

Division of Adult and Continuing Education

Transition Report

March, 1989

In 1972 the Division of Continuing Education enrolled 2600 adults. By 1980 enrollment had grown to 7500 (+188%), and today stands at 21,000 adults, a seven-fold increase from 1972. This growth is reflective of the general history of LaGuardia. The Division of Adult and Continuing Education has always played and continues to play a significant role in the mission of the College.

I. Historic Overview

A. Mission and Philosophy of the Division

The strength and special nature of LaGuardia's Division of Adult and Continuing Education can be primarily attributed to two factors:

1. The college's commitment to develop comprehensive programs and services to address the needs of adult populations was such an important part of its overall mission that the Division's administrative structure in which the Dean reports directly to the President and is part of his Dean's Advisory Group was designed to ensure that substantive and sustained commitment of staff and resources would be available.

2. The unwaivering dedication, enthusiasm and a sense of advocacy of the Division's professional staff. As one director stated, "we are all risk takers. We are not afraid to deal with challenging populations, particularly those who have been disenfranchised. We become educational advocates for the populations we serve and, as such, have been the pioneers for other educational institutions."

The 1972 Master Plan committed the City University of New York to broaden its services to the city's adult population. As a comprehensive community college, LaGuardia was mandated to serve all segments of the surrounding

community in Western Queens. Founding President Joseph Shenker clearly recognized that "no single program, goal or direction could possibly treat directly the diversity of needs with which the college is confronted; rather our programs and services must be as diverse as the people we hope to serve".

The Division of Adult and Continuing Education was envisioned as a major outreach vehicle to accomplish this mission and, from its inception, has played a pivotal role in enabling the college to fulfill its mission to provide access for non-traditional populations. As such, it has continued to seek out and respond to identifiable and unmet educational and career-related needs within communities. Its methodology has included an "Assessment of the 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.

B. Organization

The Division is organized around the following program areas: Extended Day (evening and week-end credit programs); Extension Programs (Astoria, Chinatown, Eastside Connection, Woodside); English Language Center (credit and non-credit ESL); College for Children; Community Services Programs (Mature Adults, Correctional Education, Disabled, Homeless Families); Programs for Deaf Adults; Programs for Women and Youth; Programs for Business; the Adult Learning Center; Career and Professional Programs; Health Services and Veterans Program. Two other units, Program Operations and the Adult Career Counseling and Resource Center provide administrative and counseling services, respectively, to Division Program areas.

Through these program areas the Division provides adults access to educational programs ranging from adult basic education to skills training and

enhanced personal and professional development. Adult students are served on and off-campus through courses, workshops, seminars, intensive programs and special events of varying duration. Off-campus efforts include programs in Queens, Brooklyn, the Bronx, and Manhattan. Additionally, special events and projects are planned and offered as a community services effort using volunteers from the college and community.

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.

C. Nature of Continuing Education Student Body

Students enrolled in Division programs represent populations of diverse cultures, age, ethnicity, educational and economic backgrounds. The rapid increase in student enrollment from 2600 in 1972 to 21,000 in 1988 reflects the dynamic and responsive nature of the Division to emerging societal needs. Examples include the following: of the 21,000 students enrolled during 1987-88, over 6,200 came from 42 different countries for English as a Second Language instruction; 1,500 children enrolled in the College for Children; 3,000 new taxi drivers enrolled in the New York Taxi Driver Institute; and over 600 executives, technical employees, salespersons and managers received

skills training through Programs for Business. No single profile of a Continuing Education student exists except that each enrollee recognizes a need for further education, training or retraining to achieve his/her goal. Divisional students represent the entire spectrum of educational achievement from the highest achievers to the undereducated. Many have additional special needs, for example, a deaf student may be foreign born and therefore has ESL needs in addition to sign language, while an out-of-school youth in a training program may also be a single parent. When such situations occur and are recognized, students are often linked to additional resources. A holistic approach is used in developing Continuing Education programs, one that recognizes the learner as an adult with many roles to be considered in creating a viable educational plan.

D. Relationship to the Community

Here, again, Divisional activities keenly reflect the mission of the college to be responsive to its community which extends beyond the geographical limits of Long Island City to include all of New York City. Imagination and initiative are demonstrated in the range of community-based Continuing Education programs developed.

The first group of students to enter LaGuardia in 1971 were 125 adult learners in the Education Associate Program who needed to upgrade their skills and salaries. Another example of community responsiveness is illuminated by our involvement with the deaf community. Prior to 1974, there were no accessible Continuing Education programs for deaf persons in New York City. Fourteen years later, LaGuardia offers the most comprehensive educational programs for deaf adults in metropolitan New York. In addition to developing programs at the request of many different constituencies and organizations, the Division has also expanded its off-site programming to 10 locations in Queens, Manhattan, and Brooklyn. Moreover, the Division provides classes for mature adults at 22 centers throughout Queens.

E. Relationship to other College Divisions

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. Some programs include the Nursing Career Ladder and the Dietary Manager's Programs offered through the Natural and Applied Science Division, Human Services courses at Bellevue Hospital for Education Assistants in Special Education 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 week-ends.

The ideas for these programs can be stimulated by either Continuing Education administrators or academic faculty who are acutely aware of the Division's capacity to develop and implement sound program ideas within a short period of time and so, are usually very positive in their willingness to collaborate with us.

Another vehicle which brings all divisions together is the development and sharing each year of individual, departmental and divisional goals within the context of the college's mission. Many of these goals mirror the one College concept because of the extent of their cross divisional efforts.

Continuing Education enrollment is often the first point of entry for adults into the higher education mainstream with programs acting as feeder programs, moving students from ESL, high school equivalency, and certificate training, into degree study. The number of adults moving through such programs to degree study at LaGuardia continues to grow with over 300 doing so during 1987-88.

II. Program Descriptions and Current Enrollments

A. EXTENDED DAY2,700

2,700 enroll in credit classes offered during evening and Saturday hours. The largest numbers of students enroll in accounting, business management, computer information systems and liberal arts. All degree programs are offered through Extended Day except nursing, physical therapy, animal health technology, mortuary science, dietetic technology, and legal secretarial science. Historically, about one-third of LaGuardia's credit students take evening classes though this proportion has increased to 40% for students in Accounting and Computer Information Systems.

B. EXTENSION PROGRAMS

1. Astoria Adult Education Center - 1133 students enrolled in classes in real estate, bookkeeping, ESL, Conversational Spanish and Greek and various personal enrichment courses.
2. Chinatown - 270 students attended credit ESL and Introductory courses, free basic education classes and work-related ESL courses for homecare attendants.
3. CAMBA - 500 Southeast Asian, Afghan and Haitian refugees enrolled in ESL classes and job readiness workshops offered in collaboration with the Church Avenue Merchants Block Association (CAMBA) in Brooklyn.
4. EastSide Connection - 550 adults enrolled in aerobics, financial planning, and health-related courses run at the City University's Central Offices on Manhattan's eastside.
5. Woodside at the Bulova School - 345 students enrolled in recreational and language courses, clock repair and jewelry craft.

C. ENGLISH LANGUAGE CENTER

The Center encompasses both credit (2000 students) and non-credit programs (4280) and is recognized as the largest and most innovative ESL program in the CUNY system. Non-credit offerings encompass intensive and non-intensive

programs as well as topical workshops (e.g., language and the computer, pronunciation, TOEFL preparation). As a special venture, a series of courses were designed and offered at a number of senior centers under a contract with the New York City Department for the Aging.

As an outcome of special workshops on immigration and college admissions, an increasing number of ESL students apply for and are admitted to degree programs in the College.

D. COMMUNITY SERVICES PROGRAMS

1. Programs for Mature Adults639 students

Through credit and non-credit offerings, as well as seminars and workshops, this program provides mature adults with educational and social activities to meet their interests and needs. Free one-day workshops (College Samplers) designed for this population and taught by LaGuardia faculty cover such topics as: psychology of aging, bargain travel, and health-focus programs. An annual health fair co-sponsored with New York Hospital, a 4-K walk, and Best of Broadway performances round out offerings to this over 60 population. Phase II, a recently formed student club of mature adults, is also gaining in membership and activity.

2. Correctional Education Program.....3597 students

This program works in conjunction with the Correctional Education Consortium, headquartered at LaGuardia. The Consortium oversees educational programs offered by the Osborne Association, Long Island University, and LaGuardia. Courses in adult basic education, ESL, GED, college prep, and tutor training are offered at the Queens House of Detention and at two facilities on Rikers Island by LaGuardia. The program also offers official high school equivalency testing in three languages five times a year. Through the Tutor Training Program, qualified inmates with GED diplomas, inmates are trained and then under the supervision of teachers, tutor other students in math and reading.

New services this year include vocational training in data entry, keyboarding, wall-papering and painting, and educational counseling and referral services for inmates who have recently been released.

3. Programs for Disabled Students.....135 students

In collaboration with CASE, CUNY Graduate Center and Federation Employment and Guidance Services (FEGS), the Division provides academic instruction and counseling to learning impaired youth who have left the Board of Education. In addition, through FEGS, participants are trained in reprographics and furniture repair and re-finishing.

A second population, developmentally disabled adults, come to the college on Saturdays for theme classes in psychology, daily living and current events. These courses are offered through the Association for the Help of Retarded Children. Using typewriting as the instructional vehicle, the Typing for the Handicapped Program provides instruction in math, reading and computers to seventy-five youth and adults with physical and neurological impairments.

4. Project Enable.....311 students

This project is designed to serve homeless heads of households through a flexible curriculum with two components: academic preparation (literacy, GED, ESL) and job skills training (clerical/word processing). To help participants develop self-confidence and life management skills, there are special sessions on career and life planning, parenting under stress, issues of poverty and empowerment, time management, and self-concept enhancement. During this past year, two off-site classes for high school equivalency preparation were initiated in East New York and Jamaica, and, for the first time, classes in English as a Second Language were offered for Hispanic homeless and public assistance recipients.

E. PROGRAMS FOR DEAF & HEARING IMPAIRED ADULTS286 students

Advocacy for the deaf is a hallmark of the Programs for Deaf Adults which serves students in a variety of credit and non-credit courses and support services including interpreters, counseling, and notetaking assistance. Telecommunication Devices for the Deaf equipment allows students to communicate by phone with non-deaf people in the library and several key college offices and a closed-caption decoder in the College's cafeteria enables deaf students to understand dialogue on T.V. In addition to preparing deaf and hearing impaired for academic, technical, or vocational occupations, the program has since its inception been dedicated to encouraging a positive self-image through use of instructional materials on deaf culture, the availability of full-time staff who are deaf and exposure to successful deaf people in various fields.

F. PROGRAMS FOR WOMEN AND YOUTH

1. The Women's Program.....45 students

Through the Office Information Systems Certificate Program, women ranging in age from 24 to 65, half of them single heads of households, are trained in the use of the latest electronic and computerized office equipment. Counseling and specialized workshops build participants' confidence to make a successful transition into the working world. Another initiative will provide 300 hours of training to 30 minority and women entrepreneurs in northern Brooklyn and Queens that will improve and enhance skills necessary for business success.

2. JobWard Bound.....300 students

Through the Youth Internship State Legislative initiative, this project addresses the educational and vocational needs of school dropouts and unemployed young people between the ages of 17 and 21. Each five month program cycle consists of ten weeks of concentrated academic study followed by nine weeks of part-time internship supplemented by more

classroom activity. Job development focuses on areas predicted to have high employment in the next decade: data processing/wordprocessing, clerical skills, food service, bank teller training, and automotive repair training. During the 1987-88 academic year, 70% of the graduates were successfully placed in jobs and were receiving an average of \$5.25 hourly. Twenty percent chose to go on to college, and 95% of the students who took the high school equivalency exam passed it.

3. College for Children.....1510 students

This program was begun in 1982 as a result of a community needs assessment conducted by the Division which identified a clear desire on the part of parents in western Queens to have access to activities for their children. During 1987-88, the program offered 36 different classes with academic or recreational focus. Special current efforts are focused on creating a learning center for homeless children in hotels and to work with deaf children and their parents through workshops geared to developing parent effectiveness skills as well as deaf parent advocacy strategies. While parents attend the workshops, play activity classes are provided to the children to enhance language skill development. Finally, with the Queens Child Guidance Clinic, College for Children offers free sessions with counselors on specific parenting issues for parents living in the Woodside area.

G. PROGRAMS FOR BUSINESS.....674 students

This program, first begun in 1979, is dedicated to meeting the needs of the many small and mid-sized companies and factories in the New York City area, especially in Queens, by providing on-site, cost-effective specially-designed courses. Courses requested generally fall into four categories: management/supervisory skills, computer science, communication/self-help, and one day special focus seminars. Another area increasingly in demand is English for Specific Purposes geared to job needs

for the non-English speaking employee. Eagle Electric, Coach Leather, Long Island Railroad and the Marriott Corporation are among major employers who contract regularly with the Division for training.

Through the Regional Education Center for Economic Development, a number of courses and workshops for businesses and non-profit organizations focusing on assertiveness training, computer applications and customer relations were offered.

H. THE TAXI DRIVER INSTITUTE.....3101 students

This Institute, a joint effort with Federation Employment and Guidance Service (FECS), is dedicated to new taxi driver applicants in the metropolitan area. The core curriculum is a 20-hour program which focuses on geography, safe driving techniques, driver/passenger relations, and NYC Taxi and Limousine Commission rules and regulations. As of 1987-88, the Institute had served over 25,000 applicants.

I. THE ADULT LEARNING CENTER.....2080 students

The Center serves a diverse range of students by providing literacy and high school equivalency instruction in both English and Spanish, on campus and at five locations throughout New York City. During 1987-88, the Corona Community Education Project provided basic education in the students' native language (Spanish) and English as a Second Language as well as Spanish GED courses.

As a collaborative effort with Emergency Medical Services of the City's Health and Hospitals Corporation, the Center has assisted in the academic testing and screening of over 1,500 applicants who want to be trained to become emergency medical technicians.

J. CAREER & PROFESSIONAL PROGRAMS.....1980 students

Courses offered through this unit include: word and data processing, accounting/bookkeeping, real estate, telecommunications and a specialized program for service and power engineers.

A number of distinct programs in this category reflect the collaboration between the Division and other college departments. The Animal Health Technology program is geared to prepare employed laboratory and assistant laboratory animal technicians to take the certification examination. The Dietary Managers Program offered jointly by the Division and the College's Department of Natural and Applied Sciences helps health care food services employees to upgrade job skills and, in some instances, to qualify for management-level positions.

K. HEALTH SERVICES.....220 students

THE EMT-A certificate program trains participants in basic pre-hospital emergency care. After 166 hours of classroom clinical instruction and practical experience, enrollees sit for the state licensing exam for Emergency Medical Technician. Specialized workshops and refresher courses are also offered for technicians and paramedics.

The Nursing Career Ladder Program, run in conjunction with the College of Staten Island, Bronx Community College and LaGuardia's Nursing Program, provides access to an associate degree in nursing for health care aides currently working for the N.Y.C. Health and Hospitals Corporation. Released from work, but still on full salary, these students attend LaGuardia's Nursing Program full-time. Upon licensing and graduation, they return to Health and Hospitals as registered nurses for a minimum two-year commitment.

L. VETERAN'S PROGRAM.....145 students

Eighty-percent of the 145 veterans enrolled in the 1987-88 program passed the high school equivalency exam, a measure of the success achieved in this program, the oldest of its kind on the East Coast. To the extent possible, the program seeks to individualize instruction to meet the particular needs of veterans whose ages range from 20 to 60 and whose education background encompasses dropouts to holders of graduate degrees. Along with academic instruction, participants receive counseling focusing on career management and

college planning. Special college transition courses are offered to those who plan to enter college.

M. NON-CREDIT PROGRAM OPERATIONS

This unit is the major administrative arm of the Division. Major functions include: student registration and records generation for all programs, student, faculty and program data base management, student program and financial report generation and audit control. In addition, this office is in charge of the production and dissemination of the Divisional quarterly course brochure and develops marketing approaches to attract new students to Continuing Education programs.

N. ADULT CAREER COUNSELING AND RESOURCE CENTER.....600 students

This Center, in its third year, provides career counseling to students enrolled in non-credit courses. Center provides seminars and workshops focused on career information, resume preparation, job interviews, and as appropriate, college admission. A computerized career information library with reference and resource materials and a software package that allows Center staff to score the Strong-Campbell Vocational Interest Inventory further complement the services of the Center.

Other initiatives include: collaboration with Project Giant Step, a Mayor's Office literacy initiative, through which staff provide counseling services to parents of children participating in a pre-kindergarten experience in Queens, Brooklyn and the Bronx; and Project Teach (Teacher Education: A Career Headstart), through which staff identify and recruit people into pre-education programs at LaGuardia. These activities are coordinated with the Teacher Opportunity Corps at Queens College, School of Education. A third grant-funded program offered with Non-Traditional Employment for Women provides career choice seminars for women considering employment in the building trades industry.

III. Fiscal and Staff Resources

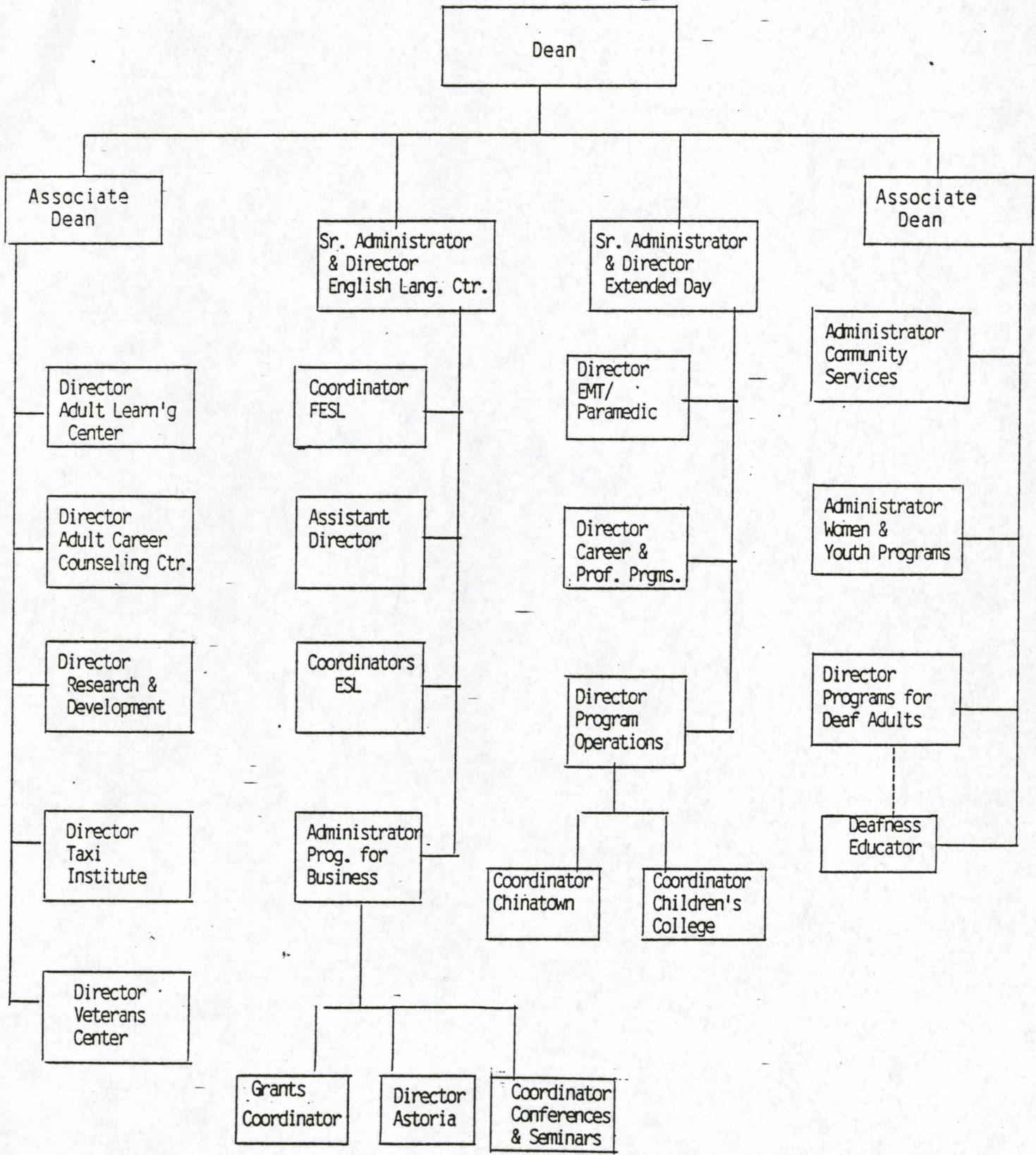
A. Structure and Staffing

Mirroring the tremendous growth in student enrollment, staff of the Division has also grown at all levels. The total staff complement is composed of 75 full-time and 12 part-time professionals, 34 full-time and 42 part-time support staff. In addition, in any one quarter an average of 300 instructors are teaching in Continuing Education programs.

Because of this tremendous growth, the Division was re-organized during 1988 to allow for greater supervisory balance across programs and to provide new management opportunity for senior staff. Under this structure, 2 associate deans and 2 senior administrators report to the Dean and each of these staff members has 3 - 5 directors or administrators reporting to him/her. Each director/administrator is responsible for one of the major program units of the Division (e.g., Adult Learning Center, Community Services Programs). Depending upon the size of the program unit, each director typically supervises 2 - 8 full-time faculty, 1 - 3 counselors/job developers, 2 - 5 support staff and 30 - 40 part-time instructional staff. Almost all program units carry some specialized functions as well, e.g., interpreters, computer lab technicians, fiscal assistants, outreach specialists, tutors. Larger program units also have assistant director and coordinator roles. The attached chart illustrates the major Divisional leadership roles.

The Associate Deans and Senior Administrators comprise the Deans' policy group which meets bi-weekly. Directors and Administrators meet twice quarterly with the Associate Deans to discuss major program issues, goals and accomplishments and special agenda items. The entire Division meets as a whole every other month for program presentations and professional development activities. In addition, several ongoing Divisional committees meet regularly focused on such areas as: operations, curriculum, health and safety, professional development and computers.

Division of Adult and Continuing Education



B. Finance

The Division's fiscal base is derived from 4 sources: tax levy allocation, Continuing Education fee income, grant revenues and special subsidies.

Adult and Continuing Education Budget: Fiscal 1990

<u>Source</u>	<u>Allocation</u>	<u>% of Total</u>
Tax Levy	\$1.1 mil	19%
Fee Income (ACE/IFR)	1.7 mil	30
Grants	2.1 mil	37
Spec. Subsidies	<u>.8 mil</u>	<u>14</u>
	\$5.7 mil	100%

1. Tax Levy allocation: in 1988-89 the Division's tax levy base was \$1.1 million which is 3.4% of the college's expense budget (\$31.6 million). Ninety-two percent of this allocation supports full-time personnel (3 Deans, 19 administrators and 3 clerical staff). An average of 5% (\$62,000) supports adjunct and hourly (primarily clerical) services with the remainder covering O.T.P.S. (3% - \$32,000).

As an offset to this allocation the College received \$1.6 million through state aid generated for Continuing Education remedial, vocational and community services courses.

2. Continuing Education fee income (ACE/IFR): in 1988-89 the Division anticipates generating \$1.7 million in Continuing Education tuition and fees. Of this amount, 35% (\$590,000) supports 21 full-time professional and clerical staff, 3% (\$57,000) covers part-time administrative support and 4% (\$60,000) is allocated to O.T.P.S. The largest portion, 58% (\$993,000) covers all instruction for fee-based courses run by the Division.

3. Grant revenues: in 1988-89 grant income for Continuing Education programs will exceed \$2.1 million. This supports an array of programs including: Project Enable, Corrections, Adult Literacy, Adult Career Counseling, Veterans Center, Women's Programs and Programs for Business. Of this total about 10% - 12% is released to the College and the CUNY Research Foundation.

4. Special Subsidies: this is a relatively recent allocation category for the Division (4 years) and is the most variable in funding level. Three special allocations comprise this year's total of \$850,000. The N.Y.S. Governor's budget earmarked \$310,000 to support LaGuardia's Programs for Deaf Adults. Through state legislative initiative \$510,000 supports LaGuardia's Youth Internship effort, JobWard Bound, for high school drop-outs. An additional \$30,000 from the CUNY Chancellor's office under the Worker Education initiative supports the EMT/Paramedic program. Through the Division's Programs for Business training for local industry the College also receives \$400,000 in state aid.

The total Divisional budget has been increasing each year with the proportion among categories shifting somewhat from year-to-year. The fact that college leadership has maintained a sustained tax levy base for Continuing Education has been essential to its development and success. This base has created continuity in leadership, cohesion in programs and has given the Division the flexibility to successfully seek other funding sources for programs.

C. Space

The major portion of the Division is located in Center 3 (IDCNY) with administrative, program offices, and classrooms on the 7th floor and program offices and classrooms on the 3rd floor. Classrooms, including computer labs, are shared with the Academic Division in accordance with the College's Master Schedule. In addition, the Division has administrative offices (Non-Credit

Program Operations, Taxi Institute, and Extended Day) in the Main Building and a small office for ESL faculty in the Satellite Building.

The College's presence, through the Division's programs, is felt in almost every borough of the city. In Queens, there is a permanent rental site in Astoria which consists of administrative offices, 3 classrooms, and a computer lab. Classes are also held in the following Queens community locations: Corona (Our Lady of Sorrows School), Long Island City (Ravenswood Community Center and St. Rita's School), Woodside (Bulova Center), Rikers Island (Corrections), and Kew Gardens (Detention Center). The Division also regularly offers classes at 22 senior centers located throughout Queens.

In Manhattan, the College maintains a permanent rental site in Chinatown (Canal Street) with an administrative and counseling office. Classes are held nearby in Murry Bergtraum High School. Classes are also conducted at East Side Connection (CUNY Central Offices) and the Human Resources Center (East 16th Street).

Brooklyn is the site for the Division's CAMBA (Church Avenue Merchants Business Association) classes for Asian and South American immigrant students. Lastly, the Emergency Medical Technician students within the Division receive their emergency room observation experience and their ambulance practicum at Metropolitan Hospital in Manhattan and Mary Immaculate Hospital in Queens.

Of the total 21,000 enrollment for 1987-88, approximately 62% (13,000) attended classes on-campus. Of this number, 45% (5800) attended only on Fridays, Saturdays or Sundays. Just over 8,000 students were served in off-campus classes and programs.

IV. Current Issues

A. Students: Academic and Certification Needs

Adult students' lack of academic or job-oriented skills and corresponding credentials to gain meaningful employment or enhance opportunity for upward mobility are common elements reinforcing much of our program activity.

Despite the tremendous variety of our programs, almost all address this need. In the area of credentialing, high school equivalency preparation is a component of the Adult Learning Center, Corrections, JobWard Bound, Project Enable, Deaf Adults and Veteran's Programs.

State certification for maintaining licenses or eligibility for advancement are integral to our programs in real estate, accounting, telecommunications, emergency medical technology, and service engineering. Given these emphases, it is essential that staff know academic and licensing requirements and that curricular content and methodology effectively prepare adults for credentialing and certification. We need to develop more professional development opportunities for our staff so they may stay abreast of changing and emerging trends and new technologies.

B. Students: Career-related needs

Increasingly, much of adults' reasons for involvement in Continuing Education is to address immediate career-related needs. The opportunity to test newly acquired skills in a work or work-simulated environment is invaluable. The need for better information on careers and career mobility is essential.

To address these needs several Divisional programs are now building in, along with skills training, work internships and subsequent job placement, e.g., Project Enable, JobWard Bound, and Office Information Systems Training. This has necessitated hiring professionals who are experienced and skilled in career counseling (ACCRC), internship development and job placement. The demands on these professionals are especially noteworthy because of the nature

of the populations with whom we work (homeless, incarcerated, disabled, school leavers, welfare recipients). We are increasingly successful in providing these services but more needs to be done. Additional funds are needed to augment instruction with counseling, tutoring, child care, job assistance and service referrals.

C. Need for Research

Because of the unique nature of many of our programs we are a "living laboratory" for research in many areas which predominate community, political and educational attention today - illiteracy, homelessness, drop-out prevention, emergency medical response, etc.

Though we have much of the data and hands-on experience, we do not have the time, staff expertise or research capability to conduct policy/research studies. Further linkages with our own Academic Department faculty, other colleges and agencies need to be established and funds allocated for this purpose.

D. Growth Factor

As has been noted throughout, we have grown tremendously in the past 8 years. This growth has created significant concerns:

1. Space: We do not have adequate classroom, office or laboratory space. In some current programs we turn students away (ESL) and in others we create waiting lists. For the first time in Divisional history, we have had to turn down funds because there was no room for program.
2. Efficiency: We need to continue to streamline our systems - Our fiscal management systems are all manual, they need to be computerized. Our registration and student records systems are computerized but with a system that is rapidly becoming obsolete. We face the question and cost of significant upgrading or conversion.
3. Professional Development: All levels of staff (administrators, faculty, support) are feeling increased pressure to "keep-up" -

physically, emotionally and intellectually. Education, training, exposure to new people, events, ideas and time for professional reflection need to be better incorporated into staff's work lives.

4. Overlapping jurisdictions and segmented programming: With program growth, lines of demarcation between program units are sometimes vague (e.g., should The English Language Center have administrative and academic responsibility over ESL instruction conducted in prisons, should all GED instruction be standardized across programs, etc.). Though some ambiguity, overlap or segmentation is inevitable in any dynamic institution, we must, to the extent possible, keep lines of authority and responsibility clear. Only in this way can goals be identified and accountability for their accomplishment established. Division staff have done a remarkable job of resource and program sharing. This has greatly reduced the potential for conflicting agendas or programmatic disruptions. Given our growth and complexity, open and ongoing communications has become even more essential to the smooth functioning of all Division units.

E. External Factors

External factors which stimulate competing priorities has become a growing issue for the Division, which has one of the strongest reputations in the city and state for responsiveness, and the capacity to develop and deliver sound programs. Because different external constituencies have different agendas we are occasionally faced with demands or expectations which cannot be met. A political force wants more programs for the homeless, while a university entity wants worker education initiatives. Do we do both? A federal source wants our proposal submission and assures funding, we know we cannot meet all the proposal criteria - do we submit? The magnitude of our programs dictates need for more full-time staff, university and state guidelines do not allow their appointment. How do we respond? These are just some examples of the

dilemmas faced daily by program administrators. The level of sophisticated and experienced thinking and analysis required has increased dramatically. Staff must become increasingly attuned to these factors and incorporate them into all phases of planning.

Also in the external realm, we must stay in touch with our changing community. Long Island City is undergoing significant changes in its industrial/economic base as well as its residential/commercial mix. These changes will have an impact on our programming. It will be important for Continuing Education administrators to keep in contact with our many community constituencies and to establish liaison with newly arrived entities. The initiative for these contacts rests with the Division.

F. Integration or Autonomy

Throughout its history, the Division has been fairly well integrated into the larger college, certainly more so than at many other CUNY colleges. This integration is reflected in Divisional structure, staffing and its role in college governance. It shares in the use of many college-wide resources (e.g. space, administrative services). Though often looked to first for the public relations appeal of its programs, the Division does not fare as well in the distribution of resources, especially classroom and laboratory space.

Further integration is important for the College and the Division. Artificial distinctions between credit and non-credit programs should be reduced, especially since many non-credit students enroll in credit programs once they receive their GED. The Division's access to certain college resources needs to be extended, e.g., child care, micro-computer labs.

While the Division works toward further integration, it should do so in the context of preserving the positive elements of autonomy. Though the amount of regulation, monitoring and review on the part of the University and the State has increased considerably, the Division still functions as a relatively autonomous entity. To a large extent, types of programs developed,

their staffing and financing are local decisions. In most grant programs, accountability guidelines are generally manageable. This freedom must not be eroded. Over-regulation may stifle the Division's capacity to be responsive, creative and productive.

V. Future Plans

1. Programs

It is anticipated that there will not be any major changes in programmatic thrust from those currently underway, though there may be some shifts in emphasis. It is expected that there will be continuing strong growth in ESL, family literacy and career and professional programs. If additional space and personnel are possible, we will expand in health care training and in our computer hardware/software applications offerings. Collaborative efforts with high school adult education programs will be pursued as will an expansion of our off-campus program serving Elmhurst/Corona. Attention will also be devoted to furthering the Week-end College plan and to further developing programs for the "Over 50" population.

In terms of existing programs, particular emphasis for the immediate future will be placed on strengthening curricula, providing more training for adjunct faculty and developing more effective strategies for student and program assessment.

2. Staff and Students

It is hoped that, with additional resources, counseling services can be extended to serve all Divisional program students as well as a larger community constituency.

Further effort will be devoted to drawing community residents to the College for "sampler" and Continuing Education orientation experiences. Particular strategies will be explored for drawing larger numbers of minority males to the College and Divisional programs.

Professional development opportunities for full and part-time professional staff should be extended. Emphasis will be placed on micro-computer training, management and supervisory skills development as well as the creation of "special interest" workshops and presentations.

We would like to re-vitalize training and development activities for support staff. Along with this, plans should be developed and implemented for increasing support staff salaries.

3. Resources and Relationships

Additional space for Divisional staff and programs would improve current functioning and make modest expansion possible. Without it, on-campus growth is constrained. To expand off-campus will require additional revenue for space rental and for hiring off-campus program supervisors. External funding sources must be stimulated to approve rent as an allowable and fundable expense. We will work to encourage the Board of Education to make after-school use of buildings more financially feasible.

In terms of staff resources, further expertise in administrative computing should be developed or sought through new hiring. Plans to become less dependent on computer consultants will be developed and implemented.

Within the College, continuing collaboration between the Division and Academic Departments will focus on student credit banking, joint program development (credit and non-credit) and greater resource sharing (labs, faculty, specialized services). Stronger linkages with Cooperative Education and assistance with job placement efforts in targeted programs will be explored. Continuing assistance from College Publications, Community and Legislative Relations areas will be essential to Divisional success.

Across the Division, a large need is felt by staff for greater knowledge and understanding of Continuing Education on the part of other College Divisions and Departments. College leadership should encourage and recommend means for ongoing dialogue and communications across all areas.

External to the College, liaison to our many communities must be maintained. In addition, more concrete ties need to be developed with IDCNY, Citibank and other new commercial and service enterprises. It is increasingly evident that much of the Division's future external funding will flow by virtue of collaborative arrangements among two or more major agencies. This will make program administration more cumbersome and will require constant negotiation and consensus building among all parties. Certain trends should be carefully assessed for their potential impact on Continuing Education. Among those trends which bear watching include: a potential shift from grants to performance-based contracts, potential for financial aid eligibility for Continuing Education enrollment, a tightening of proprietary school regulations, and increasing political calls for more accountability in Continuing Education funding and programming.