

# LITERACY

# UPDATE

# Summer 02

## Addressing Diversity

### GAY, LESBIAN, BISEXUAL & TRANSGENDERED CONCERNS IN THE ADULT EDUCATION CLASSROOM

by Mariann Fedele, *Coordinator of Instructional Technology*

## In This Issue

### 3

EL/Civics Education

### 4

Resources for  
Gay Pride Month

### 6

Professional Development  
Opportunities

### 10

Online  
Professional Development

### 11

Bookbinders'  
Award Recipients

Adult educators often deal with controversial and difficult issues in the classroom. Broaching such issues in ways that promote learning and serve instructional goals can prove elusive for the most seasoned professional as well as the novice teacher. One of the most difficult topics is gay, lesbian, bisexual, and transgendered (GLBT) concerns. As noted by Robert J. Hill in "Gay Discourse in Adult Education" (*Adult Education Quarterly*, 1995), little research exists in this area. This dearth is accompanied by a relative lack of methodology and model instructional practices.

Several factors help explain the lack of attention to GLBT concerns: the invisibility of GLBT students, instructors' and programs' lack of comfort with the topic, and misconceptions about the relevance of GLBT concerns to adult education practice. However, if we want to be true to the principles and philosophy of our field, adult educators must be willing and able to deal with GLBT concerns in our classrooms.

#### Why We Must Deal with GLBT Concerns

As educators, we should come to terms with the fact that GLBT students are in our classrooms. NYCALI does not require data collection on GLBT students, but we can assume that the proportion of GLBT students in our classroom matches that of the general

population: 7–10 percent, according to Alfred Kinsey's 1948 *Sexual Behavior in the Human Male* and 1953 *Sexual Behavior in the Human Female*. Consider the story of Fred Martinez, a gay 16-year-old in an adult education program:

Martinez was frequently harassed because of his feminine appearance. The taunts caused him to transfer to an adult education school program in February. 'He came to adult ed because it was a learning environment where he felt safer,' [said] Barbara Burroughs, one of Martinez' teachers. . . . 'He was being harassed, and you don't want to go to school every day if you're going to be harassed.'  
(*Windy City Times*, July 11, 2001)

GLBT students stay closeted, remaining invisible to their teachers and peers, for many reasons, not least the stigma attached to homosexuality in our culture—a stigma that may be even greater in the students' own communities. The US Department of Justice reports that GLBT people are "probably the most frequent victims of hate-motivated violence in the nation" (quoted by Beth Reis, "A Guide to Teaching Actively About Sexual Orientation," SIECUS Report, Apr/May 1998). Though GLBT people represent 10 percent or less of the population, they were victims of at least 19 percent of all hate crimes in 1998

continued on page 9

Literacy Update is published 8 times a year. Copyright ©2002 by the Literacy Assistance Center, Inc. All rights reserved.

For permission to reprint any portion of this newsletter, please contact the Director of Publications at [publications@lacnyc.org](mailto:publications@lacnyc.org) or 212.803.3332.

**Editor** Jan Gallagher  
**Design** Inessa Shkolnikov



#### Board of Directors

Elizabeth Horton, *Chair*  
*National Council for Research on Women*

David C. Bloomfield  
*Brooklyn College School of Education*

Suzanne C. Carothers  
*New York University*

Jim Cooper  
*Cravath, Swaine & Moore*

Karen A. Erdos  
*Consultant*

Betsy Fader  
*Doris Duke Charitable Foundation*

Gregory Farrell  
*Outward Bound U.S.A.*

Matthew Goldstein (*Ex-Officio*)  
*The City University of New York*

John Hannan  
*Riverkeeper*

Paul LeClerc (*Ex-Officio*)  
*New York Public Library*

Harold O. Levy (*Ex-Officio*)  
*New York City Board of Education*

Christy Porter  
*Consultant*

Karen M. Proctor  
*Scholastic Inc.*

Amina Rachman  
*United Federation of Teachers*

Elyse Barbell Rudolph (*Ex-Officio*)  
*Literacy Assistance Center*

Marian Schwarz  
*Adult Literacy Media Alliance*

Kyu H. Scott  
*Consultant*

Paul Stanley  
*Courier Companies, Inc./*  
*Bookbinders' Guild of New York*

Jean Thomases  
*Consultant*

Funding for the LAC is provided by the New York City Mayor's Office, the New York State Education Department, and a wide range of philanthropic foundations, corporations, and individuals.

by Elyse Barbell Rudolph  
*Executive Director*

## Creative Problem Solving

One of the biggest challenges I have faced so far in my position as the LAC's executive director is figuring out how to be flexible enough to respond to needs of the community while still fulfilling the commitments made to funders in our work plan, put together months in advance of the program year.

A solution that seems to be taking shape is to collect data regularly on the needs of the literacy community and then to forge ahead to find funding to meet these needs. This data is sometimes anecdotal and sometimes quantitative; sources include program managers and teachers, funders, policymakers, and learners and parents who call our hotline. Two recent examples worth sharing involve a policy directive and a community outcry; for both, we were able to secure private funding in advance of public support.

### Policy

Title II of the Workforce Investment Act, which funds much of the adult literacy programming in New York, is specifically called the Adult Education and Family Literacy Act. However, the act does not specify *how* family literacy should be implemented. Further, the Leave No Child Behind Act, which stresses the need for parents to be their children's first teachers, offers no blueprint for family involvement in ensuring that all third graders read at grade level.

The LAC, in an effort to connect our youth offerings to our mission to support lifelong learning, sought private funding to begin a family literacy unit. The Altman Foundation has provided us with both the funds and the freedom to research and identify promising family literacy practices, giving us choices about how to best disseminate and replicate these practices. We hope to draw the attention of public funders by providing good data and sound criteria for programs interested in enhancing their family literacy offerings.

### Urgent Need

All the data sources I mentioned above have united in a clear outcry from the field to identify the issues surrounding the influx of 16- and 17-year-olds into adult literacy programs. The LAC is taking several steps to address this need:

We received a grant from the Clark Foundation dedicated to building our capacity to serve youth programs.

On May 6, in partnership with the NY Citywide School to Work Alliance and the NYC Professional Development Consortium, we convened a panel discussion called What's Up? to address the challenges and policy requirements of dealing with the problem.

Since then, a task force has formed to address the many related issues and to undertake a concerted effort to capture as much quantitative data as possible in order to leverage support for funding to meet the needs of this community.

In both cases, we're making progress by seeking private/public partnerships and sharing resources with like-minded individuals and organizations. We encourage you to share your stories about making progress by using creative solutions. We invite you to join us this fall for a series on funding for literacy that will address the many ways literacy programs can seek alternatives to help them meet the needs of their learners. ■▲◻

## CIVICS IN EDUCATION, CIVICS IN ACTION

by Peter Kondrat  
Director



### Practical Civics

As part of a class in civic participation for adult English-language learners in the capital city of a southern state, the teacher scheduled a visit to city hall. The learners were perhaps an atypical ESOL class: all had studied beyond the high school level, and several in the cohort had professional degrees from their home countries in engineering, law, or medicine.

First glitch: the teacher could not get through to a person responsible for group tours of the seat of city government. It seems no such tour had ever been requested! Finally, a tour was put together for the class of immigrants. They were fascinated and honored to be escorted through the offices of the politicians who run the city. The tour brought to life a number of concepts of representative government. The learners had the opportunity to ask many questions, but even more questions bubbled to the surface as they reflected on the visit.

“Why didn’t we see any Hispanics working at City Hall?” one learner asked her classmates during the subsequent debriefing. Several had noticed the lack as well. The teacher, a white native-born American, had not.

“I think we need to write more than a thank-you letter,” the instructor suggested to the class. And that is what they did. In addition to expressing their gratitude for the hospitality, the learners politely posed their question about the lack of visible diversity to the mayor’s community relations liaison.

The response from City Hall held a lesson for all. “Can you send us your résumés?” the mayor’s assistant asked the learners. “The question you asked us sparked discussion among city leadership. You got us thinking critically about what we are doing—and not doing—here.”

The NYC Professional Development Consortium is one of eight regional staff development consortia established by the New York State Education Department to coordinate and support professional development in adult education and training.

### Theory and Practice of EL/Civics Education

New money from Washington, dispensed through state governments, is providing substantial funding to ESOL programs for English language/civics education (commonly known as EL/Civics grants). The money has been apportioned according to the immigrant population of each state; consequently California and New York received the largest grants.

The LAC received one of the 30 grants awarded in New York City. With support from the PDC, the LAC will focus its efforts, in part, on leadership training and on coordinating services for other grantees. The LAC and the PDC are uniquely situated to create the kind of synergy that can turn 30 individual EL/Civics grants into a meta-project that will benefit the entire adult education community in the city.

Still, EL/Civics has prompted some head scratching and soul searching among adult educators and program directors. The words *civics* and *education* in this context are not nearly as straightforward as they might at first seem. Although the US is still a model and a beacon for many people around the world, the shortcomings of both our civic life and our educational system have been painfully apparent in recent years. It is harder than ever for a teacher to walk into a civics class and pretend that we have an ideal electoral process, a political system untainted by money, a school system that offers an adequate education to all, or an economic system that holds out the prospect of achieving The American Dream to all who work hard and play by the rules. Adult education programs, especially those that have received EL/Civics grants, will be struggling with the tension between America as it is and America as it ought to be.

### Participatory Education for a Participatory Democracy

Some musings about those two words *civics* and *education* as they pertain to the EL/Civics initiative might help kick off the dialogue that will inevitably occur as educators and administrators translate the language of their grant proposals into nuts-and-bolts programs and curricula.

1. How does traditional civics instruction intersect with the lives of adult learners? What does civic instruction have to do with going to the supermarket, or enrolling a child in school, or getting a traffic light installed at a dangerous intersection?
2. How can we broaden the ways we think about *civics* so that it encompasses more of the ways learners participate in political, economic, and social life in the US?
3. Are there ways to rethink both *civics* and *education* using participatory learning models? What kinds of projects will make a difference in the lives of learners while demonstrating their practical understanding of such concepts as “separation of powers” and “innocent until proven guilty”?
4. How can we take advantage of the knowledge and experience of community that so many adult ESOL learners bring to a civics education class? Might “comparative civics” be a helpful starting point for learners who bring rich personal and collective histories to their study of civics in the US?

The best outcome for EL/Civics programs will occur if American educators have a chance to understand more about our own civic life, side by side with those who wish to become new Americans, by asking and answering critical questions with learners. ■



# resources ]

## The Case for Adult Literacy

In response to adult educators' recent concerns about the federal commitment to adult education, Gail Spanenberg, president of the Council for the Advancement of Adult Literacy (CAAL), convened a meeting this March of nationally influential leaders in adult education. Those attending, as well as other adult educators, were asked to, in Spanenberg's words, "contribute a short statement making the case for adult education and literacy. They were asked to think as though the life of the field depended on it." CAAL now offers these statements to the field as an advocacy tool in *Making the Case: Adult Education and Literacy, Key to America's Future*. Contributors include NYC's own Paul Jurmo of the Consortium for Worker Education; Robert Bickerton, Massachusetts director of adult education; Archie Willard, founder of the adult learner organization VALUE; and twelve others. Download the 40-page book at [www.caalusa.org](http://www.caalusa.org).

## Data Management

This is the third installment in a series of web-based resources about using data and management information systems (MIS) to inform program improvement.

**CIO's Data Warehouse Research Center**  
[www.cio.com/research/data](http://www.cio.com/research/data)

This portal for information about data warehousing includes white papers, articles, case studies, event listings, vendor listings, books, and a helpful glossary. It also focuses on specific subject matter such as data mining, online analytical processing, and data storage.

**MISQ Central** [www.misq.org](http://www.misq.org)

A peer-reviewed scholarly journal, *MIS Quarterly* publishes research "concerning both the management of information technology and the use of information technology for managerial and organizational purposes."

**Journal of Management Information Systems** <http://jmm-java.stern.nyu.edu/jmis>

This online journal presents an integrated view of the field of MIS through significant contributions by the best thinkers. The website provides access to volumes dating back to the 1980s. Examples of current articles include "Knowledge Management," "Effectiveness of Virtual Teams," and "Relationship between Job Skills and Performance."

## GLBT Resources on the Web

by Emily Hacker

*Director of Learning Technologies, F.E.G.S.*

The gay, lesbian, bisexual, and transgendered (GLBT) community and the Internet have been an ideal fit since the pre-World Wide Web days of the early 1980s. Back then the Internet—specifically bulletin boards (BBS) and Usenet—created a safe space where gays and lesbians could talk about their common concerns while maintaining their anonymity. These online information networks became even more critical with the outbreak of AIDS. Logging on to a BBS, people with AIDS exchanged information on medication, advocacy, and research. GLBT youth, who often have limited access to information or to people they can talk with openly, have also found safe spaces online where they can meet other GLBT youth and find reliable information.

For education professionals, gay or straight, the Internet also plays an important role. Today's Web connects educators to curricula, research, and organizations that can help them create safe and positive classrooms for all students. The sites listed below offer examples of the GLBT resources available online.

**Gay, Lesbian, Straight Education Network (GLSEN)** [www.glsen.org](http://www.glsen.org)

GLSEN is the leading national organization fighting to end anti-gay bias in K–12 schools. GLSEN works with school boards, families, students, teachers, and community members

to create learning environments that affirm the dignity of all students, regardless of sexual orientation or gender identity. Click on Resource Center at the top of the GLSEN home page to find valuable resources for staff and curriculum development.

**Parents, Friends & Families of Lesbians & Gays (PFLAG)** [www.pflag.org](http://www.pflag.org)

PFLAG is a national nonprofit organization with over 80,000 members and supporters and more than 460 affiliates in the US. Its mission is to promote the health and well-being of GLBT persons and their families and friends through support, education, and advocacy. The Schools and Youth pages (click on Education, then on Schools and Youth) feature education and advocacy materials that PFLAG developed as part of its safe schools campaign.

**P.E.R.S.O.N Project**

[www.youth.org/loco/PERSONProject](http://www.youth.org/loco/PERSONProject)  
The P.E.R.S.O.N Project (Public Education Regarding Sexual Orientation Nationally) is an activist network advocating for GLBT-inclusive curricular policies. Its Resources page includes valuable and hard-to-find links to legal information, hotlines, advocacy materials, research studies, curricula, and bibliographies.

**Lesbigay Special Interest Group (SIG)**

[www.indiana.edu/~overseas/lesbigay](http://www.indiana.edu/~overseas/lesbigay)  
The Lesbigay SIG of NAFSA: Association of International Educators counsels international students and study-abroad students who are gay, lesbian, or bisexual as well as supporting gay, lesbian and bisexual professionals in international education. ESOL teachers, make sure to visit the Advising Resources directory, where you'll find links to inclusion strategies and instructional materials for the ESOL classroom. ▀▶◀

# {announcing

## After-School Conference

PASE, the Partnership for After-School Education, is sponsoring its eighth annual conference and symposium, "Promoting Resiliency in Youth: After-School Is the Difference," June 13 and 14. The June 13 session will be held 12–5 pm at Baruch College Conference Center, 55 Lexington. This session features a discussion with national leaders and experts on innovative after-school practices and projects. The following day's session, 8:30 am–4 pm at Hostos Community College, 450 Grand Concourse in the Bronx, includes speakers, practitioner-expert panels, performances, and hands-on workshops. The cost for both days is \$50 including one breakfast and two lunches. Download a registration form at [www.pasetter.com](http://www.pasetter.com) or call 212.571.2664.

## Summer Courses for Teachers

The Reading Reform Foundation of New York is offering graduate-level courses in reading, writing, and spelling this summer in midtown Manhattan. The courses are intensive, lasting one or two weeks; each carries three graduate credits through the College of New Rochelle. For course brochures, fee information, and registration forms, contact the Reading Reform Foundation at 212.307.7320 or [www.readingreformny.org](http://www.readingreformny.org).

## GLBT Practitioners Group

A group for gay, lesbian, bisexual, or transgendered (GLBT) adult education practitioners will be forming in September. The group will identify and discuss issues of GLBT concern in the classroom and in instruction, issues of being a GLBT person working in adult education, and how to better serve adult GLBT students. If you are interested in participating or in more information, contact Mariann Fedele at 212.803.3325 or [mariannf@lacnyc.org](mailto:mariannf@lacnyc.org).

## Professional Competencies & Assessments

Pro-Net 2000, the adult education professional development project funded by the US Department of Education, has released three new documents designed to help literacy practitioners and programs assess their strengths and address their weaknesses. Two of the documents are assessment instruments based on previously released competencies: one for instructors and another for managers. The series of competencies is completed with *Professional Development Coordinator Competencies and Sample Indicators for the Improvement of Adult Education Programs*. All three documents, as well as the previously published competencies lists, are available for download at [www.pro-net2000.org](http://www.pro-net2000.org).

## ETA Grants

The US Department of Labor Employment and Training Administration (ETA) has released *Applying for ETA Grants: A Guide to the Competitive Grant Process*. This resource is useful not only for state and local agencies but also for nonprofits that may be eligible for various ETA grants. The document is available online at [www.doleta.gov/sga](http://www.doleta.gov/sga).

## Fundraising

The Foundation Center has recently published a new edition of Michael Seltzer's *Securing Your Organization's Future: Guide to Fundraising Strategies*, a how-to book on strengthening the capacity of nonprofit organizations to raise funds and create long-term stability. The book is available for use at the Foundation Center's library, 79 Fifth Avenue, 2nd floor. At the center's website, [www.fdncenter.org](http://www.fdncenter.org), choose Learning Lab at the top to view an abridged version or purchase a copy of the book.

## Math Skills Grant for ALMA

The National Science Foundation has recently awarded a three-year, \$2.9 million grant to ALMA, the Adult Media Literacy Alliance, to help improve adults' math skills. ALMA will use the grant to help fund 10 episodes of TV411, its public television series for adult education. In addition to math, these new episodes will focus on e-literacy, financial literacy, health literacy, and family literacy. For more information, visit [www.tv411.org](http://www.tv411.org).

## Conferences & Training

### Family Literacy Summer Institute, National Center for Family Literacy

July 24–26, Louisville, KY  
Registration: \$425  
Contact Renee Harley, 502.584.1133 x167  
[www.familit.org](http://www.familit.org)

### Implementing a Family Literacy Program Staff Training, National Center for Family Literacy

August 5–9, Louisville, KY  
Registration: \$415  
Contact Renee Harley, 502.584.1133 x167  
[www.familit.org](http://www.familit.org)

### 57th Annual Correctional Education Association International Conference

August 11–14, Portland, OR  
Registration: \$195 member, \$245 nonmember  
Contact Ruth Perkins, 503.378.2032  
[www.ceanational.org](http://www.ceanational.org)

### Welfare to Work to Self-Sufficiency National Conference

August 24–27, Fort Lauderdale, FL  
Contact Ada Phillips, 703.359.6200  
[www.network-consortium.org](http://www.network-consortium.org) ■

# June

## Calendar of Events

*free professional development events  
for literacy practitioners  
in and around New York City*

[7]

### Culture & Diversity

---

#### Gay, Lesbian, Bisexual & Transgender Issues

Friday, June 7, 9:30 am–12:30 pm

**Facilitator:** Terri Clark, NYC Technical College

Part of the LAC's ongoing exploration of issues of culture and diversity, this workshop will give participants an opportunity to discuss the benefits and challenges of integrating gay, lesbian, bisexual, and transgender (GLBT) issues into their classrooms. Participants will explore methods of instruction and resources for classroom use. The workshop will be of interest to instructors, program managers, counselors, and staff developers.

RSVP: LAC Reservation Line at 212.803.3323  
or [jaynellw@lacnyc.org](mailto:jaynellw@lacnyc.org)

Sponsor: LAC

[10]

### Program Managers' Series

---

#### A Look at Alternative Assessment

Monday, June 10, 9:30 am–1:30 pm

In the second event in the series on assessment, a panel of educators whose work focuses on alternative assessment tools such as portfolios and projects talk about their work. How are these instruments compatible with state and federal reporting requirements? How can authentic assessment drive curriculum, and how is authentic assessment driven by curriculum? For a list of presenters, visit the LAC Events page at [www.lacnyc.org](http://www.lacnyc.org).

RSVP: Athena Ballard, 212.803.3345 or  
[athenab@lacnyc.org](mailto:athenab@lacnyc.org).

Sponsors: LAC & NYCPDC

[11]

### GED 2002 Series

---

#### The New GED Math Test

Tuesday, June 11, 1–5 pm

**Presenters:** Denise Deagan, Solange Farina & Charlie Brover, NYC Math Exchange Group

Changes in the GED math test are a result of educators' reenvisioning their instructional practices in mathematics. This roundtable discussion will focus on innovative approaches to math education and how they impact the GED. Among the questions it will address are What is the latest information from the GED Testing Service? What practices, lessons, and activities best prepare students to take the GED math test? What changes in math education are required to meet the new challenges?

RSVP: LAC Reservation Line at 212.803.3323  
or [jaynellw@lacnyc.org](mailto:jaynellw@lacnyc.org)

Sponsor: LAC

[13]

### Technology & Innovation Study Group

---

#### Engaged Learning

Thursday, June 13, 9:30 am–3 pm

**Presenter:** Marguerite Lukes

Engaged learning meshes perfectly with principles of adult learning, in which students are problem-solvers working collaboratively on authentic tasks. In this session, participants will explore principles of engaged learning, examining examples in the context of adult education. They will investigate how technology can support engaged learning, using digital video as an example.

RSVP: LAC Reservation Line at 212.803.3323  
or [jaynellw@lacnyc.org](mailto:jaynellw@lacnyc.org)

Sponsor: LAC

[14]

### ESOL Institute

---

#### Culture in the Classroom, Part 2

Friday, June 14, 9 am–4 pm

**Facilitator:** Winston Lawrence, Ed.D.

Open to previously registered participants only.

Sponsor: LAC

[21]

## Technology Show 'n' Tell Series

### Web-Based GED and ESOL Resources

Friday, June 21, 9:30 am–12:30 pm

**Facilitator:** Mariann Fedele

Participants in this hands-on workshop will examine recommended sites for ESOL and GED instruction in order to decide which ones will work in their classrooms and how to use them. GED resources focus on each GED subject area, on teacher development, and on lesson plans and curricula. ESOL resources focus on sites designed for students and on sites on teacher development, civics/citizenship, and lesson plans and curricula.

RSVP: LAC Reservation Line at 212.803.3323 or [jaynellw@lacnyc.org](mailto:jaynellw@lacnyc.org)

**Sponsor:** LAC

[28]

## ALIES Trainings

### Final Report Training

Friday, June 28, 10 am–1 pm

OR

Friday, July 19, 10 am–1 pm

**Attend only one of the two dates.**

**Presenter:** Megan Swiderski

This training provides a page-by-page tour of the NYCALI Final Report for FY02. Highlights include changes in the Final Report in FY02, definitions of the Final Report fields, Final Report calculations, and ALIES reports that can be used to verify and troubleshoot the Final Report.

RSVP: Don Campbell, 212.803.3319 or [donc@lacnyc.org](mailto:donc@lacnyc.org)

**Sponsor:** LAC

**All LAC and NYCPDC events take place at 32 Broadway, 10th floor.**

### ALIES User Groups

ALIES users meet on the second and third Tuesdays of each month at 1 pm in the Computer Learning Center. Attend either one of the two monthly sessions, but not both. No RSVP is necessary.



Literacy Assistance Center



NYC Professional Development Consortium

## Summer Clearinghouse Hours

The LAC Clearinghouse will be open for browsing on the first and third Mondays of June and July from 1 to 5 pm, as well as by appointment: June 3, June 17, July 1, July 15.

Browsers can peruse our collection of professional development and curriculum materials, including books, journals, multimedia materials, and software. Most materials are available for loan for up to 28 days.

For information on using the LAC Clearinghouse, contact Dr. Winston Lawrence at 212.803.3326 or [winstonl@lacnyc.org](mailto:winstonl@lacnyc.org).

# jobs in literacy]

To place a free employment ad, email [publications@lacnyc.org](mailto:publications@lacnyc.org) or fax 212.785.3685.

The next issue of *Literacy Update* is September; the deadline is July 31.

If you have an opening during the summer, send it as above for posting on the LAC website.

## The LAC has three positions available.

Please send letter and résumé for LAC positions only to Elizabeth Rivera, LAC, 32 Broadway, 10th floor, New York, NY 10004, [lizr@lacnyc.org](mailto:lizr@lacnyc.org), fax 212.785.3685.

### Program Assistant

Assist staff of the LAC's adult, youth & instructional technology units by performing a range of clerical support duties: oversee all aspects of workshop & event planning, reproduce materials, organize & maintain unit files. Update mailing lists, keep resource center database current, assist in organizing and maintaining the resource center & technology lab. Must be detail-oriented & well organized. Ability to work collegially, good computer skills, strong customer service ethic a must. Salary to low 30s.

### Data Analysis Specialist

Become a part of the ALIES/Data Analysis team at the LAC: plan & conduct analyses of adult literacy data on a city- & statewide basis, support & train users of the ALIES software system, update & write technical documentation, maintain data archives. Position requires mastery of MS Word & Excel plus strong analytical & writing skills. Knowledge of MS Access highly desired. Attention to detail & excellent interpersonal skills a must. Experience with the adult literacy field & knowledge of related policies a plus. Salary from high 30s, commensurate with experience.

### User Support Coordinator

As part of the ALIES/Data Analysis team at the LAC, coordinate the user support effort for the ALIES statewide rollout by managing technical assistance calls; maintaining a support tracking database; assisting users of the ALIES software system; communicating with staff development consortium directors throughout New York State to plan & coordinate ALIES training including schedules, logistics, materials, and attendance; and working directly with programs to improve the ALIES support structure. Position requires strong skills in MS Word & PowerPoint, as well as superior verbal & written communication skills. Knowledge of fundamental database concepts & MS Access highly desired. Attention to detail & excellent interpersonal skills a must. Some travel in New York State. Experience in the adult literacy field a plus. Salary to high 30s, commensurate with experience. ■

### Employment & Training Associates

Conduct orientations, intake interviews, job readiness workshops; develop work plans, employer relations, program resources. Job dev/plc & training exp. req. Exp. w/ PA clients pref. BA/BS. Résumé & letter to Deborah Reid, Director of Employment Programs, P.O. Box 407, 321 Ashland Pl., Brooklyn, NY 11217, fax 718.506.0054. ■

### ESOL Teacher (FT)

Teach ESOL in goal-oriented, work-based education program; assist with orientation, assessment, curriculum development. BA & extensive ESOL teaching exp.; MA in TESOL & exp. using technology in English language instruction pref., bilingual Spanish a plus. Position available immediately, M-F 9-5. Résumé & letter to Marlene Karlin, fax 212.366.8362, email [mkarlin@fegs.org](mailto:mkarlin@fegs.org). ■

### Teachers (FT & PT)

Program for welfare recipients who are working but need ESOL, literacy, computer, GED skills. PT positions are Sats. and eves. Flexibility to work around student schedules, exp. assisting people w/ jobs, computer literacy req.

Résumé to Christine Benes, ARBOR Career Center, 330 W. 38th St. #207, NY, NY, 10018, [cbenes@arbornyc.com](mailto:cbenes@arbornyc.com), fax 646.733.9191. ■

### ESOL Teachers

Summer & fall classes for adult immigrants around the city: English language, civics, work-related skills. Min. 1 yr exp. as ESOL instructor; training in ESOL or adult ed. pref. Exp. teaching civics/citizenship & job-related skills, familiarity with Equipped for the Future & labor education pref.

Résumé & letter to The Consortium for Worker Education, Ed. Dept., 275 7th Ave., 16th fl., NY, NY 10001. ■

### ABE/GED Teacher

Set up curriculum; teach 2 ABE/GED classes focusing on workplace & family literacy, up to 20 clients/class, 2 days/wk. Master's in related field & 3-5 yrs exp.; temp. or perm. NYS K-12 certification or certificate as adult ed instructor.

Contact Pat Precin, Director of the PRIDE Program, Brooklyn Bureau of Community Service, 718.233.6830. ■

### ESOL Instructor (FT)

Teach ESOL to adults in Brooklyn-based family literacy program; assist in recruitment, program documentation, assessment; provide computer-assisted learning. BA in education, MA pref., ESOL teaching exp. w/ adults. Bilingual Spanish pref.

Fax résumé and letter to Madeline Duprey, Project Reach Youth, 718.768.1419. ■

### Program Director, Discipleship Educational Center

Impart vision, oversee daily operations, supervise staff, communicate w/ funders. Master's in education or related; strong management & supervisory exp.; 5 yrs ESOL, literacy & pre-GED teaching exp.; committed to learner-centered philosophy. Bilingual Spanish or Chinese pref.

Résumé & letter to Beatriz Caldada, Discipleship Outreach Ministries, 5220 4th Ave., Brooklyn, NY 11220, fax 718.439.3963, email [bcaldald@tpdomi.org](mailto:bcaldald@tpdomi.org). ■

### Employment Specialist

Assist with job development. Perform data entry; oversee operation of Clothing Closet. Exc. communication skills; computer savvy, exp. with databases. Bilingual Spanish pref.

Letter, résumé & writing sample to Lori Edelman, Director of Adult Services, Henry Street Settlement, fax 212.529.9636, email [earnfair@yahoo.com](mailto:earnfair@yahoo.com). ■

### Administrative Assistant (FT)

Respond to phone, mail, in-person inquiries; data entry; word processing; photocopying, mailing, filing. Exc. communication skills, good org. skills, reasonable typing speed req.; database & word processing pref.

Résumé & letter to Lauren Wedeles, Exec. Dir., Reading Reform Foundation, 333 W. 57th St., Suite 1L, NY, NY 10019, fax 212 308.0449, email [info@readingreformny.org](mailto:info@readingreformny.org). ■

### Intake Coordinator

Conduct recruitment and weekly assessment & testing, determine student eligibility, interview & provide career/education counseling, refer students to appropriate onsite programs. Intake & assessment exp., exp. in career counseling for individuals w/limited English & education, administrative exp., bilingual Spanish, computer skills.

### Job Developer

Develop permanent jobs for PA recipients & other low-income job seekers: build employer relationships, help to assess participants' employment readiness, develop & share job leads. Job development exp., exp. working w/ PA recipients, ability to organize & deliver presentations to employers, computer skills.

### Case Manager

Assess participants' employment readiness, provide direct case management & other support services, link participants to community resources. Case mgmt exp., exp. assisting low-income individuals in setting employment & education goals and in resolving barriers to employment; administrative exp., bilingual Spanish, computer skills.

### Coordinator of Vocational Work Study (VoWS) Program

Supervise program operations & staff for performance-based building maintenance VoWS program, develop & monitor student internships, work w/ job developers to place graduates, ensure contract compliance, track employment & retention statistics. Supervisory & administrative exp. in employment & job training, proven team-building abilities.

Résumé to Andrea Vaghy, Northern Manhattan Improvement Corporation, fax 212.928.4180, email [andreavaghy@nmic.org](mailto:andreavaghy@nmic.org). Specify position you are applying for. ■

### Caregivers Institute Coordinator (PT)

Coordinate new model program to prepare individuals with limited English for entry-level health-care careers. 24 hrs/wk, some eves & Sats. Conduct outreach & recruitment; enroll & assess new students; provide career/education counseling. Intake & assessment exp., exp. providing career counseling to individuals w/ limited English & education; exp. & knowl. of health care education & job opportunities; administrative exp.; bilingual Spanish, computer skills.

### Intake and Data Specialist/Case Manager

Conduct student intake, place students in appropriate classes, maintain student records, provide case management, help participants identify & overcome barriers to employment. Bilingual Spanish, PC exp. (Word, Excel, email, Internet) req.. Exp. w/ diverse adult populations, BA in human service field & 2 yrs exp. a plus. Résumé to Jana Sladkova, Northern Manhattan Improvement Corporation, fax 212.928.4180, email [janasladvkova@nmic.org](mailto:janasladvkova@nmic.org). Specify position you are applying for. ■

## Addressing Diversity *cont'd*

(Bureau of Justice Statistics, *Improving the Quality and Accuracy of Bias Crime Statistics Nationally*, 2000). Indeed, Fred Martinez made the news not because he went to an adult program but because he was murdered for his sexual orientation.

Adult students often represent communities that have been marginalized, discriminated against, and disenfranchised. GLBT students, because of their sexuality, contend with another set of social forces that isolate and oppress them. The challenge is to get program managers, teachers, and students to accept that GLBT concerns are germane in the classroom. For instance, when I proposed, in a previous position, to teach a unit on Gay Pride Month, my program manager told me that this was simply “not what we do”—at the same time that she encouraged teachers to pursue other socially relevant topics.

As a community and as a growing field of study, adult education has dealt head on with issues of oppression, social justice and social change, access, and multiculturalism, living out these concerns through popular education and participatory approaches to curriculum development. The body of knowledge that informs our work—from Paolo Freire’s 1970 *Pedagogy of the Oppressed* to Elsa Auerbach’s 1992 *Making Meaning, Making Change* to Lisa Delpit’s 1995 *Other People’s Children: Cultural Conflict in the Classroom*—provides a foundation for addressing students’ identities, challenges, and concerns in curriculum. Conducting theme-based learning on civil rights, social justice, collective struggle, and civic participation is common practice. If we fail to address issues that affect our GLBT students directly and our heterosexual students indirectly, we may be passing up opportunities for learning, social awareness,

and participation in one arena of our nation’s civic life. GLBT concerns are not only appropriate, but necessary, in the adult education curriculum.

### How to Deal with GLBT Concerns

Ways of including GLBT concerns in the classroom that are consistent with our field’s philosophy of empowerment include creating safe spaces in the classroom, embracing diversity in our curricular choices, and encouraging students to think critically about their assumptions.

As Susan Imel notes in “Guidelines for Working with Adult Learners” (1988, ERIC No. ED299456), one way of establishing a participatory environment is to involve students in creating “class management guidelines.” Inevitably students will create classroom rules that include respecting different opinions and ideas, not making personal attacks, and avoiding pejoratives or prejudicial language. Based on these rules, teachers can challenge “queer jokes” or mocking. Allowing bigoted remarks to go unaddressed implies approval. Referring to the classroom rules, teachers can simply state that appropriate discourse in the classroom does not include hurtful language. However, a safe classroom environment does not erase all the consequences of coming out. Students who appear to be GLBT must be allowed to choose whether to come out in the classroom.

Another way to include GLBT concerns is in terms of content. Teachers can choose literature that introduces GLBT characters, themes, and/or authors. *The Color Purple*, for example, while it does not exclusively focus on GLBT concerns, can serve as entree for discussion. Another important curricular area is public health; teachers should disseminate accurate and “myth-breaking” information

about the GLBT community. Exposing both GLBT and heterosexual students to reliable information sources can give them a basis for challenging their assumptions.

Finally, teachers should include opportunities for students to reflect on and question their beliefs and preconceptions—an important point whether discussing GLBT concerns, media literacy, civic participation, or any content area. As David Stein notes in “Teaching Critical Reflection: Myths and Realities No. 7” (2000, ERIC No. ED445256), by engaging in a process of critical reflection, “adults identify the assumptions governing their actions, locate the historical and cultural origins of the assumptions, and develop alternative ways of acting.” When the topic arises, teachers can present GLBT people and issues for what they are: another part of a vital, diverse, and functional society. Teachers can use the characteristics, benefits, and challenges of living in a diverse democracy as a topic for journal writing, in the process challenging students to examine their beliefs.

Effectively engaging in these and similar classroom strategies may require teachers and program managers to challenge some of their own assumptions. In a heterosexist society, we come to assume that everyone is heterosexual and that only people who display grossly stereotyped behaviors are GLBT. As educators who are always perfecting our craft, we should seek out professional development in the area of GLBT concerns. (See the Calendar on page 6 for one such opportunity.) By delivering the best possible educational environment for all of our students, adult educators can be vitally important not only in the lives of GLBT students, but also in the pursuit of social justice and social change.



# Designing & Delivering Online Professional Development

by Marguerite Lukes  
Director of Instructional Technology

## LESSONS FROM EXPERIENCE

Web-based training is “not simply a new format for instructor led or self-paced training . . . it takes new or existing content and uses the power of the Web” to create something that is “designed to engage learners, draw on their experiences, and meet their needs” (Margaret Driscoll, *Web-Based Training: Using Technology to Design Adult Learning Experiences*, Jossey-Bass, 1998). This perspective fits well into the LAC’s philosophy of professional development driven by adult learning theory, in which practitioners learn experientially, based on their needs, and use their new knowledge for real-life applications. Our experience in designing and delivering the online course “Improving Instruction for Adults with Learning Disabilities” demonstrated the advantages and challenges of using web-based learning to achieve this goal.

### Course Design

Dr. Richard Cooper of the Center for Alternative Learning taught the course, while I served as course facilitator. Piloted over seven weeks in February and March, the course was designed to help practitioners immerse themselves in the theory and practice of teaching adults with learning disabilities (LD). We chose the LD content for several reasons:

The material is content-rich, including a lot of background reading.

We knew that Dr. Cooper’s work not only represents exemplary practice in working with LD students but also would lend itself readily to reading, reflection, application, and discussion.

Though practitioners have repeatedly asked for more material outlining classroom applications, the LAC has never been able to provide intensive staff development in this area.

Although many of the LAC’s professional development offerings have been enhanced with web-based resources and Internet activities, this was our first online course, an offering that would be accessible “anytime, anywhere.” Our overarching goal was to design a content-rich, andragogical learning experience, complete with both face-to-face and online interaction, classroom applications, and room for practice and reflection.

The LAC teamed with the Long Island Staff Development Consortium, the NYC Professional Development Consortium, and Fordham University to design, construct, and deliver the course. Its seven discrete modules, based on Dr. Cooper’s work in identifying a continuum of learning differences, each included readings, discussion questions, and several assignments for classroom application. The course began with a face-to-face orientation, one in NYC and one on Long Island, for a total of 20 teachers. Participants included part-time, full-time, and volunteer teachers with an array of educational backgrounds and anywhere from five to thirty years in the field. The common denominator was an interest in meeting the needs of students perceived to have LD. After the initial introduction, participants went off to work on their own with my support as course facilitator.

### Making an Online Course Work

We learned some lessons about what does and does not work in designing and delivering an online course.

**Technology.** Several participants had technical difficulties including problems in navigating the discussion board and difficulties in accessing PowerPoint presentations. As course facilitator, I helped participants resolve such problems via email. Participants expressed excitement at being able to “take

charge” of the course technology—they used technology to become more proficient in technology. The experience also taught us how to improve the course next time:

#### **Articulate minimum specifications.**

Participants need to know in advance what they need on their home computers in order to access the course.

#### **Assign a tech support person.**

A technical facilitator can help participants troubleshoot problems caused by long download times or inexperience with computers.

**Simplify the format.** There was no “technical attrition” from the course—no one dropped out for technical reasons. I believe most participants can come up to speed with the technology in an online course if the course uses a straightforward, user-friendly format.

**Time.** It quickly became clear that facilitating 20 participants in an online format was as much work as facilitating a semester-long graduate course, only in a shorter time. I took advantage of my insomniac nature, often reading and communicating with participants at 2 a.m. An online course facilitator must free up her schedule for more interaction, more technical support, and, above all, more reading of participant responses than she believes possible.

#### **Ambivalence about the new format.**

Participants in this pilot course were glad to have access to the material without coming onsite to a training session—some even said they were able to participate only because of the online format—but the same people said they also like face-to-face training. However, scheduling weekly face-to-face meetings limits the pool of participants for any given course. The ideal solution is a hybrid of online

**“For someone like me, who works in a very small center in a remote location, the online format was great and probably the only way I would have been able to participate.”**

and face-to-face formats that encourages interaction among participants through discussion partners, live chats, and the like.

Of the twenty participants, two did not participate in the initial orientation session, which gave an overview of course content and requirements, allowed participants to get to know each other in person, and enabled them to familiarize themselves

with the online learning environment. The two participants who did not participate did not get into the course for at least one week, and one dropped out. Initial face-to-face orientation may be key to retention.

#### **A Positive Experience Overall**

Staff development is a constant challenge in the field of adult education. Unlike their K–12 counterparts, adult educators get little or no release time and don’t receive raises for accruing educational credits. Distance learning models of staff development are not a panacea. Distance learning certainly provides a means to reach many practitioners who may not be able to come to onsite training, but it cannot solve the staff development problem unless the underlying challenges of our field are addressed.

That said, the pilot online course was successful in many respects. It showed that motivated practitioners, regardless of their educational background or classroom setting, can access content online and adapt it for classroom use. The rich discussions in initial sessions made it clear that the face-to-face session had served to build community, one that continued to develop as participants responded to each other’s comments online. Participants who might not otherwise have had access to such material were provided with rich, engaging content to improve their practice. 🗣️📖

---

## **Bookbinders’ Awards for Library Development**

by **Winston Lawrence, Ed.D.**  
*Coordinator of Adult Literacy Services*

The LAC is pleased to announce that seven programs have been granted Bookbinders’ Awards for Library Development. The Bookbinders’ Guild, under the leadership of Paul Stanley and Michael Weinstein, provides these grants to help programs build their libraries.

**Imani House** in Brooklyn intends to expand its library to include materials in the areas of bias awareness training, multicultural videos, multilingual novels, low-level books, poetry books, and instructional software.

**Stanley Isaacs Neighborhood Center** in Harlem will use its grant to purchase multiple copies of books to be used in ABE book clubs, as well as books with tapes, books on social studies and geography, and subscriptions to *National Geographic*, *Utne Reader*, and *News for You*.

**NYC Board of Education Harlem Family Friends Program** is a District 75 hospital school serving pre-K to 12th grade children who are disabled by asthma, HIV, sickle cell, physical injuries, and other disabling conditions that prevent regular attendance at school. This program will develop a library with materials on living with disability, trauma, or loss; leadership skills; and self esteem. It will focus as well on materials that reflect the ethnic composition of the community.

**Riverside Language Program** provides intensive daytime ESOL classes to immigrants and refugees who have recently arrived in the US. Riverside will use its grant to replace books that have been damaged by heavy use as well as outdated reference materials such as dictionaries, atlases, college guide books, and job bank texts.

**Lehman College Adult Learning Center**, in the northwest Bronx, provides day and evening classes in BE, ESOL, and GED. This program will augment its lending library for students in the areas of home study

and counseling. Students who cannot attend classes or who need supplemental assistance can drop in during home study hours to borrow high-interest books and other resources.

**Covenant House** is a Tier II shelter serving homeless women and their children in the Bronx. This program will supplement its collection with additional novels on the Black experience, legal reference books, biographies, parenting and self-help books, and inspirational works. It will also purchase multiple copies of heavily used GED books.

**New Horizon Adult Education Program**, located in the Bedford Stuyvesant area of Brooklyn, will purchase real-life texts and additional reference and reading materials for its ESOL program. New Horizon will also purchase additional hi-lo readers and textbooks to promote group reading.

For more information on Bookbinders’ Awards, please contact me at 212.803.3326 or [winston@lacnyc.org](mailto:winston@lacnyc.org). 🗣️📖



## New Deputy Director @ LAC

The LAC is pleased to announce that John Clarke has accepted the position of deputy director, having served in this position on an interim basis since December 2001.

John is no stranger to the LAC; he has served on the board of directors for three years. During this time, John has come to know the LAC's staff and is, in his words, "honored to join this dedicated and committed team of professionals."

John brings substantial administrative, financial, and operations experience and expertise to his new position. He has spent his entire career helping nonprofit organizations fulfill their missions more effectively. Most recently, he served as assistant head of school and chief financial officer of the Ethical Culture Fieldston School.

He has also applied his administrative and program management skills at Rockefeller University and the Fund for the City of New York.

"The LAC is well positioned at this point in its history to make significant strides in bringing together public, private, and corporate partners to strengthen the citywide adult and family literacy system," says John. Part of that effort will involve John's role as liaison between the LAC and Verizon in launching New York City Reads. "This new initiative presents an opportunity to create greater awareness of the impact literacy has on New York City's economy, neighborhoods, and families," says John. "It also holds the promise of bringing much-needed resources to strengthen the capacity of literacy organizations to serve the needs of their communities. It's very exciting to be a part of that." ■●



Literacy Assistance Center

32 Broadway, 10th Floor ▲ New York, NY 10004

## [www.lacnyc.org](http://www.lacnyc.org)

Download 2002 GED testing schedules in NYC.

Access agenda and activities from selected LAC professional development events.

Use the Adult Education Locator to help adult learners find appropriate education and training programs.

---

## Contact the LAC

General:  
212.803.3300

Literacy Referral Hotline:  
212.803.3333

TTY:  
800.662.1220

---

To subscribe to *Literacy Update* email [publications@lacnyc.org](mailto:publications@lacnyc.org) or call 212.803.3332

Nonprofit Org US Postage PAID Permit No. 08206 NY NY 10004
---