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COMMUNITY SERVICE PROGRAMS

COLLEGE FOR CHILDREN

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PROGRAM GOALS: The COLLEGE FOR CHILDREN (CFC) began in 1982 in response to a community survey which showed a clear need for extra-curricular activities for area youngsters attending public schools providing only limited programs in the arts and other special subjects. This year 1,510 parents and children attended the COLLEGE FOR CHILDREN, choosing from nearly 36 different classes designed to provide a positive learning atmosphere, expand the concept of family learning, and draw together the College and the community.

THE STUDENT POPULATION: Children aged 3 to 16 attend the COLLEGE FOR CHILDREN on Saturdays. One-third of the students come from the Sunnyside, Woodside and Long Island City area; the rest are from outlying areas, even as far away as Brooklyn and Manhattan.

THE CLASSES: Whether students want to overcome their fear of the water or fear of fractions, they can choose classes which focus on recreation, the arts, and academic skills. Sessions are relaxed and informal; classes are small—16 students or less. Teachers and assistants are highly qualified and make learning an active and creative process. Class fees are modest, generally \$45.00 per quarter for 8 class sessions.

Course offerings this year included: "Martial Arts," "Conversational French," "Kids on Stage," "Dance Workshop," "Teen Typing," "Reading Tutorial," and "SAT Math" or "SAT Verbal Skills." New course offerings included: "Discovering Dinosaurs," "Music Makers," "Junior High Study Skills," and "Expressive Writing Workshop for Teens," which produced its own literary journal. Teenagers can select courses specifically designed for that age group in the PROGRAM FOR TEENS.

COLLABORATIVE EFFORTS: Several joint efforts were undertaken this year with other Community Service Programs. With PROJECT ENABLE, a learning center for homeless children was established with funds from the Kenworthy-Swift Foundation. CFC and PROJECT ENABLE will provide weekday homework help and tutoring in basic skills to homeless children at the Park Department's site in Jamaica.

Working with the PROGRAM FOR DEAF ADULTS, CFC will pilot a workshop which addresses the needs of deaf parents and their hearing children aged 3 to 6 years. In the workshop entitled, "The Learning Environments for Deaf Parents and their Children," mothers and fathers will



Sandra Rivers and Theresa Lestingi, students in Programs for Deaf Adults, cite the support system and Guided Independent Study courses as integral parts of their academic success. They plan to earn their bachelor degrees in education and accounting.

attend parenting skills sessions on topics such as "Parent Effectiveness" and "Deaf Parent Advocacy," while their children attend a separate class which provides play activities aimed at enhancing their language skill development.

COLLEGE FOR CHILDREN also collaborated with the Queens Child Guidance Clinic to offer "POWWOW," (Parents of Woodside Workshops), free sessions with counselors on specific parenting issues.

INNOVATIONS: As the Regents Action Plan goes into effect, more tutoring and language skills courses will be offered to meet the language requirement mandate for high school graduation. In addition, other new courses being developed include a computer class for teens, a cooking/nutrition class, and more science offerings for young children.

Due to the success of this year's field trips, language classes next year will be enhanced by more off-site trips to ethnic restaurants, and the creative writing classes will be enriched by trips to the Botanical Gardens and other sites. In the winter, students in the "Expressive Writing Workshop for Teens," visited an exhibition on "The Blizzard of 1888" at the Queens Historical Society Kingsland House. The poetry and prose generated from the trip were published in a literary magazine produced by the class and will soon appear in the Queens Historical Society's newsletter.

THE INTEGRATED SKILLS VOCATIONAL TRAINING PROGRAM

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PROGRAMS GOALS: Serving learning disabled young adults who want to develop work skills, improve their basic skills, and obtain jobs, THE INTEGRATED SKILLS VOCATIONAL TRAINING PROGRAM provides half-time vocational training at Federation Employment and Guidance Service (FEGS) sites in the areas of upholstery, operating mailroom/office machinery, furniture finishing, jewelry manufacturing, and building maintenance. In addition, half-time training is provided at LaGuardia in basic reading, writing, math, and social skills. Students also receive on-campus work experience and tutoring.

THE STUDENT POPULATION: The students, who come from high school special education programs, often lack high school diplomas, and need the life skills and work skills necessary for obtaining and sustaining employment. Therefore, students enrolling in this program receive both academic training in the community college setting and vocational training in a non-profit trade school, which helps them develop employment skills, as well as skills for independent living—especially, how to communicate and work with others, and how to accept criticism. Program involvement greatly enhances student self-esteem, as well.

HISTORY: This is a joint project with the Division of Adult and Continuing Education and the CASE Institute for Research and Development in Occupational Education of the CUNY Graduate Center.

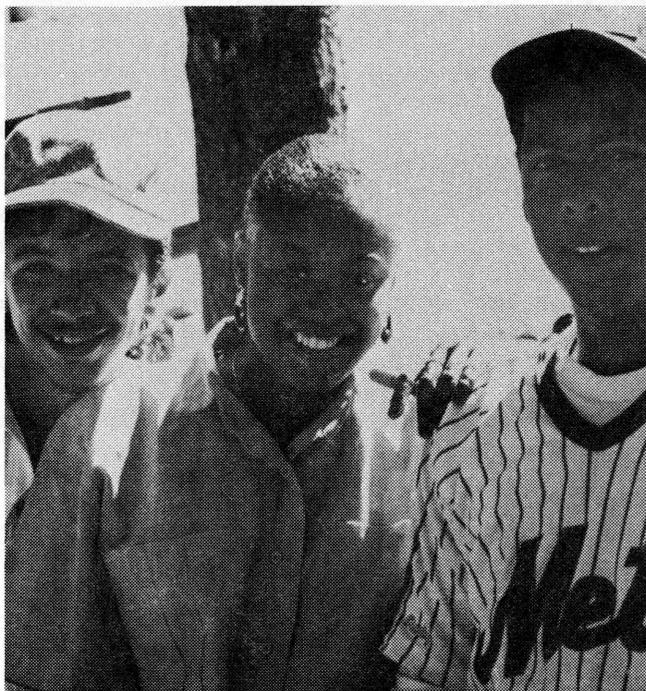
JOBWARD BOUND

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PROGRAM GOALS: The JOBWARD BOUND program targets young people, aged 17 to 21, living in neighborhoods in Queens and western Brooklyn where school dropout and unemployment rates reach as high as 60 percent. Students participate in a five-month program, consisting of ten weeks of concentrated study, followed by nine weeks of part-time internship supplemented by more classroom activity.

STUDENT POPULATION: JOBWARD BOUND admits young men and women who are not currently enrolled in school or do not possess high school diplomas.

There are no minimum math requirements, but an eighth grade reading level is mandatory. The JOBWARD BOUND staff recognizes the complex needs of these young people—teenagers in many cases—who bring with them adult problems.



The annual picnic for students in JobWard Bound marks the end of the 5-month vocational training program.

THE PROGRAM: There are four components to the program: 1) Academic skills training is geared towards the level of the student: high school equivalency, Adult Basic Education, or college preparation. 2) Career education activities concentrate on the development of interview skills and techniques. Students are videotaped in practice interviews and are critiqued. 3) A cultural awareness component, developed by the staff, focuses on the personal importance of having a job, as well as developing students' general understanding of history, current events, and their relationship to both the local and the global human community. As 70 percent of the participants are Afro-American, emphasis is given to this history and culture. 4) Job development focuses on areas predicted to have high employment in the 1990's: data processing/word processing, clerical skills, food service, bank teller training, and automotive mechanics training. Students continue to attend academic classes one day a week while they are completing

their internship. During this phase of the program, they also meet regularly with a job counselor to discuss future plans, as well as any problems that may arise on the job. Students who have completed the program but have not passed the GED can continue to receive assistance from tutors.

During the 1987-1988 academic year, 70 percent of JOBWARD BOUND graduates were successfully placed in jobs, and received on average, \$5.25 per hour. Twenty percent of this group of participants chose to go on to college. This year 95 percent of the students who took the GED passed the examination.

NEW DIRECTIONS: As the program develops, it becomes increasingly apparent that issues like self-esteem, assertiveness, sexuality, women's roles, racism, money, and parenting (as approximately one-quarter of the participants are parents) are just as essential as reading and resumes if participants are to make the needed transition to the world of work. Staff/student relations and decision making methods have been identified as important components of the role-modeling process that is an intrinsic, but sometimes unconscious dimension of the program.

PROGRAMS FOR DEAF ADULTS

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PROGRAM GOALS: Referred to by *The New York Times* as "the most comprehensive educational program for deaf persons in metropolitan New York City," PROGRAMS FOR DEAF ADULTS (PDA), offers specialized support services and vocational/career training for deaf or hearing-impaired students enrolled in the College in either degree or non-degree programs. The program provides: academic and personal development programs, such as Guided Independent Study, designed to help improve the academic skills of students not ready to enroll in degree programs; specialized training programs in office skills and word processing; support services, which include interpreters and notetakers, for students enrolled in degree programs; and, if necessary, tutorial assistance and counseling services to deaf and hearing-impaired students at any stage of their studies.

ACADEMIC AND PERSONAL DEVELOPMENT PROGRAMS: A major component in this unit is the non-credit GUIDED INDEPENDENT STUDY program (GIS) which provides non-credit options to students at different levels: Adult Basic Education, high school/GED preparation, English as a Second Language for Foreign Deaf Persons, and college preparation which includes counseling,

orientation, and coursework designed to prepare deaf and hearing-impaired students for degree programs at LaGuardia and other colleges. In addition, PDA offers non-credit business and community service courses in microcomputers and drivers' education. The drivers' education course is one of the most successful in the country—with 11 out of 12 adults passing the written driver's license test.

A large number of students have continued from this program into degree programs at LaGuardia. Approximately 40 students enroll each quarter as degree candidates. 312 students were served in both the degree and non-degree programs this year.

TRAINING PROGRAMS: The aim of the training programs is to provide students with specific job-related skills in office skills and word processing. Students in the word processing program, for example, enroll in an eight-month course, conducted twice a week in the evening, which focuses on keyboarding skills, word processing, increased vocabulary skills development, career preparation, and personal development. The program is funded through the Carl D. Perkins Act by the New York State Education Department.

SUPPORT SERVICES: PDA provides an extensive support system for deaf and hearing-impaired students enrolled in degree programs. Interpreters, counseling services, and, if necessary, tutorial assistance are available. Additional support mechanisms include tutors in The Writing Center who are able to sign and notetakers who sit in with deaf students in their classes. Telecommunications Devices for the Deaf (TDDs) were purchased which allow deaf students to communicate by phone to the non-deaf. TDDs were installed in the Library, Public Relations Office, and other key locations, as well as the offices of any program in which deaf adults participate. LaGuardia is also increasing the number of closed caption decoders. One was installed in the College's cafeteria to enable deaf students to understand the dialogue on T.V.

FOCUS: The curriculum has changed to encourage the formation of a positive self-image for deaf students and an increased awareness of the deaf culture. As part of this effort, close-captioned T.V. programming on deafness-related issues from the Silent Network in California is copied and made available to students. PROGRAMS FOR DEAF ADULTS has also hired deaf instructors who help students develop a sense that they too, can succeed. Students are encouraged to join the Deaf Students Club at the College, as well as other state-wide athletic and advocacy organizations.

INNOVATIONS: A JOB CLUB program will start in the fall which will feature career presentations by successful deaf people in various fields. Students participating in the program will get career advice from these experts and

will also do mock interviews on videotape to prepare for their job search. Once on the job, a counselor will also help the deaf adult make the transition to the work environment by providing guidance to both the employer and the deaf employee.

A program which prepares deaf students for the REGENTS COMPETENCY TEST was started this year partly in response to changes in the test format which includes a writing component as well as a more rigorous section on social sciences.

PROGRAMS FOR DEAF ADULTS is working with COLLEGE FOR CHILDREN to offer an educational program for deaf parents and their hearing children aged 3 to 6.

PROGRAM FOR MENTALLY RETARDED ADULTS

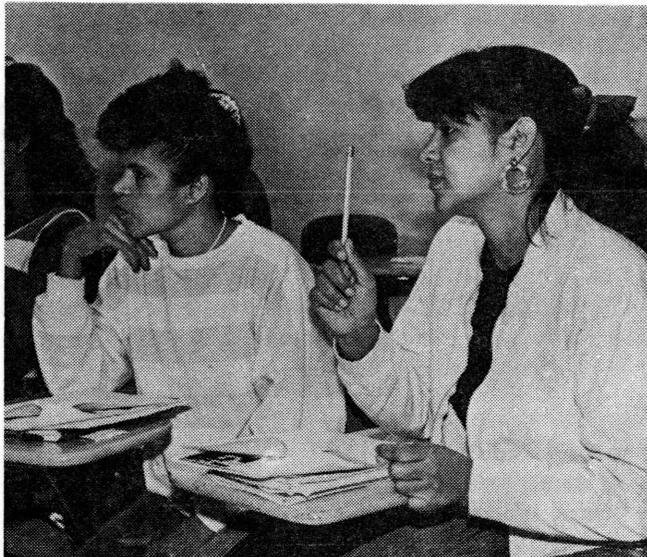
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PROGRAM GOALS: In collaboration with the Association for the Help of Retarded Children (AHRC), the PROGRAM FOR MENTALLY RETARDED ADULTS offers a series of continuing education courses for mentally retarded adults on Saturdays. Courses are arranged thematically—American History and the Psychology of Daily Living, for example—and are designed to further the education and independence of this student population. This year, students took several field trips to Manhattan and listened to a lecture by a guest speaker. The program, now in its 4th year, enrolls approximately 10 students per session and continues to receive praise from parents and students, as well as the educational community.

PROJECT ENABLE

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PROGRAM GOALS: Given the difficult circumstances and unique problems homeless heads of households face on a day-to-day basis, PROJECT ENABLE provides not only job skill training and placement, but also the support services needed to keep homeless heads of households enrolled in a training program. In addition to GED preparation and ESL, the program provides secretarial science training which focuses on: business communications,



Project Enable provides job skill training and placement, as well as support services to homeless heads of households.

secretarial procedures, typing, word processing, computerized bookkeeping, and accounting. All students have access to a support network which offers child care, transportation, job placement, and comprehensive social, personal, and career development counseling.

THE COURSES: Operating on an open admissions policy, PROJECT ENABLE tailors a flexible curriculum to the needs and circumstances of each individual. Given the acute attendance problem of many single parents dependent on the public welfare system, the individualized curriculum is a necessity.

The coursework is divided into two components: academic preparation and job skills training. Personal development sessions on career and life planning, parenting under stress, dealing with the poverty cycle, time management, and self-concept management complement the coursework. These sessions help participants develop the self-confidence and life management skills required to make the transition from the culture of homelessness to the working world.

INNOVATIONS: A number of new components were added to the program this year: 1) an ESL pilot program for Hispanic homeless and public assistance recipients who have limited English proficiency; 2) Food Facts III, a nutrition education project which was administered as a joint project with the Natural and Applied Science Department at the College, which provided nutrition education workshops at several hotels, as well as training in food science for homeless students; 3) a job skills component added to the program in April provides advanced secretarial and microcomputer training to PROJECT ENABLE students; and 4) two off-site classes for high school equivalency preparation started in shelters in East New York and Jamaica, Queens.

FUNDING: PROJECT ENABLE was established as a pilot project titled, "Program for Homeless Heads of Households" through funding support from the New York Community Trust and a grant from the Chase Manhattan Bank in 1985. The program receives additional financial support from the New York State Education Department (Carl D. Perkins Act monies), the Kenworthy-Swift Foundation, the Booth-Ferris Foundation, and New York Community Trust. This year the program received two additional grants from The New York City Community Development Agency and the Edna McConnell Clark Foundation.

TYPING FOR THE HANDICAPPED

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PROGRAM GOALS: TYPING FOR THE HANDICAPPED offers free Saturday morning courses in typing, as well as instruction in reading, math, computer skills, and American Sign Language to 75 disabled students each year. The goal of the program is to enable students to enter the work force, and, indeed, many graduates from the program have found employment.

STUDENT POPULATION: Under the direction of Jack Heller, a nationally-recognized leader in education for the disabled, the program serves a student group including the blind, hearing impaired, neurologically impaired, emotionally disturbed, autistic, cerebral palsied, and stroke victims, ranging in age from 6 to 70.

CURRICULUM: The overriding principle of the program is respect for the dignity of each, regardless of disability. Therefore, the program is highly individualized, encouraging students to acquire a range of academic, interpersonal and job-related skills. The curriculum, derived

from Jack Heller's book, *Typing for the Handicapped*, utilizes the computer's capacity to generate instructional modules tailored to the specific needs of each handicapped student.

FUNDING: The program is jointly funded by the Board of Education, Division of Special Education, and by LaGuardia Community College. In addition, Parents Association for the Handicapped (PATH), directed by Mollie Polanski, continues its generous support through donations of computers, software, and auxiliary units.

THE WOMEN'S PROGRAM

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PROGRAM GOALS: THE WOMEN'S PROGRAM provides mature students returning to school with a support system of counseling, specialized workshops, and training in specific job skills, such as word processing. This one-year certificate program offers mature students a sense of community and added confidence which helps them in the transition into the working world. The central component of THE WOMEN'S PROGRAM is the OFFICE AUTOMATION TRAINING PROJECT which prepares students for work in corporations by training them to use state-of-the-art electronic and computerized office equipment.

THE STUDENT POPULATION: In 1987-1988, 45 students attended classes two nights a week and all day Saturday to obtain training in specific office skills including word processing, data base use, and electronic accounting practice on microcomputers. Students typically range in age from 24 to 65 years. 50 percent are single heads of households.

IMPACT: Some graduates have obtained excellent promotions in major private corporations, while others were promoted by their employers because of their advanced word processing and computer application skills. A number of students in THE WOMEN'S PROGRAM apply regularly to the College for admission to degree programs.

INNOVATIONS: THE WOMEN'S PROGRAM will provide 300 hours of training to 30 minority and women entrepreneurs in northern Brooklyn and western Queens in The MINORITY AND WOMEN'S ENTREPRENEUR TRAINING program which will be conducted over a 50-week period starting in July 1988. Areas of instruction include: career development skills, technical skills, oral and written business communication, and individual business assessment.