

ESL Dialogue

SDCCD Continuing Education

Jottings *by Gretchen Bitterlin*



Do you feel as if you have been on a rollercoaster this year? Last fall we couldn't add any classes despite student demand; then in the spring we hired nine new teachers and scrambled to grow to meet higher FTE expectations; then throughout the spring we worked under the threat of major cuts in our program for the summer and fall; then we had the summer session shortened, but finally another surprise – We will not have to cut our program for the fall after all! This is great news, but of course all this takes its toll on morale. Let me take this opportunity to thank you for your patience and unwavering dedication to providing outstanding instruction despite the drama. This issue of Dialogue focuses on acknowledging all the contributions of our faculty and staff to program improvement. It also celebrates the success of our students.

One of the first things to acknowledge, I think, that we haven't focused on lately is the incredible number of years our teachers have worked in this program. Here is a quick synopsis of the 149 ESL and Citizenship teachers working in our program this past Spring:

62% (92 instructors) have worked 10 years or more in our program

45% (67 instructors) have worked 15 years or more.

35% (52 instructors) have worked 20 years or more.

21% (32 instructors) have worked 25 years or more.

11% (16 instructors) have worked 30 years or more.

One instructor has worked 40 years or more .

21% (31 instructors) have worked 5 years or less. With the push to grow, we have hired 9 new instructors since January, 2011

Because of the incredible amount of experience of the majority of our faculty, one of our priorities for next year will be to create staff development



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Jottings Continued . . .

activities that are more challenging for experienced teachers.

Before you go on to read about our program accomplishments this year and student success stories, congratulations are in order as follows:

To our Dean, **Alma McGee** for receiving the President's Distinguished Leadership Award for Administrators.

To **Barbara Pongsrikul** for receiving the Unsung Hero Award in ESL.

To **Rosaelena Pilco** for passing her exams for her Doctoral degree.

To **Louise Winheld** who is retiring this year. Please read about her contributions to our program later in this issue.

Finally, one of the most moving experiences for me this year was the graduation luncheon that our EL Civics Coordinator Jan Forstrom had for

three of our Instructional assistants who just graduated – Javier Yepez Vargas from San Diego State, Betsy Flinn from Cal State San Marcos, and Noel Puga from City College. All three of them shared their stories of working through the system and overcoming obstacles to attain their goals. Javier began as an ESL student in our program, moved to City College and then transferred to San Diego State where he was the valedictorian for the Department of Social Work at the graduation in May. The one theme that was prevalent in all the stories was the importance of a support network to guide and encourage them. As we focus on transitioning our ESL students to ABE, GED, job training, college, or the workforce, we must work towards providing more counseling support for them in addition to instruction. This will be one of our major goals for next year.





Louise Winheld Retires by Barbara Raifsnider

Louise Winheld and I seem to have some strange Karmic connection. I first met Louise at National University in the fall of 2001. We were both working on our TESOL certificates at National and took two or three classes together. I was really surprised to see her at an SDCCD ESL meeting at Linda Vista about a year later. I didn't know she had been hired to work in our district. She had been hired to teach a pronunciation class at Miramar. When I transferred from Clairemont to Centre City in 2005, Louise was working there, too. I now have the pleasure of being her APC at Centre City and of team teaching a level 6 class with her as well.

Louise was a high school English teacher for thirty years at Haverford High School in Havertown, PA (a suburb of Philadelphia). She taught 10th graders college prep English. She also taught a Music, Art, and Literature Appreciation class to 11th graders.

She has taught writing, pronunciation, level 5

and level 6 ESL since she started working for SDCCD. Besides Miramar, she has worked at Centre City with Cathy Coxey, Jan Jarrell, Jim Brice, and Darlene Elwin as ESL Department Chairs and with me as the Assistant Program Chair. Her husband passed away on May 5, 2008, and I will never forget that day as I was the one who had to go around and share the bad news with all her many friends at Centre City. Louise is looking forward to retirement but doesn't plan to sit around on her front porch sipping mint juleps. She plans to volunteer at KPBS radio as a reader for their Radio Reading Service and she also plans to help organize her synagogue library.

Centre City will miss Louise as she has been a vital member of our close knit campus. However, we know that others will benefit from her talents and that she will be enjoying life. Knowing this takes away some of the pain of loss we will feel. Dear Louise, it's been a great ride with you sitting beside us!

Thank you to our ESL Instructional Assistants

The staff closest to our students are our contract and hourly instructional assistants who interview and place all new students in our program and work one to one with students in the classrooms. They are the front line, welcoming students to our program and making them feel comfortable; thus, they deserve special recognition:

Mid City: Liliana Barragan-Gonzalez, Karla Gutierrez, Zakia Nassrat, Albina Velazco, Hector Salazar, Bianca Belmonte, Maria Elena Hernandez, Eric Lam, Alan Lam, Gebrekidan Amari, Thuy Lai, Zahra Ismail, Evarist Kharelimana, Edilberto Mendoza

Centre City: Ana Cody, Esther Im, Concepcion Lopez, Overath Bassa, Veronica Ruelas

Cesar Chavez: Yolanda Araos, Adriana Murillo, Betsy Flinn, Briana Mino

West City: Jennifer Bennett, Hector Salazar, Martha Gomez, Nga La, Saeed Abdollahi, Tomas Paz

North City: Rosa Lopez, Van Pham, Celia Lujan, Gladys Gonzalez, Thuy Nguyen, Cuong Nguyen

ECC: Eva Duenas, Liz Hernandez, Janisse Marron-Hernandez, Blanca Corona

Teacher Acknowledgements

We acknowledge the following instructors for their contributions to our program in a variety of areas this past year. Their dedication to program improvement in addition to being outstanding instructors is much appreciated.

ASB/ Student Projects: Thomas Williams (Centre City); Rheba Smith (Clairemont); Mechelle Perrott (Mid City); Cindi Hartman (Mid City), Elissa Claar (Joy of Reading Program)

San Diego Regional CATESOL Conference presenters: Donna Price, Gretchen Bitterlin, Susan Morgan, Cindy Wislofsky, Lesley Robin, Rosa Elena Pilco, Ingrid Greenberg, Ann Gianola, Kathren Bouldin

CATESOL State Conference Presenters: Kathren Bouldin, Ann Gianola, Rosa Elena Pilco, Lesley Robin, Donna Price, Cindy Wislofsky, Gretchen Bitterlin

CATESOL / TESOL Conference Feedback Presenters: Sharon Javdan, Barbara Raifsnider, Cindy Wislofsky, Rheba Smith, Richard Weinroth, Rosaelena Pilco, Lesley Robin, Thelma Moore, Andrea Sperling, Marla Goldfine, Eileen Chung

Contributions to public folders managed by Donna Price: Lesley Robin, Ann Marie Damrau, Ann McCrory, Barbara Pongsrikul, Beth Bogage, Betsy Flinn, Carmen Moi, Carolisa Morgan, Carolyn McGavock, Cindy Wislofsky, Colleen Fitzmaurice, Corinne Layton, Donna Price, Gretchen Bitterlin, Jan Forstrom, Karen King, Liz Flynn, Mechelle Perrott, Richard Weinroth, Rosa-Elena Pilco, Sandie Linn, Wes Popham

Contributions to Dialogue Newsletter: Gretchen Bitterlin, Corinne Layton, Steve Gwynne, Cindy Wislofsky, Donna Price, Jim Brice, Barbara Raifsnider, Barbara Pongsrikul, Ingrid Greenberg, Jan Forstrom, Chris Stone, Susan Morgan, Beth Bogage, Mechelle Perrott, Sandie Linn, Lynn Francis, Ann McCrory, Richard Weinroth, Rosa- Elena Pilco, Lesley Robin, Elvira Sirkia, Marla Goldfine

ESL Learner Persistence Committee: Chair: Corinne Layton

Members: Anagit Traganza, Cindy Wislofsky, Connie Falconer, Eileen Schmitz, Elissa Claar, Gretchen Bitterlin, Jim Brice, Sheri Bartlett, Starlene Dahl.

ESL Textbook Committee: Chairs: Barbara Raifsnider and Ann McCrory

Members: Ann Marie Damrau, Barbara Pongsrikul, Cindi Hartman, Corinne Layton, David Holden, Elissa Claar, Elizabeth Senier, Greg Laskaris, Jan Forstrom, Jane Halsema, Jessica Maguire, Jim Brice, Magdalena Krupa-Kwiatkowski, Marina Platinova, Nancy Johansen, Richard Weinroth, Susan Morgan, Vikki Regier, Xanh Lam

ESL Lab Networking Committee: Chair: Jim Brice

Members: Beth Bogage, Donna Price, Liz Flynn, Jean Pierre Gulli, Jim Huffman, Gretchen Bitterlin, Henry Acejo, Ingrid Greenberg, Patty Griffitts, Steve Gwynne, Xanh Lam, and Cindy Wislofsky

ESL Program Completion Committee: Magdalena Kwiatkowski, Vikki Regier, Carol Kelsall,

Corinne Layton, Barbara Raifsnider, Diane DesRoches, Ingrid Greenberg, Rheba Smith, Jim Brice, Jane Halsema, Nancy Johansen, Cathy Coxey, Marla Goldfine, Jan Forstrom, Cindi Hartman, Gretchen Bitterlin

ESL Technology Plan: Anagit Traganza, Ann Marie Damrau, Barbara Pongsrikul, Barbara Raifsnider, Beth Bogage, Cindy Wislofsky, Corinne Layton, Donna Price, Elissa Claar, Ingrid Greenberg, Jan Forstrom, Jane Halsema, Jim Brice, Karen King, Liz Flynn, Ola Steenhagen, Zad Pishyar, Tim Saylor, Veronika Eagan

VESL Committee: Chairs: Corinne Layton and Steve Gwynne.

Members: Carolyn McGavock, Cindy Wislofsky, Donna Price, Elissa Claar, Ingrid Greenberg, Jim Brice, Xanh Lam

Teachers who had students write essays for scholarship applications and contests: Andrea Sperling, Carolyn McGavock, Corinne Layton, Madonna Ostrye, Iryna Scharer-Filatova, Liz Flynn, Ann McCrory, Sandie Linn, Kathren Bouldin, Beth Bogage, Chris Stone, Steve Gwynne

Technology Mentors: Beth Bogage, Jim Brice, Liz Flynn, Steve Gwynne, Xanh Lam, Sandie Linn, Rosa-Elena Pilco, Wes Popham, Donna Price, Rheba Smith, Ola Steenhagen, Richard Weinroth, Cindy Wislofsky

Transition ESL teachers: Susan Morgan, Chris Stone, Beth Bogage

Volunteers in ESL/ Citizenship classes:

Center City: Janet Foster, Patsy Brown, Richard Kohn, James Aburto

North City: Anna Armendariz, Barbara Carr, Lee Mosteller, Hal Heath

ECC: Gwen Fish, Stephanie Jaret

Mid City: Lonnie Brunini, Chris Gommel

Curriculum Development: Carolyn McGavock, Chris Stone, Marla Goldfine, Lesley Robin, Colleen Fitzmaurice, Rosa-Elena Pilco, Ann McCrory

SLO Writing Participants:

Fall, 2010: Miguel Blancas, Donna Rosen, Carolyn McGavock, Diane DesRoches, Rheba Smith, Lynn Graver, Iryna Scharer-Filatova, Paula Oswald, Ana Olivensky, Amy Watt, Mozhdeh Fadavizad, Cindy Keltner, Lynn Francis, Cindi Hartman, Ann McCrory, Marla Goldfine, Louise Winheld, Madonna Ostrye, Magda Kwiatkowski, Chris Stone, Carolisa Morgan, Rose Babayan.

Spring, 2011: Diane Desroches, Barbara Raifsnider, Cindi Hartman, Catalina Vela, Iryna Scharer-Filatova, Sharon Javdan, Magdalena Kwiatkowski, Chris Stone, Ana Olivensky, Marla Goldfine, Ann McCrory, Colleen Fitzmaurice, Marina Platinova, Paula Oswald, Lynn Frances, Rheba Smith, Shahrokh Safavi, Greg Laskaris, Nancy Johansen, Marina Vera, Richard Weinroth, Elvira Sirkia, Kathren Bouldin, Lynn Graver, Jessica Macguire





Teachers Who Received Technology Training

by Cindy Wislofsky

One-to-one or group trainings included lab use management (equipment, software programs, checklists); working with Word 2007, E-rollbooks, district e-mail and Google Docs; demos of software and websites for students (e.g. Future, Ventures Arcade, Ventures Classware, Spelling City, Diascriptive Reading); making and printing certificates; accessing public folders; and creating a class webpage.

Andrea Sperling
Carmina Gerardo
Carolisa Morgan
Cindy Keltner
Colleen Fitzmaurice
Corinne Layton
Donna Price
Eileen Schmitz
Elaine Barrett
Elvira Sirkia
Gretchen Bitterlin
Guillermo Valdivia
Jane Halsema
Jean Washington
Jeannie Ross
Lesley Robin

Margaret Sollitto
Marina Platunova
Marlene Hadge
Martha Ponce
Mary Beauparlant
Mimi Pollack
Mindy Olson
Nancy Johansen
Nonna Sadoudi
Ola Steenhagen
Patricia Miyamoto
Remy Lopez
Rheba Smith
Richard Kohn



The CE/ ESL Advantage by Gretchen Bitterlin

The newest marketing campaign for our Continuing Education Program is called the CE Advantage. There is actual data that proves that learners moving from Continuing Education into the colleges perform more successfully than those students entering community college without a continuing education background. Since CE is non-credit, it is often overlooked as a vital link to preparing adult learners for success in the workplace and in college. And ESL is even more overlooked as a vital link to success in the real World. We support President Beebe's initiative to publicize the CE advantage. One of the best ways to do this is through the qualitative evidence we get from our students' own words. Below are stories about students who started in ESL and are now attending college classes or have excelled in various vocational areas. Several have returned to our classes to speak to our current students about the value of attending our ESL classes. It is so important that we capture this data to prove the importance of the basic skills development that we do in our ESL classes.

1. **Hung P.** is from Vietnam. He is enrolled at Miramar College for the spring semester and he is taking 13 units: mathematics, chemistry, and English 43 and English 48. Hung was enrolled in Susan Morgan's ESL Levels 6 & 7 Transition to College Class and he said that in this class he especially learned how to write essays and lots of grammar. He said, "your class helped me understand the lectures, talk with other students, read the college books." He really recommends that students take the transition class. He stated that he took ESL 43 and had to write a five-paragraph essay, "but the teacher did not teach specially about how to write the essay." He said, "I used what I had learned in the ESL non-credit class."
2. **Diana D.** is from Mexico and she is currently a student at Miramar College, taking 6 units of English, and she is concurrently enrolled in Susan Morgan's ESL Levels 6 & 7 / Transition to College Class. Before enrolling in the college, Diana did not know about our CE classes and immediately enrolled in the college credit program. She said that when she had trouble she even enrolled in the Miramar College Computer Lab for tutoring, but she said that was not enough. One of her English professors at college recommended that she attend the non-credit ESL Continuing Education classes on campus. She says, "I would highly recommend that people take these non credit classes." She says, "My grammar and writing got better" after taking this ESL class.
3. **Casey W.** is from Hong Kong and she is currently enrolled at Miramar College and taking 6 units of mathematics. She is also concurrently enrolled in Susan Morgan's ESL Levels 6 & 7 / Transition to College Class. Casey said, "I'm taking 2 math classes and I understand the lectures more and also the book more. I understand more vocabulary. In my ESL class we communicate more than I do at the college, so this class helps me communicate with my professors better. In college students don't communicate with each other and if I didn't have my ESL class I wouldn't have the confidence in asking questions."
4. **Four students** from Beth Bogage's Advanced ESL course just finished ESOL 31, the credit ESOL course that was offered on the ECC campus this Spring. All four of them got an A in the class. They came to tell Beth the good news and one of them was literally in tears, saying she never thought before that she could achieve something like this.
5. **Yancheng Samuelson**, a previous student from China in Toni Fernandez' Advanced level ESL class reported that she completed her paralegal studies at Miramar College and has been working for the County of San Diego in the District Attorney's department. She is now working on an administrative assistant certificate at Centre City so that she can qualify for the next level of legal secretary. She has received A's in all her classes. Her goal is to go to law school.

These are just a few stories typical of the success our students achieve after studying in Continuing Education. Keep the stories coming. We need to capture this data.



Sample Student Outcomes from Five Classes

From Liz Flynn, Level 4-5 ESL class at West City:

13 students submitted applications for CE scholarships

1 student earned a home day care license.

4 students received their driver's licenses.

3 refugee students became eligible to work and are now looking for jobs; one is writing a small business plan.

4 students have taken the placement exams at community colleges.

From Beth Bogage, Level 6-7 ESL class at ECC:

6 students are applying to City College in September.

4 students who took and passed ESOL 31 this semester will continue their college studies, taking ESOL 32 in the fall.

4 students are ready to move on to college, but need more time in Continuing Education to qualify for AB 540.

3 students will enter job training programs

4 students got jobs.

From Steve Gwynne, Evening VESL at Mid-City:

2 students will enter CNA training at Center City in September.

2 students transitioned to college.

1 student entered the Culinary Arts Program.

1 former student graduated from the Culinary Arts Program.

1 student graduated from the Auto Mechanics Program.

2 students graduated from CNA training and passed their state certification exam.

From Corinne Layton/Carolyn McGavock's Morning VESL Class:

2 students received their GED

2 students completed the VESL for Family Home Daycare Module

2 students enrolled in the Culinary Arts Program

From Chris Stone - ESL Level 6-7: Transition to college at Mid City:

2 students took the college placement test and placed into ESOL 30.

4 students placed into ESOL 40.

From Susan Morgan—ESL Level 6-7 Transition to college at Miramar:

10 students transitioning to College

All 10 students will attend native-speaker English classes.

Since the goal of the ESL Transition Courses is to prepare students for ESOL 30 or higher, this is great news!



I-BEST Personal Care Assistant Class by Donna Price

Spring 2011 was a semester full of transitions in the I-BEST (Integrated Basic Education and Skills Training) VESL Personal Care Assistant class. The purpose of this class is to prepare students for jobs as caregivers and/or to help them bridge to the Certified Nursing Assistant (CNA) class.

Transition to the Spring 2011 CNA (Certified Nursing Class) Update

Seven students from the fall 2010 VESL Personal Care Assistant class went to the CNA class in January and on May 19, 2011 they all passed the state certification exam. Now they are all certified nursing assistants! I'm sure their former ESL instructors from Centre City, West City and Chavez will be happy to hear about this amazing accomplishment. The students are:

Florentina Birch
Riza Caspe
April Rose Cornelio
Gina Garcia

Elsa Lopez
Joy (Nesem) Mergen
Denise Ochoa

Transition to the Fall CNA 2011 Class

This semester, spring 2011, four students from the VESL Personal Care Assistant were accepted to the September 2011 CNA class. This is a very competitive process--students have to score over 8.5 on the TABE test, pass an oral interview with a counselor and show excellent progress in the VESL class to be accepted in the CNA program. These students are:

Min Greenwell (came from Toni and Liz's classes at WC)
Demet Yildirim (came from Toni's class at WC)
Adina Mathewson (came from Remy's class at Chavez)
Rosa Trujillo (new student)

Transition to the Transfer Language Academy (concurrent enrollment)

Two students completed the Transfer Language Academy, which was held at ECC for six Fridays.

Transition to the Community Home Health Aide Class (concurrent enrollment)

Five students completed the Community Home Health Aide class, which was held at Centre City on Saturdays for 6 six weeks.



Transition to the bilingual Family Home Day Care Training class (concurrent enrollment)

Three students took the bilingual Family Home Day Care class at ECC.

Transition to the GED Program (concurrent enrollment)

Two students took the GED class concurrently with the VESL Personal Care Assistant class and got their GED certificates.

Transition to the Workplace

One student got a job as a caregiver at an agency.

One student got a job in a restaurant.

Three students kept their jobs as caregivers.

Transition to College

One student is enrolled at City College in the Puente Program.

One student is enrolled at Grossmont Adult School in the Healthcare Essentials class.

Accomplishments

Seven students got scholarships; one of them got the \$500 Chancellor's Scholarship.

Where other students are going:

- GED program
- ESL Level 5, 6 & 7

I-BEST instructors Manuel Gallegos, RN, and Donna Price, ESL instructor, wish the students luck and successful transitioning!



Congratulations, Scholarship Winners!

Four students from Beth Bogage's Advanced ESL class at ECC won scholarships this year. Inez Bernal was awarded a Maxine Williams AFT Scholarship of \$300, Maribel Corya received an ASB Scholarship in the amount of \$100, and Maria Mota won the Management Scholarship, a \$500 award! Another winner from our class was Aminata Johnny (not pictured here); like Maribel, Aminata received an ASB Scholarship award for \$100.



In Chris Stone's Advanced ESL class, the following students received scholarships:

Benhur Michael Tsegay, AFT Maxine Williams scholarship

Tsehay Assefaworku, ASB scholarship

Habibo Aden, Autumn Keltner Memorial Scholarship

Daniel Berhane, Norma Ledesma Memorial Scholarship

In Corinne Layton and Carolyn McGavock's VESL class, Sinh Tran received an ASB Scholarship.

In Magda Kwiatkowski's Advanced ESL class, Albina Velasques received an ASB Scholarship.

These individuals epitomize what it means to be dedicated, hardworking students. We are so proud of this--and of their many--accomplishments. Bravo!



"A Valuable Lesson" Essay Contest

In conjunction with the state adult level essay contest for the state CATESOL conference, Jan Forstrom organized a local contest just for students in our district ESL classes. The theme selected for this year's contest was "A Valuable Lesson", and the essays reflected a vast array of student experiences and lessons learned.

Each student who participated in the contest received a certificate and a book. The top essay writer in each class received an "Award Winner" certificate and a Miriam Webster Advanced Learner Dictionary. Other participants in each class received a "Certificate of Excellence" certificate and a level-appropriate reading book. The books were donated by McGraw-Hill.

The following students participated in the contest (listed according to teachers):

Sandie Linn: Luis Ernesto Buenida Pineda*, Nesem Mergen;

Donna Price: Hua Ping Liang*, Wenhua Bauer;

Magdalena Kwiatkowski: Susana Garibay*, Autumn Dantes, Nga La, Sonia Teresi, Hein Hoang, Chiaki Acton, Margarita M. Chandra, Juseong Kim;

Kathren Bouldin: Natalia Safavi *, Hua Feng, Harumi Nakao, Juxian Zhou, Natalia Safavi ;

Carol Goldstein: Denize e Silva Melo*, Daphine Levy;

Marina Platinova: Lorena Calderon*, Maria Cruz Avalos, Maria Camargo, Maria Yepes;

Susana Garibay from Magdalena Kwiatkowski's class won the statewide contest and received recognition for this at the annual CATESOL State Conference in April, 2011.

Congratulations to all teachers and their students!

[Click here to read the essay](#)



ESL Learner Persistence Committee

Corinne Layton, Chair

It is always my pleasure to report the accomplishments of the ESL Learner Persistence Committee. I'd like to start by acknowledging our dedicated committee members: Corinne Layton (chair), Anagit Traganza, Cindy Wislofsky, Connie Falconer, Eileen Schmitz, Elissa Claar, Gretchen Bitterlin, Jim Brice, Sheri Bartlett and Starlene Dahl.

As our name implies, the purpose of the committee is to develop strategies to encourage learner persistence. Since developing effective orientation strategies is integral to learner persistence, an important task of our committee has been the design of the ESL Student Guide. We have made yearly revisions to the guide based on instructor and student input as well as program changes. For example, we have revised the campus page to make it more comprehensible for all levels of students. In addition, this year we will be adding more academic English expressions to the useful English expressions page of the Intermediate/Advanced Level Guide in the attempt to make the

guide more valuable for our higher level students. The Committee would like to acknowledge Public Information Officer Ranessa Ashton for implementing our suggested changes to the guide.

Our Committee has also been working on comparative research of managed and open entry enrollment classes at Mid-City Campus under the guidance of District Research Analyst Jessica Luedtke from the Office of Institutional Research and Planning. The Mid-City ESL Department has offered managed enrollment classes as an option to open entry enrollment since the spring of 2006 in both the morning and evening programs. In managed enrollment classes, the semester is divided into three six-week enrollment sessions. Students can only enroll the first week of each session; however, they may continue in the class throughout the semester. Continuing students are placed in managed enrollment classes by instructor recommendation (based on their attendance history), while new students are placed in managed enrollment classes by the assessment staff.

The Comparative Research on Managed Enrollment includes the following:

- Attendance Report (4-year study: 2006-2010)
- Student Perception Survey (to be conducted)

Student Learning Gains Analysis (to be conducted)

The data for the Attendance Report includes information on attendance trends (retention) and enrollment trends (persistence). The overall data (combining both morning and evening programs) indicates that managed enrollment classes had greater average student attendance hours and rate of attendance than the open entry enrollment classes. Regarding enrollment trends, there was a higher rate of persistence of students in managed enrollment classes than open entry enrollment classes. There were also fewer student “shoppers” (students who attended less than 7 hours) in the managed enrollment classes than open entry enrollment classes.

Managed Enrollment (Combining Morning and Evening Classes)

Average Student Attend. Hrs.	Attendance Rate	Percent of Shoppers (< than 7 hrs of at-)	Persistence Rate
99	41%	6%	57%

Open Entry Enrollment (Combining Morning and Evening Classes)

Average Student Attend. Hrs.	Attendance Rate	Percent of Shoppers (< than 7 hrs of at-)	Persistence Rate
67	29%	10%	54%

The Committee would also like to conduct a Student Perception Survey that compares students in managed and open entry enrollment classes in regards to goals, obstacles to classroom attendance, preference for enrollment type, opinions about attendance requirements, and perception of classroom learning environment. The third part of the study will compare student learning gains based on CASAS benchmarks.



Citizenship Outcomes by Lesley Robin

Student success:



Last October, a citizenship student from Somalia passed only part of her naturalization Interview. She did not answer enough questions correctly on the history and civics quiz. She continued coming to class and focused more on learning these "100 questions." A few weeks after that, she stopped coming to class. She had her second interview in April, 2011, and according to the guidelines, was only given the history and civics quiz. She passed the quiz. She came to tell the class of her "passing the interview" this spring, a few days after her second interview.

When the instructor asked her why she had not been back to class to study, she said that instead of Mid-City CE Center, she had been taking classes at City College in English and child development. Her spoken English was very much improved and she had a noticeably more confident demeanor. When the instructor asked her how she had improved her English so quickly, she said "I'm going to be a citizen, I have to!" Her hard work paid off and now she is on to a new part of her education.

Guest speakers:

The evening citizenship class now has enjoyed speakers from each branch of government: local, state and federal. This spring, a new speaker came from the office of State Senator Juan Vargas. She spoke to the class about her job, current issues the Senator is working on and how the students can communicate with the Senator. She brought handouts for the students, answered their questions, and posed for a group photo! The guest speakers are incorporated into the curriculum on Congress and California/local government. All represent the City Heights neighborhood, specifically the school address. Prior to the speaker, the students visited the official's website in the computer lab and developed questions to ask. "Enhancing curriculum with a guest speaker" was part of a recent CATESOL presentation by Mid-City citizenship instructors Lesley Robin and Rosaelena Pilco.

ESL Program Completers for Spring, 2011

Since the fall semester, we have begun reporting to the State the number of level 7 ESL students who have completed our ESL program requirements. As of this printing of Dialogue, 101 students completed ESL in the Spring semester. The teachers responsible for preparing these students for program completion are Rose Babayan, Kathren Bouldin, Madonna Ostrye, Andrea Sperling, Toni Fernandez, Steve Gwynne and Chris Stone.



CBET Students' Accomplishments 2010 to 2011

By Barbara Pongriskull

Community-Based English Tutoring (CBET) students had a great year in CBET and have reported many accomplishments listed below:

- CBET students reported that they are volunteering more at their children's schools.
- CBET students tutored more at their children's schools.
- CBET students helped their children more with homework after taking CBET classes.
- CBET students talked with their child's teacher more and the school staff.
- CBET students attended more of their child's school events.
- CBET students participated in scholarship essay writing.
- CBET students reported transitioning from the CBET class to ESL classes at Continuing Education Campuses, GED classes, and getting jobs.
- 100% of the CBET students tutored weekly in K-12 classrooms.

CBET adult students tutor weekly in the kindergarten classes, and we try to pair each CBET adult student with the same kindergarten child. The children get use to having the same reading buddy each week and this regular tutoring session helps a child improve their reading level. All of the kindergarten teachers in our CBET Program commented this year that the kindergartners in their classes have increased their reading levels and some have jumped up many levels. The CBET tutoring model has helped many children this past year.

Puppet shows are one way to get adult students involved in reading children's books. CBET instructor Mozhdeh Fadavizad had her CBET adult students perform in puppet shows at the end of the year at Sherman Elementary and Cherokee Point Elementary. Cherokee Point CBET students participated in the Three Little Pigs puppet show and the Sherman CBET students performed the Little Red Hen puppet show.



I'd like to thank our CBET teachers that made our CBET tutoring model so successful this year. Our teachers in CBET this past year were Erica Fulton, Mozhdeh Fadavizad, Sharon Javdan, Marina Platunova, Iryna Scharer-Filatova and Laurel Slater. These wonderful teachers have made a difference in the lives of our CBET adult students and the kindergartner's that were tutored.



Spring Semester Outcomes at ECC By Jim Brice



You remember Penelope from Homer's The Odyssey? Penelope is the wife of Odysseus, the king who was off fighting in the Trojan War for twenty years. No letters, no phone calls, no email, but she believes that he is alive and will return for her. She remains faithful to her husband by devising tricks to delay her many suitors. One of tricks is to pretend to be weaving a shroud and claiming that she will choose a suitor when she has finished. Every night for three years, she undoes part of the shroud and fools the suitors, still believing that her husband is alive and will return. There are echoes of this story in room C 3 at ECC, where one of Connie Falconer's students, and Iraqi woman, was told that her husband died in the Iraq war three years ago. This semester, she learned that he was really alive and living in an Iraqi prison! Upon finishing this story to Connie in class, the woman, broke out in "ululation," the high pitched, celebratory sound that Arab women make by moving their tongues from side to side (Thanks to night instructor Greg Laskaris for that word) and the whole class joined in. It appears that whenever there was good news in the class, this Iraqi lady would begin ululating. The other students enjoyed this sound and would repeat it with her and this became the class tradition. Of course, there were no louder or plentiful ululations than when she learned that her husband was still alive.

We have been doing some ululations around ECC as we learned that our ESL program is not dead either. Of course like all campuses, we have suffered a little during these hard economic times: some students have had to endure long job lay-offs, teachers have been worrying about cuts, and there has been a general anxiety about the future of ESL, considering what has happened around the state to other programs.

However, thanks to great planning and leadership from our Chancellor Dr. Constance Carroll, President Dr. Anthony Beebe, Dean Alma McGee, and Program Chair Gretchen Bitterlin, we have prevailed. Classes opened to accommodate long waiting lists, books and supplies kept flowing, and teacher morale stayed strong.

ECC is already making moves to get ready for the building of our new ESL wing, off the southwest corner of the present main building (I believe construction will be completed in two years). Thanks to all the teachers in advance who will be affected this summer by having to move their classrooms to accommodate remodeling and pre-construction activity: Lissette Quinby, Kenna Veatch, Rubina Hussain, Bob Johnston, Guillermo Valdivia, Wes Popham, Toan Humphrey, and yours truly.

Thanks to the office staff for helping with the above moves, and a special thanks to our new office assistant, Brenda Castro, who has been filling in for Liz Hernandez, who was on maternity leave, having a new baby boy. Liz, Brenda, Blanca, Eva, and Janisse have done superior work again with Mary Beauparlant in ECC's ESL orientation class, which will now serve as a model for other ESL orientation classes around the District.

Other recent changes at ECC, include Beth Bogage's new ESL level 7 class, which is not a transition class, but which now feeds into an ESOL reading class from City College which has been offered at the ECC campus spring semester and which is planned to continue this fall, right across the hall from Beth. As a result, Wes Popham shifted gears to teach ESL level 6 and Guillermo Valdivia moved from his 20+ years at night to teach the morning ESL level 5. I would also like to mention and publicly

thank the morning crew, Connie Falconer, Carmina Gerado, Jana Westfall, Toan Humphrey, and Guillermo Valdivia for agreeing to try to use the same textbook series, *Ventures*, across the levels this year. We think that this has provided continuity and coherence for the students and will discuss further its successes and failures at our end of the year meeting and share that information with the textbook committee. All in all, I would say that this year has had a lot more successes than failures. Now excuse me, while I practice ululating.

What an Accomplishment!



Maria Mota with her book of Dominican Nursery Rhymes (above);



With Scarlett Briseño (above right), who illustrated the book.



Maria Mota and Scarlett Briseño, students in Beth Bogage's Advanced ESL class, are not just friends, they are also collaborators. Maria wrote and will publish a book of children's nursery rhymes from the Dominican Republic. Scarlett, from Mexico, illustrated the book with her beautiful drawings. Congratulations to these students on their wonderful project!



EL Civics Success Story by Jackie Clifford

Advanced ESL teacher, Mid City Campus



A student came up to me this morning with a twinkle in her eye and a huge grin on her face. She had returned to school after Spring Break, but then she had been out several days before returning today, Friday. She started by explaining the reason for her absence. She had suddenly found herself in great pain several days before, and she had to go to the emergency room for help. The doctors diagnosed her with a kidney stone, and she stayed home the next two days vomiting from the excruciating pain until the stone finally passed!!!

So why the twinkle in her eye, and the huge grin? Before the Spring Holiday---3 weeks ago---our class did the EL.Civics unit on Communicating with Health Professionals. She had easily passed the aural test and received her certificate afterwards. So her ear-to-ear grin was prompted by her great joy from being able to communicate with the doctors and nurses so successfully while she was in the emergency room! She said she understood everything they asked her to do---including putting her arm out in front of her body and making a fist---and she was thrilled! She thanked me profusely for teaching this unit "just in time" for her emergency visit!

Student Success Story by Mimi Pollack

Advanced ESL teacher, North City Campus

Hibo is Somali, but she was born in Ethiopia in the countryside. She did not go to school in her country. She learned how to write at the age of 25 when she came to the United States. She is now 36. Hibo has been my student for two years, and she is amazing! She has made so much progress. When she started in my advanced ESL class, she was very hesitant at first. Now, she answers with confidence and her grammar, reading, writing, and comprehension skills have grown. The last CASAS test she took was a level D, and she scored a 243. She enjoys watching the news and knowing about the world around her. She has so much native intelligence and charm. She has six children, and she studies ESL four nights a week faithfully. On Fridays, she takes the special GED/ABE class for Somalis, and is learning math. Right now, her goal in the future is to be a nurse's aide. Hibo is a favorite in my class, and everyone loves her. Despite being the only Somali student in the class, she makes friends easily and has broken down cultural barriers by teaching others about her culture. It is a pleasure to have her as a student.

Guest speakers bring novel to life by Sandie Linn

On March 18, 2011, Chao Xiong and Pastor Tom Hang spoke to the students in Sandie Linn's class about their experiences in Laos, Thailand and the United States prior to, during and after The Secret War.

Pastor Hang mesmerized the audience with his story of becoming a young Hmong soldier in the U.S. Army in Laos. The army's mission was to stop the North Vietnamese soldiers from running supplies through Laos to South Vietnam and Hmong men from Laos were heavily recruited during that time.

Chao Xiong, our own CASAS Testing Technician, spoke about his journey from Laos to the United States and his successful efforts in taking advantage of all the educational opportunities in this country. As a refugee who started taking ESL classes at Continuing Education and eventually earned a Ph.D., he encouraged everyone to get an education. Chao also gave a brief history of the Hmong in China, Laos, Thailand and Vietnam along with a stunning slide show presentation.

Following the presentation, Chao and Pastor Hang took questions from the audience. Also present was Dr. Beebe, Dean Carvajal, Dean McGee, APC Barbara Raifsnider, and Continuing Education's videographer, Sam Kulani. After the question/answer session, the students provided the guests with ethnic treats from Thailand, Ethiopia and Ivory Coast.

Chao and Pastor Hang were invited to the class because the students were reading the book, *The Latehomecomer: A Hmong Family Memoir*, by Kao Kalia Yang. In the book, the author relates the stories of three generations of Hmong people struggling to find a place they could call "home."



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March 23, 2011

Chao Xiong
3792 Fairmount Ave.
San Diego, CA. 92105

Dear Dr. Xiong

I would like to thank you for visiting our class this morning. I appreciate the time you talked to us. Thank you for helping us how to learn English better. I felt very happy when I listened to you.

Thank you again for your time you gave us. I hope to see you soon.

Sincerely,

Long Nguyen



Clairemont SLO Writing Project by Ann McCrory

The Clairemont morning ESL program consists of 6 classes, covering all the levels from low beginning to high advanced. We all recognize that we seldom have any quality time to sit and discuss what we're doing with writing, and we don't know if what each of us is doing correlates/meshes with the levels above and below us. Since writing has been a focus this year, we decided to apply for Academic Senate funds to pay for three 2-hour sessions when all of us could sit down and work together on writing. We scheduled one meeting each in March, April, and May. One was a Saturday meeting, and two were late afternoon meetings. The only requirement was to do some sort of writing assignment in class before each meeting, and then bring the uncorrected papers (or copies of them) to the meetings. The main idea was just to share and see what everyone is doing. Three of our six teachers had already been working with Gretchen on the SLO Writing Committee, knew about the rubrics for each level, and had some experience using them. At our first meeting, we put a few writing samples on overheads and went over the process of using the rubrics for the teachers who hadn't used them before. After everyone was familiar with the approach, we split up into pairs and analyzed a few more papers from each other's classes. We followed a similar approach at the second and third meetings, sometimes working in pairs with the teacher just above or just below us, and sometimes working together as a whole group to analyze a few papers from all six classes. We also saved some time at each meeting to review several leveled writing series available from the publishers. We wanted to see if it would be a good idea to adopt a writing series for our campus.

The results were very beneficial. Following are some of the comments and feedback:

1. Doing the series of three meetings promoted more writing in our classrooms.
2. It was very helpful to see the progression of skills from one level to another.
3. Analyzing papers at the different levels made us more aware of what's needed at the next level.
4. The rubrics for each level make it very clear how the skill sets for one level are necessary for success at the next level.
5. We realized that there are some basic skills that we can begin teaching at lower levels, so the students will already have good habits when they get to higher levels.
6. We learned how to evaluate students' writing based on a more comprehensive approach.
7. The rubrics give us a standard to work toward. This is helpful because not every core textbook develops the same level of skills.
8. Our site has a more coherent writing program now.

After reviewing the writing books, we decided to order class sets of several of them. The books will be shared around with different teachers in different semesters and also possibly within the same semester. Here's what we liked:

1. Step By Step Writing (Heinle) – Book 1 – low and high beginning
2. Ready to Write (Pearson) – Book 1 – high beginning and low intermediate
3. Ready to Write (Pearson) – Book 2 – low and high intermediate
4. Ready to Write (Pearson) – Book 3 – high intermediate and advanced
5. Great Sentences for Great Paragraphs (Heinle) – low and high intermediate
6. Great Paragraphs (Heinle) – high intermediate and advanced
7. From Great Paragraphs to Great Essays (Heinle) – advanced

Clairemont teachers involved in this project were: Stephanie Thomas, Rheba Smith, Shahrokh Saffavi, Ann McCrory, Carol Goldstein, and Magda Kwiatkowski.

Centre City SLO Writing Project by Richard Weinroth

The ESL teachers at Centre City have been meeting to discuss strategies to teach writing to ESL students using rubrics and outlines. The rubrics were developed by the CE SLO committee in 2010. The Centre City group followed the format Gretchen has used in the writing workshops. Teachers used the grading rubrics to score student writing samples and then compared and discussed the results. An interesting observation was that level 1-4 teachers were much tougher scorers than levels 5-7. Prewriting activities were also discussed. Ann McCrory of WCC has developed outlines, model paragraphs, and exercises for Ventures 4. (Ann's work and the rubrics are in Public Folders.)

Students from the morning L5 used a prewriting outline as an advanced organizer to write a paragraph. Examples of the writings were presented. It was observed that the student writing was overall better organized than generally seen in first drafts. Giving students a writing outline, specific to the assignment, in a language that was accessible, helped students focus. When students filled in the outlines before beginning their paragraphs, their writing was better organized. Prewriting can require as much time as the writing itself. Why can't ESL students write? Most students can write. What they cannot do is write well. Good writing requires preplanning and care.

The next meeting of the Centre City ESL teachers will include a review of writing texts, the selection of a text for the fall, and continuing the review of student writing.

ESL and Songs b by Elvira Sirkia

I have a compelling reason to believe that singing songs in English can help ESL students in their difficult task of learning English. My brother Alec learned English through Beatles' songs he loved very much. He was a math professor at the State University back home and when he came here, he landed a tenure contract position as a math instructor at a Community College in California after surviving a brutal competition.



I don't use songs as a base for my lessons; I use them more as an application and as a means of facilitating and creating a positive attitude in regard to learning English. Considering the specificity of our students and their different backgrounds it's very important to use the songs that are easy to understand and easy to sing. Beatles' songs wouldn't work for my level 3 students, but **Tune Into English** songs with catchy melodies and easy grammar structures have been very successful. After listening to the song, we go through the familiar structures in a different light. I have a song for each grammar structure. For example, in *Do You Speak English* there are many sentences with "to be" verbs. Also, many songs use colloquialisms the students have never heard of. "What is "just" and "bit" in "just a little bit?" they ask. Repeating the same phrase in a fun way creates automaticity so needed for developing oral skills. We usually sing on Fridays, when I see that the students' attention is flagging and fatigue is showing. It's nice to hear from the students, "more, more!"

Once, we had a chance to demonstrate our skills outside the classroom. When we finished EL Civics #33, and the students received their certificates, we decided to celebrate the event by dressing

up and singing downstairs in the lobby during the break. The women had bright flowers in their hair and on their hijabs, and the men had flowers clipped on their shirts. We started with a small group and pretty soon we had quite a crowd of students and some teachers join us. We were so proud to have earned applause for our singing. Our End of the Semester celebrations usually include singing and going through funny stories we have learned during the semester. This Spring semester won't be an exception.

The following songs from [Tune In To English](#) are good for the following grammar structures:

Beginning 1-3:

Song 1: I'm Glad To Meet You: yes/no questions as well as information questions with to BE verbs versus DO in simple present tense

Songs 2 and 8: Repetitive usage of THERE'S structure and prepositions of place

Song 3: Pronouns and verb HAS

Song 4: Giving directions using imperatives

Song 6: I LIKE TO versus SHE LIKES TO

Songs 9, 10 and 11: Verbs in Present Continuous and Past Simple Tenses, modal auxiliary CAN

Song 12: Expression WOULD LIKE, auxiliary verb WOULD.

Song 13: Future Tense with GOING TO and WILL

Level 4 and Higher:

Songs 14 and 15: Present Perfect Tense (Have you seen my key? I can't seem to find my key.)

Song 17: Past Continuous Tense (When I reached my house at seven, Max was playing the guitar; Jane was sitting on the table eating pickles from a jar...)

Song 18: Subjunctive mood after I WISH.





Inner Dialogue Summer, 2011

by Lynn Francis

The above picture of that magnificent tree symbolizes finding *balance* in teaching for me. I envision the top of the tree as what is visible – CASAS, activities, techniques, methods, paperwork, structure. However, the roots of the tree – the unseen - provide *nourishment* and *healthy growth*. These have been called the Roots of Inspiration in Life Coaching. Some of my Roots of Inspiration are *creating, being present, spontaneous, engaged, and authentic*, with a sense of striving to balance the mental, emotional, physical and spiritual of myself. Balance – I also look for balance in teaching between the seen and the unseen - *content/process, structure/spontaneity, organization/creativity*. I had an interesting lesson recently that exemplified this balance.

I am a Ventures fan. The book provides a structure in which to teach listening, speaking, reading and writing. Long gone are the days of scouring many sources to create lesson plans. We were spending three weeks on Chapter 8 with a theme of 'Work'. I *spontaneously* invited Chao, our CASAS guru, and Javier, our EL Civics superman, into my classroom to talk to my students. I thought that they would be *inspiring* for the students as they had both studied in Continuing Education ESL programs and have ad-

vanced in so many incredible ways. Chao was a Hmong refugee in 1975 and now has a PhD and Javier came to the U.S. 6 years ago when he was 17 and is just about to graduate from San Diego State. Wow! We set up the visit for two days hence. So I *created* a worksheet of potential questions that we practiced. Chao and Javier stayed about 40 minutes and *engaged* the students in a *meaningful* conversation. Also, the writing section of this unit was about writing thank you letters so my students wrote a thank you note to Chao or Javier.

My point is not so much about the content and passing on a technique, activity or book but the *joyous process of creating, exploring and nurturing* my own Roots of Inspiration. The structure was already in place. Within the structure of the unit on work, I felt so free to *improvise, create, and try out* new ideas. My energy was concentrated on how to *engage* the students, help them *focus* in the *here and now, experientially* and even have some fun doing it! I thrive on that space of not always knowing where the lesson will take me yet with enough structure to keep me grounded. Seeking *balance. Progress not perfection*.

Like the tree above with healthy roots, I can grow and thrive after teaching for 30 years being in touch with my own Roots of Inspiration ...

And you?

Roots of Inspiration are highly personal. What inspires and nurtures you? What are your Roots of Inspiration?



Autumn Keltner Memorial Scholarship Award

This year's winner of the Autumn Keltner Memorial Scholarship award is Habibo Aden, a student in Chris Stone's ESL Transition to College class. According to Chris Stone, Habibo is a very strong, wise, and committed woman who has overcome tremendous obstacles to reach her goals. Below is the essay she wrote to apply for the scholarship.

Obstacles in My Life

By Habibo Aden

When war broke out in Somalia in 1991, my husband and I and our nine children were terrified. After three months of fighting, killing, and looting all around us, the situation became too dangerous. I begged my husband to take us to a safer place, but he refused. I wondered about the future of my children and how we could survive. I decided to pack up our nine children with some food and water and escape to Kenya, even if my husband wouldn't go with us.

The road was very rough in the rain. Several families and I, with my children ages three months to 16 years old, crowded into a big truck. Once in Kenya we were placed in a refugee camp. There was very little food or clean water, and no shelter or sanitation. Everyday children were dying from diarrhea and malaria. Because of the lack of security, people were easily attacked or killed, and many women were sexually assaulted. But I tried to be strong and keep my hope alive for a better future.

After 15 years in the refugee camp, we were allowed to come to this country. The process took another year but finally on April 20, 2006, we arrived in Nashville, TN, our new home. Adjusting to a new culture wasn't easy, but we learned the language and started a new life. I worked at a meat packing plant for four years before moving to San Diego.

My dream is to go to college and become a social worker at a social service agency, helping refugees, especially single mothers like me.

Meanwhile, I am improving my English skills. Because I live far away from school, I take two buses to get there every day but I arrive on time.

ESL Student Testifies in Sacramento

Lameck Nyabenda was an ESL student in Jackie Clifford's level 6 ESL class and Chris Stone's Level 7 ESL class this past year. In the spring he transferred to the GED program and passed all 5 tests in April, 2011. In May he was asked to testify in Sacramento to help preserve the funding for food banks and Calworks. After attending the accelerated English course at Mesa this summer, he hopes to attend English 101 at Mesa in the fall. We are very proud of his accomplishments. Below is the speech he wrote and gave in Sacramento:

Good morning, ladies and gentlemen. My name is Lameck Nyabenda. I am a refugee from Burundi. Do you know where Burundi is? Burundi is a small country in Central Africa. I fled my country to escape persecution because of my mixed marriage. I lived in various refugee camps in Tanzania for almost eight years before I came to this country under the United States Government's Refugee Resettlement Program.

I arrived in San Diego with my wife and four children in February, 2010. The State Department, through one of its resettlement agencies (the Alliance for African Assistance) helped me very much to settle in San Diego. They assisted me in finding a place to live, enrolling in schools for me and my family, getting food stamps, and getting all the necessary and important documents. I started English classes in June, 2010, and then last Fall I was accepted into a college preparation class for one semester. In January, 2011, I passed a test to enroll in GED classes where I finished all five of the official GED tests in just four months. I am proud to have my GED degree here in the United States. I expect to start college in September this year, and I want to become a social worker because I enjoy people, and I like to help them.

Today I am here to talk to you about the importance of food banks for me and my family. First of all, I am so grateful for the generosity of the United States government to me and my family, even before I came here. When I was in my country and in refugee camps, I realized the amazing generosity of this country when I saw that most of food which was distributed by the World Food Program in the Internally Displaced Persons' Camps in Burundi and in refugee camps in Tanzania was from the United States. I still remember seeing a picture of the U.S. flag and the clasped hands on the sacks of cornmeal and peas, and on the oil tins. I also remember the words which were written under the clasped hands—U.S.A.I.D. (United States Agency for International Development). Because of the United States, I and my family didn't go hungry in the IDP camp in Burundi. (Pause) Because



of the United States, I and my family didn't go hungry in the refugee camps for more than 8 years in Tanzania.

Before I came here I didn't know that there were people who went hungry here in the U.S. But, like so many Americans, my family and I started to experience hunger here when our food stamps would run out before the end of each month. My resettlement case manager told me about the food banks in San Diego. He showed me one food bank called the Bridge of Hope. This food bank has saved my family from hunger. My children no longer go to bed hungry. My children no longer have to go to school with empty stomachs. There are many refugee families, just like my family, that depend on the food banks when their food stamps run out also.

But I learned it's not just refugees that depend on the food banks. When I started volunteer work at the Bridge of Hope, and now at the Catholic Charities Food Resources Center also, I watched how important it is for many, many people of different backgrounds who come to receive food. They are always happy when they come to take food.

I tell you the truth: No one where I come from can believe that people can go hungry in the United States. It is a shame and a travesty to go hungry in this amazing country. The United States has been the number one savior from hunger and starvation around the world for many years. I saw this when I was living in the IDP camp in my country. I saw this also when I was living in refugee camps in Tanzania for so many years. So, how can you feel when you find someone in this great nation going hungry??!! It's a shame! How can you feel when you find children in this country under five years of age who are undernourished with the relate disease that accompany malnutrition??!! It's a shame!

In some parts of Africa, people can die of hunger and their government doesn't care because of the greed and selfishness of some of their leaders. I'm now proud to be in a country where the government cares about its people. I'm proud to be in a country where the government ensures that everyone who is on its soil is able to eat. In these days of high unemployment, food banks are most needed to help people like me who don't have jobs. It is cheaper to care than to face the high cost of the medical, practical, and emotional consequences of not caring.

Just as I saw those clasped hands that reached out to me and my family to save us from hunger and starvation while we were still in Africa, please, let's continue to give a helping hand to the less fortunate here in this great state of California, in this great country of the United States, who are also hungry.

Thank you very much, and God bless America!



Summary of ESL Program Accomplishments 2010-2011

I. CASAS Testing/ Assessment/ Orientation

- a. Designed a way to provide students with their CSID numbers
- b. Improved CASAS testing data collection
- c. Streamlined data collection of placement information on new students
- d. Revised ESL student guides and site pages

II. Student Learning Outcomes

- a. Offered SLO writing workshops both fall and spring semester to do holistic scoring
- b/ Reported SLO writing results for 20 classes
- c. SLO Writing Committee identified anchor papers for each level of writing
- d. Conducted faculty survey on the implementation of writing SLOs

III. Staff Development

- a. Presented two Citizenship workshops
- b. Presented workshops on the following topics:
 - i. Communicative grammar
 - ii. Websites for classroom use
 - iii. Word '07 Basics for ESL Instruction
 - iv. Maximizing oral interaction in the classroom
 - v. Early production
 - vi. Narrative and life skill reading
 - vii. Academic Reading and writing
- c. Facilitated ESL/GED networking meetings
- d. Facilitated meeting with credit side on transition ESL classes
- e. Technology mentoring of teachers one to one and in small groups
- f. Held ESL book fair to demo new ESL core texts
- g. Invited Publishers to demonstrate new texts and software

IV. Instruction/ Curriculum / Program

- a. Added new ESL Transition courses at Mid City and ECC
- b. Revised exercises to go with revised ESL student guides
- c. Added materials to the public folders
- d. Created ESL Program Completion Committee to identify criteria for program completion.
- e. Wrote ESL program descriptions for division of ESL program into 3 programs, Beginning, Intermediate, and Advanced and sent them to the curriculum committee for approval.
- f. Awarded program completion certificates to 111 ESL students in the fall and 101 students in the spring.



- g. Two campuses held SLO writing meetings to coordinate the teaching of writing at their campuses
- h. Completed Program Review report for 2008-2009 academic year
- i. Conducted survey on using core texts and used results for program planning
- k. Worked with district researcher to analyze comparative data from managed enrollment/open entry classes at Mid City

V. EL Civics

- a. Wrote and implemented new objective on American history - # 40
- b. Revised and updated student packets for EL Civics
- c. Increased the number of EL Civics assessments significantly

VI. Citizenship

- a. Developed new lessons for public folders
- b. Collaborated with USCIS
- c. Collaborated with IRC to provide legal support services and fee waivers to our students
- d. Facilitated Presentations in ESL classrooms on immigration and citizenship issues with IRC
- e. Collaborated with IRC on new grant application for USCIS funds.
- f. Provided input from our district to the USCIS National Headquarters in Washington, D.C.
- g. Developed student learning outcomes for Citizenship Program

VIII. Marketing

- a. Worked with Public Information officer to design ESL brochure and 2 page insert for the schedule
- b. Updated ESL website

VIII. CBET Program

- a. Increased the average class size for CBET, reducing the cost of running the program by \$70,000.
- b. Achieved a 100% tutoring record of our ESL students with K-12 children
- c. Implemented new readers and a new tutoring packet
- d. Transitioned advanced level CBET learners to the regular program.
- e. Presented at numerous SDUSD Board meetings to advocate for the continued funding of our CBET program

IX. Other

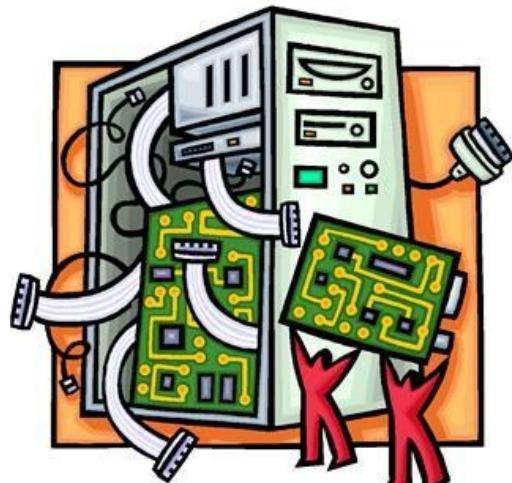
- a. Raised almost \$2000 for Bachman/Jennings Emergency Book Fund
- b. Revised ESL Technology Plan
- c. Organized ESL evidence room for accreditation
- d. Produced 3 ESL Dialogue newsletters online
- e. Wrote a course outline for the ESL Labs
- f. Piloted the use of progress indicators for the Statewide Academic Senate

Thank you to our Tech Support Staff

It is a huge challenge keeping all of our technology up and running and we would be in big trouble without the outstanding support of our tech support team. They analyze and fix equipment and system problems, install equipment and software, test new software, re-image our labs constantly, provide tech support for publisher presentations and ESL workshops, and even help us clean out our e-mail boxes. Most importantly, they do all this on very short notice and with good humor.

Thanks to all of them:

Zad Pishyar, Tim Saylor, Doug Cruger, and Jim McElree



Coming in October! San Diego Regional CATESOL Conference

Creating the Future Now: Change, Transition, and Innovation

Saturday, October 15, 2011 San Diego County Office of Education

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Continuing Education

ESL Dialogue

SDCCD Continuing Education

Enjoy the Summer!

Produced by Steve Gwynne—Edited by Gretchen Bitterlin

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