

Dialogue



Jottings *by Gretchen Bitterlin*

Coming back from the longest vacation we have ever had (due to a shortened Summer session) we are energized to go forward with new projects this year despite the challenges we face with tighter budgets. Ironically, our ABE/ESL/ASE program has just received the largest award from our federal grant (231) that we have ever received – almost 1.4 million. These are dollars solely based on CASAS test score learning gains and EL Civics passed assessments. Congratulations to all our faculty and staff who worked so hard to bring in these benchmarks. Unfortunately, because of budget cuts to other sources, however, we will not be able to put these extra dollars into new books, equipment, and supplies for our program. Instead, the majority will be put toward supporting our instructional assistants who were supported by matriculation funds last year. At least we have the 231 funds to keep these assistants and so far are not experiencing any other severe reductions to our program. One of our major goals this year will be to continue the basic functions of our program that make it the quality program that it is, e.g. placement, assessment, staff development, and campus coordination.

This issue of Dialogue highlights the outcomes of our 08-09 school year, celebrates the accomplishments of our colleagues who have retired and outlines our major goals for this coming year.

As suggested earlier, we will not let the budget woes we are experiencing stop us from moving forward on some important initiatives for our program, namely 4 of them.

1. Improve the transition of ESL students from non-credit to credit ESL: Susan Morgan and Marcy Berqvist are each piloting our new course: *Continued on next page*

Online Edition

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ESL level 6 – Transition to College. The goal of these courses is to prepare students to enter at the minimum, ESOL 30 level courses at the colleges. In addition to a greater emphasis on writing, the courses will inform the students in general about college, the application process, and make the transition easier for them. Initial feedback from the students indicates strong support for these classes.

2. Field test new student learning outcome writing assessments for each of our 7 levels of instruction. Besides meeting accreditation goals, these assessments will help us document level completion in writing, something we have been wanting to do for a long time. We are pleased that 14 our adjunct instructors will be able to access ancillary funds to support them in this project.

3. Pilot the I-best model of instruction in a new course to train personal care assistants. Donna Price is the VESL teacher for this new course, team teaching with a vocational instructor to train ESL students directly for employment as personal care assistants/ caregivers. This course will also prepare students to enter the CNA training program if so desired. The class has gotten off to a great start with over 40 students enrolled in it.

4. Go Green: To protect our environment and save money in the budget, we will be devising ways to use less paper. In our recent online staff development needs assessment, the workshop topic most highly requested was ideas on how to use less paper in the classroom. We will be having a workshop on this very topic and compiling ideas that all will benefit from. Sandie Linn has already moved in this direction by having all her students do all their homework online. By responding to them online, Sandie has eliminated using any extra paper in her classroom this Fall. While this is not possible in the majority of our classrooms, it is a goal worth striving for.

5. Finally, we will be looking for ways to integrate more fully English for the workplace into our program, particularly the softskills that lead to success in the workplace. The reauthorization of the Workforce Investment Act, including the Adult Education and Literacy act, from which our 231 funding comes from, is going to be placing a lot more emphasis on preparing adults for the workplace because of conclusions reached that the current system of adult education has not adequately prepared students for the 21st century workplace demands. Basically programs will receive funding for such projects as creating career pathways for students from basic skills instruction to postsecondary education and vocational training. There will be a lot more to come about this. One such model of integrated ESL and workplace education is the project English Under the Arches. Please note that two of our instructors, Steve Gwynne and Ingrid Greenberg have been key players in this project. See the article in this issue of Dialogue.

ESL Program Statistics Summary – 2008-2009

(* [See attached chart of detailed statistics.](#))

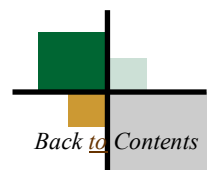
Enrollment: Whereas last year at this time our enrollment had decreased, this year, our enrollment increased by .8% to a total of 21,406 students. The decline of students from Mexico has also slowed down compared to last year. We had increased enrollments from Burma, Colombia, Ethiopia, Guatemala, Iran, Japan, Korea, the U.S. (ABE students), and Vietnam. The campuses with increased enrollment were ECC, Mid City, and North City, Miramar.

Attendance: Our attendance hours increased by 8.95% from the previous year. With only a .8% increase enrollment, this demonstrates improved learner persistence. Our average class size for the year was also up - 25.65.

CASAS Test results: Although we tested fewer students last year, our total number of paypoints increased by 5%. Our EL Civics paypoints increased by 19%, indicating greater participation than the previous year. The number of students with paired scores also increased 5% to a total of 80%. Out of 163 teachers who administered CASAS tests, 53 (33%) had classes in which 80% or more of the students had paired scores. This demonstrates improved learner persistence in our program. There is room for improvement, nevertheless. 5,742 students who tested had no post test. In addition, there were 5,872 incomplete EL Civics datasets. This means that we did not get credit for 5,872 passed EL Civics assessments because the learners involved did not have two CASAS tests in the system.

National Reporting System Performance Report (based on CASAS data):

In order to receive the 231 Federal funds every year, California must set performance goals in CASAS testing, which local programs aim to meet. The performance goal for each level is the percentage of students (all those who test) who complete a level according to the test score cut-offs for each level. Each year California is expected to set higher goals. In our own program, we increased our level completion rates at the beginning low, beginning high, and intermediate low levels from the year before. However, we are still below the state level performance goals in all levels except the beginning low level. This is an area for improvement in the coming year. In order to improve our rates of level completion, we need to post test more students, accurately select test forms that maximize gains, and teach more to the competencies on the tests.



U.S. Citizenship Accomplishments and Immigration News



Old/New Test Challenge Met

by Mechelle Perrott

Citizenship teachers faced a big challenge this school year, and we met the challenge successfully. We have been preparing students for two different sets of test requirements during this transitional year when the U.S. Citizenship and Immigration Services (USCIS) updated the naturalization process. Some students were eligible for the old test. Other students needed to prepare for the new test. Citizenship teachers worked hard to meet everyone's needs. We juggled old and new test preparation simultaneously using district-made materials to supplement old textbooks. By October 2009, we look forward to teaching one set of test requirements. Job well done!

USCIS Observations Successful

Teachers also made time to visit USCIS to observe actual naturalization interviews using the new test requirements. In April and May, we had 14 teachers representing Mid-City, ECC, Chavez, West City, Centre City observe either downtown or at the Chula Vista office. Participants were: Colleen Fitzmaurice, Lesley Robin, Carol Kwan, Patricia Miyamoto, Rosa Elena Pilco, Catalina Vela, Carolisa Morgan, Pete Amarillas, Elvia Kerlick, Donna Huchel, Rheba Smith, Francisco Guevara, Marlene Hadge, Mechelle Perrott.

After the observations we shared our experiences. We generated lots of ideas for use in the classroom. Below are tips we can all use in the classroom to help our students dealing with a government agency like the USCIS.

Teaching Tips

- Practice listening comprehension skills especially for rapid speech and for following directions
- Encourage students to speak...but not too much. Answer small talk...but don't say more than needed
- Provide information for our students to seek legal advice when needed

The observations were a positive experience for all. Teachers and USCIS staff said they found this collaboration useful. John Ramirez, the USCIS community resource officer, wants to write up the teacher observation experience for the USCIS newsletter so other USCIS offices around the country will want to work with schools as we did in our successful collaboration.



Standing left to right: Pete Amarillas, Lesley Robin, Carol Kwan, Patricia Miyamoto, Catalina Vela, Rosa Elena Pilco, Colleen Fitzmaurice Seated left to right: Mechelle Perrott, Elvia Kerlick, Rheba Smith

Military Service and Immigration Status

I attended the bi-monthly meeting of USCIS and CBOs (community based organizations) last June. Before the meeting started, I asked Captain Doug Green of the U.S. Army to clarify the current immigration requirements for military service. He first explained that the federal government has two sets of standards, one for war-time and the other for peace-time. We are currently following the war-time standards. To qualify for military service during war-time, a person must have legal status for a minimum of 1 day and be able to maintain legal status for at least as long as the military would require. Currently, minimum service is 3 years. Captain Green added that he cannot vouch for what the military recruiters may or may not say on this subject. What is important, he emphasized, is checking to be sure the recruit doesn't have a criminal record. Captain Green said that the military does have active duty service members that do not meet the minimum immigration requirements. He shared, for example, that the first U.S. Army casualty in the Iraq War did not have proper documentation. This soldier was later awarded citizenship posthumously. The military attempts to adhere to the minimum qualifications. However, even during peace-time when the U.S. Government has stricter immigration requirements for the military, people without proper documentation have served. Captain Green shared one sad story of a veteran who had entered the military during peace-time, served his time, and now, years later, is dealing with immigration problems. He is not eligible for citizenship. It was time for the meeting to start. I thanked Captain Green. I was surprised and appreciative of his frank discussion on military service and immigration status.



CBET Before/After Survey Data 2008-2009

Data Analysis by Barbara Pongsrikul

Results from the 2008-2009 CBET adult learners' surveys have been compiled. Approximately 532 students had paired data – surveys from both before and after their participating in CBET at the end of the 2008-2009 school year. The spring 2009 semester had fewer classes than fall 2008, but a higher percentage of paired data. This suggests that students persisted during the 2008-2009 school year.

Demographically, the data was similar to the past two years in the following categories: The majority of CBET adult learners are Hispanic females between the ages of 25 and 44 years old. Most of them are full time homemakers that have between 1 and 4 children. During the 2008-2009 school year, 30% of the CBET students reported that they had lived in the U.S. for 10 or more years. Additionally, 53% of the students had been in the U.S. from 2 to 9 years. Only 8% of the students reported that they had been in the U.S. less than 2 years. Data from 2008 to 2009 indicated that 43% of the CBET adult learners have more than 6 years of education, but less than a high school diploma. This data is similar to last year, but there was an increase in the students having a high school or GED. In spring 2008 12% of the CBET students had a high school diploma or GED and in 2008-2009 18% had a high school diploma or GED.

The survey is designed to capture a rating of the adult CBET students' perception of their own proficiency in English skills. Results from 2008-2009 surveys show that the CBET adult learners reported improvement in reading, speaking, understanding and writing English. CBET adult learners also reported learning other skills as a result of CBET classes. The top four skills they reported learning were:

1) communication, (27%), 2) tutoring (25%), 3) self-confidence, (11 %), and food/health skills (8%).

In addition, the CBET adult learners indicated an increase in the involvement of literacy activities with their children in the following areas according to the 2008-2009 before/after surveys: 1) 4% increase of adults taking children to the library for the first time, 2) 19% increase in the number of adults tutoring at the CBET elementary for the first time, 3) 4% increase in the number of CBET adults reading to children everyday, 4) 2% increase in the amount of CBET adults that reported helping their children with homework for the first time, 5) 7% increase of adults talking with their child's teacher and 6) 1% increase in CBET adults going to school events or activities.

[Continued on next page](#)

CBET Before/After Survey

The 2008-2009 before/after surveys queried students as to why they wanted to learn English. The top three reasons students want to learn English are: 1) 33% want to help their children with school, 2) 27% want to achieve a personal goal and 3) 15 % want to get a better job. The top three reasons for 2007-2008 and 2008-2009 were the same, and helping children with school was also the top response on the learner persistence interviews for 2008-2009.

CBET Writing Gains 2008-2009

All CBET students are given a pre writing assessment when they enter class and a post writing assessment in June each year in the CBET Program. At the end of June 2009 CBET instructors met and holistically scored the writing samples. Each writing sample was given a score that is equivalent to an ESL level. The results are below:

Writing Levels for 2008-2009

Level 0: 1%
 Level 1: 17%
 Level 2: 26%
 Level 3: 38%
 Level 4: 13%
 Level 5: 4%
 Level 6: 1%

Writing Gains for 2008-2009

½ level Gain: 38%
 1 level Gain: 56%
 2 level Gain: 6%



New refugees learning English on computers donated by a non-profit agency in Leah Haeber's Beginning Literacy ESL class at Marshall Elementary.

Would You Like Fries with That? Workplace ESL at McDonald's

by Laurie Cozzolino

Originally Posted on OTAN 07/13/2009

For the past two years, McDonald's restaurant chain has been developing an on-site workplace ESL program called English Under the Arches. Paid for by local franchise owners, [English Under the Arches](#) is now going nationwide, with the company hoping to recruit community colleges to set up branches of the program. Known to promote from within, McDonald's has recognized the need for all levels of employees to increase basic English speaking, reading and writing skills in order to provide services, work with other staff and become 'promotable.'

The classes are offered on site, and include both in person and on-line components. Early evaluation results indicate substantial improvement for participants in several areas, including speaking with supervisors and co-workers and reading and writing in English. The on-site workplace ESL program was designed to ameliorate the challenges associated with McDonald's increasing reliance on non-English-speaking employees, as well as the challenges some employees faced in attending regular adult education classes.

Ingrid Greenberg and Steve Gwynne, both Associate Professors of ESL for the San Diego Community College District's Continuing Education Division, worked on a pilot of the project in Southern California. The two worked as a team first as teachers in the pilot, then as developers designing on-line curriculum and support materials. They also trained other teachers to use the online resources.

In recent interviews, Ingrid and Steve talked about their involvement in the project, the lessons learned and their hopes for the future of 'hybrid' online ESL instruction.

Ingrid, who has extensive experience with ESL in the workplace, stated that the project was "one of the best online hybrid models of instruction I've ever worked with." Ingrid and Steve shared some of the important features of the program:

- Multi-level, with 10-20 students per class
- Combined traditional face-to-face training with synchronous (real-time) on-line classes
- Teaching team traveled to a central location every few weeks to offer traditional, classroom -based instruction
- This was followed by several weeks of on-line virtual classes taught by Steve and Ingrid, and attended by workers at different worksites in Southern California
- Web-based Conferencing software and telephones were used for the on-line classes, allowing students from many different locations to participate in the class at the same time
- Teaching team integrated traditional ESL techniques- drills, conversations,

and pair work, for example- but instead of presenting and practicing in the classroom, students used the telephone to listen and practice, all from a distance

"Steve and I developed new strategies for conducting an ESL class online. One strategy was to go down the roll book and call on each student... this way we made sure that everyone would participate. This strategy increased student participation. In fact, students would say {on the phone} 'hey you did not call on me.'" Ingrid and Steve both apply this technique to their regular classes now, making sure that each and every student is expected to participate on a regular basis. They also made sure to create a community of learners by posting photos of student's on-line and encouraging interaction.

There were also challenges. As Steve states, "On the teaching end, the students were ...usually very tired from their jobs. But they put their hearts into it. We had to keep things moving and dynamic. I learned to deal with adversity - from technological glitches to background noise in the restaurant. You also had to adjust to teaching over a headset on the business teleconferencing line. "But attendance statistics were impressive — 100% retention over a 5-month period, attributed to the great support from the employer and all levels of management, the excellent design of the project and the hybrid delivery system. Students were able to take classes right at their worksites. Ingrid shared the story of a student who traveled to Mexico for a visit during the class. The teachers used the web-based conferencing software to call her phone-number in Mexico, and she able to attend her classes via telephone, never missing a class.

Both Steve and Ingrid were impressed with McDonald's commitment to developing employees, cultivating managerial and leadership skills and focusing on promotion from within. They both recognized Betsy McKay, director of bilingual leadership at the company, and Suzanne Liebman of the development team, for their commitment, support and leadership.

Finally, while both teachers came to the project with outstanding teaching, training, and writing skills as well as a history of using technology in the classroom, they both reported that working on the project increased their skills and confidence, and motivated them to continue to work in this area. They both hope to see the hybrid, online model of instruction spread to other adult education settings. Ingrid is currently working on developing a hybrid ESL writing class for her agency. Steve continues to integrate what he learned from the project into his classes every day, and he is dedicated to sharing his knowledge and skills with his fellow teachers as a trainer.

Concludes Steve, "Bringing ESL into the workplace isn't new. But distance learning and finding new ways to bridge via the Internet is new. I hope that we can explore that more and create new relationships with industry. The McDonald's model is just one way. We need some forward thinkers to make it work and iron out the details."



Report on “Student Migration from ESL Noncredit to ESL and English Credit Courses”

Corinne Layton—ESL Learner Persistence Committee Chair

The ESL Learner Persistence Committee welcomed Jessica Luedtke, a district Research and Planning Analyst, who reported on a study of great interest to our committee and our ESL program: the “Student Migration from ESL Noncredit to ESL/English Credit Courses: A 4-Year Baseline Comparison of Prior Non-credit ESL Students” from 2004/05 to 2007/08. The research compared enrollment patterns and student outcomes of students who had migrated from non-credit ESL classes to credit ESL/English classes with enrollment patterns and outcomes of students who had enrolled in credit-only ESL/English classes and the general credit college population. The report also provided information on student profile: gender, age and ethnicity.

Fall 2007 Profile of Students who had migrated from non-credit ESL to credit ESL/English

- **63%** were female (compared to **53%** in credit-only ESL/English and **52%** in the general population).
- The ethnicity most represented was Asian/Pacific Islander – **44%** (compared to **17%** in credit-only ESL/English and **13%** in the general population).
- The mean age was **32** (compared to **23** for credit-only ESL/English students and **27** for the general population).

Course Enrollment

- The number of students previously enrolled in non-credit ESL who enrolled in credit ESL/English courses increased by **76%** from 2004/05 to 2007/08.
- The greatest percentage of enrollments of prior non-credit ESL students between 2004/05 and 2007/08 were in **ESL Level 20** courses (**27%**) or **ESL Level 30** courses (**24%**).
- The largest percentage of prior non-credit ESL students enrolled in either **ESL level 19** (**27%**) or **ESL Level 20** courses (**28%**) during their **first term** of college credit courses between 2004/05 and 2007/08.
- There was a large increase in enrollment in **English Transfer level** (**247%**), **English Associate Level** (**209%**) and **ESL Level 40** courses (**100%**) from 2004/05 to 2007/08.

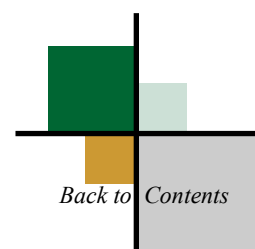
Student Outcomes:

The study looked at success rates (the student received an A, B, C or pass in the course) and retention rates (the student remained in the course throughout the semester).

- There was a **72% success rate** among prior noncredit ESL students who enrolled in credit classes (compared to **65%** of students who enrolled in credit-only ESL/English courses and **64%** of students in the general college population).
- There was an **87% retention rate** among prior noncredit ESL students in credit ESL/English courses (compared to **84%** of students in credit-only ESL/English courses and **81%** in the general college population).

The data on student outcomes is very encouraging and indicates that we are doing a good job in preparing our non-credit ESL students for college credit classes. This semester we are piloting an ESL Transition Class at Centre City and North City to help prepare our non-credit ESL students for ESL Level 30 courses at the colleges. These classes should help our students enroll in higher levels than indicated in the 2004/05 to 2007/08 study (27% of students enrolled in ESL Level 19, 28% of students enrolled in ESL Level 20 courses their first term) and also positively influence future student outcomes.

If you are interested in reading more information about the migration study, you can go to the following website: <http://research.sdccd.edu/pages/184.asp>.



Retirements

Congratulations to Martha Sager on her retirement after teaching in our ESL program for 20 years. To read the stories of our retired teachers is to read the rich history of our program, so here is Martha's story in her own words:

After attaining my Master's in TESOL from U.S.I.U. in the spring of 1989, I got my first ESL job with our own Jan Forstrom teaching English to Japanese high school students who were in San Diego as part of a 6 week foreign exchange program. That was a very fun experience, especially because I got to witness



Jan's enthusiasm and energy for the first time! In October of 1989 (the Berlin Wall had just come down) following an interview with Gretchen, I began teaching an intermediate class at Mid-City on Tuesday and Thursday nights, and also took Eileen Schmitz's Friday morning class instructing Somali students. Working with Eileen's class is what really gave me confirmation that I belonged in the beginning level. However, I did, over the years, teach intermediate classes, first at the Methodist Church on El Cajon Blvd, and then at the Jewish Community Center across the street from the old Mid-City site. Teaching the mostly elderly Russian students was challenging, but also very rewarding. They treated me like I was their daughter and some became the grandparents I never got to know! In the mid-90's we (Senior Soviet Jews) all migrated to the Jewish Synagogue site on College Avenue where I

taught until 1998, at which time my husband and I moved to North County. At that time Gretchen called to ask if I would like to transfer to the Northminster Presbyterian Church site on Clairemont Mesa Boulevard which was in the West City district and would be a little closer to our new house up north. Once again Gretchen demonstrated care and thoughtfulness to help in that new transition of our lives. There I joined Barbara Raifsnider and Richard Weinroth for 5 to 6 years before we all moved over to the Clairemont Campus on Balboa Avenue to join the other intermediate and advanced levels. It was indeed a privilege to teach with Carol, Ann, Magda, Angie, Sharokh, Rheba, Barbara P. Sandy and Lynn as well as Barbara R. and Richard over the next several years. I will always have fond memories of the years teaching at these fantastic sites, and with many outstanding colleagues, in our district. They were, hands down, the most professional and caring teachers I've ever

[Continued on next page](#)

Martha Sager's Retirement Continued

known. In addition, the students were exceptional as well, and I was able to experience a childhood dream of working in the United Nations without leaving my state! Thanks for the memories Mid-City and West City!

Martha Sager's contributions to our program were outstanding. Perhaps Martha's greatest contribution was the exquisite manner in which she related to our students, particularly our senior ESL students. They absolutely loved her because she taught the language in small comprehensible chunks that they could understand and at a pace they could cope with. She also had supreme patience and respect for her students. The other key to Martha's success was the meticulous lesson planning she did to provide lessons that were relevant and interesting to her students. We will miss Martha's expertise but carry on because of what we have learned from her. We wish her the best in her retirement.

Congratulations to Mark Neyendorff on his retirement. It is a great loss to the ESL program not to have access to Mark's artistic services. Mark began working for the district in 1973 as an hourly at National and 32nd St. In 1975, the district created the position of graphic artist just for him. Since then, he has drawn hundreds of visuals to support our curriculum, beginning with all the visuals created for our first competency based ESL textbooks, English for Adult Competency, which were later published by Prentice Hall. He also did the visuals for a series called "Our San Diego," that taught our students about all the community resources in San Diego. Perhaps his most famous visual is the one of what NOT to do and wear on a job interview. Most recently, Mark did all the visuals for our Culture Tips, which will help our students understand U.S. customs. These visuals are available to you on a CD, if you are interested. Mark is an incredi-

bly talented artist whom we were very lucky to work with over the past 36 years. Thank you, Mark.



Retirements

Mary Zimmerman began teaching ESL in our program in 1980 and is now retiring after 29 years of service. ESL was not her first career. In New York she was an Eastman Kodak model. Then she worked in law enforcement, was a legal assistant, and worked on the air launched cruise missile at General Dynamics after coming to California. In 1979 after she received her Master's degree in language arts and literature from SDSU, a friend suggested she call Larry Morgan at Kearny to discuss the possibility of teaching English. As Mary says, " Larry was impressed with my background, sent me to observe a class in Linda Vista – hence an ESL teacher was born!"

Mary has taught at the North City Campus (previously known as Kearny Adult School) her entire career, although she also was the freeway flier who taught at ALI at San Diego State and at Grossmont College also. She even wrote test items for CASAS when the program was in its infancy. Teaching mostly at the advanced level of ESL, Mary has launched hundreds of students toward fulfilling their dreams in this country. Mary always took a personal interest in every student she had and gave much more to them than just an education in the English language. Her example alone is truly inspiring. One of her students (Ken from Bangkok, Thailand) wrote her a letter in 1992 that captures Mary's charisma that inspired so many students,

"Some people have a way of reaching



out and touching the lives of others with warmth and caring.... Some people have a special gift for making others happy.... You're one of those people, Teacher, and you do it just by being you."

We thank Mary for her contributions to our program and the difference she has made in so many of our students' lives.

***"Some people
have a way of
reaching out and
touching the lives
of others"***

Retirements

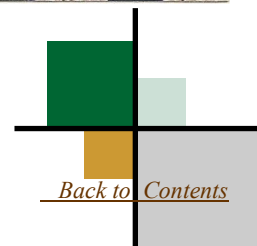
Congratulations to Jane Uhle on her retirement after teaching ESL with us for 25 years. In 1984, Jane began her career teaching a beginning high class for the North City Campus at the Linda Vista Presbyterian Church. In 1996 she started working in the VESL lab teaching computer skills and TOEFL in addition to VESL. In order to serve the student needs of learning computer skills as well as English, Jane got BIT certified. This enabled her to also facilitate the giving of typing tests and certificates to community members needing to get promoted or obtain jobs. Jane continued running this 3-ring circus until she retired this past summer. A lot of credit goes to Jane for acquiring the up-to-date technology skills she needed to teach advanced level ESL students with such a wide range of goals. Jane distinguished herself last year by making a presentation at the San Diego Regional CATESOL Conference titled "Emailing to Communicate and Teach ESL and Computer Skills," demonstrating her state of the art methodology. Jane also used emailing in her class to keep her students abreast of their lessons even when they could not attend class.

Just recently, Jane nominated one of her students, Chuong Nguyen, for a "Students Succeed" award from the California Department of Education. Chuong was selected as one of 4 winners in September, 2009. (See his story here:

<http://www.adultedlearners.org/browse/index.cfm?fuseaction=ViewStory&StudentId=184>

Congratulations to Jane for playing a role in facilitating this young man's success and the success of so many others. As Jane moves on to new ventures in her life, she leaves us with the following words,

"To say that I loved my job would be an understatement. It was the best – the perfect combination of challenge, support, and reward. I'm sure you'll agree when I say that I wasn't always sure who was learning more!"



Results of Fall 09 Staff Development Survey

In an effort to “go green” over 70 ESL instructors completed our annual staff development needs assessment online in September. In addition to signing up for our various ESL committees, instructors expressed their preferences for the type of technology training they wanted. The most highly requested topic was “developing a class webpage using Quia or Google sites or WordPress. One teacher said, “ I took a webpage workshop but let it lapse so I need to start all over again. Just today I found out that 6 of my level 1 students use e-mail actively at home. That number is sure to grow.” Other popular topics were the following:

- Internet lessons
- PowerPoint
- Using Microsoft word
- Computer lab software
- Using Moodle to create a course website
- Using Movie Maker in Adult Ed.

When asked about other topics of interest, **the most recurring topic was strategies for “going green” or how to cut down on copying – paperless activities for the ESL classroom.** To address this interest, we will be holding two workshops on November 17 and 18 where we will share ideas for paperless activities in the ESL classroom. Watch for the online flyer on this – no more paper flyers in mailboxes.

Finally, here are some of the responses to the question, “ **What other suggestions do you have for improving our program?**”

- Bring Donna back in the Spring!
- Bring smart carts and document cameras to the classrooms.
- Continue having staff development activities in the evening or Saturdays.
- Recruit community volunteers to work as ESL tutors in our classrooms.
- Encourage teachers to visit other teachers’ classrooms and then share what they learned.
- I love our staff development in this district. It is the biggest advantage of teaching ESL here. I love free education.
- Improve maintenance and safety at LVPC. Repair the A/C at LVPC.
- More time for instructors to share their practices in class with other instructors.
- I would like to have more community based speakers come to our site.
- Do some grant writing to bring technology into our classrooms.

Thanks to your great ideas, our work is cut out for us. We will proceed to address these needs.

Going Green

Sandie Linn's ESL/Basic Education class is going green this semester. In response to an e-mail sent to faculty about the current budget cuts, she decided that her class would "go green" in an attempt to cut costs and increase student awareness about protecting the environment. Because she teaches in a computer lab with 30 computers, and has a blog where she posts her class information, it was a reachable goal.

The students get all of their handouts and other information on the blog at www.sandielinn.wordpress.com. They now take all of their tests online. They get their assignments from the blog and hand in their homework as an attachment in a Word document. Sandie makes corrections and grades the attachment and sends it back to the students via e-mail.

In lieu of certificates, the students will earn lettered beads which they will string on a cord. The letters they earn will eventually create a word that they selected to represent their feeling about their efforts this semester. The students posted their word on the blog at the beginning of the semester so that they could use it as an affirmation. Examples of some of the words posted are "participate, responsible, improvement, dependable, enthusiasm, positive attitude and conscientious."

Several students received their first letter for having perfect attendance in September. On October 12, sixteen

students received a letter for completing all the homework assignments from an online reading program. Students will have many opportunities throughout the semester to earn letters. The goal of this activity is to see how many students can earn all of the letters needed to finish their word by the end of the semester.



Going Green with Google Docs

Did you know that Google Docs allows users to use software applications that include a word processor, spreadsheet, presentation and a form tool? And the best thing is you can store all this data on the Internet. No more need for hauling around a USB drive.

All you have to do is open a gmail account for your class. The next time you go to the lab with a writing assignment, have your students use your Google Docs page. You or your students can view 24/7 to comment or edit without printing. Are you looking for a simple online presence without having to make a blog or website? This could be your answer. It's as easy as email and free.

For more information, talk to Cindy Wislofsky or Steve Gwynne



Inner Dialogue *by Lynn Francis*



'Journey of Self-Discovery' was the theme at Convocation this year. That really peaked my interest! I attended meetings grateful for flex credit and reconnecting with friends and colleagues. I also enjoyed hearing about what is happening district wide. What this theme and these meetings evoked in me for reflection was this sense of a continuum between the role of the district and the role of myself as a teacher. On the one hand, there is a bigger picture - global, telescopic, extrinsic, macro - outside of the realm of my daily existence. On the other hand, as a teacher in the classroom my own existence is - local, microscopic, intrinsic and micro. Where does the FOUNDATION of the institution lie in order to achieve our individual and collective goals?

"There is only one problem – separation and there is only one solution – connection"

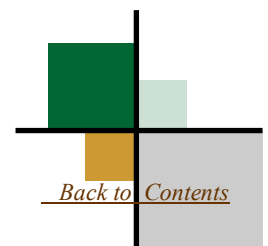
I think it lies somewhere in the middle - in the integration and respect of both. However, as it turned out at Convocation, the 'Journey of Self-Discovery' referred to learning about the district. We were provided many interesting facts and figures about the past, present and future; all valuable information that we need to know. At the same time, I felt a disconnect or chasm because true Self-Discovery was not addressed.

At a training I went to once, the trainer said: There is only one problem – separation and there is only one solution – connection. Stay with me here even if it sounds kind of touchy feely. Create and support the atmosphere for authentic being and connectedness, and from that place there is an ease of doing, a desire to participate, AND goals are met. Let me be concrete; not always my strong point. I was acknowledged this year as having double scores on CASAS testing at the 98% level. (Thank you very much for that.) Although this is a tangible district goal, it is not my goal. My goal is to have a class that feels connected and open to learning. This is a quality that I value and I believe supports excelled learning. A BYPRODUCT of my (micro) goal meets the goal of the district.

What sustains and inspires so many of us in teaching for 10, 20, 30 years, are the connections and relationships that we have built amongst ourselves and our students. What builds our foundation is the caring, compassion, and support that we give and receive from those around us, primarily in our micro world. When we become too disparate, dropping what feeds these qualities (for example, no more appreciation lunch, no more teacher excellence recognition, moving a staff member after 30 years to another location without her input), the foundation weakens.

Of course all of this begs the question, what do you want, Lynn? Here is one concrete example. I would like a 3 hour flex spot, site based, for the simple task of knowing who and what is in my own backyard – time to talk, share and connect with Mid City folks. I would like to know what do the teachers need from me in the level above me and what knowledge can I provide the teachers below me to enhance teaching and learning? There is so much to learn from these teachers at my own site - their being and their doing - a wealth of experience, knowledge, and wisdom. Every teacher brings her/his own essence, her/his own special uniqueness. We can learn so much from this wealth of expertise. Two hours a semester to be given top down information is not sufficient. The micro life of the teacher needs time, attention and acknowledgement. (Thank you Edith Krieger for editing some of my chaotic thinking.) I would like to know: What inspires you? What empowers you? What makes you fulfilled on the job? What are you doing and how are you being that I can learn from? And then I would listen....

The District does an incredible job of staff development in terms of content and variety and they always have. A lot of support is available in these ways. I believe that what we need is to bridge the gap between the goals of the district and needs of the teachers. Investment in Self-Discovery of the teacher enhances and creates the foundation for Self-Discovery of the District. As Chancellor Constance Carroll reminded us at Convocation: "Know thyself"...



ESL Program Statistics – 2008/2009

Student enrollment figures based on the Saber Report.

ABE/ESL students enrollment (unduplicated – does not include CBET):

2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
25,880	23,678	23,134	23,445	24,529	21,232	21,406
(-9%)	(-8.5%)	(-2.3%)	(+1.3%)	(+4.6%)	(-13.4%)	(+0.8%)

CBET Enrollment (duplicated):

2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
6575	3401	2994	2,701	2,361	1451	1067
(+8%)	(-48%)	(-12%)	(-10%)	(-12.6%)	(unduplicated)	(unduplicated)

Declining enrollment among students from the following countries that were represented by 100 or more students:

Brazil (-91)	El Salvador (-14)	Peru (-22)	Somalia (-13)
China (-120)	Laos (-9)	Philippines (-11)	
Cambodia (-23)	Mexico (-484)	Russia (-33)	

Enrollment is up among students from the following countries that were represented by 100 or more students:

Burma (+27)	Guatemala (+49)	Korea (+38)
Colombia (+61)	Iran (+30)	United States (+177)
Ethiopia (+53)	Japan (+7)	Vietnam (+112)

ESL Enrollments have increased/declined by the following percentages by site (2006/2007):

Site	Students	Percentage
ECC	+163	+6.39%
Cesar Chavez	-368	-18.89%
Centre City	-47	-2.44%
West City, Point Loma	-58	-7.34%
West City, Clairemont	-297	-15.82%
North City, Kearny **	-116	-4.74%
North City, Miramar	+138	+6.92%
Mid City	+245	+4.2%

Attendance Hours/Teaching Hours/ACS for ESL (CBET not included)

Fiscal year: July 1, 2008-June 30, 2009

	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Attendance Hours	2,247,485 (-7%)	2,029,0667 (-10%)	2,025,928 (-1%)	1,997,289 (-1.4%)	2,062,052 (+3.2%)	1,953,877 (-5.25%)	2,128,669 (+8.95)
ACS	25.92 (+)	26.07 (+)	24.36 (-)	23.08 (-)	23.05 (-)	25.18 Spring	25.65 (+)

CBET Attendance Hours/Teaching Hours/ACS

Fiscal year: July 1, 2008-June 30, 2009

	2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009
Attendance Hours	305,255.25 (+)	167,652 (-45%)	130,658 (-22%)	120,612.75 (-8%)	109,375.5 (-9%)	84,194.25 (-23%)	62,918 (-25%)
ACS	18 (+)	16.5 (-)	14.80 (-)	14.59 (-)	15.28 (+)	14.96 (-)	16.15 (+)

CASAS Benchmarks/Paypoints or Gains (\$225 per benchmark/paypoint)

	2003	2004	2005	2006	2007	2008	2009
ABE	128	113	99	74	87	112	96
ESL	3341	4061	4045	3949	4113	4741	4531
Citizenship	50	276	251	211	233	237	208
ASE	299	460	375	415	568	702	819
EL Civics	0	760	2423	2428	2917	3291	3918 (+19%)
Total	3818 (547 dropped be- cause of scores over 236)	5670 (556 dropped be- cause of scores over 236)	7193 (533 dropped be- cause of scores over 236)	7077 (564 dropped be- cause of scores over 236)	7918 (590 dropped be- cause of scores over 236)	9083 (746 dropped be- cause of scores over 236)	9572 (+5%) (576 dropped be- cause of scores over 236)

Number of students tested and counted for benchmarks:

2003	2004	2005	2006	2007	2008	2009
8253	10,531	11,286	11,499	12,424	12,755	12,499

Number of students with paired scores:

2003	2004	2005	2006	2007	2008	2009
4620 (56%)	6279 (59.7%)	7722 (68%)	7626 (66%)	8530 (69%)	9592 (75%)	10,010 (80%)

Number of students with at least one paypoint:

2003	2004	2005	2006	2007	2008	2009
3308 (72%)	4288 (68%)	4468 (58%)	4453 (58%)	4942 (58%)	5681 (59%)	5762 (58%)

Number of Unduplicated Learners

<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
9,958	10,722	11,545	11,425

Number of ESL Students with Significant Gain

<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
3251 (66%)	3409 (65%)	3926 (67%)	3829 (66%)

ABE Learners with Significant Gain

2008	98 (63.2%)	2009	79 (64%)
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**National Reporting System Performance Report
Level Completion Rates based on CASAS Testing**

ESL Level	SDCE Performance 2007-2008	SDCE Performance 2007-2008 (Against only pre-post test results – Table 4B)	CA State Goals 2008-2009	SDCE Performance 2008-2009	SDCE Performance 2008-2009 (Against only pre-post test results – Table 4B)
Beg. Lit.	47.33% (+)	71.81%	42%	41.96% (-)	70%
Beg. Low	49.17% (+)	80.14%	35%	51.10% (+)	78.37%
Beg. High	44.66% (+)	73.38%	48%	46.20% (-)	73.70%
Inter. Low	40.40% (-)	63.05%	44%	42.91% (-)	67.02%
Inter. High	42% (-)	62.86%	43%	38.98% (-)	61.90%
Adv.	20.58% (-)	33.36%	22%	16.29% (-)	27.80%

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Continuing Education



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