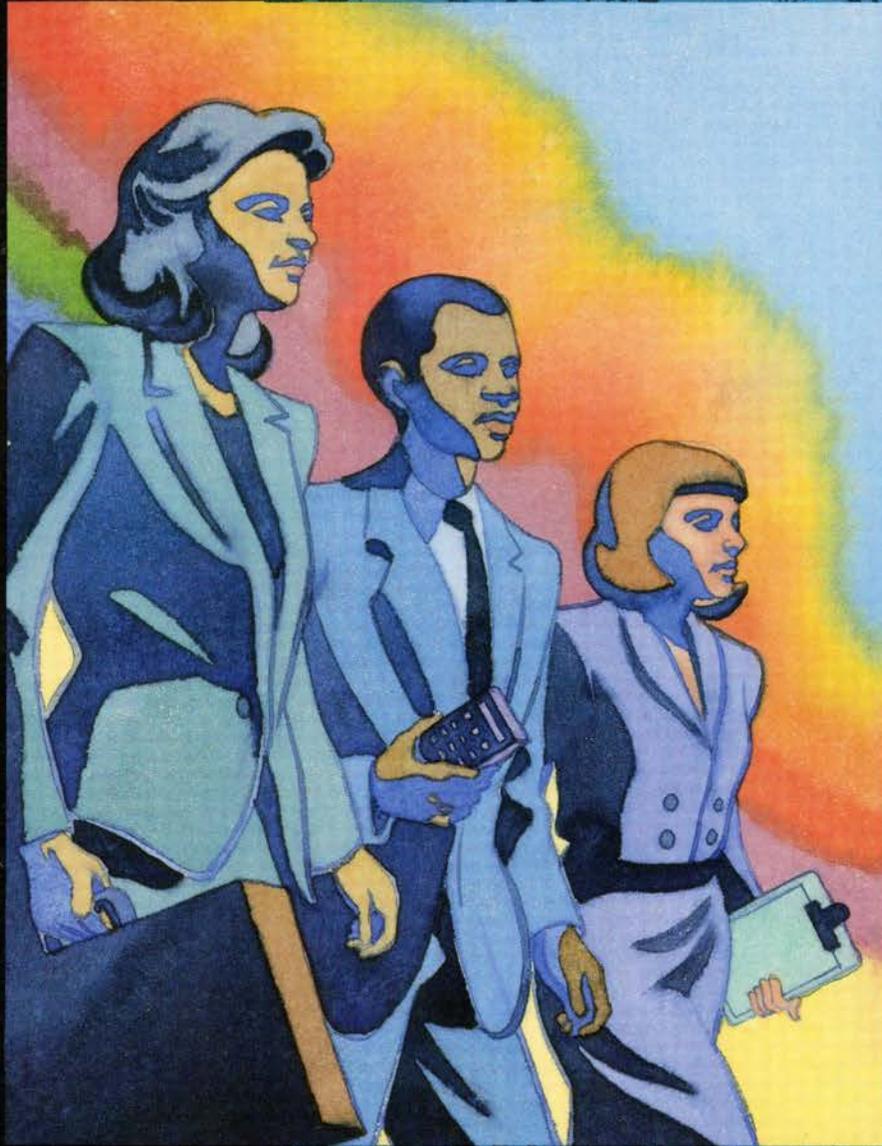


Pathways to the Future



Annual Report 1988 -1989

The Division of Adult
and Continuing Education

LaGuardia Community College

The City University of New York

Annual Report 1988-89
The Division of Adult And Continuing Education



Fiorello H. LaGuardia Community College
The City University of New York
31-10 Thomson Avenue Long Island City, New York 11101, U.S.A.

THE CITY UNIVERSITY OF NEW YORK

Joseph Murphy, Chancellor

FIORIELLO H. LAGUARDIA COMMUNITY COLLEGE

Martin Moed, Acting President
Roy McLeod, Acting Dean of Faculty

DIVISION OF ADULT AND CONTINUING EDUCATION

Judith L. McGaughey, Dean

Kenneth Cottrell, Associate Dean

Fern Khan, Associate Dean

Gloria Galligane, Senior Administrator

Robert Rosa, Senior Administrator

TABLE OF CONTENTS

ENROLLMENT STATISTICS: 1988-89 / iv

PATHWAYS TO THE FUTURE / 1

WHERE THE PROGRAMS MEET / 3

PROGRAM DESCRIPTIONS / 4

Adult Career Counseling and Resource Center / 4

The Adult Learning Center / 6

Adult Basic Education / 6
Off-Campus ESOL-BENL Programs / 6
Amnesty Program / 6
High School Equivalency Programs / 7

Business and Outreach Programs / 8

The New York City Taxi Driver Institute / 8
Programs for Business / 8
Technical Programs / 9

Career and Professional Programs / 10

Career and Professional Programs / 10
Animal Health Technology / 10
Dietary Managers Program / 11

College for Children / 12

Community Service Programs / 13

Project Enable / 13
Correctional Education Program / 13
Access Center for Vocational Education / 13
New Directions for Mature Adults / 14
Food Facts Nutrition Education Program / 15
The Integrated Skills Training Program / 15
Typing for the Handicapped / 16
Program for Mentally Disabled Adults / 16

The Correctional Education Consortium / 17

The English Language Center / 18

Freshman English as a Second Language / 18
Day Intensive Program / 18
The Afternoon Intensive English Program / 19
The Evening Intensive English Program / 19
Evening and Saturday Non-Intensive Program / 19
English for Special Purposes / 20
ESL for Home Care Attendants / 20
ESL for Electrical Workers / 20

Extended Day Session / 21

Health Services / 22

EMT/Paramedic Program / 22
Nursing Career Ladder Program / 23

Program for Deaf Adults / 24

Programs for Women and Youth / 25

Women's Program/Office Information Systems
Training Program / 25
Minority and Women's Entrepreneur Training
Program / 25
Programs for Dislocated Workers, Long Term
Unemployed, and Displaced Homemakers / 25
Jobward Bound / 26

Research and Professional Development / 27

The Veterans Program / 28

Off-Campus Programs / 29

The Astoria Adult Education Center / 29
The Chinatown Center / 29
East Side Connection / 29
The LaGuardia/CAMBA Refugee Vocational
Assistance Center / 30
LaGuardia at the Bulova School/Woodside / 30

PROFESSIONAL AND COMMUNITY
CONTRIBUTIONS / 31

STAFF DIRECTORY / 36

THANK YOU / 39

CREDITS / 39

DIVISION OF ADULT AND CONTINUING EDUCATION

Enrollment in Programs, 1988-89

Access Center for Vocational Education	525
Adult Career Counseling	1,335
Adult Learning Center	4,201
Animal Health Technology	38
Astoria Adult Education Center	976
Career and Professional Programs	2,259
Chinatown Center	270
College for Children	1,570
Correctional Education Program	4,001
Dietary Managers Program	19
East Side Connection Program	435
EMT/Paramedic Program	241
English Language Center (non-credit only)	4,654
Food Facts Nutrition Education Program	496
Integrated Skills Training Program	35
Jobward Bound	193
LaGuardia/CAMBA Refugee Program	450
LaGuardia/Bulova-Woodside Program	341
New Directions for Mature Adults	985
Nursing Career Ladder Program	60
Programs for Business	696
Programs for Deaf Adults	531
Programs for Mentally Disabled Adults	20
Programs for Women and Youth (excluding Jobward Bound)	81
Project Enable	310
Taxi Institute	3,444
Typing for the Handicapped	70
Veterans Program	150

GRAND TOTAL: 28,386

PATHWAYS TO THE FUTURE

The Division of Adult and Continuing Education draws strength from the College's deep commitment to develop comprehensive programs and services to address the needs of adult populations. Since the Division enrolled its first 2700 students in 1972, the number of persons who have registered for programs or courses of study has grown steadily, and in 1989 reached over 28,000.

The many "pathways to the future" which the past year's registrants have embarked on are described in the major section of this annual report, the Program Descriptions. It is in these programs that adult students define and refine their interests and skills. Some students may discover a new pathway for themselves by taking a single word processing course while others may be participants in a particular program—or programs—for years. This is particularly true for those who, for example, begin in the Adult Learning Center in a literacy course, steadily make progress toward a high school equivalency diploma, a better job, and some, eventually to a college degree program. In fact, Continuing Education enrollment is often the first point of entry for adults into the higher education mainstream. The number of adults moving through such programs to degree study at LaGuardia continues to grow with over 350 doing so during 1988-89.

Characteristics of many of the programs that the Division has developed and offered is that there have often been more eager registrants for them than there has been capacity to accept. Furthermore, in numerous instances, the programs have drawn many individuals who have not met the program's eligibility requirements. However, the Division staff have remained undaunted: through their dedication, enthusiasm, and sense of advocacy for students, new funding sources have been identified, and grants written for programs that meet the needs of the newly identified populations.

The Division of Adult and Continuing Education has also continued to seek out and respond to identifiable and unmet educational and career-related needs within the surrounding communities. Its methodology has included an "Assessment of Needs of Western Queens," undertaken in 1980. The results of this survey indicated that a major focus of the Division's programs should be on academic and career-oriented instruction and have led to our current emphasis on courses offering academic development and skills training, as well as career counseling. The need for children's programs was also identified in this survey.



Honors and recognition to students in the Integrated Skills Vocational Training Program! From left to right, Phyllis Illges, counselor, and students Arthur Emen, William Feliciano, Stephen Louey, and Steward Mitchell. Mr. Mitchell is a past graduate of the ISVT Program and now successfully employed at Goldwater Memorial Hospital.

Working with Adults to Provide Programs for Them

A belief that is crucial to the Division's methodology is that adults can take a great deal of responsibility for their own learning. This approach is particularly evident in our guided independent and individualized study classes, as well as in the mature adults program in which older adults decide what courses they would like to see developed and offered. Generally, inclusion of adults in an advisory capacity at early program phases, as well as their potential as students, faculty members, or evaluators in later stages suggest the wide range of possible involvement. Creating flexible learning environments while maintaining academic integrity are major instructional and administrative goals. Additionally, the Division remains sensitive to emerging societal needs, unpredictable changes in the labor market, funding sources and the political and social climate, all of which have an impact on the kinds of programs which are, or need to be developed.

Collaboration with the College and Community

The increasing numbers of collaborative programs between

the Division of Adult and Continuing Education and the other college divisions have provided important opportunities for creative and integrated program development. Program examples include the Nursing Career Ladder and the Dietary Manager's Programs offered through the Natural and Applied Science Division, and Travel and Tourism courses at our Astoria Center linked to the Accounting and Managerial Studies Department. Through Extended Day, credit courses from all academic departments are offered during evenings and weekends.

The ideas for these programs can be stimulated by Continuing Education administrators, faculty and staff from other Divisions of the college or members of the College's many external communities. The listing of director's telephone numbers in this report invites readers' inquiries for further information about particular programs, and directors welcome ideas and suggestions for new ones, which frequently start with a well-placed question.

Judith McGaughey
Dean



Karate is a popular course offering in the College for Children.

WHERE THE PROGRAMS MEET



JULY 1988 - JUNE 1989

ADULT CAREER COUNSELING AND RESOURCE CENTER

Jane Schulman, Director
(718) 482-5355

Adult career counseling is a process which enables individuals to assess their personal and work-related values, skills and abilities, and encourages them to identify their goals together with the necessary steps needed to fulfill their potential in the world of work.

In the Adult Career Counseling and Resource Center (ACCRC) career counseling services are available to adults attending English-as-a-second-language, high school equivalency, and adult basic education classes in the Division as well as adults from the community at large.



Central to the service is the seven-week Career Counseling Seminar in which participants explore their career interests, identify their job-related abilities and values, and develop decision-making skills. In the process, they also learn to prepare resumes, improve their interviewing techniques, investigate career options, and discuss employment and educational opportunities.

A valuable companion service is the Career and Educational Resource Center itself. Here students may explore occupational and educational opportunities by using the extensive career reference and other materials.



Two who started second careers: When Amy Pamphile retired as a supervisor at the Department of Social Services, she started taking a few courses in psychology through the New Directions for Mature Adults Program. Before she realized, she had earned an associate degree in childhood education. Now she is a teacher assistant in a day care center where she did her internships. As a veteran, John Carter qualified for the LaGuardia Veterans GED Program. After he earned his credential there, he enrolled in the gerontology program at LaGuardia. He has nearly completed his degree, and upon graduation, plans to work at a senior center.

The Center's staff also presents career information to the community through lively panel discussions during the Career Information Night Series, which is open to all interested students from the Division or the community. Panels of experts in fields such as computers, education, health, and travel and tourism present information about employment opportunities, training and educational requirements, and methods of entering the field.

In addition to our group seminars, the Center offers individual career counseling, resume preparation services, and job interview workshops. These services focus on the individual needs of our clients and individual consultation hours are arranged at the client's convenience.

AT&T/CUNY/ALLIANCE Adult Career Advisory Program is a sixteen hour career decision-making program jointly sponsored by the Alliance for Employee Growth and Development and the City University of New York. Developed by ACCRC at LaGuardia, the program provides AT&T employees with the opportunity to reflect on their current career situation, explore new career opportunities, and receive assistance with career planning and decision making. The Center also provides training for counselors from the various CUNY campuses which participate in the program.

Career counseling services are provided to parents of children participating in a pre-kindergarten experience as part of the Mayor's Parent Literacy Initiative. Through Project Giant Step, the ACCRC conducts six-hour career development seminars in schools and community agencies in all New York City Boroughs.

Through Project TEACH (Teacher Education: A Career Head-start), the staff identifies and recruits people into pre-education programs at LaGuardia as part of an initiative to increase teacher recruitment in the metropolitan area. ACCRC provides students with career and academic support services, coordinates services with the Teacher Opportunity Corps at the Queens College School of Education, and works with the New York City Board of Education to establish internships in the school.

As a model center and part of a network of adult career counseling centers throughout New York State, the staff of LaGuardia's ACCRC provides training workshops to counselors in adult and continuing education programs. The workshops enable counselors to become familiar with the New York State Career Counseling Model.

A highlight of the spring quarter was a half-day Career Opportunities Workshop which the ACCRC designed especially for women. "Going from Here to There: Women Changing Careers" brought successful women from such fields as allied health, business and computers, and the building trades industry to LaGuardia to share their broad experience and rich personal accounts of career planning strategies and development with the audience.

THE ADULT LEARNING CENTER

Alexis D. Frazier, Director
Philip Akre, Assistant Director
(718) 482-5380

In 1988-89, the Adult Learning Center marked its fifteenth year of operation. At the heart of the Center's mission is a commitment to literacy education directed toward adult populations. Campus-based and off-campus classes served the needs of over 4,000 students in the areas of English as a second language, amnesty citizenship classes, basic education in both English and Spanish, math, and high school equivalency preparation.

Students bring rich educational and life experiences and a diversity of cultural and linguistic backgrounds to the Center. The objective is to endorse and incorporate these experiences and build on them in ways that promote the achievement of the student's educational and career goals.

The Center's staff utilizes the varied backgrounds and skills of the students and teachers to develop a thematic curriculum which fosters critical thinking and reading skills. Through ongoing staff development activities, teachers are trained as facilitators who build a student-centered, small group learning process that encourages growth and achievement. Programs and classes, both on and off-campus in 1988-89 included the following:

ADULT BASIC EDUCATION

This year the Adult Learning Center celebrated ten years of Adult Basic Education. Nearly 900 adults enrolled in the program to strengthen reading, writing, and math skills they need for personal and career development.

The program offers a complete range of day-time, evening, and Saturday classes to the adult learner who can enter at any one of four skill levels and continue through high school equivalency preparation. Adult Basic Education at LaGuardia continues its strong commitment to students at the beginning level of reading skills.

This year two full-time instructors were added to the faculty. Additionally, classes devoted solely to basic math skills were offered. Students are also offered a variety of personal and career counseling services through the Division's Adult Career Counseling and Resource Center.

OFF-CAMPUS ESOL/BENL PROGRAMS

The Center provided instruction in English to speakers of other languages (ESOL) in programs in Queens and Manhattan for nearly 1000 adults who were enrolled in classes in their own communities primarily during evening hours and on Saturdays. The focus of instruction is development of listening, speaking, reading, and writing skills in a curriculum that combines English language proficiency with the development of skills that are useful to students' life situations.

The Corona Community Education Program is the largest element of the ESOL programs, but classes are also held in Flushing and Long Island City, Queens as well as in Manhattan's Chinatown. The Corona Program, housed in Our Lady of Sorrows School, includes ESOL and Basic Education in the Native Language.

Finally, new ESOL classes were begun in the past year in industrial workplaces and in correctional facilities. While based on the model of community education in Corona, these classes presented unique opportunities to develop instructional materials and curriculum that fit the special needs of these populations.

THE AMNESTY PROGRAM

In a new project this year, the Adult Learning Center provided classes for students on campus and in Chinatown in the Amnesty Citizenship Program. These classes were designed for adults seeking permanent residency status in the U.S. who need to demonstrate basic English skills and knowledge of United States history and government.

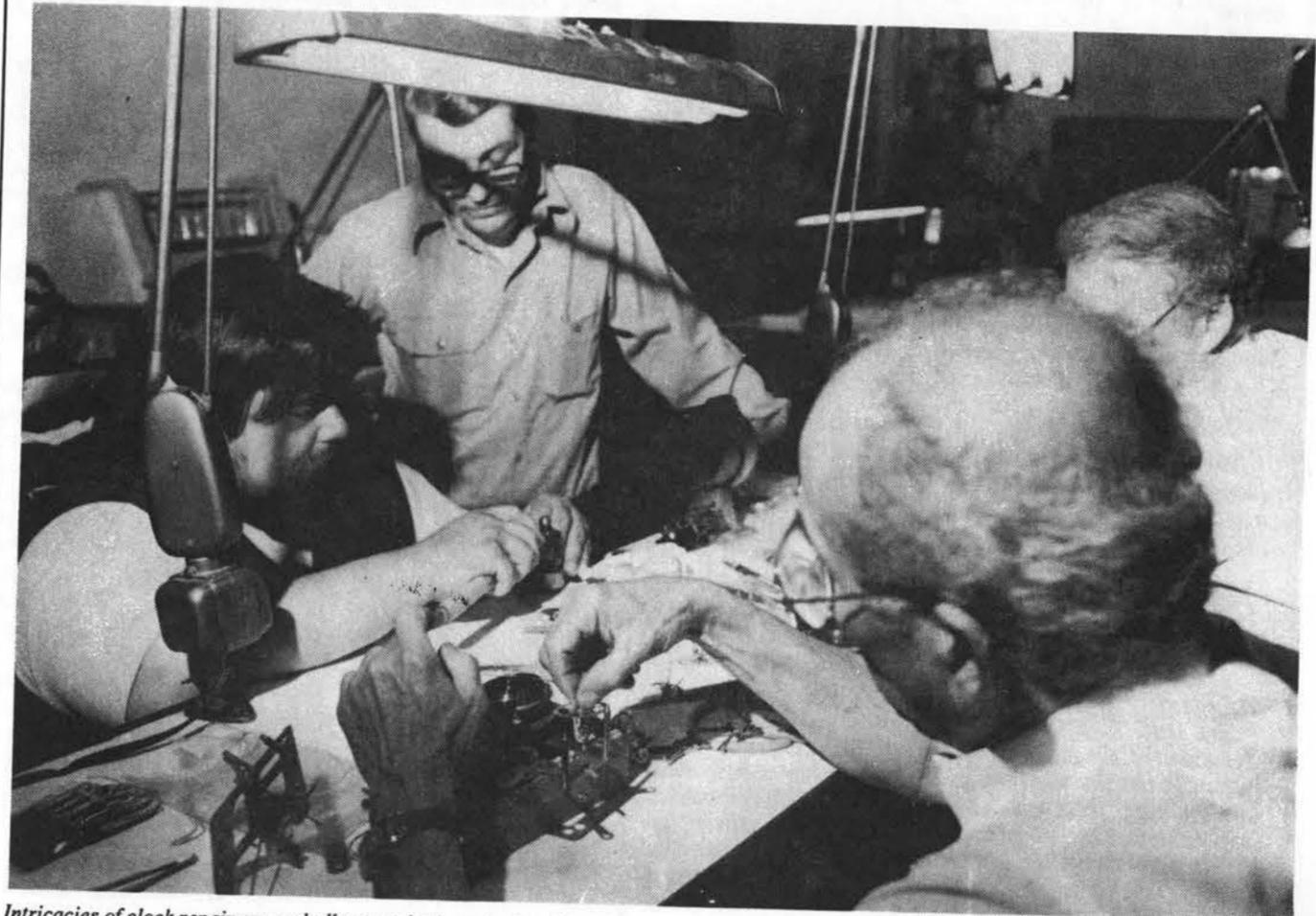
Begun in January 1989, the program had served 800 participants by June. Of these, 540 received certificates of attendance required to fulfill the educational requirements set by the U.S. Immigration and Naturalization Service. Classes ranged from beginning ESOL to advanced civics courses for fluent speakers of English. The Center provided for counseling of students and assisted instructors in the development of teaching materials appropriate to the needs of students.

HIGH SCHOOL EQUIVALENCY PROGRAMS

High School Equivalency Preparation Programs are another essential component of the comprehensive offerings of the Adult Learning Center. The CUNY GED Program at LaGuardia, funded by the State Education Department through the City University of New York, prepares students for the GED (General

Educational Development) examination in a free evening program. Over 1,200 students of all ages took classes in CUNY GED at LaGuardia this year. Of these, more than 700 are expected to earn their diplomas.

The Adult Learning Center also offers tuition-based high school equivalency preparation classes in English and Spanish, in which 120 adults enrolled this year. A college admissions counselor works exclusively with all GED students, helping them to map their plans for college and employment opportunities.



Intricacies of clock repair are a challenge to both professionals and hobbyists in the LaGuardia/Bulova School Program.

BUSINESS AND OUTREACH PROGRAMS

THE NEW YORK CITY TAXI DRIVER INSTITUTE

Steve Brauch, Director
(718) 482-5335

Conducted jointly by the Federation Employment and Guidance Service (FEGS) and LaGuardia Community College, the New York City Taxi Driver Institute is dedicated to the education of new taxi driver applicants in the metropolitan area. To date, the program has served over 40,000 applicants.

The core curriculum, updated in 1988-89, covers the areas of New York City geography, defensive driving, courtesy, and New York City Taxi and Limousine Commission rules and regulations. Emphasis is placed upon interactive role-playing, especially in the driver-passenger relations components of the course.

This year has been an active one for the New York City Taxi Driver Institute; at the request of the New York City Taxi and Limousine Commission, the Institute has:

- developed a one-to-one English screening examination to measure applicants' ability to speak as well as understand the English language;
- revised and documented its curriculum, expanded the areas of driver-passenger relations and geography;
- added new modes of testing on the final examination: oral understanding and trip-routing questions requiring more than a simple multiple-choice response;
- begun a formal process of certification by an independent panel of educators and agency and industry personnel.

The New York City Taxi and Limousine Commission recently announced sweeping changes in its training requirements which will affect the New York City Taxi Driver Institute. Among them are:

- expansion of the 20-hour curriculum to 40 hours;
- addition of a "refresher course" for experienced drivers;
- institution of an eight-hour instructional bus tour component to the geography section of the course.

The New York City Taxi Driver Institute at LaGuardia Community College was invited by the Taxi Educators' Conference Committee to address its annual conference in Boston in August 1989. The topic was the interactive English screening test for taxi driver-applicants, believed to be the first of its kind in the country.

PROGRAMS FOR BUSINESS

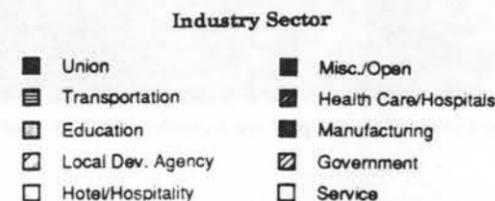
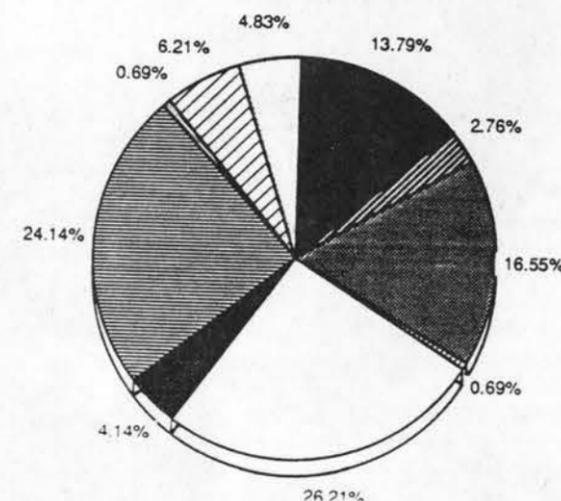
Despene Gazianis-Stough, Director
(718) 482-5330

Programs for Business, a unique arm of the College's Adult and Continuing Education Division, reflects a commitment to holistic training through collaborative relationship established with corporations, small business, labor unions, local development corporations and non-profit organizations. The program's uniqueness lies in the fact that the training is "custom-tailored" for each specific industry, cost-effective, and offered on a company's premises.

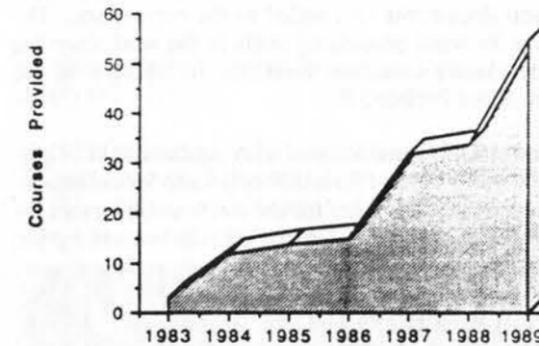
The wide selection of courses spans six major areas: Management/Supervisory Skills, Computer Application Courses, Communication/Language Skills (English-as-a-second-language-specific-to-an-industry), Specialized Business Workshops, Technical Programs and Workshops for Small Business Owners.

Initiated in 1979, Program's for Business has served over 150 organizations and trained over 2000 employees. The Program offers both fee-based (contract) courses and grant-funded courses which are offered at no cost to the company. The figures show contract program growth and the types of organizations served.

Organizations Served



Contract Program's Growth



TECHNICAL AND GRANT FUNDED PROGRAMS

Wilford Saunders, Coordinator
(718) 482-5358

An off-shoot of Programs for Business, Technical and Grant Funded Programs provide training assistance to businesses and industries in Long Island City.

Grant projects completed this year include:

WORKPLACE LITERACY

In October 1988 the New York State Education Department increased funding to existing school-based literacy programs through the Adult Literacy Education (ALE) grant, and Programs for Business submitted a proposal for Workplace Literacy under this grant. The ALE funds were an "add-on" to the Adult Basic Education grant administered by LaGuardia's Adult Learning Center. Over 600 hours of Workplace Literacy classes were conducted for the Abe Munn Picture Frame Co., Tama Sportswear, Prints Charming, Tickle Me and the Korean Manpower Development Corporation.

In the factory-based classes, the presence of teachers on the factory floor had a subtle but important impact on the relationship between student and teacher and probably helped the students to "open up" more in class.

CROSS CULTURAL COMMUNICATIONS WORKSHOP

Programs for Business offered a two-day intensive workshop in cross-cultural communication for managers and supervisors in companies with a multi-cultural, multi-lingual workforce. The premise of the training was that managers and supervisory personnel need to be brought into the training loop if the literacy initiative is to have the best chance of success. Participating Companies included Abe Munn Picture Frames, Dentsply Division of Cavitron Products, and the LaGuardia Marriott Hotel.

QUEENS TOURISM SEMINARS

A series of four major seminars were conducted in cooperation with the Queensborough President's Office to inform tourist-related businesses in Queens County on how to work together to "package" themselves for the tourist audience. The project also held four breakfast "card swaps" to encourage networking between hotels, restaurants, tourist attractions and representatives of the motor coach industry.

This was probably the most serious attempt to organize the tourism industry in Queens since the 1964 World's Fair and the participants felt that the effort should be continued. Many students in LaGuardia's Travel and Tourism Program got valuable exposure to the industry and several got job placements in the bargain.

Continuing technical projects which Programs for Business was involved in include:

AVIATION MAINTENANCE TECHNOLOGY

After two years of planning and collaboration with Aviation High School, LaGuardia received approval for two associate degree programs in Aviation Maintenance Technology/Airframe and Aviation Maintenance Technology/Powerplant from New York State and the programs were approved by the CUNY Board of Trustees in May 1988. The proposed degree programs prepare students for entry-level positions in the expanding field of aircraft maintenance, and would also enable individuals holding one license to obtain an A.A.S. degree while completing the requirements for the other license.

NEW IBM COMPUTER LABS

Conversion of the old Tandy Model IV computer lab to IBM/PS2 Model 30/286 "AT" class machines was completed and classes started in October 1988. Work began promptly on the development of another PS/2 lab for the Astoria Center and renovation and installation of the new equipment was completed in time to offer classes there during summer 1989.

CAREER AND PROFESSIONAL PROGRAMS

Allen Cohen, Director
(718) 482-5125

Career and Professional Programs link the classroom to the workplace by providing students with applicable work-related skills. The program emphasizes "hands-on" experience for students who are either new to a given field or who wish to learn more about a field; therefore, courses often have a lab component. To help students acquire first-hand knowledge, the program employs professionals working in the field who come to LaGuardia to share their experience and expertise.

Students may select courses from a variety of areas: accounting, real estate, office skills, word processing, microcomputing, telecommunications, and health, for example. Course areas that have expanded and have remained popular are:

1. The 160-hour certificate program in telecommunications which is designed and taught by instructors who work full-time in the field. Twelve 20-hour courses are offered in such areas as Digital Networking, Data Communications I, Project Management, and Equipment and Evaluation.

2. Advanced LOTUS 1-2-3, Advanced MS DOS, and An Introduction to the MacIntosh Microcomputers, which provide students with knowledge of up-to-date computer software and give them hands-on experience.

3. The Real Estate Program, accredited by the Licensing Office of the New York State Department State, prepares students for jobs as real estate salespersons and brokers. In 1989, LaGuardia began to offer courses that real estate professionals are required to take to maintain their licenses.

4. 72-hour courses in Refrigeration, Electricity, Pneumatic and Electric Controls are offered in conjunction with the Metropolitan New York Chapter of the Refrigeration Service Engineers Society (RSES). This year the program awarded over 50 certificates to students who successfully completed the courses. In the fall 1988, the National Association of Power Engineers began a new 200-hour qualifying course for licensing in Refrigeration Machine Operation, in addition to its 72-hour class in Steam Engineering.

5. Classes in word processing are offered on both the dedicated Wang system and on other non-dedicated systems. In spring 1989 an advanced Wang class specializing in legal and medical documents was added to the curriculum. The high demand for word processing skills in the workplace has made these classes continual favorites, in addition to the offerings in Word Perfect 5.0.

In summer 1989, in association with Academics of Flight, LaGuardia began a 36-hour Private Pilot Ground School course. This course prepares students for the FAA written exam for Private Pilots and is the first step one takes to become a pilot.

ANIMAL HEALTH TECHNOLOGY

Kathleen Rider, Coordinator
(718) 482-5765

LaGuardia's Animal Health Technology Program (AHT), part of the Natural and Applied Science Department, provides annual review sessions for graduates and technicians employed in the animal science field. Graduates of the AHT program are eligible to take the New York State Animal Health Technician Licensing Examination and the Laboratory Animal Technician certification examination, offered through the American Association for Laboratory Animal Science (AALAS). Established in 1981, this program is the only program accredited by the American Veterinary Medical Association in the metropolitan area.

This year 38 students enrolled in review courses to prepare for the written and practical portions of the New York State Animal Health Technician Licensing Examination.

A 16-week course was also held to prepare employed technicians for the AALAS-sponsored Assistant Laboratory Animal Technicians and Laboratory Animal Technician certification examinations, which are designed to upgrade the quality of animal care personnel and provide uniform standards. Twenty students completed the course and are eligible to take the exams.

DIETARY MANAGERS PROGRAM

Rosann Ippolito, Coordinator
(718) 482-5758

Offered jointly by the Department of Natural and Applied Sciences and the Division of Adult and Continuing Education, the Dietary Managers Program enables health care food service employees to upgrade their job skills, often to the management

level. Students who complete the 135-hour, three-quarter program meet the minimal educational requirements for the position of Food Service Supervisor, set by the New York State Department of Health.

Students who participate in the program come from diverse vocational backgrounds: food service dietary aides, tray assembly staff, cooks, and provisional supervisors. Students continually exhibit outstanding motivation and perseverance, as well as ability to master a demanding curriculum. This year, 19 students completed the program.



The Animal Health Technology Program prepares graduates and technicians employed in the animal science field for certification and licensing examinations designed to upgrade the quality of animal care personnel and provide uniform standards.

COLLEGE FOR CHILDREN

Laura MacDermeid, Coordinator
(718) 482-5323

If one equates learning with working, then it's no exaggeration to say that LaGuardia's students begin work as early as age 3. The College for Children/Programs for Teens motto is "It's Never Too Early," and in 1988-89, over 1500 children and parents bore this out.

College for Children began in 1982 in response to a community survey in which parents indicated that there was a great need for children's programs in the community. LaGuardia has addressed this need by providing an opportunity for thousands of young people, ages 3-16, to participate in a variety of classes. Now more than 30 courses are offered each quarter in basic skills improvement, the arts and humanities, and recreation.

Activities in the College for Children/Programs for Teens also included putting on and attending performances and exhibits, and going on field trips. Representative activities in the program this year were the following:

- A Dance Workshop which presented dance concerts at the end of each quarter;
- Artstart and Exploring Art classes, which incorporated field trips to the Institute for Contemporary Art/P.S. 1 Museum, in addition to exhibiting the young artists own work in the Youth Arts Festival;
- Computer Discovery classes that visited the AT&T Infoquest exhibit to study technology and "Playing to Win," a non-profit computer learning center in Manhattan.

College for Children also launched a pilot program this year—the Weekday Summer Program—in which 23 children, ages 7-11, attended classes in math and reading for six weeks in July and August.

Parents were also part of the College for Children program. Swimming classes offered parents and children an opportunity to participate in pool activities together, and special workshops for parents were presented this spring. Gateway Community Restoration's "Parent to Parent" program focused a session on how to reduce the threat of drug abuse in their families and neighborhoods through better communication with their children. A Parent Effectiveness Workshop, led by a licensed school counselor, gave parents insights into positive and productive relationships with their children.

In 1988-89 two College for Children grant-funded programs expanded, and a third project began in earnest. The Learning Center at Jamaica, established in spring 1989 with funding from the Kenworthy-Swift Foundation, provides homework help to children who come to the New York City Parks Department's Homeless Youth Recreation site.

Learning Environments for Deaf Parents and Their Hearing Children is a joint project of College for Children and Programs for Deaf Adults, which brought together 22 families in fall 1988 and spring 1989 to attend Saturday workshops. Parents' topics included Effective Parenting and How to Help Your Child Learn at Home. Simultaneously, the children, ages 3-6, participated in activities such as dancing, listening to music, painting, and listening to stories. They also attended a LaGuardia Theatre performance, which was sign language interpreted.

Finally, the College for Children/P.S. 171 Scholarship Program started in winter 1989. Each quarter provision is to be made for 20-22 children to attend the Saturday program on scholarships. P.S. 171 is an elementary school in Astoria, and the College for Children Scholarship is part of a larger college-wide initiative to form a collaborative relationship with staff and students there. The scholarships are funded by the Laura Vogler Foundation and the Republic National Bank.



In the College for Children, training in music making skills starts at a young age.

COMMUNITY SERVICE PROGRAMS

PROJECT ENABLE

Linda Johnson, Coordinator
(718) 482-5322

For single parents living in shelters with their dependent children, for Hispanic adults on welfare with limited English speaking ability, and for formerly homeless adults, Project Enable provides free vocational training and academic remediation in a variety of modes on and off-campus. In addition to the technical and educational focus, the program emphasizes supportive services such as child care referral, training benefits referral, individual and group counseling, life skills and job readiness workshops. Job counseling and placement are offered to students in vocational as well as academic tracks, and college counseling and placement services are also provided to all.

In each Project Enable course, students are challenged to use their vast experiences in the application of new knowledge and skills that will result in self sufficiency from the welfare system. Classes that are offered in the Office Technology component include: typing, word processing concepts and applications, secretarial office procedures, records and accounts, and career and personal development. The High School Equivalency Preparation (GED) course covers five subject areas plus writing and math. The English-as-a-second-language (ESL) component focuses on four communication modes (listening, speaking, reading, writing), bilingual career and personal development workshops, and cultural awareness. Job placement and college placement are available to all students.

In the last year Project Enable added ESL and family literacy to its off-campus offerings in a Brooklyn shelter, and established an office technology training satellite in a shelter in Jamaica, Queens. There is also a new basic education class starting in a mid-Manhattan shelter.

THE CORRECTIONAL EDUCATION PROGRAM

Philippe Magloire, Program Coordinator
John Wesley, Assistant Coordinator
(718) 482-5333

Through funding provided by the New York City Department of Corrections through the Correctional Education Consortium, the LaGuardia Correctional Education Program provided Adult Learning Services to 4,025 inmates at three detention facilities: C-73 and North Facility on Rikers Island, and Queens House of Detention (QHDM) in Kew Gardens. A full

range of educational services was provided at each facility, including English as a second language, adult basic education, and high school equivalency test preparation, and at two facilities, college preparation as well as "life skills" workshops. A total of 354 students took the high school equivalency test, which was offered in both English and Spanish. In addition, the program initiated a C-73 vocational training program in Keyboarding/Data Entry Skills, using 18 computers and two printers donated by the College.

The major challenge in 1988-89 was the establishment of the new Adult Learning Center at C-73, a newly reorganized facility serving men, many of whom are anticipated as being on Rikers for a longer detention period. This facility serves, in addition to a general male population, a special drug rehabilitation unit. The program coordinator developed the Keyboarding/Data Entry Training Program and spearheaded the Life Skills Workshops there. At QHDM, the assistant coordinator maintained the on-going program, worked very closely with the Queensborough Public Library in further development of the program computer lab and in their provision of a lending library within the facility. At North Facility, although the budget was quite limited, educational services for a full range of remedial academic needs were provided within the framework of a single learning lab. At all institutions, regular recognition ceremonies were held and literacy magazines published.

THE ACCESS CENTER FOR VOCATIONAL EDUCATION

Shirley Miller, Director
Arthur Leon, Outreach Counselor
(718) 482-5129

The ACCESS Center, funded through the Carl Perkins Act, works directly with inmates at Queensborough Correctional Facility in Long Island City and at Lincoln Correctional Facility in Manhattan, as well as recently released ex-offenders from state institutions. The goal of the Access Center is to provide career development workshops and referrals so that ex-offenders can use educational and vocational training to assist them in their transition to their home communities.

During the past year, the Access Center outreach counselor provided direct services to 525 participants, encouraging them, first, to identify career goals, and then helping to make out an educational plan, a strategy which is especially important in enabling ex-offenders to make a full commitment to an educational sequence.

The Access Center, in conjunction with the LaGuardia Adult Career Counseling and Resource Center, provides means for individuals to explore career options and career paths, and then

to follow-up with the appropriate referrals into accessible adult basic education, English as a second language, high school equivalency preparation and college credit programs. In the past year, over forty men have entered the LaGuardia or other college credit programs. As Queensborough Correctional Facility is a work-release institution and located adjacent to LaGuardia, it has been particularly easy for participants to enroll in evening credit and non-credit courses on-campus.

The Access Center worked with the LaGuardia Adult Learning Center in providing an ESL class held within the facility. Through this class, work-releases can gain the basic English language skills they need both to survive and to hold jobs while on work-release and later in their communities.

NEW DIRECTIONS FOR MATURE ADULTS

Shirley Saulsbury, Coordinator
(718) 482-5304

In the past year New Directions for Mature Adults served 985 people through an expanded array of programs and services—both on-campus and at senior centers throughout Queens. This year the program expanded its low-cost campus courses,



Project Enable students express happiness over their accomplishments at this graduation social.

focusing on major themes of wellness and today's technology, including Introduction to the Computer, Deliciously Healthy Food, Patient Rights and New Medicare Entitlements, Fitness Assessment and Conditioning, and Aquanautics for Older Adults. New Directions also continued its programming in four major areas of interest to older adults:

- Best of Broadway, which this year provided low-cost theatre tickets for over 400 participants;
- special events on campus;
- contract courses offered at Queens senior centers;
- and the Phase II Scholars program, which works with older adults in the LaGuardia credit program.

In 1988-89 New Directions special events included the Health Festival, a health screening program reaching nearly 200 people and offered in conjunction with the New York Hospital/Cornell Medical Center; support for the 4K for Fitness walk, part of College 10K Race Day; and the annual College Sampler, which offered a full day of over twenty high-interest workshops taught by College faculty and staff.

Students in the Phase II Scholars credit program come to LaGuardia with a variety of individual goals. Clearly many are seeking the enrichment of the liberal arts after a lifetime of work. But others are preparing for second careers, ranging from accounting and business management to child development or counseling older adults.

The New Directions program coordinator works directly with community-based senior centers, both in coordination of courses selected and purchased by centers to be given at the centers, and in administration of courses provided through the Institute of Study for Older Adults, funded through New York City Technical College. To support these activities, New Directions has developed both an information brochure about the program, and the *New Directions Quarterly* a newsletter about the accomplishments of program participant, topics of concern, and upcoming activities.

FOOD FACTS NUTRITION EDUCATION PROGRAM

Stephen Arrigo, Outreach Nutritionist
(718) 482-5130

Now in its fourth year of funding, the Food Facts IV Program provides nutrition education workshops and counseling to three especially at-risk populations: homeless families, pregnant

teens/adolescent parents, and older adults. The outreach counselor has provided nutrition workshops for 96 homeless heads of household, 276 pregnant teens/adolescent parents, and 124 low-income older adults, plus numerous individual nutrition counseling sessions—all at community-based locations. The close interface with these populations has been made possible through networking with Project Enable; the New York City Board of Education LYFE Program, which provides high-school based education and day care program for teens; and the New Directions for Mature Adults Program, which works actively with senior centers and with the HRA/BPSS nutritionist, Marian Reed.

This and other programs of this type seek to address the risk facing one out of every four New Yorkers—23.2 percent—who live in poverty and at high risk of nutritional deprivation. The targeted outreach and nutrition education of the Food Facts IV Program provides a means for these low-income individuals to receive information about Federal feeding programs and the guidelines to use their food dollars to best nutritional advantage.

INTEGRATED SKILLS VOCATIONAL TRAINING PROGRAM

Dolores Perin, Director
Phyllis Illges, Career Counselor
(718) 482-5326

With support from the U.S. Department of Education (Office of Special Education and Rehabilitative Services), LaGuardia Community College has joined in collaboration with CASE/IRDOE, the Federation Employment and Guidance Service (FEGS), and the Federation of the Handicapped (FOH) to serve learning disabled young adults.

Participants, who may be enrolled throughout the year on a continuous basis, attend this program for six months to one year. Two days each week, students attend classes at LaGuardia which are directed toward the development of basic skills and job-related social skills. Students also receive career counseling and work-study experience with job coaching. The remaining three days a week, participants take vocational training classes at either FEGS or FOH, in entry-level jobs, in upholstery, furniture finishing, mailroom, reprographics, jewelry manufacturing, building maintenance, custodial services, food services and data entry. Both FEGS and FOH place students who complete the program in competitive entry-level employment. With a LaGuardia-based part-time staff including a basic skills instructor and a tutor, the program serves up to 40 participants at a time.

TYPING FOR THE HANDICAPPED

Shirley Miller, Director
(718) 482-5321

Jack Heller, Master Teacher
Mollie Polanski, Tutor and Outreach Specialist
(718) 341-2070

Since 1973, Typing for the Handicapped has been offered collaboratively by the New York City Board of Education and LaGuardia Community College. The program is designed to serve the special group of young adults and adult students—including the neurologically impaired, physically handicapped, emotionally disturbed, cerebral palsied, and stroke impaired—who find few educational opportunities open to them. The hard of hearing are also served for beginning typing skills in preparation for entry to the Program for Deaf Adults.

Under the leadership of Jack Heller, a recognized leader in education for the disabled, the program provides individualized instruction in typing skills, math skills, and reading skills through a special computer-aided instruction program. The goal of the program is preparation of students for the work force, and many graduates are successfully placed in jobs. In 1988-89 the program served 70 students.

PROGRAM FOR MENTALLY DISABLED ADULTS

Shirley Miller, Director
(718) 482-5321

In collaboration with the Association for the Help of Retarded Children (AHRC), the Program for Mentally Disabled 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 fifth year, enrolls approximately 10 students per session and continues to receive praise from parents and students, as well as the educational community.

CORRECTIONAL EDUCATION CONSORTIUM

Esther Rothman, Executive Director
(718) 786-4798

Since 1975, The Correctional Education Consortium has been coordinating educational offerings within correctional facilities in the New York metropolitan area. The Consortium, headquartered at LaGuardia, oversees educational programs offered by the Osborne Association, Inc., Long Island University, LaGuardia Community College, and Goodwill Industries.

The majority of the students in the program are detainees. They are awaiting trial and have not been able to post bail, sometimes as low as \$50. The Consortium provides an important educational experience and an opportunity to achieve something of value during a difficult time. A number of inmates, who have participated in the Consortium's educational programs, have gone on to pursue college degrees.

Students may enroll in classes in basic literacy, English as a second language, and preparation for both high school equivalency and college entrance. Vocational classes in keyboarding skills and data entry are also offered. Vocational assessment services, counseling, aptitude testing, college referral, and post-release counseling services are available as well.

The Consortium continues its publication of literary journals written by inmates. This creative and vivid material is drawn from these instructional programs, which focus primarily on the communication arts.

THE ENGLISH LANGUAGE CENTER

Gloria Galligane, Director
(718) 482-5361

The English Language Center (TELC) is committed to providing quality English instruction to non-English speaking students for varying purposes, tailoring programs to meet their individual needs. Courses are offered for both credit and non-credit and on a full-time and part-time basis.

The Center's administrators, faculty, and staff are concerned about the quality of the students' learning experience and recognize that in teaching English to students, they are also helping students gain access to American society and discover a voice of their own in their second language.

FRESHMAN ENGLISH AS A SECOND LANGUAGE (FESL)

Mimi Blaber, Coordinator
(718) 482-5379

Begun in September of 1974, the Freshman English-as-a-Second-Language (FESL) program is the credit-bearing unit of the English Language Center. Students in FESL are offered instruction in oral skills, listening comprehension, reading, and writing as preparation for further undergraduate studies at the College. Approximately 2000 students took one or more of the FESL courses during the 1988-89 academic year.

The FESL program includes four levels. The first and second levels, ESL 096 and ESL 097, focus on the receptive skills of listening and reading. The third level, ESL 098, emphasizes the productive skills of speaking and writing. In addition to ESL 098, ESL 098 (English for Selected Readers) continues to be a popular course for students with high reading levels, but who need to improve their oral and writing skills.

New to the FESL program in the fall 1989 quarter will be ESW 099 which will replace ESL 099 as the highest level of ESL instruction. Taught experimentally during the 1988-89 academic year, ESW 099 showed dramatic results, with 50 to 66 percent of the students being able to skip a level in the English Department's sequence of writing courses. The curriculum for this course emphasizes advanced structure and composition, effective reading as well as continued oral/aural skills instruction.

Beginning in fall 1988, computer services in the FESL-lab were expanded to include 25 new IBM computers. In addition to a word processing function, the computers are equipped with a network which provides self-paced and self-corrected reading and grammar exercises. In order to reinforce and sharpen

language skills, students are encouraged to use the lab during the many drop-in hours available.

Also initiated in the language lab was an innovative approach to tutoring to promote autonomous learning. Part of the language lab has been restructured, providing four language stations for students to work on special areas of need: computer, video, audio/oral, and grammar and writing. Working in close cooperation with the instructor, students work at the stations to improve troublesome areas, with lab tutors available to provide assistance.

During the 1988-89 academic year, the FESL program instituted challenging oral skills requirements for students at the ESL 097 and ESL 098 levels. Moreover, a new method for reading and grading all final compositions which emphasizes content as well as grammatical structure was put into place.

In May, the FESL faculty, in conjunction with other members of the English Language Center, sponsored the 7th annual TELC conference, ESL: Politics and Professionalism. Approximately 100 participants attended, representing educators throughout the NYC metropolitan area.

DAY INTENSIVE PROGRAM (DIP)

Suma Kurien, Coordinator
(718) 482-5363

Since 1974, the Day Intensive Program (DIP) has been committed to providing English instruction on a full-time basis to non-native students, many of whom are foreign nationals planning to enter colleges in the U.S. Students receive intensive English instruction (20 hours per week) in all areas of language use: listening, speaking, reading, and writing.

In 1988-89, DIP enrolled 1185 students over the four quarters, representing as many as 44 different countries. Students typically enter the program in pursuit of academic or professional goals. In a recent survey, 53 percent of the students enrolled reported having some college-level instruction in their native country.

Entering students are tested and then placed in one of the seven levels, from beginning to advanced. Students in the advanced levels, however, are placed in listening/speaking and reading/writing courses according to their proficiency in these skill areas. Intermediate and advanced-level students can also study elective courses for four hours a week. A sampling of offerings includes: Introduction to American Culture, Public Speaking, Study Skills for American Universities, Acting Work-

shop, and Introduction to Microcomputers.

Classes are kept small (16-20) in order to maximize the amount of practice in English. Students who complete the sixth level of the program and pass the English proficiency test can enter LaGuardia Community College without taking the TOEFL (Test of English as a Foreign Language), which is usually a college entrance requirement for students born and educated abroad.

In 1988-89, 72 students were admitted into LaGuardia through this process of "direct admissions" from the Day Intensive Program.

A major focus through-out 1988-89 was the strengthening of the listening/speaking courses. Exit criteria for each level were developed which describe the level of proficiency students would need to attain in listening and speaking English at the end of each course. A second version of the Listening/Speaking Final Exam was also developed, and this is currently being tried out in classes. The professional development workshop for winter focused on incorporating "real-life" language into the listening/speaking class. The presentation was videotaped and made available for later viewing. Another major accomplishment of the 1988-89 year was the computerization of the administrative functions of the non-credit ESL program area, including faculty appointments, registration, the creation of rosters and class schedules.

THE AFTERNOON INTENSIVE ENGLISH PROGRAM (AIEP)

John Een, Coordinator
(718) 482-5374

The Afternoon Intensive English Program (AIEP) offers 10 hours of ESL instruction per week during afternoon hours. It attracts a population of recently arrived immigrants who wish to improve their English skills as a first step towards integrating into U.S. society via work or further education.

Many AIEP students find day-time jobs after one or two quarters of study and thus transfer to evening ESL classes. Others who choose to pursue an academic route may transfer into DIP for more concentrated college preparation. For both of these populations, AIEP acts as a useful "way station," where language skills can be honed while plans for the future are being laid.

During the past year, 400 students have taken part in AIEP. Their four-day-a-week schedule includes two days of lis-

tening/speaking classes and two days of work on reading/writing. There are six levels in all, from beginning to advanced. Students in Level Six now have the possibility of taking an examination which can provide direct admission into LaGuardia's credit programs.

THE EVENING INTENSIVE ENGLISH PROGRAM (EIEP)

John Een, Coordinator
(718) 482-5374

The Evening Intensive Program (EIEP) draws a highly motivated population of primarily young working people who—beyond their various job and family responsibilities—are willing to devote four evenings a week to improving their English language skills. The 10-hour-per-week program is structured so that students alternate listening/speaking classes on Mondays and Wednesdays with reading/writing classes on Tuesday and Thursdays.

With seven proficiency levels—subdivided into as many as 14 sections—being offered, it is possible for students to be placed very precisely in each skill area. Lower levels emphasize work on the English needed for immediate survival in the U.S. Intermediate classes focus on increased fluency while advanced levels provide opportunities for review as well as further application and perfection of skills. The new Level Seven classes concentrate on pronunciation and accent correction.

EIEP has been growing rapidly. Enrollment during 1988-89 increased by 10 percent each quarter, for a total of 857 students registered.

THE PART-TIME PROGRAMS

EVENING NON-INTENSIVE PROGRAM (ENIP) AND SATURDAY NON-INTENSIVE PROGRAM (SNIP)

Victoria Badalamenti, Coordinator
(718) 482-5375

Approximately 2,200 students participated in the tuition-based part-time ESL program this year. Designed to accommo-

date the person with daytime commitments, this program offers evening and Saturday classes of 40 hours of instruction per quarter.

Students are initially tested after registration and placed in one of six levels. They receive practice in all skill areas including speaking, listening, reading and writing. A number of advanced courses such as Pronunciation and Speaking, Grammar and Writing, English for the Business World and Listening and Speaking through the Media are offered to students who successfully complete Level Six. One very popular course this year was Entry Into the Computer World, an introduction to IBM and Macintosh computer terminology and software. In cooperation with the Admissions Office and the Adult Career Counseling and Resource Center (ACCRC), college and career seminars were offered each quarter for students intending to apply for admission to CUNY and/or make career changes.

ENGLISH FOR SPECIAL PURPOSES: ESL FOR HOMECARE ATTENDANTS

Victoria Badalamenti, Coordinator
(718) 482-5375

The English Language Center coordinates a grant-funded English for Special Purposes course for homecare attendants. Since its inception five years ago, the homecare program has dramatically grown in number, with a total enrollment of 320 for 1988-89 as compared with 255 last year. Recruited from six home service community agencies, the homecare attendants were involved in 38 hours of instruction each quarter to help them gain more confidence in their ability to communicate and perform on the job. As a result of several seven-week career counseling seminars and individual health related workshops provided by the ACCRC, several students have embarked on careers in physical and occupational therapy, taken programs in high school equivalency preparation, and been admitted to LaGuardia Community College.

ENGLISH FOR SPECIAL PURPOSES: ESL FOR ELECTRICAL WORKERS

John Een, Coordinator
(718) 482-5374

The newest of The English Language Center's programs is an ESL program for electrical industry workers which was offered for the first time during the spring quarter. Planned and executed through a contract in conjunction with the Education and Culture Fund of the International Brotherhood of Electrical Workers, Local 3, the classes were held at the union's hall in Flushing, Queens.

The pilot program this spring drew 100 workers and other family members, who were able to choose Monday/Wednesday, Tuesday/Thursday, or Saturday classes. In all cases they received four hours of instruction per week for 10 weeks.

The pilot consisted of only two levels (beginning and intermediate), but a three-level curriculum is now being developed. The beginning level will continue to emphasize survival-oriented listening and speaking skills, while a high-beginning level will introduce more work in reading and writing. The intermediate level is being designed to provide specifically vocational ESL.

*E*XTENDED DAY SESSION

Robert Rosa, Director
(718) 482-5396

The Extended Day Session at LaGuardia recognizes that demographic trends and economic necessities are changing the profile of the traditional adult college student. Therefore, the Extended Day Session offers programs on Fridays, Saturdays, and weekday evenings, encouraging flexible course schedules tailored to meet the needs of the older students with family and professional commitments. At LaGuardia, 34 percent of the total student population (approximately 3,000 students per quarter) attends classes in the Extended Day Session.

Although their ages and backgrounds defy classification, Extended Day students consistently report that they are drawn to LaGuardia for several reasons: its central location, the affordable tuition, the outstanding curriculum, the richness and diversity of its student population, the flexible class scheduling, the quarter system, and the College's responsiveness to the special needs of Extended Day students.

Students can follow a variety of programs and degree paths, designing a flexible and individualized educational experience. In 1988-89, Extended Day students enrolled in accounting, data processing, business administration, and liberal arts courses, as well as more technical areas, such as computer terminology, and secretarial office technology. Friday night courses were expanded, particularly in the areas of English and accounting.

The quarterly newsletter, *LEDO* (LaGuardia Extended Day Organization) which began publication in 1986-87 as a joint venture between Extended Day and Students Activities, has effectively communicated information on financial aid, health, library resources, student parking, and events and items of particular interest to Extended Day students.

HEALTH SERVICES

EMT/PARAMEDIC PROGRAM

Christine Alvarez, Coordinator
(718) 482-5768

The Emergency Medical Technician (EMT) certificate program at LaGuardia is designed to train individuals in basic pre-hospital emergency care. Content areas in this non-credit program include: resuscitation, oxygen therapy, patient assessment, bleeding control, general medical and surgical emergencies, obstetrical and pediatric emergencies, medical issues, and various other related topics. New York State Certification is based on satisfactory attendance, successful completion of course exams, and passing of a certification exam administered by the New York State Department of Health, Emergency Medical Services Program.

In addition, students learn many of the latest techniques in critical trauma care, volunteer and professional ambulance services. Students in the non-credit EMT Program are recruited from the general population and may enroll in the course to pursue promising career opportunities or as an avocation. A pre-test and an interview are used to determine the selection of 40 students for each course cycle. Classes meet three nights a week and one Saturday session. There are alternating sessions on didactic and practical material and a clinical component. Students are awarded the EMT-A certificate by the New York State Department of Health which fulfills one of the eligibility requirements for LaGuardia's Paramedic Degree Program.

In response to the mandate that EMTs be recertified every three years, in 1988-89 the program initiated an eight-hour EMT refresher course which fulfills the recertification requirements for New York State EMTs. New concepts of treatment and related skills are introduced as they become accepted standards within the profession. Upon successful completion of the course, students are eligible to sit for the New York State Department of Health certification examination.

LaGuardia's Program also continued to offer 18-hour courses on Critical Trauma Care at Flushing Hospital in cooperation with the Regional Emergency Medical Services Council. Critical Trauma Care courses instruct certified EMTs in the latest techniques, skills, and knowledge necessary to care for the patient who is critically injured.

The College hosted a complete EMT Instructor Coordinator Update and a complete EMT Instructor Coordinator Workshop. Both seminars, sponsored and conducted by the Emergency Medical Services Division of the New York State Department of Health, are designed to develop standardized and instructor credentialing for all EMT instructors.

Finally, Cardiopulmonary Resuscitation (CPR) Instructor course for health care professionals who wish to teach CPR techniques and procedures was carried out, establishing LaGuardia as a special provider of this service.

The 1988-89 enrollment in the EMT/Paramedic Program increased to just over 240 students, 44 whom are in the degree program.



An EMT student learns to take a patient's vital signs.

NURSING CAREER LADDER PROGRAM

Beth Lord, Coordinator
(718) 482-5357

The Nursing Career Ladder Program offers employees of the municipal hospitals of the Health and Hospitals Corporation system the opportunity to study for an Associate's Degree in Nursing. Paraprofessionals such as nurse's aides, licensed practical nurses, and technicians enroll in LaGuardia's pre-nursing sequence for part-time study until eligible to join the Nursing Program.

The participants are then released from their jobs in order to study full-time while retaining full-time paid employment status. When they successfully complete the Nursing Program, they return to their hospitals as graduate nurses and become registered nurses when they pass the New York State Nursing Boards. One hundred percent of our graduates who have taken their exams have passed them.

The Nursing Career Ladder Program is funded by the U.S. Department of Education Fund for the Improvement of Post-Secondary Education and the U.S. Department of Health and

Human Services/Nursing Special Projects. It is jointly sponsored by the College of Staten Island, District Council 37, the Service Employees International Union, and the Health and Hospitals Corporation. It was initiated to help address the shortage of professional nurses in New York City.

In spring 1989 a ceremony was held at the College of Staten Island to honor all the graduates for their accomplishments. Over 100 graduates attended and it was impressive to note that many of them had become nursing supervisors and head nurses at their hospitals. These women and men are clearly prepared and eager to take on new and greater responsibilities as they move further along their career paths.

One further highlight of this past year was the awarding of a Worker Education Award to one of our graduates by the City University. The conference was held in March at the Brooklyn College Graduate Center for Worker Education in Manhattan.

PROGRAM FOR DEAF ADULTS

Paul Menkis, Director
(718) 482-5308

Referred to by *The New York Times* as "the most comprehensive educational program for deaf persons in metropolitan New York City," Program for Deaf Adults (PDA), offers specialized support services and vocational/career training for deaf/hard-of-hearing students enrolled in the College in either degree or non-degree programs. The program provides: academic and personal development programs, such as Academic Studies for Deaf Adults, designed to help improve the academic skills of students not ready to enroll in degree programs; specialized training programs in typing and word processing; American Sign Language teacher training; support services, which include interpreters and notetakers for students enrolled in degree programs; and, if necessary, tutorial assistant and counseling services to deaf and hard-of-hearing students at any stage of their studies.

A major component in this unit is the non-credit Academic Studies for Deaf Adults (ASDA) program 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 students to enter LaGuardia or other colleges. In addition, PDA offers non-credit courses in microcomputers and driver education, Regents Competency Test preparation, special needs, karate, Learning Environments for Deaf Parents with Hearing Children, American Sign Language, and interpreting workshops. The driver education course is one of the most successful in the country—with 91 percent of the students passing the written driver's license test. A large number of students have continued from this ASDA into degree programs at LaGuardia. A total of 622 students were served in both the degree and non-degree programs this year.

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 a six-month course, which focuses on keyboarding skills, word processing, increased vocabulary skills development, and career preparation. The program is funded through the Carl D. Perkins Act by the New York State Education Department.

PDA provides an extensive support system for deaf/hard-of-hearing 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.

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.

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 in the 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.

A new Special Needs Program is offered to adults who were deafened late in life and to foreign born deaf students. The program teaches American Sign Language to these students, which will enable them to succeed in the deaf and hearing world.

PROGRAMS FOR WOMEN AND YOUTH

Sandra Watson, Director
Claudia Baldonado, Women's Program Coordinator
(718) 482-5351

WOMEN'S PROGRAM/ OFFICE INFORMATION SYSTEMS TRAINING PROGRAM

The Women's Program provides mature students returning to school with a support system of counseling, specialized workshops, and training in specific job skills. 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 Information Systems Training Program which prepares students for work in corporations by training them to use electronic and computerized office equipment.

In 1988-89, 30 students attended classes two nights a week 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. Fifty percent are single heads of households.

Some graduates have obtained excellent positions in major private corporations, while others have been 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 program, and as of June 1989, 10 students have graduated from the credit program at LaGuardia.

MINORITY AND WOMEN'S ENTREPRENEUR TRAINING PROGRAM

The Minority and Women's Entrepreneur Training Program began in October 1988 and served approximately 25 small business owners. The program provided instruction in all phases of owning, operating and expanding a business. Through classroom instruction, workshops, seminars and individual business assessment and mentoring, participants were prepared to operate a business or enhance their current business successfully.

The unique mentor component of the Entrepreneur Program matched successful business owners of executives from a wide range of businesses and corporations in the community with students in the program on a one-to-one basis. This match provided the student with an opportunity to exchange ideas, business concepts and strategies with the mentor.

A mentor network reception attended by 100 business leaders, students and faculty members from within the division and the college was sponsored by the program.

In addition, over 125 current and potential business owners attended a conference in April 1989 sponsored by the program. The conference, "Money—How and Where to Get It," identified sources of financing. Based on the results of a survey conducted at the conference, two non-credit courses, Owning and Operating a Small Business, were developed and offered.

In spring 1989, in cooperation with the National Coalition for Women's Enterprise, the program developed and began conducting a training needs assessment of Urban Market Women. A conference is planned in fall 1989 whose aim is to organize women vendors in an empowering trade association.

PROGRAMS FOR DISLOCATED WORKERS, LONG TERM UNEMPLOYED, AND DISPLACED HOMEMAKERS

In response to the growing number of workers who have been terminated or laid off from employment, the Women's Program developed a retraining effort. The program provided dislocated workers, long term unemployed, and displaced homemakers comprehensive training utilizing a curriculum developed over the past seven years within the Office Information Systems Training Program. Specific training was offered in microcomputer applications.

In addition, a support system of group and individual counseling, Life Skills and Career Development workshops gave students a sense of confidence that enabled them to begin the process of re-entry into the job market.

A crucial area of the program was its job placement component. Eighty-five percent of the students were placed in unsubsidized jobs that offered opportunities for growth.

JOBWARD BOUND

Sandra Watson, Director
(718) 482-5351

The Jobward Bound program is designed to motivate young people, aged 17 to 21, to develop and utilize marketable job skills and to achieve a realistic level of academic competency.

Jobward Bound targets young men and women living in neighborhoods in Queens and western Brooklyn who did not finish high school or obtain a General Education Diploma. There are no minimum math requirements, but a seventh grade reading level is mandatory.

Students participate in a five-month program consisting of ten weeks of concentrated classroom training followed by nine weeks of part-time internship. The paid internship is supplemented by additional academic and college preparatory activities. There are four components to the program:

- Academic skills training geared towards the level of the students: adult basic education, high school equivalency, or college preparation;
- Career development activities that include resume writing and interview techniques;
- Cultural awareness seminars designed to outline the students' relationship to local and global events;
- Job skills training in areas predicted to have high employment in the 1990's: data processing, clerical skills, and food services operations.

Classroom vocational training is followed by on-the-job training during a 9-week paid internship. Job placement services are available at the end of the program.



Wayne Hilliard, a student from the Jobward Bound Program distributes mail at the Veterans Center.

RESEARCH AND PROFESSIONAL DEVELOPMENT

Alice H. Osman, Director
(718) 482- 5334

The Research and Professional Development unit addresses the special needs of a greatly diversified faculty and staff of the Division of Adult and Continuing Education. Areas of interest are identified and appropriate activities are planned by a Divisional Committee, this year consisting of Rashida Aziz, Steve Brauch, Martha Cummings, Gil Gerena, Linda Johnson, Suma Kurien, Bruce Kurzius, Sue Livingston, and Roslyn Orgel.

The past year has been one of reflection and study about common training needs which might be effectively met by incorporating appropriate video tapes into training sequences,

and the committee spent several weeks reviewing video tapes for their potential usefulness. In the process, some committee members became enthusiastic about the possibility of creating its own Divisional series, which may constitute part of the agenda for next year's work.

Finally, responding to a survey of staff training interests which had been carried out earlier, the committee initiated Spanish-language instruction for both faculty and support staff, who feel the growing need to communicate bilingually with the Division's significant Spanish-speaking student body. Both a beginners class and an intermediate conversation class met throughout the summer months, and plans have been made to continue through fall 1989.



Staff teaching staff. Francis Torres, teacher from the Adult Learning Center conducts a conversation class in Spanish for Division staff interested in improving their language skills.

THE VETERAN'S PROGRAM

Samuel E. Farrell, II, Director
Bruce Kurzius, Assistant Director
(718) 482-5386

The Veterans Program, established in 1972, is the oldest Federally-funded program at the College. Through a U.S. Department of Education's Veterans Upward Bound grant, the program offers free non-credit academic courses, computer orientation, and vocational counseling to prepare veterans for the high school equivalency test, college, and vocational schools.

The staff helps veterans explore careers and jobs of interest before matching career and job choices with the appropriate schools. Every effort is made to schedule classes around the vets' job hours.

The Program serves a diverse group of veterans. Their ages range from 20 to 65, their academic proficiency from basic

education to college, and their goals from high school diplomas to graduate degrees. In the past year, a new veteran population, the homeless veteran, has been served in the nearby Borden Avenue Veterans Residence (BAVR) which opened in early 1988. As a free service the LaGuardia Vets Program has been conducting weekly academic and vocational testing of the BAVR veterans. Over the last six months, 123 veterans have been tested and, since the summer of 1988, eight Veterans Program graduates from BAVR have enrolled in the College.

The new homeless veteran population, in fact, has sensitized the program to the importance of meeting the vets more immediate and short term needs.

In 1988-89 the Veterans Program moved closer to incorporating computers into regularly scheduled computer courses, and also for maintaining data on students' progress and administrative activities for monitoring, evaluative, and statistical purposes.



After completing the program in the Veterans Center, these students will be prepared to enter college or to take a better job.

OFF-CAMPUS PROGRAMS

THE ASTORIA ADULT EDUCATION CENTER

Elizabeth Lara, Acting Coordinator
(718) 482-5353

The Astoria Adult Education Center was established eight years ago in response to a documented need within the predominantly Greek community in Astoria for non-credit courses. In the intervening years, the Center has become a recognized educational, recreational, and professional preparation resource in Astoria which has changed as the Astoria community has become more ethnically and economically diverse.

In the past year the Center offered a wide variety of courses in career development, including Bookkeeping I/II, Small Business Management, and Fundamentals of the Import/Export Business. Many students already in the workforce but wishing to upgrade their existing skills or change careers registered in our real estate or travel and tourism courses. Students who successfully completed the real estate courses obtained or renewed their licenses as salespersons or brokers. Travel and tourism students received certificates upon completing each course. English-as-a-second-language and foreign language courses continued to be popular. The Center also served the younger population of Astoria by offering them reading and math tutorials.

A 12-station computer lab equipped with IBM PS/2s, Model 30/286, went into operation in summer 1989. Courses offered included Introduction to the PC, Lotus 1-2-3, WordPerfect Word Processing, and DataBase III.

The Astoria Center, in collaboration with the Steinway Mental Health and Family Development Center, was selected to assist in coordinating the Steinway Multilingual Outreach Project. The objective of the project is to inform the community about the services available for the prevention and treatment of missing children and child abuse cases, and includes workshops, radio programs, publications, and a video series, in Greek, Spanish and English.

THE CHINATOWN CENTER

Maragaret Chin, Coordinator
(212) 431-3720

Like the Statue of Liberty, the Chinatown Center in Manhattan is for the new Chinese immigrants a symbol of educational opportunity. The overall mission of the program continues to

be the provision of classes and support to enable members of the Chinese community to learn English and to begin a college career. Courses in adult basic education and ESL (English as a second language) for home health assistants are offered in addition to the basic credit program, which prepares Chinatown students to make the transition to the main LaGuardia campus.

The typical Chinatown student is a Chinese immigrant who speaks little or no English and who works long hours in a local factory or restaurant. Participants at the Chinatown Center range in age from their early 20s to their 60s or more. Regardless of their age, students demonstrate a deep commitment to study, sometimes carrying a heavy schedule of classes in Chinatown through the week and attending a Saturday course on the main campus as well.

Counseling and administration take place at the Center's offices at 259 Canal Street and classes are held at Murray Bergtraum High School on Pearl Street. Both sites are easily accessible to students who live and work nearby. An orientation to credit and non-credit study options is available in the student's own language.

In 1988-89, the Chinatown Center continued to offer bilingual and introductory courses in social science, algebra and communications and a complete English-as-a-second-language sequence. Working with LaGuardia's Adult Learning Center and Asian Americans for Equality, free English/Civics classes were provided to over 200 people in the Amnesty Program. Two new adult basic education/ESL classes were started in Flushing, Queens with the Chinese Parents Association and the Chinese Cultural Service Center.

EAST SIDE CONNECTION

Alice H. Osman, Coordinator
(718) 482-5334

On evenings and Saturday mornings, Room 104 at the CUNY Central Office at 535 East 80th Street in Manhattan witnesses a quiet transformation from a very formal board room into a lively exercise center through the program known as the East Side Connection. In the past year, 435 persons were enrolled in courses targeted especially for local residents and staff of the CUNY Central Office. Some 2700 persons have been served since the program's inception in summer 1983.

First time registrants in the now six-year-old fitness program always express amazement at the extraordinary opportunity provided in their own neighborhood to participate in the high quality exercise classes offered: three levels of high intensity/low impact aerobics, stretch/tone/alignment workouts, and gentle-but-intense-fitness-after-50 sessions. Hatha Yoga I and a multi-level Hatha Yoga workshop continue to be in demand.

There are other classes at the East Side Connection, too. A new stress management course ran each quarter this year together with courses in cardiopulmonary resuscitation and personal financial management. Sailing the Sound, a unique course consisting of a lecture and a three-hour sail off of City Island, is taught by the New York Sailing School.

LAGUARDIA/CAMBA REFUGEE VOCATIONAL ASSISTANCE PROGRAM

Bruce Kurzius, Coordinator
(718) 482-5124

The LaGuardia/CAMBA program conducts English classes for refugees at the Church Avenue Merchants Betterment Association site on Church Avenue in North Flatbush, Brooklyn. Sixty percent of the refugees during the last year were Haitian, 30 percent were Latin American (primarily Central American), and 10 percent were from other nations.

Over 80 percent of the students in the program are either unemployed or employed at entry level jobs. The ESP (English



Students execute their own designs while learning the basics of jewelry craft in the LaGuardia/Bulova School Program.

for specific purposes) classes are oriented to helping the participants learn about the work world while learning English, thus providing them with the opportunities to upgrade their employment. When students' English skills reach the intermediate level, they can take a Job Readiness Training course. Finally, LaGuardia/CAMBA offers high school equivalency instruction to those participants who have completed the ESP sequence. During the last year, 450 students were enrolled in LaGuardia/CAMBA classes.

During the next year, LaGuardia/CAMBA will be offering vocational training in health and food service training fields along with ESP and high school equivalency instruction.

LAGUARDIA AT THE BULOVA SCHOOL/ WOODSIDE

Alice H. Osman, Coordinator
(718) 482-5334

In keeping with the history of the Joseph Bulova School, which opened after World War II as a training center in clock and watch repair for handicapped veterans, the LaGuardia/Bulova program offers courses in clock repair and jewelry craft, in addition to recreation courses which utilize the outstanding gym and pool facilities.

The program at 40-24 62nd Street in Woodside has remained steady since its inception four years ago, and although time and space is limited at this thriving facility, an unused pool period was identified appropriate for a new course offered jointly by the New Directions for Mature Adults program: Aquanautics for Older Adults, in which 14 enthusiastic participants enrolled in the spring quarter. Other recreation courses, particularly aerobics, tennis, yoga, and swimming, are very popular with local residents. The more specialized clock repair and jewelry classes attract participants from other parts of the city as well. Overall, the program enrolls about 120 students each quarter.

PROFESSIONAL AND COMMUNITY CONTRIBUTIONS

The faculty and staff of the Division of Adult and Continuing Education serve on numerous committees in both the Division and the College, and, in addition, participate in a wide variety of professional and community organizations. The section below contains representative entries reflecting primarily their involvement in the latter.

ADULT CAREER COUNSELING AND RESOURCE CENTER

Enrique Garcia

Member, New York Mental Health Counselors Association; and Association of Hispanic Mental Health Professionals
Participant, American Association of Counseling and Development Annual Conference, Boston, Massachusetts, March 1989
Director and Panelist (Spanish), "Orientation for Latin Americans in the USA," TV Con Barral Show, New York City, March 1989
Trainer/Presenter, Career Development for Program/Family Assistants, Project Giant Step, New York City, December 1989 and February 1989
Presenter, "Cultural Awareness in Counseling ESL Students," Workshop, Batavia, New York, March 1989
Trainer/Presenter, Career Advisory Program sponsored by CUNY, Alliance, and AT&T, New York City, April 1989

Beth Lord

Trainer/Presenter, "Adult Career Counseling for Literacy Students," New York State Adult Career Counseling Training Workshop for Regional Trainers, Albany, New York, November 1988
Presenter, "Cultural Awareness Techniques" and "Working with Literacy Students Using the New York State Adult Career Counseling Model," Regional Training Workshop, LaGuardia Community College, April 1989
Presenter, "Orientation to Career Counseling," Worker Experience Program for Public Assistance Recipients, Human Resources Administration, Office of Employment Services, New York City, June 1989

Jane Schulman

Presenter, "Responding to Career Development Needs of Adult Learners," Continuing Education Association of New York Annual Conference, Saratoga, New York, October 1988
Presenter, "Adult Career Counseling Center Model," New York State Education Department, In Service Training for Albany, New York, December 1988
Presenter, "Career Counseling for Adults: The New York State Group Model," Association for Counseling and Development National Conference, Boston, Massachusetts, March 1989

Workshop Leader, Student Leadership Conference, Student Activities, LaGuardia Community College, Kerhonkson, New York, April 1989
Panelist and Workshop Leader, "The Impact of Career Counseling on Adult and Continuing Education Programs," CUNY Adult Career Counseling Annual Conference, Bronx, New York, May 1989
Trainer, New York State Adult Career Counseling Project, Port Washington, New York, 1988-1989

THE ADULT LEARNING CENTER

Philip J. Akre

Presenter, "The United States and the Arab World: One View From Two Sides," Peace Corps and Smithsonian Institution/Symposium on Peace Corps in Arab Countries, Washington, D.C., September 1988
Author, "Do We Learn? The Peace Corps Experience and Viewing U.S.-Arab Relations," The Peace Corps in Arab Countries, The Peace Corps, Washington, D.C., 1989
Co-Director, Governor's School of New Jersey/Inaugural Teacher Enrichment Project, Monmouth College and Princeton University, New Jersey, July and November 1988
Author, "Industrialization in Algeria: The State and the Role of U.S. Capital," State and Development, edited by Cal Clarke and Jonathan Lemko, Leiden and New York: E.J. Brill, 1988. The identical article also appeared in Journal of Developing Societies, vol.4, no. 1 (Summer 1988)
Consultant, Member, Board of Advisors for International Studies Program, Felician College, Lodi, New Jersey, Spring 1988
Author, "A Job for the Peace Corps" (featured letter), International Herald Tribune, March 9, 1989

Alexis Frazier

Presenter, "LaGuardia's Adult Literacy and GED Program Offerings/Options," CUNY Admissions Services Annual Meeting, November 1988
Member, Board of Directors, Literacy Assistance Center, New York City

Gilberto Gerena

Panelist, "Educational Opportunities in the U.S. for Hispanic Immigrants," Time Square Studio's TV Con Barral Show, New York City, March 1989
Participant, CUNY Managers Retreat, City University of New York, Walker Valley, New York, February 1989
Panelist, "The Politics of Citizenship," Seventh Annual ESL Conference, LaGuardia Community College, May 1989

BUSINESS AND OUTREACH PROGRAMS

Michael Bartlett

Presenter, "A Performance Based Evaluation Model," Conference of the Continuing Education Association of New York, New York City, May 1989

Steve Brauch

Presenter, "Interactive Assessment of Active English Skills of Taxi Driver Applicants," Third Annual Conference of the International Association of Taxi Educators, Boston, Massachusetts, August 1989

Member, Transportation Committee, Long Island City Business Development Corporation

Presenter/Panelist, "Testing and Assessment Challenges in a Non-Traditional Training Program," Annual Conference of the Continuing Education Association of New York, New York City, May 1989

Despene Gazianis-Stough

Presenter, "Assessment and Evaluation Mechanisms within a Multi-dimensional Program," Annual Conference of the Continuing Education Association of New York, New York City, May 1989

Member, Business and Industry Training Committee, Long Island City Business Development Corporation; and the American Association of Training Directors
Member, Cornell Alumni Association of Fairfield County and Chair, Program Committee

CAREER AND PROFESSIONAL PROGRAMS

Allen Cohen

Presenter, "Dreams," One-Day College Sampler, LaGuardia Community College, June 1989

Participant, CUNY Adult and Continuing Education Conference, New York City, November 1988

COMMUNITY SERVICE PROGRAMS

Katherine Deal

Member, National and Metro Registry of Interpreters for the Deaf, Chair, Fund Raising Committee; Continental Unitarian Universalist Young Adult Network, Newsletter Committee Member

Reader for the Blind, "Intouch Networks" Radio, (weekly reader of the Wall Street Journal and the New York Times); also Blues for Linda Ann, Library of Congress, September 1988 - February 1989

Presenter/Facilitator, "Youth Conference on Disarmament," Unitarian Universalist United Nations Office, Conference at U.N., New York City, November 1988

Participant/Delegate/Facilitator, Anytown Conference, National Conference of Christians and Jews, Boston, Massachusetts, August 1988 and 1989

Pamela I. Dinkins

Member, Board of Directors, New York State Advisory Board of the Northeastern University Interpreter Education Project

Desiree Duda

Member, Academic Alliance in Literacy and Language Development in Deaf Studies; 1989 NYS TESOL Conference Paper Selection Committee; American Deafness and Rehabilitation Association (ADARA) and Member, Hospitality Committee

Participant, "The Habilitation and Rehabilitation of Hearing Impaired Adolescents," Conference organized by the University of Arkansas/ADARA/Gallaudet University, Little Rock, Arkansas, October 1988

Participant, "At The Crossroads: a Celebration of Diversity," ADARA Conference, New York City, May 1989

Participant, "Image and Self-Projection for Women," Career Track Conference, New Jersey, February 1989

Linda Johnson

Presenter, "Training the Homeless - An Urban Model," Conference On Homelessness, Virginia Beach, Virginia, October 1988

Consultant, Department of Cultural Affairs, New York Hall of Science, Workshops Project for Homeless Children, Queens, New York, February - June 1989

Guest Lecturer, "Problems of Employing the Homeless in a Changing Economy," Human Services Department for a course on Homelessness at LaGuardia, July 1989

Barbara Litke

Presenter/Facilitator, Alumni Special Project Workshop, A Conference at LaGuardia, June 1989

Juror, UNICEF's Children's Art Contest, "I Draw My Dream House," sponsored by Japan and UNICEF, August 1989

Participant, Conference on Art and Music by the Homeless, The New York Society For Ethical Culture and the New York Coalition for the Homeless, New York City, April 1989

Participant, Small Group Faculty Art Exhibition, LaGuardia December 1988

Sue Livingston

Presenter, "The Reading Comprehension Strategies of Three Deaf College Students," International Reading Association Annual Meeting, New Orleans, Louisiana, May 1989

Member, Teachers of English to Speakers of other Languages; International Reading Association; and New York City Metro Registry of Interpreters for the Deaf
Author, "Revision Strategies of Deaf Student Writers," American Annals of the Deaf, March 1989

Author, "The Role of Interpreters," New York City Metro RID Newsletter, May 1989

Laura MacDermeid

Consultant, New York Hall of Science, Museum Programs for Homeless Children, Corona, New York, January - June 1989

Member, Community Board #2 Youth Arts Festival Advisory Committee

Participant, Annual Conference of the Long Island Studies Institute, Hofstra University, Hempstead, New York, June 1989

Paul Menkis

Facilitator/Panelist, "Cross Cross Cultural Communication Among The Deaf" (a series of workshops), Lexington School for the Deaf, Jackson Heights, New York, November, December 1988 and January 1989

Board Member, Sign Instructors Guidance Network and Chair, American Sign Language Teacher Preparation Committee; Member, Association for Educational Interest Group: Deaf

Participant, National Conference on Adults with Special Learning Needs, Washington, D.C., August 1988

Workshop Presenter, "Attitudinal Barriers to Communication in Deafness," Bank Street College of Education, New York City, April 1989

Shirley Miller

Presenter, "Educational Linkages Between Two Urban Correctional Facilities and a NYC Community College," Correctional Education Association Annual Meeting, Atlantic City, New Jersey, June 1989

Member, State Association for Gerontological Educators, Social Policy Committee; Advisory Commission for the Institute of Study for Older Adults

Dorothy Pakula

Guest Speaker, "Teaching Deaf Adults," Service Course for Hearing and Deaf Professionals, Deaf Studies - Exploring the Deaf World at JHS 45, New York City, June 1989

Participant, Deaf Way Conference, Gallaudet University, Washington, D.C., July 1989

Shirley J. Saulsbury

Member, New York State Association of Gerontological Educators; and VISIONS/Services for the Blind and Visually Impaired

Participant, NYSAGE Conference, NY State Association of Gerontological Educators, Ellenville, New York, October 1988

Participant, Conference on Aging, New York City, March 1989

Participant, Creative Aging Conference, New York City Technical College, April 1989

Bonnie Singer

Guest Speaker, "Sign Language Interpreters in the U.S. Court System" (a presentation to trial judges), Queens Independent Living Center, March 1989

Member and President, New York City Metro Registry of Interpreters for the Deaf; and Member, Conference of Interpreter Trainers

Participant, First Annual CUNY Women's Leadership Project Conference, Bronx, New York, April 1989

Participant, Twenty-fifth Biannual National Registry of Interpreters for the Deaf Convention, El Paso, Texas, August 1989

Participant, Conference of Interpreter Trainers, Traverse City, Michigan, July 1989

CORRECTIONAL EDUCATION

Philippe Magloire

Member, American Correctional Association; and Correctional Education Association

Participant, Correctional Education Association Region I Conference, Atlantic City, New Jersey, June 1989

Translator (Spanish), How...When...Where, A Newsletter for Homeless Families Living in New York City Hotels/Shelters, June 1988-June 1989

THE ENGLISH LANGUAGE CENTER

Acronyms which appear frequently throughout this section:

ESL = English as a second language

ESOL = English to speakers of other languages

NYS TESOL = New York State Teachers to Speakers of Other Languages

TESOL = Teachers of English to Speakers of Other Languages

TESL = Teaching English as a second language

Victoria Badalamenti

Workshop Presenter, "Oral Language Activities for the ESL Classroom" and "Reading & Writing Activities for the ESL Classroom," Board of Education, New York City, February 1989

Workshop Presenter, "Stand Up and Deliver: Oral Language Activities for ESL Students," Department of Continuing Education/Kingsborough Community College, Brooklyn, New York, April 1989

Presenter, "Considering the Teacher as a Whole Person," 7th Annual ESL Conference, "ESL: Politics & Pedagogy," LaGuardia, May 1989

Consultant/Writer, "ESL Notes for Kindergarten to Second Grade: A Math Book," McClanahan & Co., New York City, June 1989

Mimi Blaber

Presenter, Workshop: "On Becoming a Profession," M.A. Program in TESL, Teachers College, Columbia University
 Second Vice President, NYS TESOL
 Co-author, "Report on TESOL Employment Concerns Survey," TESOL Newsletter, June 1989

Nancy Erber-Cadet

Member, NYS TESOL and Chair, Higher Education Special Interest Group; CUNY Women's Leadership Project and Editorial Committee (WLP Bulletin); National Women's Studies Association
 Panelist, "What's Left? Alternatives for Radical Teachers," NYS TESOL Annual Conference, Tarrytown, New York, November 1988
 Participant, "Women in America: Race, Class and Ethnicity," Georgetown University Women's Studio Program, Washington, D.C., April 1989
 Author, "Writing a Life: Colette and New Feminist Biography," Phoebe: An Interdisciplinary Journal of Feminist Studies, February, 1989
 Author, "Marginalia: Women in the Academic Work Force," Feminist Teacher vol. 4 no. 1, Spring 1989
 Co-author, "Towards a Society of the Future: The World as a DMZ," Front 3, November 1988

John Andrew Ean

Presenter, "Integrating the Non-Literate Student into the ESL Classroom," Annual TESOL Convention, San Antonio, Texas, March 1989
 Participant, Applied Linguistics Conference, NYC Applied Linguistics Interest Section of NYS TESOL, New York City, February 1989
 Panelist, "Native Language Literacy," Literacy Assistance Center, New York City, May 1989
 Presenter, "A Faculty Profile: The Teacher as a Whole Person Too," 7th Annual ESL Conference, LaGuardia, May 1989
 Presenter, "A Model of ESL Instruction that Takes into Consideration the Needs of Non-Literate Learners," Literacy: Who Cares? A Conference sponsored by NYS TESOL et al., New York City, June 1989

Gloria Galligane

Co-presenter, "The Future of the Earth: An ESOL Concern," NYS TESOL Annual Conference, Tarrytown, New York, November 1988
 Consultant, ESL Program Evaluation, Bunker Hill Community College, Boston, Massachusetts, April 1989
 Participant, NYS TESOL Conference, Tarrytown, New York, November 1988
 Participant, TESOL Annual Convention, San Antonio, Texas, March 1989

Jack Gantzer

Presenter, "From Theory to Practice in the L2 Reading Classroom," TESOL Annual Convention, San Antonio, Texas, March 1989
 Member, CUNY Instructional Resource Center, Advisory Board, College English; NYS TESOL, Co-chair, Publications Committee; CUNY ESL Council, Member Conference Committee 1989-90)
 Co-author, "Student Autonomy and Group Reliance in an ESL Reading/Writing Course," Improving the Odds: Helping Our Students Succeed, CUNY Instructional Resource Center, Fall 1988
 Author, "An Interview with Joanne Devine, Patricia Carrell, and David Eskey," Editors of Research in Reading in English as a Second Language, TESOL Newsletter, October 1988
 Author, "Teachers as Unwitting Learners: What ESL Reading Textbooks Convince Us Reading Is," Teachers As Learners. Learners as Teachers, CUNY ESL Council, Winter 1989
 Author, "Language Proficiency Test: English," United Nations Organization, January 1989

Suma Kurien

Panelist, "Cross-Cultural Issues in the Classroom," Metropolitan College Health Association Annual Meeting, New York City, March 1989
 Presenter, "Team Building," Continuing Education Association of New York Conference, New York City, October 1988
 Recipient, Trainee Award: "The Leaders Project," National Institute for Leadership Development, 1989

EXTENDED DAY SESSIONS**Bob Rosa**

Recipient, Outstanding Leadership/Dedication to Profession Award, New Jersey College Personnel Association
 Member, Board of Directors, Asbury Park 10K Classic, Asbury Park, New Jersey, and Chair, Vendors' Expo Committee
 Participant, Marketing Higher Education to Adults, College Board Conference, Orlando, Florida, March 1989

PROGRAMS FOR WOMEN AND YOUTH**Claudia Baldonado**

Presenter, "Office Technology—Where Is It Headed?" Office Technology/Business Educators of SUNY/CUNY Annual Meeting, Long Island, New York, October 1988

Member, American Society for Training and Development; National Business Educators Association; National Education Association; National Organization of Business Educators; and Lion's Rock Black Women's Network

Sandra M. Watson

Presenter, "Women as Healers," Ad Hoc Committee for Cultural Awareness Week, New York City Technical College, April 1989
 Guest Speaker, "Women in African Society," Women's Center, Medgar Evers College, March 1989
 Member, Not-By-Bread Alone, and Chair, Board of Directors; Lion's Rock Black Women's Network of CUNY, and Ad Hoc Committee on By-laws and Constitution
 Participant, "Youth-At-Risk," Conference of Youth Professionals Organization, New Orleans, Louisiana, March 1989

RESEARCH AND PROFESSIONAL DEVELOPMENT**Alice H. Osman**

Presenter, "Recreation and Leisure Courses in Continuing Education," CUNY Adult, Continuing and Community Education Faculty and Administrators Conference, New York City, November 1988
 Member, TESOL, TESOL Newsletter Advisory Board, Study Group for a New TESOL Periodical and TESOL Rule and Resolutions Committee
 Participant, Invitational Conference, Council on the Continuing Education Unit, Washington, D.C., June 1989

THE VETERANS' PROGRAM**Bruce Kurzius**

Member, Community Board #2 Veterans Advisory Committee, and Chair, Education, Training and Employment

Judith L. Goodman

Member, Modern Language Association; and New York State Teachers of English to Speakers of Other Languages
 Participant, Conference on Education and Technology, New York City Association of Computer Educators, New York City, October 1988
 Author, "The Volunteer Path to Success," Careers and the Handicapped, Fall 1988

OFF-CAMPUS PROGRAMS**Margaret Chin**

Presenter, Workshop "College and Community Services," The 2nd Annual Asian Bilingual Career Day, New York City, May 1989

Presenter, Workshop "Financial Aids," 1989 Chinese-American College Fair, New York City, April 1989
 Presenter, Workshop "Career in Education," Seward Park High School College Fair, New York City, May 1989
 Member, Community Board No. 1, Manhattan, and Asian Americans for Equality
 Participant, Association of Asian American Studies, 6th Annual Conference, Hunter College, New York City, June 1989

Elizabeth H. Lara

Presenter, "Using USA Today to Teach English as a Second Language," a professional development workshop for the English Language Center, LaGuardia, September 1988
 Member, Applied Linguistics SIG of New York State Teachers of English to Speakers of Other Languages
 Participant, "Beyond ESL," a conference at the Borough of Manhattan Community College, New York City, February 1989
 Adjunct Representative, CUNY ESL Council, June 1989 - May 1990

THE DEAN'S OFFICE**Kenneth J. Cottrell**

Moderator of Panel, "Evaluation of Continuing Education," Continuing Education Association of New York (CEA/NY), Region I Meeting, Fashion Institute of Technology, New York City, May 1989

Judith McGaughey

Presenter, "Adult and Continuing Education: Our Own Economic Development Enterprise," American Association for Adult and Continuing Education Annual Conference, Tulsa, Oklahoma, November 1988
 Evaluator, Governor's Challenge Grant, Union County College, New Jersey, May 1989

STAFF DIRECTORY

LAGUARDIA COMMUNITY COLLEGE

Martin Moed, Acting President
Roy McLeod, Acting Dean of Faculty

DIVISION OF ADULT AND CONTINUING EDUCATION

Judith L. McGaughey, Dean
Kenneth Cottrell, Associate Dean
Fern Khan, Associate Dean
Gloria Galligane, Senior Administrator
Robert Rosa, Senior Administrator

OFFICE OF THE DEAN OF CONTINUING EDUCATION

Shirley Saulsbury, Coordinator of Administrative Resources
Connie Chui, Fiscal and Personnel Assistant
Jean Whalley, Assistant to the Dean
Shirley Wright, Administrative Assistant
Tim Caldwell, Computer Lab Technician
Carrie Lazarus, Secretary
Eddy Smith, Secretary
Enza Lavanco, Secretary
Dana Hamilton, Secretary

ADMINISTRATIVE SERVICES AND PROGRAM OPERATIONS

John Garcia, Director
Deborah Strachan-Periche, Coordinator of Registration and Records
Bruce Kurzius, Coordinator of Managerial Systems
Stella Schilling, College Assistant
Jackie Koppel-Guillon, College Assistant
Krystyna Wisniewska, College Assistant
Dionila Keany, College Assistant

COLLEGE FOR CHILDREN

Laura MacDermeid, Coordinator
Laura Sheptuk, Program Assistant
Darlene Sanders-McRae, Assistant Coordinator, Summer Programs

ADULT CAREER COUNSELING AND RESOURCE CENTER

Jane Schulman, Director
Enrique Garcia, Assistant Director
Beth Lord, Outreach Coordinator
Phyllis Sivin, Counselor
Arthur Leon, Career Information Specialist
Diana Vila, Career Information Specialist
Judi Flamenbaum, Senior Administrative Assistant
Carolgene Grenade, Secretary

THE ADULT LEARNING CENTER

Alexis Frazier, Director
Philip Akre, Assistant Director
Angelo Giannone, Intake and Placement Assistant
Andrew Wainer, Basic Education Coordinator
Gilberto G. Gerena, Native Literacy/ESOL Coordinator
Francis Torres, Assistant Coordinator/Counselor
Elizabeth Gieske, Instructor
Louis DeFeo, Instructor
Ken Fuchs, Counselor, GED
Neil Waldman, Coordinator, CUNY/GED
Rafael Caraballo, Data Entry Technician
Maria Pena, Part-time Counselor
Ana Roldan, Assistant Teacher
Evelyn Bermudez, Secretary
Gloria Lluen, Secretary
Lillette Wilson, Secretary

BUSINESS AND OUTREACH PROGRAMS

Despene Gazianis-Stough, Director
Michael C. Bartlett, Assistant to the Director
Susan C. Blandi, Coordinator of Conferences and Seminars
Wilford Saunders, Technical Programs Coordinator
Joan Mandleur, Secretary
Eugenia Vega Guadalupe, Secretary (P/T)
Celeste Senneur, Secretary (P/T)

THE NEW YORK CITY TAXI DRIVERS INSTITUTE

Steve Brauch, Director
Jon-Paul Reimold, Administrative Assistant
Loretta Pagona, College Assistant
Mary Ann Phelan, College Assistant

CAREER AND PROFESSIONAL PROGRAMS

Allen Cohen, Director
Eugene Petrik, College Assistant
Lillette Wilson, College Assistant

ANIMAL HEALTH TECHNOLOGY

Kathy Rider, Coordinator

DIETARY MANAGERS PROGRAM

Rosann Ippolito, Director

COMMUNITY SERVICE PROGRAMS

Shirley Miller, Director
Maria Fernandez, Secretary

PROJECT ENABLE

Linda Johnson, Coordinator
Alec Earle, Job Developer
Shirley M. Smith, Counselor
Susanne Alexander, ESL Specialist
Barbara Litke, Office Technology Specialist
Robert Tyler, Academic Specialist
Olive Williams, ESL Teacher
Sananeisha Aziz, Off-site Coordinator
Stephen Singer, Off-site Coordinator
Norma Martinez, Secretary

CORRECTIONAL EDUCATION PROGRAM

Philippe Magloire, Program Coordinator
John Wesley, Assistant Coordinator
Maria Fernandez, Secretary

ACCESS CENTER FOR CORRECTIONAL EDUCATION

Shirley Miller, Director
Arthur Leon, Outreach Counselor

NEW DIRECTIONS FOR MATURE ADULTS

Shirley Miller, Administrator
Shirley Saulsbury, Coordinator
Carrie Lazarus, Secretary

FOOD FACTS NUTRITION EDUCATION PROGRAM

Stephen Arrigo, Community Nutritionist

THE INTEGRATED SKILLS TRAINING PROGRAM

Dolores Perin, Director
Phyllis Illges, Career Counselor
Susan Dougherty, Basic Skills Instructor (P/T)
Nicholla Alexander, Basic Skills Tutor (P/T)

TYPING FOR THE HANDICAPPED

Shirley Miller, Director
Jack Heller, Master Teacher (P/T)
Molly Polanski, Lab Assistant (P/T)
Rose Provdwy, Lab Assistant (P/T)

PROGRAM FOR MENTALLY DISABLED ADULTS

Shirley Miller, Director
Debby Bennett, Recreation Supervisor

THE CORRECTIONAL EDUCATION CONSORTIUM

Esther Rothman, Executive Director
Matthew Scarcella, Coordinator
Benjamin Myrick, Counselor
Fanny Fishenden, Administrative Assistant

THE ENGLISH LANGUAGE CENTER

Gloria Galligane, Director
Suma Kurien, Assistant Director, Coordinator, DIP
Mimi Blaber, FESL Coordinator
Victoria Badalamenti, Coordinator, Non-intensive ESL Program
John Een, Coordinator, AIEP, EIEP
Donald R. H. Byrd, Professor (on leave of absence)
Rashida Aziz, Lecturer
Paul Arcario, Instructor
Gail Cueto, Instructor
Martha C. Cummings, Assistant Professor
Nancy Erber, Assistant Professor
Judith Gex, Lecturer
Jack Gantzer, Instructor
Nancy Gross, Lecturer
Richard Henry, Lecturer

Jim Lydon, Lecturer
Jane Seldon, Instructor
Carolyn Sterling-Deer, Lecturer
Roslyn Orgel, College Lab Technician
Lilik Ratnasari Gondopriono, Master Tutor
Grace Martinez, Foreign Student Advisor (to June 1989)
Dorothy Catterson, Foreign Student Advisor (P/T)
Bernice Cohn, Secretary
Janeth Pinto, Secretary
Lorraine Bria, Secretary (P/T)

THE EXTENDED DAY SESSION

Robert Rosa, Director
Mary Ann Phelan, Secretary

HEALTH SERVICES:

EMT/PARAMEDIC PROGRAM

John Clappin, Director (to December 1988)
Christine Alvarez, Coordinator

NURSING CAREER LADDER PROGRAM

Beth Lord, Coordinator

PROGRAMS FOR DEAF ADULTS

H. Paul Menkis, Director
Desiree Duda, Assistant Director/Academic Coordinator
Dorothy Pakula, Assistant to Academic Coordinator
Thomas Samuels, Assistant to the Director
Sue Livingston, Assistant Professor, Basic Academic Skills
Bonnie Singer, Coordinator, Interpreter Services
Pamela Dinkins, Senior Academic Counselor
Claudia Gregory, Career Education Counselor
Kathryn Deal, Staff Interpreter
Eva Osuji, Secretary

PROGRAMS FOR WOMEN AND YOUTH

Sandra Watson, Director
Claudia Baldonado, Coordinator, Women's Program
Lillian Thomas, Administrative Assistant
Ruth DeJesus, Secretary
Janice Kydd, Assistant Director, Jobward Bound Program
Evelyn Pagnani, Fiscal Manager
Ilene Haspel, Counselor
Audrey Atkinson, Job Developer
Wilfred Martin, Laboratory Technician
Charlette Brown, Secretary

RESEARCH AND PROFESSIONAL DEVELOPMENT

Alice H. Osman, Senior Faculty Associate
Katherine Foley, Secretary

THE VETERANS PROGRAM

Samuel E. Farrell II, Director
Bruce Kurzius, Assistant Director
Judith Goodman, Academic Coordinator
Ed German, Counselor
Lynette McDonald, Secretary

OFF-CAMPUS PROGRAMS

THE ASTORIA ADULT EDUCATION CENTER

Elizabeth Lara, Acting Coordinator
Stanley Sacks, Coordinator (to May 1989)
Amanda Kougiannis, Administrative Assistant
Korina Thanasis, Secretary (to May 1989)

THE CHINATOWN CENTER AND SOLIDARIDAD HUMANA

John Garcia, Director, Extension Programs
Margaret Chin, Coordinator
Stacy Shau, College Assistant

EAST SIDE CONNECTION

Alice H. Osman, Coordinator
Katherine Foley, Secretary

LAGUARDIA/CAMBA REFUGEE VOCATIONAL ASSISTANCE PROGRAM

Bruce Kurzius, Coordinator

LAGUARDIA/WOODSIDE AT THE BULOVA SCHOOL

Alice H. Osman, Coordinator
Katherine Foley, Secretary

THANK YOU

The Division of Adult and Continuing Education could not have succeeded in 1988-89 to the measure that it did without a variety of support from both private and public sources. We extend our warmest thanks to the following:

Apelco Electric, Inc.
Automatique New York, Inc.
Avalon Florists, Astoria
Murray Bergtraum High School
The Joseph Bulova School
Cambria Heights Merchants Association
CASE, CUNY Graduate Center
Chemical Bank
Chinese Cultural Service Center, Flushing
Chinese Parents Association, Flushing
Church Avenue Merchants Block Association
City University, Office of Academic Affairs, Adult & Continuing Education, and Central Office Operations
Edna McConnell Clark Foundation
Coach Leatherware
Demetriou & Demetriou Esquires
Dentsply Equipment Division
District Council 37
Flushing Hospital Medical Center
Fund for the Improvement of Post-Secondary Education
Gallo Wine
Girl Scouts of the United States of America
International Brotherhood of Electrical Workers, Local 3
International Design Center of New York
Job Training Partnership Act
Korean Manpower Development Corporation
Kenworthy-Swift Foundation
Lincoln Savings Bank
Long Island Rail Road
LaGuardia Incentive Grant
LaGuardia Learning Environments for Deaf Parents/Children
Mainco
Marriott Marquis
Mary Immaculate Hospital
Metropolitan Hospital Center
Abe Munn Picture Frames
Arlene Nathanson
National Association of Power Engineers
National Westminster Bank
New York City Basic Education/Municipal Assistance Corporation
New York City Board of Education
New York City Community Development Agency
New York City Department of Correction
New York City Mayor's Office
New York City Regional Education Center for Economic Development
New York City Taxi and Limousine Commission
New York Hospital-Cornell Medical Center

New York Medical Society
New York State Department of Health
New York State Education Department
Non-Traditional Employment
108th Precinct Industrial Community Council
Our Lady of Sorrows School
Professional Staff Congress - CUNY
Peerless Instrument Company
Pizza Palace, Astoria
Queens Chamber of Commerce
Quality House of Graphics
Queensborough Public Library Ravenswood Community Center
Refrigeration Service Engineers Society
Republic National Bank
St. Rita's Roman Catholic Church
St. Vincent's Hospital and Medical Center
Saxon Paper Company
Sheraton Park Avenue Hotel
Sock Shop International, Inc.
Solidaridad Humana
Teamsters Union Local 814
Tennisport, Inc.
United States Department of Education
United States Department of Justice
Valletts Pastry Shop
Laura Vogler Foundation

CREDITS

Alice H. Osman, Writer and Editor
Vincenza Lavanco, Word Processing Assistant
Martin Carrichner, Cover Design
Garnet Henderson, Cover Art
Randy Fader-Smith, Photographer
Bill Freeland, Page Mechanicals
John McKie, Photographer
Susanne Alexander, Project Enable Photo
Michael Accordino, Printing