differ from the traditional part-time work experience that high school and college youngsters get on their own?

The difference will be that work is carefully selected for the greatest possible yield in skills, role identification, and personal satisfaction. Each job will be a source of learning about labor unions, economics, sociology, and group dynamics. Students will have opportunities to evaluate and integrate academic and work experiences in terms of their own interests and capacities.
C. **Counseling:** The major strategy of counseling in the Middle College will be to provide students with awareness of the many possibilities which they have in careers, styles of life, and decision-making. Counseling will be designed to reduce the effect of pure chance, and increase that of informed choice, as a determinant in each student's life. It will thereby enhance each student's sense of personal power, and assist in developing his drive to scholastic competence. The counseling program will correlate advice about decision-making with such concepts as employment mobility. It will deal with continued study and training, whether through choice or job attrition. It will deal with such important personal decisions as pulling up roots or taking other risks when survival or integrity demands change.

**BASIC SKILLS**

The Middle College will incorporate the elements of such skills as reading, computation, problem-solving, decision-making, and interpretation of data into all subjects. Remediation in these basic skills will be mandatory for any student who is functioning below grade level.
COLLEGE COURSES AT THE HIGH SCHOOL LEVEL

Middle College students with advanced skills will take college courses while still in the high school part of the program, thus avoiding the educational duplication which normally occurs in the last year of high school and the first year of college. Qualified high school level students will be eligible to take college courses in foreign languages, foundations in art, social currents in American literature, topics in biological sciences, stenography, typewriting, and accounting.

JOINT HIGH SCHOOL-COLLEGE FACULTY

Middle College faculty will have the opportunity to teach both in the Middle College and in regular LaGuardia classes. They will acquire a longitudinal view of the learning process which will aid in development of improved course content and sequences. Middle College faculty will be selected with capacity to teach at the college level. Conversely, LaGuardia staff members will be asked to teach in the Middle College on a part-time basis.

A FIVE-YEAR EDUCATIONAL SEQUENCE

The Middle College logically unites educational, biological, and social development in a single program. The five year span of the program takes into account the fact that young people in all levels of development are maturing at earlier and earlier ages.
However, a high transiency rate and underachieving peer models complicate the process of maturation for many students. More than 13% of New York City's high school population drops out. The dropout rate peaks in the ninth and tenth grades, and many peer models in these grades are drawn from the underachieving segments of the school population.

The Middle College program provides a central high-school-and-college setting in which successful academic and social peer model will outnumber failures, offering a positive learning ambience for the new student.

**INTERDISCIPLINARY INSTRUCTION**

The original proposal for establishment of LaGuardia Community College states the objective:

> In each Divisional area, curricula will be designed with emphasis on developing the largest possible number of multi-disciplinary core courses among them. For example, a Division of Human Services would stress Sociology and Psychology courses and might encompass the career options of Education; Child Care; Social Service; Rehabilitation; and Geriatrics.*

In the spirit of this objective, instruction in the Middle College will minimize the compartmentalization of subjects. Concepts will be made relevant, and when related to urban problems, careers, and current experience. For example, Macbeth will be taught in terms of political power and recent assassinations. This approach will break down the wall between the form and content of the play, will

*Pages 9-10, A PROPOSAL FOR THE ESTABLISHMENT OF COMMUNITY COLLEGE #9
broaden the students' analytic skills and general comprehension and will enable them to make the multiple connections that are the essence of learning.

The Position of Teacher-Counselor

The Middle College will carry interdisciplinary instruction one step further by combining teaching and counseling in one process. Few urban high school students receive sufficient career counseling. Not only is the ratio of students to counselors too high, but career counseling is normally treated as an auxiliary service rather than as an integral part of education. Compounding the problem, few teachers get to know their students well enough to be able to apply knowledge of how learning occurs as a tool to improve the method and content of instruction.

Teaching and counseling are logical counter-parts of the same process, and should be combined in one position.
IV. EDUCATIONAL OBJECTIVES

Modern technology is generating data so rapidly that half of our knowledge becomes obsolete in eleven years. Education must shift its focus from learning of information to learning how-to-learn. Accordingly, the goal of the Middle College is to develop independent, self-actualizing learning. The objective is to graduate students who know how to raise the right questions, gather data, sift, hypothesize, test their hypotheses, and evaluate their conclusions.

Self-actualization is implicit in the entire program of the Middle College. Underachievers will be motivated to improve their basic skills, develop specific career and personal interests, and seek higher education. All students will learn about potential careers—from technical to professional levels. Specific goals will be set for each individual student in accordance with the following program objectives:

1. The Middle College program will lead to fulfillment of New York State High School diploma requirements.

2. In comparison with average high school graduates, a higher proportion of Middle College students will have college-level skills by the end of the twelfth year.

3. The rate of retention at both high school and college levels will be higher than average.

4. Career education will be a focus of attention in all Middle College program activities.
5. Specific, high goals for achievement will be set in all subject areas.

DEVELOPMENT OF COLLEGE-LEVEL SKILLS IN HIGH SCHOOL

It is expected that a high proportion of Middle College students will be able to work at college level reading and mathematical skill levels by the time they complete the third year of the program (12th grade), thus minimizing the need for remediation at college grade levels. As a result, remedial education of Middle College entrants to LaGuardia will be less than that of the general LaGuardia population.

FULFILLMENT OF NEW YORK STATE HIGH SCHOOL DIPLOMA REQUIREMENTS

It is expected that the great majority of Middle College students will complete requirements for the New York State High School diploma. All students will be encouraged to achieve as far beyond this minimum achievement level as time and talent permit.

RATE OF RETENTION AT HIGH SCHOOL AND COLLEGE LEVELS

Since the Middle College program will overcome reading and mathematical deficiencies which contribute heavily to high dropout rates, retention of Middle College students at every level through completion of the second college year should exceed the average rates experienced in New York City high schools and community colleges.

Each Middle College student will be expected to continue through the complete five-year program. Since fifty percent of
LaGuardia's current graduates succeed in transferring to bachelor's degree programs, the proportion of Middle College students who go on to four year colleges should be at least that great or greater.

**CAREER EDUCATION**

The focus on career education has been described earlier in this paper. Extramural experiences such as trips, visits, and internships will enlarge the range of career choices available to the students by opening up possibilities not accessible in the conventional high school setting. Students will explore many different areas, and the study process will introduce broad career fields, (e.g., health and human services) rather than single jobs. Guided classroom work and independent analysis of career opportunities and alternatives will motivate students to develop the skills needed for higher levels of employment. Counseling will provide decision-making skills and reinforce development of broad interests. Thus, upon graduation from Middle College, students will be prepared to make informed career and study plans.

**SPECIFIC HIGH GOALS FOR ACHIEVEMENT IN MAJOR SUBJECT AREAS**

All students will be expected to have the following specific competencies upon graduation:

A. **Business:**

Knowledge and understanding of advanced business concepts which relate to the economic environment,
government functions, and to general survival as a citizen. Skills required for satisfactory performance in various vocational areas, including competence in college level accounting, secretarial science, and data processing courses.

B. English:
Ability to organize written, spoken, and printed materials at the college level, and to read and listen critically and objectively, with understanding of inference and evaluation.
Acquaintance and understanding of great literary works of American and world literature, past and present, which deal with themes relevant to students' lives and general problems of urban life.
Ability to reason, take notes, study, and conduct research, expressed in both oral and written form.

C. Fine Arts and Music:
Interest in arts and music for recreational, artistic, and aesthetic experience. Perception of artistic values in the sciences and other spheres of life.

D. Health and Physical Education:
Knowledge of health and disease, and awareness of the role of physical fitness in culture and personal life. Competence in sports and dance.
E. Mathematics:
Understanding of ordinary operations and their underlying mathematical concepts, with problem-solving facility in applied mathematics, algebra, and geometries, and specific skills related to career interests, as well as general familiarity with data processing and computer technology.

F. Reading:
Mastery of the comprehension skills required for effective academic and career functioning in all areas.

G. Science:
Understanding of the relationship of science to human needs and values, and of the concepts and processes of the physical and life sciences. Competence in biology and chemistry courses, and basic understanding of modern developments in scientific theory and application.

H. Social Studies:
Understanding of the workings of government and society, customs, ethical and legal standards, and executive, judicial, and legislative power. Understanding the moral, experiential, and economic bases for our laws and customs, particularly those currently being challenged. Knowledge of minority
groups, and their origins and cultures. Understanding of oneself as person and citizen. Use and knowledge of media and its role in society.
v. STUDENT SELECTION

The rationale for student selection grows out of the basic purpose of Middle College -- to provide skills and positive goals for students who are unsuccessful or dissatisfied with regular high school. Students will be selected to be a cross-section of ninth graders, including the total range of scholastic achievement, sex, ethnic and racial origin, and residence. In these characteristics, it will be typical of the overall LaGuardia enrollment.

SELECTION CRITERIA

Selection of Middle College students will be based on the following:

1. Completion of one year in the ninth grade, regardless of credits earned.
2. Lack of interests or career goals.
3. Willingness to attend the Middle College, supported by parental consent.
4. Evidence of underachievement or dissatisfaction in the present school.

STUDENT RECRUITMENT

The recruitment program for the Middle College will include the following activities:

1. Approval will be secured for recruitment from public schools, non-profit private schools, and schools
for young mothers with ninth grade populations.

2. Descriptive material and applications will be sent to all potential feeder schools which agree to recruitment, and to community organizations and the media.

3. Middle College recruitment teams, including LaGuardia students, will be sent to feeder schools to explain the program.

4. Tours of the Middle College facilities will be arranged both in the day and evening, for all interested groups.

5. Selections will be made at random if there are more applications than available places in the program.

VI. THE PROGRAM

In keeping with the career and urban orientation of the Middle College, the educational experience will include learning in work settings, community agencies, galleries, museums, theaters, concert halls, and media centers, many of which the students will be seeing for the first time. Education will be based on discovery, with the city serving as the school. Using discovery experiences as a source of content, teacher-counselors will motivate students to raise their skills, self-esteem, and life goals.

The program will overcome the traditional fragmentation of time, space, subjects, and teachers. Interdisciplinary courses will provide a needed alternative to the present separate-subject.
approach of most schools. Student concern will be on development of integrated skills, and on their use. Learning will emphasize career goals, inner resources, problem solving, and independent work.

The school program will include the following components:

1. Remediation
2. Interdisciplinary Course Structure
3. Basic Skills
4. Field Visits, Internships, and Work Experiences
5. Scheduling and Credits
6. Grades
7. Counseling
8. Governance
9. Articulation Between Levels of Middle College
10. Evaluation

**REMEDIATION**

From the statistics of New York City public high schools, it is estimated that two-thirds of the entering Middle College students will need remediation. The objectives of the remedial program will be

a. to enable each student to read at the highest level of his capacity;

b. to develop the writing, reading, and mathematical skills needed for college work;

c. to improve study habits;

d. to broaden career possibilities by improving skills.
These objectives will be achieved through five key activities:

(1) Curricula will be focused on career competencies,
(2) Learning objectives will be defined for each individual,
(3) Learning tasks will be divided into small steps in order to assure skill development and success experience,
(4) Scheduling will be flexible, allowing each student as much time as needed at each step,
(5) Educational methods will range from one-to-one instruction to large group meetings, with LaGuardia students acting as tutors under the work-study plan.

INTERDISCIPLINARY COURSE STRUCTURE

Students will be grouped into six curricular concentrations. Those currently considered are: Art, Humanities, Environmental Control, Communications, Health and Human Services, and Business.

The goal of each concentration is to provide the interdisciplinary structure by which social studies can be integrated with the mathematical, scientific, and language skills needed for a specific career area. Each student will explore at least three such careers during the five-year program.
The proposed schedule will combine academic, career, and interpersonal skills into one curriculum. Two examples of possible interdisciplinary courses are Environmental Awareness, which would include English, Art, Science, Mathematics, and Social Studies, and Human Behavior, which would draw upon Anthropology, Sociology, Psychology, Biology, and Literature.

**BASIC SKILLS**

As noted earlier, instruction in basic skills will be included in all courses. For example, the basic comprehension skill — ability to identify a main idea — will be taught in all curriculum areas. It will be treated whenever the "main idea" skill is required for understanding the material, whether it be a short story, biology demonstration, algebra problem, or Congressional resolution.

**FIELD TRIPS, INTERNSHIPS, AND WORK EXPERIENCES**

Recognizing that many students must work part-time to support themselves, the Middle College will have a multi-faceted cooperative education program. Preliminary contact with various museums and public and private agencies has indicated that there are sufficient openings for internships and jobs to provide for all Middle College students.

The tenth and eleventh grades will provide pre-job experiences. Tenth grade students will visit work environments in
a variety of fields which can contribute to career information and provide role models of successful practitioners. Students will begin internships and apprenticeships from the eleventh grade on, and it is expected that all students will have been placed in jobs by the twelfth grade. Provision is made in the budget for a full-time work-study coordinator.

Job experiences will range from general to specialized work. Students will serve internships in both profit and non-profit organizations. Work experience will serve as a core for interdisciplinary instruction. It will enable students to acquire skills not obtainable in the classroom— including tact, understanding of job hierarchies, dealing with associates of all ages, and specific job-related technical skills.

Knowledge and skill acquired in work will be discussed in practicum meetings — where job requirements will be related to the academic program. The Middle College will provide a closed loop between the job and the classroom, each expanding and strengthening the other.

SCHEDULING AND CREDITS

Middle College periods will be made up of twenty-minute modules, (found effective at John Dewey and Hillcrest High Schools). Combination of twenty-minute modules into forty, sixty or eighty minute periods will permit flexible scheduling. Short periods will be used for reading, mathematics, counseling, and electives. Long periods will be used for science classes and concentrations. Field
activities, laboratories, tutoring, counseling, or participation in LaGuardia classes will be outside the usual schedule pattern.

All Middle College students will have the equivalent of the subject units needed to fulfill New York State high school diploma requirements. These are:

- **English**: 4 units
- **Social Studies (including one year of American History)**: 3 units
- **Science**: 1 unit
- **Health**: \( \frac{1}{2} \) unit
- **Physical Education**

New York State law states that: "Each student shall complete a three-year sequence in one of the following fields: Science, Mathematics, Foreign Language, Music, Art, Business, Practical and Industrial Arts, or vocational subjects."

"Additional free electives shall be studied to make a total of sixteen units. A unit is a year's work in a subject requiring four or five periods a week of forty minutes of prepared classroom work."

The Middle College will satisfy these requirements by provision of credits. One credit will be earned for approximately sixty hours of instruction, and will thereby be equal to \( \frac{1}{2} \) unit. Partial or full credits may also be earned by field work or by demonstration of competency through testing or through completion of assigned projects. A student may earn ten to fifteen credits in a year, as compared with the eight to twelve credits of the average high school program, depending on use of unscheduled time and demonstrated mastery of skills.

**GRADES**

The Middle College grading system will be that of LaGuardi Community College: E (Excellent), G (Good), P (Passing), and
I (Incomplete). No failing grade will be given. Students will be permitted to make up an incomplete in the following quarter.

No penalties will be given for failure, but any student who does not earn credits will require a longer period of time to complete the high school portion of the program, and enter college.

COUNSELING

As noted earlier, the position of teacher-counselor will be used. The role is clearly described in the following quotation by J. Lloyd Trump:

Without doubt, the most vital change for a teacher is his assuming the role of a teacher-adviser. In this role, he serves as consultant, friend, facilitator of learning, director of learning strategies, and, hopefully, arouser of latent enthusiasm. His frequent personal contacts on a one-to-one basis with his...advisees strengthens his relationships with them and enables each to recognize the other as real identities.*

Each teacher-counselor will be responsible both for instruction and for academic, personal, and career counseling — providing all aspects of guidance and teaching in a continuing relationship of at least three years with a group of fifteen students.

Peers Counseling:

To guarantee positive role models for the Middle College

students, the most successful LaGuardia students will be trained to serve as peer counselors. Their function will include orientation of new students, tutoring, and group counseling. It is anticipated that some Middle College students will show the interest and maturity required to also assume this role after several years in the program.

**House Grouping:**

At the tenth grade level fifteen students will be grouped together as a counseling group with a designated faculty member. They will constitute a "house," modeled after the Dalton, Harvard, Yale plan, and will engage in activities as an integrated group.

The house will be the first level of group identification in the Middle College, and will be the primary student government unit. Cooperative learning will be a major emphasis within each house, and house members will be encouraged to teach each other. The house will be a basic structure for students to gain an understanding of peer level interaction and group dynamics.

**GOVERNANCE**

The students will have an important decision-making function in the governance of the Middle College. A Faculty-Student Governance Committee will meet weekly to deal with curriculum, discipline, community regulations, and student affairs. Membership will be determined by student and faculty vote. Governance skills will be developed through the academic program. Students will
determine activities, elections, dues, and matters of dress and conduct through their own organization. The experience of governing their own community will be valuable for personal development, and for understanding of Social Studies.

**ARTICULATION BETWEEN HIGH SCHOOL AND COLLEGE LEVELS**

The transition from one Middle College level to the next will be gradual. Middle College students will begin the transition process early by sharing the college faculty, classes, library, and activities—starting from the tenth grade. The Total Middle College experience is designed to prepare them academically for the rigors of college work.

Students will enter the post-high school portion of the program upon completion of requirements for the high school diploma. Teacher-counselors will act in registration teams to aid students in the process of enrolling for college courses.

Students who wish to leave the Middle College during the high-school grades may transfer to other high schools. Students completing the twelfth year, who do not wish to continue the program at LaGuardia, will have the option of applying to private colleges, SUNY, or four colleges of CUNY.

**PROGRAM EVALUATION**

Recognizing that evaluation is too often tacked on to programs as an afterthought, the Middle College program will include evaluation in its operating procedures. The evaluation design is based on the program listed on pages 8 to 13 of this document. Evaluation measures are presently being constructed and will be available well in advance of the start of the program.
VI. STAFF

Staffing is a decisive factor in an innovative program. The best program plan is no better than those entrusted with its implementation. Therefore, demanding criteria for selection of Middle College personnel have been established. They are as follows:

1. Commitment to the Middle College concept.
2. Innovative teaching experience, including interdisciplinary and team teaching.
3. Evidence of professional competence in a professional discipline of interest to the Middle College.
4. Demonstrated interest in career guidance.
5. Evidence of guidance training and counseling skill.
6. Familiarity with inner-city schools and communities.
7. Evidence of ability to teach college level courses.

Number of Teacher Counselors: In its first year of operation for 125 students, the Middle College will need a Director, eight teacher-counselors, one quarter-time administrative aide, and one secretary.* The staff complement will increase to 11 teacher-counselors, for 200 students in the second year, and 15 teacher-counselors, for 300 students, in the third year.
Each teacher-counselor will have a work load which is the equivalent of twenty-five 40-minute periods per week (in accordance with the Hunter High School model). Duties will include intensive remediation, interdisciplinary instruction and all areas of counseling. Individual staff members will be assigned to particular areas of responsibility, such as referral to agencies, job development, or career education. Adequate staffing will permit the flexibility to provide these special services.

*The normal Board of Education allotment for an innovative program serving 125 students would be four teachers, plus a teacher in charge, and a guidance counselor. The number of positions sought for the Middle College, though somewhat higher than the normal Board of Education ratio, is comparable to the number allocated for several alternative schools now existing under the supervision of the Board of Education.
VII. PHYSICAL PLANT

For the first year, the space to be used by the Middle College in the allocated rental space will be:

<table>
<thead>
<tr>
<th>Time Per Week</th>
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<tbody>
<tr>
<td>6 classrooms</td>
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<tr>
<td>Five days</td>
</tr>
<tr>
<td>1 lecture hall</td>
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<tr>
<td>Three hours</td>
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<tr>
<td>1 science laboratory</td>
</tr>
<tr>
<td>Five days</td>
</tr>
<tr>
<td>1 suite of offices</td>
</tr>
<tr>
<td>Five days</td>
</tr>
</tbody>
</table>

The following space is needed for the Middle College program.

3,510 square feet for Year I
5,850 square feet for Year II
8,590 square feet for Year III

This space has been provided in LaGuardia's rental facility, at 31-11 Thomson Avenue, Long Island City, directly across the street from the main LaGuardia facility at 31-10 Thomson Avenue.

In addition, Middle College students will utilize all the available general facilities of the college at 31-10 Thomson Avenue. These include the library, the business, communication and foreign language skill laboratories, the lounges, cafeterias, and recreation areas.
Space to be used in the main building at 31-10 Thomson Ave. will be:

<table>
<thead>
<tr>
<th>Laboratory</th>
<th>Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Foreign Language Laboratory</td>
<td>5</td>
</tr>
<tr>
<td>1 Reading Laboratory</td>
<td>10</td>
</tr>
<tr>
<td>1 Math Laboratory</td>
<td>10</td>
</tr>
<tr>
<td>1 Typing Laboratory</td>
<td>5</td>
</tr>
</tbody>
</table>

Entering students will be placed in six groups, each using one classroom. In addition, a science laboratory will be used for weekly science laboratory sessions, electives, independent study, and set-up time. A lecture hall will accommodate large group meetings and audiovisual presentations.
IX. ENROLLMENT PROJECTIONS FOR THREE YEARS

Projected annual enrollment, including the effects of attrition, is presented in the table below. Enrollment is planned to stay at a stable state of approximately 300 students from the third year on.

<table>
<thead>
<tr>
<th></th>
<th>1974</th>
<th>1975</th>
<th>1976</th>
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<tbody>
<tr>
<td>Group I</td>
<td>125</td>
<td>100</td>
<td>90</td>
</tr>
<tr>
<td>Group II</td>
<td>125</td>
<td>100</td>
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<tr>
<td>Group III</td>
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<td></td>
<td>125</td>
</tr>
<tr>
<td>TOTALS</td>
<td>125</td>
<td>225</td>
<td>315</td>
</tr>
</tbody>
</table>
X. BUDGET AND FUNDING

The Middle College budget is attached as Appendix I. It reflects all expected operating costs for personnel, supplies, services, and equipment.

The per-capita costs for conduct of the Middle College program are close to those for the average New York City high school student, making replication feasible on a broad scale if the program is successful as expected.

Personnel Costs: Salaries are the largest single cost component. Specific salary levels are dictated by New York State Education Law, Section 6209, dealing with state aid to the Board of Higher Education. This law specifies that salaries in "any preparatory high school or model school shall be the same as those paid by the Board of Education of the same city to persons discharging like functions in similar schools under the jurisdiction of said board of education."

To ensure a range of age and experience, teacher-counselors will be hired at salary steps 3B and 5B, or mid-third and mid-fifth years of service respectively, under Schedule C2, "Earned M.A. or Equivalent." This level of educational background will partially fulfill the job requirements of guidance training and skill in teaching at the college level.
The Director will be hired at the salary step equal to that of an Assistant Principal in charge of an annex in a public high school, since the responsibilities are similar.

One secretary (two in the third program year) is needed for basic organization of instructional materials, maintenance of records, files, and schedules, inventory, duplication of instructional materials, and voluminous correspondence. The latter is expected to arise from reports and other exchanges with sponsoring agencies, development of visits, internships, and jobs, continuing search for new materials and resources, and academic and public interest in the project.

Other Costs (OTPS): The innovative nature of the program will require a wide variety of instructional material. Periodicals, casette and videotapes, work sheets, and other expendable items will largely replace the reusable texts of the regular high school. In addition, postage, duplication services, and other supplies will be needed to implement the program.
Income: Funds to support the program have been requested from the City University of New York. Income is projected from New York State education aid, and from New York City tax levy funds. It is expected that the Middle College program will obviate the need for remedial support of its students when they reach college level.
XI. USE OF THE HUNTER HIGH SCHOOL FUNDING MODEL

Hunter High School represents a precedent in the City University of New York for support of a model high school under the aegis of the Board of Higher Education. Hunter High School, like the planned Middle College, provides exchange of faculty between high school and college levels.

Establishment of the Middle College under the administrative umbrella of the University offers three important advantages:

1. Greater freedom of curriculum, scheduling, and granting of credit than would be possible under Board of Education control.
2. Simpler reporting procedures than possible with the Board of Education.
3. Employment of part-time staff -- not possible under control of the Board of Education.

In the relationship with the University, the Middle College plans to have an Advisory Committee consisting of Board of Education members with interest and expertise in innovative program planning.
The Middle College program will have five specific phases:

1. Planning,
2. Start up,
3. First-year operation,
4. First-year evaluation,
5. Second and third year operation and evaluation.

Calendar for first year planning is as follows:

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1973 - September 1973</td>
<td>Recruitment &amp; Hiring of Director</td>
</tr>
<tr>
<td>September 1973 - January 1974</td>
<td>Recruitment of student and faculty</td>
</tr>
<tr>
<td>January 1974 - June, 1974</td>
<td>Hiring faculty, planning courses</td>
</tr>
<tr>
<td>September 1974</td>
<td>Beginning Year I</td>
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</table>
XII. ENABLING RESOLUTIONS

The Middle College will be presented to the Board of Education for approval. If necessary, a resolution will be prepared.

A resolution will be submitted for approval by the Board of Higher Education of the establishment of the Middle College, and the funding formula for its support.
### Middle College Project

#### Budget Projections for 3-Year Period

<table>
<thead>
<tr>
<th>Cost Description</th>
<th>74-75</th>
<th>75-76 (Note 1)</th>
<th>76-77 (Note 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director (MA plus 30 credits at top salary step)</td>
<td>(1) 20,350</td>
<td>(1) 20,350</td>
<td>(1) 20,350</td>
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<tr>
<td>Teacher/Counselors (BA plus 30 credits at step 6B)</td>
<td>(3) 45,000</td>
<td>(6) 90,000</td>
<td>(8) 120,000</td>
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<tr>
<td>Teacher/Counselor (BA base at step 4B)</td>
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<td>(5) 62,500</td>
<td>(7) 87,500</td>
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<td>Fringe Benefits (estimated @ 10%)</td>
<td>127,850</td>
<td>172,850</td>
<td>227,850</td>
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<tr>
<td>Secretaries (College Office Assistant)</td>
<td>(1) 6,900</td>
<td>(1) 6,900</td>
<td>(2) 13,800</td>
</tr>
<tr>
<td>Fringe Benefits (estimated @ 5.2% + $600)</td>
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<td>960</td>
<td>1,320</td>
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<td>Total Personal Service Cost</td>
<td>148,495</td>
<td>197,995</td>
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<tr>
<td>Other Than Personal Services (Note 2)</td>
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<td>19,200</td>
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<tr>
<td>Capital Equipment</td>
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<tr>
<td>Total Budgeted Costs</td>
<td>177,295</td>
<td>216,795</td>
<td>294,955</td>
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</tbody>
</table>
Note 1: Projected salaries do not reflect increments which may occur according to future contract terms. Required hours of work will be according to the Hunter High School model and New York City High School load requirements. All faculty members will be required to provide 25 contract hours per week in teaching of high school courses in the Middle College -- with released time of two hours for each hour of work assignment in teaching of college courses at La Guardia.

Note 2: OTPS costs are pro-rated in proportion to the current OTPS cost experience of the college. The following specific cost factors are reflected:

- **Instructional Supplies** - estimated at $24 per student
- **General Supplies** - estimated at $150 per staff member
- **Postage** - estimated at $50 per staff member
- **Office Services** - estimated at $100 per staff member
- **Telephone** - estimated at $250 per staff member
- **Duplication Services** - estimated at $200 per staff member

No provision is made for space related costs. Space will be provided in rental facilities already acquired by the college. Space utilization will be as follows:

- **First year** - 3,510 square feet
- **Second year** - 5,850 square feet
- **Third year** - 8,590 square feet
INCOME

Projected income to offset projected operational costs of the Middle College will be as follows:

<table>
<thead>
<tr>
<th></th>
<th>74-75</th>
<th>75-76</th>
<th>76-77</th>
</tr>
</thead>
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<tr>
<td>General Operating Aid Based on ADA (note 1)</td>
<td>38,700</td>
<td>61,920</td>
<td>92,780</td>
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<tr>
<td>Transportation and Building Aid</td>
<td>7,150</td>
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<tr>
<td>Estimated City Allocation (Note 2)</td>
<td>88,875</td>
<td>142,200</td>
<td>213,300</td>
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<tr>
<td>Require CUNY Support (Notes 3 &amp; 4)</td>
<td>42,570</td>
<td>(765)</td>
<td>(28,285)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>177,295</strong></td>
<td><strong>216,795</strong></td>
<td><strong>294,955</strong></td>
</tr>
</tbody>
</table>

**Note 1:**
State Aid payments to offset total costs fall into two categories:

a. General operating aid, computed as follows:

(1) Average daily attendance -- assumed as 80% by the project,
(2) multiplied by locality weighting factor -- 125% for Queens,
(3) multiplied by maximum per capita aid allowance of $860,
(4) multiplied by Queens allowance factor of 36%,
(5) equals aid of $309.60 per student in the project.

b. Transportation and building aid, provided at $57.20 per student in the project at 1972-73 rates.

These figures have been multiplied by the projected enrollment of 125 students in the first project year, 200 in the second project year and 300 students in the third project year.
Note 2:

The City allocations to offset total costs are estimated at $1,078 per ADA based on the most current published ADA allocations for New York City academic high schools (1970-71). This provides an estimated $711 allocation per student after State Aid categories are deducted (see State Aid budget figures above).

Note 3:

Required CUNY support to the project is projected to be offset by $333 per student in remedial allocations when students reach college level. Estimating that approximately 2/3 of each year's enrollment would fall into remedial categories, this means that the offsetting amount will be equal to $31,916 in 1976-77, $51,066 in 1977-78, and $76,600 in 1978-79 and thereafter, assuming no further increase in the project population size.

Note 4:

The projected requirement for CUNY support which shows as a negative amount in 1975-76 and 1976-77 does not provide for the costs of salary increments which will be requested in those years. Such increments are not included in the current budget presentation because labor contracts have not been finalized.
### SALARY SCHEDULES EFFECTIVE OCTOBER 1, 1972

<table>
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<tr>
<th>Descriptive Designation (Base)</th>
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<th>C8 Including Promotional Differential</th>
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**SALARY SCHEDULES EFFECTIVE SEPTEMBER 19, 1973**

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**SALARY SCHEDULES EFFECTIVE SEPTEMBER 9, 1974**

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</table>

**B. Payment Under Schedule C1**

Rates under Schedule C1 shall be paid to teachers who do not qualify as provided hereinafter in this Section of Examiners as the equivalent of a master's degree or having earned a bachelor's degree completed with approved study in a field (4) Effect of a master's degree or having earned a bachelor's degree completed with approved study in a field.