I would like to dedicate this edition of Dialogue to our dear friend and colleague Barbara Raifsnider, who after battling a long illness, passed away on March 13. Barbara had worked for the San Diego Community College District since September 1981 and became an ESL instructor at the old Clairemont campus in 1982. She received a contract as an Associate Professor of ESL in the year 2000. Barbara had numerous leadership positions including interim West City Chair, CBET Coordinator, Assistant Program Chair at Centre City/Chavez, and ESL Textbook Committee Chair. Well-known as an expert in teaching pronunciation, Barbara provided many staff development workshops on this topic and au-
thored the books *Easy Pronunciation, Fluent English and Getting Ahead in the U.S.* In the last several years Barbara taught Advanced Level ESL at the Centre City Campus and also served as the Assistant Program Chair for Centre City and Chavez. She was a very popular and respected instructor who had a very close relationship and rapport with her students, faculty and staff.

Barbara always demonstrated great strength, incredible grace and a compassionate heart even during the most difficult of times. Her friends and colleagues at SDCE organized a journal-writing project to let Barbara know how she had impacted their lives on an individual basis. Fortunately, the journals were delivered in a timely manner, and Barbara was able to read each and every entry.

During the spring break, faculty and students participated in a walk in Balboa Park in honor of Barbara. A celebration of Barbara’s life at the CE Mesa Campus took place on Saturday, April 18 and was attended by nearly 100 people. There were moving tributes by several members of Barbara’s family – husband John, daughter Calixte, son Arend, sister Candace, and ESL colleagues Corinne Layton, Jim Brice and Richard Weinroth. A Barbara Raifsnider Memorial Scholarship Fund has been established, and scholarships

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**Click to read more about Barbara:**

- **Tribute to Barbara**
  - by Gretchen Bitterlin
- **Barbara—A Model in Life**
  - Poem by Marla Goldfine
In reflecting on the academic year of 2014-15, it is essential to look at several driving forces that have created a great impact on our ESL program. One of the most important driving forces has been Assembly Bill 86 (AB 86) which brought about the working partnership between San Diego Unified School District and San Diego Continuing Education in support of the AB 86 maxim: “Collaborating to better serve the educational needs of adults.” Regional Consortia were established and given funding to develop and implement a plan to address the following five key areas:

- Elementary and secondary basic skills (Classes for High School Diploma and High School Equivalency)
- Classes & courses for immigrants (Citizenship, ESL and Workforce Preparation Classes in basic skills)
- Education programs for adults with disabilities
- Career Technical Education programs (short-term, high employment outlook)

In addressing classes and courses for immigrants, a number of our ESL faculty served on program and working groups to identify objectives based on gaps in our instructional program, strategies to address those gaps, resources needed and methods of assessment. In prioritizing our goals, we realized that our program needs to provide some form of distance learning in order to increase access to more of our immigrant population. Two of our most important goals are to develop a hybrid model of instruction (which includes on-line and face-to-face instruction) for ESL Citizenship instruction and Advanced Prevocational ESL instruction. Another important goal is bringing back the family literacy model that was provided for many years through our CBET Program. We have submitted proposals for funding for curriculum development related to those goals and we are awaiting the AB 86 Steering Committee’s decision.

Another significant driving force has been the Student Equity Plan. According to the SDCE Student Equity Plan 2014-2017, The Student Equity Plan focuses on increasing access, course completion, ESL and basic skills completion, degrees, certificates and transfer for all students as measured by success indicators. The Student Equity Plan has provided our ESL Program with funding that has had a positive impact on our program. During the spring semester we piloted a one-on-one writing tutoring program to help ESL students acquire the writing skills needed to transition to the next level, another CE program, career training or college. The Student Equity Plan has also provided funding for counseling and an outreach coordinator to help students make informed decisions about their educational goals and transitioning to college and/or career training. The plan has also been providing limited funding for books and bus passes. To learn more about the Student Equity Plan, you can [...]

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**Jottings Continued ... Corinne Layton, ESL Program Chair**
The College and Career Readiness Standards (CCRS) have been another driving force behind imminent changes to our instructional program. The changes in standards are based on three important shifts in instruction: 1) Regular practice with complex text and its academic language, 2) Reading, writing and speaking grounded in evidence from text, both literary and informational and 3) Building knowledge through content-rich nonfiction. Realizing the importance of the three shifts in instruction, our ESL program has been writing a draft of a revised ESL Level 5 (High Intermediate) course outline that addresses the CCRS. The level 5 course outline will serve as a prototype for other ESL course outlines in the year ahead. Although we have tried to address the changes in standards by providing more academic rigor in our advanced level ESL classes, in particular the ESL Transition to College classes, we recognize the need to address the CCRS at all instructional levels. To this end, our ESL Program Dean Barbara Pongsrikul, Program Chair Corinne Layton, 231 Coordinator Gretchen Bitterlin and ESL Assistant Program Chair Carolyn McGavock participated in a Community of Practice (provided by CALPRO) on the College and Career Readiness Standards during the spring semester. Three other faculty members have completed similar training on the CCRS: EL Civics Coordinator Jan Forstrom, Assistant EL Civics Coordinator Stephanie Student Equity Plan: Writing Tutor Program

By Corinne Layton, ESL Program Chair

The Student Equity Plan has been providing funds for an exciting new writing tutor program for ESL students in San Diego Continuing Education this semester. Our writing tutors are Ann Gianola, Anisa Hagi-Mohamed, Carolyn McGavock, Ashlei Mcmath, Donna Rosen, Pamela Santana and Matthew Zobin. The tutors have been working one-on-one with students at the beginning, intermediate and advanced levels of ESL at the Mid-City, Centre City, ECC and CE Mesa campuses. This one-on-one tutoring provides students with the extra assistance they need to work towards completion of the writing requirements of course and program completion and help them transition to the next level or another program. The tutors have helped students with a variety of tasks such as using correct spelling and punctuation, (in beginning level classes), developing a descriptive paragraph about a historical event in a Citizenship class, writing an essay about a job, a resume and a cover letter in an Advanced Prevocational ESL Class, and writing a scholarship essay in several ESL Transition to College classes. Two tutors have also been assigned to work in a new writing class that is being piloted in Mid-City’s evening program. This class was developed to assist students who have strong oral communication skills, but lack the written skills to be able to complete the writing requirements of our high intermediate/advanced level ESL classes. As our program realizes the importance of providing more academic instruction that prepares students to transition to college and career training, we recognize the need to provide more one-on-one support for writing instruction. In the future we hope to expand the
When you think of level 1 ESL at ECC, one person in particular comes to mind: Connie Falconer. Connie came to San Diego Continuing Education in 1990 after having worked in the travel and airline business for 20 years. As an instructor who has worked for our district for 25 years and received her contract assignment in 1997, she commented that she has enjoyed “the respect for the teaching profession both from students and from the school.” Connie has spent the majority of her career as a beginning level instructor at ECC, although she also taught for the Community-Based English Tutoring (CBET) program and Workplace Learning Classes through ETI at Qualcomm. Teaching beginning level students has been the perfect match for Connie who has always “loved the students’ enthusiasm and the discovery that they can learn a new language.” The students who have attended Connie’s class over the years have truly flourished in their acquisition of English under her expert and caring instruction. As a matter of fact, many prospective instructors have visited Connie’s class to observe a mentor teacher in action. The following comments from several of Connie’s colleagues demonstrate the wonderful impact she has had on her students and how much she will be missed by our ESL program due to her retirement at the end of the spring semester.

I have worked with Connie at ECC for many years, but only in the last few years have I had the pleasure of being her “classroom neighbor.” Connie and I teach next to each other, so I have had the pleasure of seeing how much her students love, appreciate, and respect her, and how she reciprocates those feelings. I thought it was so touching the first time I opened my classroom door at the end of class and saw Connie standing at her door, saying goodbye to each and every student--by name--as they exited the classroom. With a big smile, she thanked them for coming. What a simple and special thing to do as a teacher. No wonder her students love her! And we all love Connie! She will be greatly missed. Beth Bogage

Connie has a special connection with her students. I have some of her students in my computer lab. Anytime that she happened to stop by the lab, if she saw her students there, she would go to each one of them, cheer them up on their work, give them praise, and encourage them. She is truly a model of not only a good teacher but a caring teacher. Her students know that and treasure her greatly. Her students and I will miss her tremendously. Toan Humphrey
I remember Connie as a warm, caring, enthusiastic teacher who is passionate about her work and her students. Her contagious smile and sense of humor reduces the learning barriers and lightens the teaching atmosphere, making her room an ideal place to learn. **Mary Beauparlant**

As a coworker, Connie was the best – always smiling, happy and upbeat. She wasn’t too saccharine though and she would give you her opinion if she thought she was being asked to do something goofy with her level 1 ESL students. She prepped, taught, and celebrated hard, all for her beloved students. I remember seeing those students, 18-80 years old, usually an overflowing class in the 40’s, filing out of her cramped, windowless bungalow (where she taught most of her years before moving into her present, palatial high tech fish bowel) and she had this routine where she got to the door first and all the students passed by laughing and giving her a mandatory high five as they shuffled back into their everyday lives. But you could see that they had just spent a special 3 hours, with a special lady. We’ll miss you Connie and so will your students.

**Jim Brice**

In addition to being a fantastic instructor, Connie has been a member of the Safety Committee, Regional CATESOL Committees and an active member of the ESL Learner Persistence Committee (formerly called Retention Committee). Having participated in the ESL Learner Persistence Committee from its inception, Connie was one of the original writers of the Beginning Level ESL Student Guide and supplemental leveled activities as well as the script for the ESL Orientation Video and leveled activities. She has helped with annual revisions and updates of all of our orientation tools. Connie played a key role in data collection for the pilot of a comparative research project on attendance in managed and open entry enrollment classes at Mid-City Campus. Moreover, she participated on a panel presentation at the state CATESOL Conference in 2007 - “Want to Improve Learner Persistence? Try Managed Enrollment!” Since that time, she has been involved in the subsequent three-tiered comparative research project on managed and open entry enrollment. Connie states that what she has enjoyed most about being on the ESL Learner Persistence Committee is “the feeling that we really get things done.” The ESL Learner Persistence Committee will definitely miss Connie’s constant presence and contribution to many important projects.

Connie’s main priority for her approaching retirement is having the opportunity to travel. She undoubtedly has some interesting itineraries in mind considering her background in the travel and airline business. Although Connie doesn’t have any plans at this point to return to SDCE, she said, “…that might change if I miss the students too much!” We will miss you,
A Salute to the Evening Staff and Faculty at ECC
By Carolyn McGavock

ECC is a wonderful place to study, and I’d like to take this opportunity to extend recognition to our evening colleagues. Kudos go to Kenna Veatch, Matt Zobin, Bob Johnston, Iryna Scharer-Filatova, Laura Como, Sheila Davis and Leslie Tate for their dedication to students. In addition, some examples of creativity and teamwork on the part of more ECC colleagues are highlighted:

Lisette Quinby, level 3, is particularly talented at inspiring students to write. A variety of student work can always be found on the walls of her colorful classroom.

Carolyn Dunlap uses music to engage advanced level students in cultural learning.

Circle night” in level two with Greg Laskaris is a focused time for au- ral/oral skills that students enjoy.

Bright Idea! Margarita Bacigalupo organized a Family Album project to practice adjectives. Her level 4 students created scrapbook-style albums full of pictures and dedications describing their families.

Our wonderful instructional assistants Alma Corona, Yolanda Bravo, Janisse Marron-Hernandez and Hector Santana-Tea keep the spirits bright in the placement office.

Miguel Blancas makes sure his level one students get regular use of the computer lab. Instructional assistant, Hector Santana-Tea frequently teams up with Mr. Blancas to assist students in gaining computer literacy.

Margarita Bacigalupo was a finalist this spring for the U-T Latino Teacher of the Year award.
“There is nothing permanent except change.”

Heraclitus

Change is in the air! Starting with the loss of our much-loved Assistant Program Chair, Barbara Raifsnider, change continues to permeate our two campuses.

At Centre City, we have changed our schedule expanding our afternoon program and even adding Friday night classes. New instructors include Ron Allen, Patricia Miymoto, Alma McGee and Lydia Hammett. Furthermore, we moved all of the Saturday morning Citizenship classes from Chavez to Centre City. Starting summer semester, the whole Chavez ESL program will move to Centre City before we all turn around and move to the beautiful new Cesar Chavez building in September. And if that is not quite enough, two of our beloved contract instructional assistants, Ana Cody and Concepcion Lopez, plan to retire this summer.

All in all, these changes are manageable due our hardworking dean, reliable instructional assistants, and dedicated instructors. We anticipate a great fall semester at the new Chavez Campus!

Instructional assistants not pictured are Hamida Gregory, Concepcion Lopez, Marvin Mora, and Frances Peck.
If there’s a theme to CE Mesa’s Dialogue report, it would be “do gooders.” To elevate my dialect in a Kate Kinsella academic vocabulary trajectory (see the CATESOL regional article in this issue), let’s say “benefactors,” which according to my thesaurus is synonymous with “angels.” To really define what “do gooders” means, I’ll bring it back down to Earth and harken back to the simplicity of George W. Bush’s “deciders.” These are people we work with or for, who have decided to go the extra mile in their service or scholarship. For example, someone in our District decided to follow Gandhi’s observation that “The measure of a civilization is how it treats its weakest members,” and they came up with a pilot for our new Student Equity program that provides for students who need support in buying books, paying for transportation, and getting information about matriculating through school and transitioning to college and/or careers. Since February 11, CE Mesa has been one of the sites piloting this program for its level 4-7 ESL students. (Mary Jane Kruse, a dedicated counselor in both senses of the word), coordinates the program, visits ESL classrooms, and meets students on a one to one basis, explaining the Student Equity plan and how they can take advantage of it and other counseling resources. To qualify for the program’s services, an ESL student must be low income, disabled, or a current/former foster youth. Priority is given to ESL students 50 years and over.

Another CE Mesa do gooder is Rheba Smith. In addition to teaching her high-energy level 4 classes, she is the ASB advisor with Beth Hayes. She is always going the extra mile (and even running a semi-clandestine coffee shop when the Mesa coffee cart is not working!). Among the events she has organized this year are a walkathon, a food drive, Black History Month Online, an interactive Women in History display, and a multi-cultural fair. When her well-trained, multi-cultural Merry Pranksters show up in my classroom to announce the next special event, it’s a welcome, educational, and always entertaining interruption. If we want to get serious about ending this drought, let’s make Rheba the official State Raindancer!

Of course, there are signs of many other do gooders here at Mesa, too. We all see their handiwork in the hallway bulletin boards, proudly displaying their students’ scholarship and elevating our moods as we slow down to glance at the evidence of students learning English. One of those bulletin boards displays an ESL newspaper that Diana Contreras’ afternoon writing class produces. For a free subscription, click on Newspaper at http://eslcontreras.weebly.com/. Stephanie Thomas has an especially clever smart phone-interactive bulletin board. See Cindy Wislofsky’s article about it on page 20 as well as an article about Stephanie’s by-
Speaking of helpers, our hourly instructional assistants, Gladys Gonzalez, Nga La, Binh Luu, Phong Nguyen, Cuong Nguyen and our contract instructional assistants, Celia Lujan and Erik Villa, are Do Gooders with capital letters. Having finished training me to the ways of my new site, they are now training new instructional assistants Melee Lee and Ashlei Mcmath (who is also a writing tutor) to work in the office, classrooms, labs, and help with our new orientation class with instructor Melody Paris.

Our Saturday morning 9-12 classes have continued to do well with devoted instructors and strong attendance. Margaret Posner’s beginning level conversation and pronunciation has morphed into the third day of Anagit Traganza’s Thursday/Friday beginning level overflow class. Melody Paris, the only surviving member of the original Saturday Morning Live! continues to do good with the level 4-6 conversation and pronunciation class. Finally, if you want your students to write better, send them over to Badia Dizaiy’s 4-6 writing class so they can reap the benefits of her attention. Parking is free and traffic is light on Saturdays. I have not acknowledged all of the good works done at CE Mesa, but please don’t let that keep you from doing it. Remember, “Character is what we do when we think no one is watching!”

And truly remarkable character is displayed by “what we do when we think no one is watching” – in the dark, for example at night in the ESL evening program, which rolls along just as smoothly the three out of four nights when there’s no APC there. Our do gooders (Patty Griffitts, Sharon Javadan, Neil Dewse, Diane Desroches, Carol Kelsall, Carl Luster and Thu Ha Nguyen), just keep doing good, day or night.
We had a great start to Spring semester with classes full of students, new teachers, and new classes. We welcome new teachers to our Mid-City family who started teaching assignments this spring: Rawya El Malt, teaching early morning conversation class; Anisa Hagi-Mohamed, teaching early morning computer lab class; Amaka Okeke, teaching an afternoon grammar and Level 1 classes; Serpil Seyhan, teaching an afternoon Level 2 class.

Additionally, we opened new ESL classes at Edison Elementary School that provide childcare to participating parents with teachers Diana Contreras and Anisa Hagi-Mohamed. Our afternoon added a conversation level 1-2 class with great success.

With great pleasure, we acknowledge the dedication of our Mid City Campus ESL Instructional Aides. Thank you, Lily, Albina, Maribel, Zakia, Nadia, Evarist, and Edilberto for your contributions and tireless efforts in the Assessment Office. We appreciate all you do to support our ESL students and instructors. What would our ESL program do without you?

This semester, we’ve also had some volunteers in various ESL classes. We appreciate their time and commitment, and hope they enjoyed spending time with our students. Thank you, Andrew Tran, Mary Cory, and Bryan Hicks.

Lily Gonzalez, Albina Velazco, Maribel Diaz, Nadia Mohamed, Zakia Nassrat, Evarist Kharelimana, Edilberto Mendoza.
At one time or another, all ESL students on their educational journey pass through the doorway of our assessment room. Often, it is their first glimpse of Continuing Education. And for some, that first impression may be an intimidating line rounding a corner; nevertheless, they are soon greeted by one of our friendly instructional assistants who will set them at ease, more often than not, in their own language. Who would know, this auspicious team has more than a dozen languages between them?

Without their efficient teamwork and exceptional customer service, Mid-City Campus would not be the place it is. Therefore, I salute their hard work and dedication to excellence, both in the assessment process as well as the classroom where their skills make a difference in countless ways.

Hector Salazar, Pamela Santana, Nadia Mohamed, Mari Andar, Kesnel Fatilusk, Yonathan Tesfahun

A quick shout out to our valiant evening volunteers: Chris Gommel, Citizenship. Mary Ramos, Helen Bariamichael, Writing Skills, and Susan Zyhur, Literacy. Thank you for your dedicated service to our students!
Miramar ESL Instructional Assistants

Many people have commented on how friendly our office is. This is because we are very fortunate to have a fantastic group of aides in our office. They offer a warm welcome to new students and are very efficient in giving placement tests and managing our waiting lists. Because they also function as our “front desk,” they are very busy on the telephone. In addition, they provide excellent help in our lab and our Level 1 classes.

Last week we said good-bye to Anton, who speaks both Russian and Chinese, and who has been a huge help in our evening program. He has accepted a full-time software development job in San Jose, which will be a great use of his skills. We wish him all the very best! Coincidentally, we also welcomed a new morning aide last week. Thanh Nguyen was an English teacher in Vietnam and will be an incredible addition to our morning team.

After a year without a contract aide, we feel incredibly lucky to now have two! Jennifer Bennett has many years of experience in our district and is just excellent with students and getting our office better organized. Faranak Majd has learned our ESL program inside and out and also can speak Farsi, the language spoken by about a third of our students at

All of last year our office was run by hourly aides who did an incredible job. We’re so glad Patty and Elena continued with us, and that Thuy is still our expert in the lab and the English for Careers class.
There is a saying that “everyone is replaceable,” but this is not true at the West City campus. I have had teachers at West City tell me that if Nga La went to another campus, they would also leave. Nga La single-handedly runs the ESL assessment office at West City. She does all the placement testing, CASAS make-up testing, pre-registration, and management of the ESL office during the day. Since September, she has placed more than 1000 students by herself. Since we only have 3 morning classes at West City, she manages a large waiting list as well, which can be challenging when students are anxious to get into our program. Nga faces challenges with determination and a smile on her face. She is extremely organized and proactive in everything she does. I recently suggested an easy way out of a situation she faced, but she decided to take the more difficult route in order to advance her skills. Most important, she takes ownership of our program there. On more than a few occasions, Nga advises me on what needs to be done next. On behalf of all the teachers at West City, I thank her for her outstanding work.

I would also like to thank Binh Luu, who was hired this year to assist with the evening program and our Friday morning classes. She also works closely with Nga in placing students into the evening program, who may be waiting for morning classes. The close communication between Nga and Binh keeps West City running smoothly. Both aides are to be commended for being freeway fliers as well. They both work at CE Mesa and West City and in the middle of all that take an advanced ESL class at Centre City. Thank you, Nga and Binh, for your
The Textbook Committee met seven times this year, from October through May, and a total of 21 teachers attended one or more meetings. For six of the meetings, we invited ESL publishers’ representatives to come and present new materials to us. The reps were from Pearson, Cengage/National Geographic, Oxford, ALTA, and Burlington English. We held our first Webinar presentation for the Oxford Presentation, with the rep speaking to us from Chicago. The sessions with the publishers’ reps are excellent opportunities to get a hands-on look at the wide variety of materials available and to see new items as soon as they come out.

Our main event of the fall semester was the annual ESL Emergency Textbook Fundraiser. It was a great success, and we surpassed our goal of raising $3,000. These funds are used to help students who cannot afford to buy the required core text for their class. Laurel Slater opened her home for the event, committee members brought the food, many people donated prizes for the raffle, and Susan Morgan and friends cooked up a storm in the kitchen to serve the guests some fantastic fresh-caught ocean fish.

Another big accomplishment of the year was compiling a leveled list of reading and writing books that can be used as supplementary texts. The books are listed by publisher, and we have indicated which books correlate with which levels in our program. For example, a book that is titled *Foundations* by the publisher might correlate with our Level 3, or *Book 1* in an academic series might match our Level 5. The Leveled Reading & Writing Book List is now in Public Folders and available to all.

A summary of the year would not be complete without remembering our dear friend and colleague, Barbara Raifsnider, who passed away in March. She was the chair of the Textbook Committee for several years, and then co-chair with me for the past few years. She brought creativity, flexibility, and commitment to the task, and warmth and friendship to the committee members. Barbara is fondly remembered and greatly missed by everyone on the committee.

We invite all those who are interested to join the Textbook Committee next fall. The first meeting will be in October, date to be announced later.

Textbook Committee:
Ann McCrory (chair), Aldamay Rudisuhli, Amaka Okeke, Cindy Wislofsky, Corinne Layton, Cristina Abell, Gretchen Bitterlin, Jim Brice, Lydia Hammett, Mozhdeh Fa-
The ESL Learner Persistence Committee has had a very busy and productive year thanks to the following committee members: Corinne Layton (Chair), Maria Allan, Gretchen Bitterlin, Jim Brice, Starlene Dahl, Connie Falconer, Janet Foster, Lydia Hammett, Magdalena Kwiatkowski, Aldamay Rudisuhli, Jia Sun, Kara Valenzuela, Cindy Wislofsky and Matthew Zobin.

We continued to provide monthly learner persistence tips to the entire CE faculty on a variety of topics such as Accessing Resources for Learner Persistence and Goal Setting, Activities and Strategies that Keep Students Engaged and Excited about Learning, Building Classroom Community, Strategies to Welcome and Orient New Students Who Enter the Class Throughout the Semester, Reflecting on Goals and Acknowledging Student Success, and Using Community Resources to Overcome Obstacles to Reaching Educational Goals.

In order to provide good orientation to new students, a key factor in promoting learner persistence, we worked on updating two orientation tools: the beginning and intermediate/advanced level ESL Student Guide and a beginning level and intermediate/advanced level Orientation to SDCE Power Point Presentation. The Power Point Presentations and revised ESL Student Guides will be available for use in the fall semester. ECC has been providing an orientation class for new students for many years. This year we have expanded orientation for new students to the Miramar, Centre City, CE Mesa and West City Campuses, and we hope to expand orientation to the remaining campuses in the fall.

In order for students to reach their educational and career goals, they often need to overcome obstacles that may interfere with learner persistence such as inadequate or expensive childcare, the need to find employment, legal problems and medical issues. In trying to help our students address obstacles to reaching those goals, our Committee has developed a community resource page that is part of the ESL Student Guide. To better inform instructors about community resources that are available to our students, this semester we have invited community partners to give presentations to the ESL faculty. We held our first event at Mid-City Campus on March 4 with presentations by representatives of Alliance for African Assistance, Legal Aid Society, Metro Career Center, Neighborhood House and the San Diego Public Library. Our second event took place on May 27 with presentations by representatives of the Employee Rights Center, La Maestra Community Health Centers, Catholic Charities and the YMCA Childcare Resource Service. These events were a great opportunity to learn about the many services provided by our community partners; a second event is
ESL Teachers Using Technology (TUT) Update for Spring 2015

By Jim Brice, Chair


The main goal of the committee this year is to offer teachers ways to make web sites for their individual classes in order to keep students connected when they are outside the classroom. A related goal is to establish mentors for each site who can help teachers achieve that goal. In addition, the committee continues to share ways to use technology in and outside the classroom. There is a core group of committee members who regularly share successes and failures. The majority of the workshops are conducted by Cindy Wislofsky, with help from Beth Bogage, and others. Below is a brief list of some of the topics covered so far this year:

Reviewed some old web sites (learningchocolate.com, usalearns.org, elllo.org, Long-Beach/http://tinyurl.com/prhfu5d, cambridge.org/venturesarcade and the software programs available in the ESL computer labs.

- Followed up using Dropbox for saving in the Cloud
- Did a follow up workshop to the Convocation Weebly workshop
- Shared examples of using Facebook in the classroom
- Discussed results of the teacher tech survey
- Continued to explore the best teacher made class web site options
- Identified tech mentors for each site to help teachers make class web sites
- Shared CATESOL material https://docs.google.com/presentation/d/1A9DXIFGSISlwEdlu3ExaEelpWvWOsvPfKYKdVe54/pub?start=false&loop=false&delayms=3000&slide=id.p
- Offered workshops on using Quia in the classroom
- Offered workshop on using Google Voice with cell phones in the classroom
- Explored the possibility of using the District web page for teachers to make class web sites
VESL Committee  
By Steve Gwynne, Chair

Committee members: Carolyn McGavock, Cindy Wislofsky, Colleen Fitzmaurice, Corinne Layton, David Leyva, Donna Price, Emma Nazzaro, Eric Miller, Jim Brice, Lily Gonzalez, Lydia Hammett, Magdalena Kwiatkowski, Ola Steenhagen, and Cindi Hartman

A lot of people ask: what is VESL? Right now, there are several vocational models represented in our classes. The Personal Caregivers Class and the VESL/VABE Automotive Tech/Basic Skills class employ the I-Best model, where an ESL teacher combines with a technical teacher to deliver both content and basic skills. Another model is our English for Careers class, which uses Burlington English Career software along with workforce preparation instruction to target the specific career needs of learners in pronunciation, vocabulary, and communication skills. Additionally, the general VESL model strives to prepare learners to enter specific vocational classes such as Automotive and Certified Nurses Assistant, as well as build employment skills. Moreover, with vocational programs requiring higher reading skills, VESL is an ideal venue for building reading skills to transition to GED. As you can see, the times are changing and no one model fits all learner needs. So where is VESL heading? I believe we will see more collaboration, development, and integration of academic, employability, and technology skills as we identify new pathways to transition learners successfully.

I. Collaboration
   a. Corinne Layton enlisted BIT teacher, Ellen Zelniker, to provide ESL lessons in essential computer technology skills.

   B. The committee shared the success of Carolyn McGavock’s VESL/VABE Automotive/Basic Skills class at ECC. Kudos to Carolyn for collaborating with Auto tech and bringing this much-needed class to fruition.

II. Development
   a. Following the pilot at Mid-City, English for Careers expanded to CE Mesa and Miramar. Plans are to develop a hybrid class to reach more students.

   b. The committee developed an Advanced Level Prevocational ESL Completion Certificate. We look forward to updating our course outline, creating new pathways to vocational training, and integrating innovative curriculum to meet the needs of 21st Century learners.

   c. The committee reviewed curriculum written by Donna Price and Cindi Hartman to supplement the Ventures Transitions series.

III. Integration
   a. The VESL committee also explored the Employability Skills Framework as a tool to identify skills needed by learners to
At the April meeting of the U.S. Citizenship and Immigration Services (USCIS) and community-based organizations, the new USCIS District 24 Director, Alanna Ow, asked us to get the word out about the dangers of the unlawful practice of immigration law (UPIL). An immigrant with legal problems seeking citizenship may get an upbeat assessment from an unscrupulous immigration consultant who takes the person’s money, files papers with the government and then disappears -- leaving the immigrant vulnerable to federal prosecution. These scam artists are on the rise especially since the executive orders to give limited rights to those here without documents, the Deferred Action for Childhood Arrivals (DACA), and the Deferred Action for Parents of Americans and Lawful Permanent Residents (DAPA).

What can we do? We can teach our students what to say when seeking immigration help:

“Are you an immigration attorney?”

“What is your attorney license number? I need to check your license with the California Bar Association.”

If not a lawyer, ask, “May I have your business card so I can check that you are on the BIA [Board of Immigration Appeals] non-attorney representative list?”

“I need a copy of my completed naturalization form with your name, address and contact information listed as the preparer before I sign it.”

Let us make sure our students have access to free, low cost and reputable legal help. The front section of the district-created citizenship student workbook lists legal assistance. This list is also in the public folders under citizenship. Contact Mechelle Perrott if you would like these pages emailed to you. For on-line attorney and BIA-accredited representative information, go to http://www.uscis.gov/avoid-scams/find-legal-services. Call 1-800-375-5283 to ask for a list of free or low cost legal services. If a victim of the UPIL, contact the Federal Trade Commission (FTC) at www.ftc.gov/complaint.
or call 1-877-382-4357. Problems can also be reported to the California State Attorney General’s Office or the California Bar Association. The Bar Referral Service is 1-866-442-2529.

Unfortunately, the problem of the unlawful practice of immigration law goes beyond store-front businesses, scam artists, “notarios”, notary publics and immigration consultants. Some community organizations, church groups and well-meaning individuals step beyond the role of helping to fill out the naturalization form and dispense legal advice without the legal authority to do so. The helper may think giving advice to someone because that person knows someone with a similar police problem or immigration problem is okay, but it is not. It is illegal. Despite the honorable intentions, giving someone bad advice could potentially get that person deported.

Immigration Attorney Miko Tokuhama-Olsen from the Legal Aid Society and BIA accredited representative Amber Lawless from the International Rescue Committee presented at our March citizenship teacher meeting. Almost all of our current citizenship teachers attended the meeting along with many citizenship substitute teachers and some of our community volunteers that work with students one-on-one. We focused on legal issues of applying for citizenship with the new 2014 naturalization form. What did we learn? Immigration law is complex. We need to help our students have a basic understanding of all the questions on the 21-page naturalization form, and we learned when to recommend legal assistance to our students.

Other News

Our Chavez citizenship classes will be moving to Centre City in April through the summer. We are hoping to expand our citizenship offerings while at Centre City. The Mid-City lobby now has a beautiful display of the 100 Year CE Celebration and Naturalization Oath Ceremony with photos and the list of 100 naturalized citizens from fall 2013 to fall 2014 of citizenship passers and other active naturalized CE students, staff and faculty. Thanks to all who helped make this memorable event live on in our lobby!
Another year has gone quickly by, and I am once again full of appreciation for all the contributions made to our EL Civics program. Highlights of outcomes in 2014-2015:

- **EL Civics instruction took place in 230 classes**
- **Over 6000 students completed performance-based assessments**
- **We now have closed-captioned video demonstrations of all oral assessments**
- **There are now anchor papers to guide instruction and standardize evaluation for all writing assessments**

In her second year as EL Civics Assistant Coordinator, **Stephanie Thomas** applied her amazing technology and organization skills to videograph and edit multiple videos, prepare and post all the EL Civics materials in public folders, supervise focus groups, and also present on our EL Civics program at conferences. Thanks to **Steve Gwynne** and **Cindy Wislofsky** for their assistance to Stephanie on projects requiring technology.
The EL Civics office is managed by an outstanding team of talented assistants who distributed over 10,000 student guides, prepared assessment packets and bubbled in over 6,000 test forms in addition to performing a host of other office responsibilities. We are fortunate to have Pamela Santana, Noel Puga, Yonathon Tesfahun and new assistant, Cuong Nguyen.

The EL Civics examiners are the program’s direct line to students and are the “quality control experts” for our standardized assessments. These instructors did an outstanding job: Lori Amundson, Kendra Dawson, Darlene Elwin, Lynn Graver, Cindi Hartman, Nancy Johansen, Jessica Maguire, Alma McGee, Lee Mosteller, Neda Orban, Donna Rosen, Aldamay Rudisuhl, Eileen Schmitz, Chris Stone, and Kenna Veatch.

Curriculum is the foundation of EL Civics instruction, and once again, Carolyn McGavock led the way by creating curriculum geared specifically to Advanced Low level for multiple objectives that include writing tasks. Other writers and editors included: Chris Stone, Kendra Dawson, Lee Mosteller, and Magdalena Kwiatkowsky. Also contributing to additions and revisions in curriculum were focus group participants Elissa Claar, Nonna Sadoudi, Marla Goldfine, Magda Kwiatkowsky, and Beth Bogage.

Offering behind the scenes support were the ESL Resource office staff: Mary Le Duc, Chao Xiong, and Maude Verdin. I thank and salute these unsung heroes and all the other unnamed instructors who stopped by with questions, comments and typo alerts. Each of you helped make our EL Civics program more successful and more effective this year.

To wrap up our Echoes for this year, I share a fun anecdote from Stacy Castaneda, Beginning Low ESL instructor at Mid-City that demonstrates that EL Civics really does make a difference. Thanks

Hi, Jan,

We already got started with Objective #46 (Nutrition) after break today!! The students become very engaged in this unit....they really enjoy it!! When we did this unit last year, it really opened a lot of eyes and changed shopping choices. One of my Somali moms went shopping with her teenage daughters. When they started putting chips and soda in the cart as usual, she said, "No! That's no good. Too much sugar and salt!"

"How do you know that, Mom?"
"My teacher told us."
"I don't like your teacher!"
Hahahaha....I could hear stories like that all day long!!

Stacy
Exciting, innovative lessons are going on across our campuses related to technology-integration!!

Here are three recent examples:

**Stephanie Thomas** (Level 2 instructor at CE Mesa) has been using an app called Aurasma to develop ‘augmented reality’ lessons. There is a display in the hallway at CE Mesa with pictures of food from around the world. The food looks very appetizing, but that is just the beginning! If you follow the directional sheets in the display to download the app, and then point your mobile device at one of the pictures, you will see a video of a student talking about the food! Yes, the app allows you to embed video, audio, or images to a designated ‘target,’ in this case the food visuals. Here is a video Stephanie made that shows how the display comes to life: [https://www.youtube.com/watch?v=CH98Z-p1sUg&feature=youtu.be](https://www.youtube.com/watch?v=CH98Z-p1sUg&feature=youtu.be).

**Rose Babayan** (Level 7 instructor at Miramar) is utilizing video for pre-reading activities and to expand on reading topics. Whether it is related to a high-interest novel the class is reading or for their core textbook, Rose locates a video on YouTube or TedTalks and creates comprehension questions and vocabulary practice for students to complete during their weekly lab session. Other times their assignment is to take notes as they watch a video. The following day the students are grouped into 4s to discuss their findings. Lively discussions ensue. Videos topics might be chosen to develop schema about a novel (e.g. Afghanistan and the Taliban in prep for reading The Kite Runner), to learn about the author, to dispel misconceptions about a culture, or to gain more information for an article they will read or have just read. Rose reports that students are more actively participating in the class since she has started using video and she is inspired by the wealth of video materials she has found to enhance the classroom learning experience.
Steve Gwynne (VESL instructor at Mid City) has expanded his technology horizons yet again with the use of a social media learning platform called Edmodo. Edmodo has the familiar look of Facebook and provides interactivity and community within an educational platform. Steve’s English for Careers class has reported great success using it in the classroom lab as well as outside of class. Students can access the app on their own digital devices, too.

For a quick tour of how Steve uses Edmodo and a video report by his students, click on the link below:

https://mix.office.com/watch/sadnm4phhpuy

Or to view on a mobile device:

https://mix.office.com/watch/1tqyh91x7f07
In the fall of 2014, as part of our Technology Plan required for our 231 grant, we surveyed over 1800 of our ESL students to determine the extent of their use of technology. Below are the results statewide, consisting of over 33,000 learners compared to the results of our sample ESL student population of 1800. I also broke out the results of the beginning level ESL students in our program compared with those of advanced level ESL students.

### How do you communicate with your teacher?

<table>
<thead>
<tr>
<th></th>
<th>Statewide (all levels)</th>
<th>SDCCD ESL (all levels)</th>
<th>SDCCD ESL Beg. level</th>
<th>SDCCD ESL Adv. level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk on phone</td>
<td>42%</td>
<td>30%</td>
<td>48%</td>
<td>17%</td>
</tr>
<tr>
<td>E-mail</td>
<td>56%</td>
<td>69%</td>
<td>52%</td>
<td>89%</td>
</tr>
<tr>
<td>Facebook or other social media</td>
<td>11%</td>
<td>12%</td>
<td>11%</td>
<td>18%</td>
</tr>
<tr>
<td>Online courses</td>
<td>4%</td>
<td>5%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Text by phone</td>
<td>25%</td>
<td>20%</td>
<td>21%</td>
<td>14%</td>
</tr>
</tbody>
</table>

### What do you do when you are on the computer, Internet, or mobile device?

<table>
<thead>
<tr>
<th></th>
<th>Statewide (all levels)</th>
<th>SDCCD ESL (all levels)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pay bills</td>
<td>34%</td>
<td>33%</td>
</tr>
<tr>
<td>E-mail</td>
<td>59%</td>
<td>68%</td>
</tr>
<tr>
<td>shop</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>Connect with social media</td>
<td>60%</td>
<td>61%</td>
</tr>
<tr>
<td>Entertainment</td>
<td>51%</td>
<td>49%</td>
</tr>
<tr>
<td>Get research</td>
<td>64%</td>
<td>62%</td>
</tr>
<tr>
<td>Learn outside class</td>
<td>31%</td>
<td>34%</td>
</tr>
<tr>
<td>Apply for jobs</td>
<td>24%</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Statewide (all levels)</td>
<td>SDCCD (all levels)</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Do you have a smartphone?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>75%</td>
<td>77%</td>
</tr>
<tr>
<td>No</td>
<td>25%</td>
<td>23%</td>
</tr>
<tr>
<td>Do you text on your phone?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>81%</td>
<td>81%</td>
</tr>
<tr>
<td>No</td>
<td>19%</td>
<td>19%</td>
</tr>
</tbody>
</table>

**Conclusions:** Students are using technology more and more – even at the beginning levels. A high percentage of students have smart phones and text on their phones. The percentages of SDCCD ESL students closely mirror the statewide results; however, since we are not allowed to call students on the phone, a lower percentage of ESL students contact their teachers by phone; they use e-mail instead. The higher the ESL level, the higher the use of technology, but still more than a majority of beginning level ESL students have smart phones, and text on their phones. Overall, this informs us that integrating technology into instruction should be a high priority.
VESL Personal Care Assistant Graduation
by Donna Price

The VESL Personal Care Assistant (PCA) graduation on January 22, 2015 was a memorable event. Donna and Manuel would like to thank Gretchen Bitterlin, Dean Robin Carvajal, Vice President Brian Ellison, Corinne Layton and Dean Barbara Pongsrikul for attending the graduation. Here is some information about the Fall 2015 class.

**Where were the students in the VESL PCA class from?** Donna and Manuel had about 25 graduates from Cambodia, Mexico, Dominican Republic, Ethiopia, Eritrea, Haiti, Honduras, Japan, Nigeria, Peru, Sudan and the Ukraine. There were two nurses and one doctor in the class! Students came as far as Mira Mesa, Chula Vista, Spring Valley and La Mesa to attend the class. Most of them came from other campuses, such as Mid City, CE Mesa, West City and ECC.

**What does it take to graduate from the VESL PCA class?**

The graduates made a commitment to study in the class 15 hours a week for the entire semester. The students demonstrated proficiency in 12 skills, such as turning a patient, transferring a patient from the bed to the wheelchair and using a gait belt to assist with ambulation. The students also had to document their weekly spelling, vocabulary and grammar tests and complete two writing assignments that are similar to what they might have to write as caregivers.

**Where are students going in the spring 2015 semester?**

2 students are going to the CNA class at Centre City.

1 student is going to the CNA class at a private school called the International Health Group.

2 students are going to the Personal Care Assistant class.

6 students to the Restorative Nurse Assistant class.

6 students to the GED/ABE reading class.
1 student is going to City College.
6 students are going to ESL Level 7.
4 students are going to ESL Level 6.
2 students are going to ESL Level 5.
At least 8 students are going to look for jobs.

Donna and Manuel got permission to share Brenda Perez’s graduation speech (photo on previous page). She is one of two VESL PCA students who were accepted to the CNA program at Centre City. The other student who was accepted in the CNA program is Elizabeth.
### Scholarship Award Recipients from ESL Program

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Recipient’s Name</th>
<th>ESL Class/Campus</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFT Guild Maxine Williams Scholarship</td>
<td>Hy Buu Truong</td>
<td>Level 7/ Transition to College CE Mesa</td>
<td>Kwiatkowski</td>
</tr>
<tr>
<td>AFT Guild Maxine Williams Scholarship</td>
<td>Yasmin Osorio</td>
<td>Level 7/Transition to College Centre City</td>
<td>Greenberg</td>
</tr>
<tr>
<td>AFT Guild Maxine Williams Scholarship</td>
<td>Stephanie J. Varela</td>
<td>Level 6/ Chavez</td>
<td>Vera</td>
</tr>
<tr>
<td>ASB – Centre City</td>
<td>Oreesa Ananthawan &amp; Thalia Huizar</td>
<td>VESL Personal Care Assistant Class/ Centre City</td>
<td>Price/Gallegos</td>
</tr>
<tr>
<td>ASB - Chavez</td>
<td>Jazmin Fernandez</td>
<td>Level 6 /Chavez</td>
<td>Vera</td>
</tr>
<tr>
<td>ASB – CE Mesa</td>
<td>Melee Lee</td>
<td>Level 7/Transition to College</td>
<td>Kwiatkowski</td>
</tr>
<tr>
<td>ASB - ECC</td>
<td>Herby Claude Pere-Fils</td>
<td>VESL Auto/ECC</td>
<td>McGavock/Vasquez</td>
</tr>
<tr>
<td>ASB – Mid City</td>
<td>Hien Ho &amp; Dan Mu Serkalem Gebreyohanus</td>
<td>Reading/Writing Levels 5/6/ Mid City Level 5</td>
<td>Fitzmaurice/Coxey</td>
</tr>
<tr>
<td>ASB– West City</td>
<td>Rabia Aouchiche</td>
<td>Levels 6/7 West City</td>
<td>Fernandes</td>
</tr>
<tr>
<td>Autumn Keltner Memorial</td>
<td>Brenda P. Perez Cisneros</td>
<td>C.N.A. Centre City/ Previously studied in VESL for Personal Care Asst. Class</td>
<td>Previously: Price/Gallegos</td>
</tr>
<tr>
<td>Barbara Raifsnider Memorial</td>
<td>Elmira Farnoush</td>
<td>Level 6/ CE Mesa</td>
<td>Goldstein</td>
</tr>
<tr>
<td>Barbara Raifsnider Memorial</td>
<td>Yasin Osorio</td>
<td>Level 7/Transition to College Centre City</td>
<td>Greenberg</td>
</tr>
<tr>
<td>Classified Senate</td>
<td>Khoa Truong</td>
<td>Level 6</td>
<td>Cole</td>
</tr>
<tr>
<td>Minarokh Hamzavi Memorial</td>
<td>Nghia La</td>
<td>ESL Citizenship/ Mid-City</td>
<td>Perrott</td>
</tr>
<tr>
<td>Minarokh Hamzavi Memorial</td>
<td>Viktortiya Lysenko</td>
<td>VESL /Mid City</td>
<td>Layton/Hammett</td>
</tr>
<tr>
<td>Norma Ledesma Memorial</td>
<td>Chibuike Ugorji</td>
<td>VESL Auto/ECC</td>
<td>McGavock/Vasquez</td>
</tr>
</tbody>
</table>

Kudos also go out to Haruko Takeshita, ESL Instructional Assistant at North City Miramar, who received one of the Los Dos Chefs Scholarships. Haruko is studying in the Office Skills Program at West City Campus. Finally, we want to extend our congratulations to Maher Alhaja, a former student in Magdalena Kwiatkowski’s Level 7 class and winner of the 2013 Los Dos Chefs Scholarship. It was announced at the Scholarship Awards Ceremony that Maher just graduated as valedictorian of his class at Mesa College and was accepted to UCSD.
Since the SDCE building at Mesa was opened more than two years ago, many students have graduated and set out on their ways to colleges or new jobs. Atsuko Matsumura is one of those many. But she is also very special.

Atsuko came to the U.S. in January 2013 and three months later started attending ESL classes at CE Mesa. A graduate of a master’s program in Nutrition Chemistry at the Kyoto University in Japan, from the beginning she was paying close attention to the tastes and eating habits of Americans. When in the Spring of 2013 she gave a presentation to class on “What Is Real Japanese Food?,” a new idea had already been brewing in her mind: she wanted to create a new kind of food, modern culinary fusion combining some traditional Japanese recipes with the flavors of Southern California.

In December 2013 she invited several classmates to dinner at her house. In addition to the traditional Japanese takoyaki dish, she was serving her new creation: the Diego Ball. Takoyaki is a ball-shaped Japanese snack made of wheat flour batter and cooked in a special pan. It is typi-
cally filled with minced octopus, green onion, and pickled ginger. Atsuko replaced octopus with shrimp, added avocado, peanuts, and cilantro, and the new dish was ready. Within a few weeks she was launching her new product at the farmers’ markets in Oceanside and Hillcrest under the new company name Give & Tako.

Several of her classmates from ESL 7 at CE Mesa were there to help her: Hy Buu Tuong, Shuyi Zan, Kahye Kang, Reina Honda, Mayuko Kabakino, Melee Lee, Hyeyeon Kim, and Xue Yang. From the beginning, the stand was a great success and the Hillcrest manager tried hard to keep her. Two months after she started, he offered her a permanent spot and her stand became a permanent fixture at the Hillcrest Market.

When I came to visit her the Sunday before Thanksgiving, Atsuko was there with two helpers, one of them her classmate Hy. As usual, it was a very busy morning for them, with new customers inquiring curiously about the unusual new food and the regulars coming back for more sauce or another Diego Ball. We were hardly able to find a few minutes to talk.

Launching a new product and opening a new business are impressive achievements, but Atsuko has accomplished more than that. She gave employment to several people, half of them her classmates from CE Mesa. Hy, for whom working at the Hillcrest Market has been the first professional experience in the U.S., is there every single Sunday. A caring boss, Atsuko has offered her employees various perks. Recently, for example, she took eight of them on a wine tasting tour to Temecula Valley. As her new culinary creation began to catch on, articles about her new business started to appear in Japanese newspapers. It is important to add that all profits from the sales have gone to charity organizations. She has contributed to Table for Two and Mama’s Kitchen, and San Diego Food Bank.

In February, Atsuko went back to Japan, but she is not giving up on her San Diegan enterprise. She is planning to find a partner and continue making and selling her takoyaki and other unique local snacks like Diego balls in the U.S. Before she left, she gave a talk about her experience to an audience of Japanese proprietors and entrepreneurs who are thinking of opening similar businesses. She had a lot to show them, and she decided to present it using Prezi, a cloud-based presentation tool she had learned at CE Mesa from another classmate, Lourdes Brewer, during a series of oral presentations for the Transition-to-College class.

During my visit, I offered to record a video “testimony” about her new business, which she enthusiastically agreed. As I was organizing my thoughts and clearing my throat, apparently displaying signs of nervousness before the camera, Hy calmed me down: “Don’t worry, teacher! Just remember to follow the tips for oral presentation which you taught us. And especially...
The Miramar ESL department would like to extend our heartfelt thanks to Reverend Hal Heath, who at age 87, still continues to volunteer in Linda Kozin’s ESL Level 2 class. Hal is an experienced ESL teacher, having taught in our CE program for many years before he retired in 1991. He was the minister of Linda Vista Presbyterian Church and remembers going to the board of his church and begging them to agree to rent out their classroom space for our ESL program. That was in 1975! We offered classes there until just last year when the Linda Vista program moved to the new CE Mesa building.

After his retirement from the ministry and from teaching ESL, he thought about what he missed most, and decided he would like to go back to ESL as a volunteer. Hal has a Special Educator Credential, a Master’s in Counseling, and did graduate work in Speech and Hearing. But, he says, “I fell in love with ESL.”

One of the things Hal remembers fondly from his years teaching ESL in our program is attending workshops given by Autumn Keltner, Leann Howard, and Gretchen Bitterlin. “It was like going on with graduate

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**Rainy Days at CE Mesa**

The students call her Teacher Rainy, but her full name is Lorraine St. Denis. She is a volunteer working with Stephanie Thomas’s Level 2 class at CE Mesa. She is a fully credentialed teacher with a Master’s in Education and an ESL Endorsement from the state of Arizona. Teacher Rainy’s patience, enthusiasm, and devotion have endeared her to the students in the morning class. Stephanie Thomas comments that she is impressed with Teacher Rainy’s creative and innovative strategies for helping students improve their English skills.

It’s no surprise that Teacher Rainy loves learning about different cultures and languages. Having spent three years living and hiking through Europe, Teacher Rainy is very aware of the challenges our students face each day as they struggle to learn English and adapt to life in a new country. Many thanks to Teacher Rainy who enriches students’ learning experience every week at CE Mesa.
school!” he remarked.

I loved to hear Hal talk about working with Linda Kozin. He said “I love that lady. She’s just a wonderful person! She’s such a hard worker.” (We agree, Hal!)

From all of us at Miramar, and on behalf of the hundreds of students who Hal has helped over the years, Thank you, Hal! (Laurel Slater)

When our beloved Nancy Bachman asked me if I wanted a volunteer to help in my level 1-2 class, I answered “Of course!”. It was really a wise reply because a most gracious and talented person, Hal Heath joined my class to help me and the students.

One of Hal’s talents is singing and he charms us with his lovely voice and acting skills. All students’ alphabet skills have improved with his rendition of the alphabet song.

He gladly carries out any task that is requested from helping a student with writing or speaking or reading. But his major addition to the class is that he comes to be and talk with the students. He tries to engage them in conversation learning about their family, their country and lives just so they can feel comfortable in class as well as practice some English. The students appreciate his interest and concern.

The school and I receive much benefit from Hal’s volunteering. He offers an extra hand on the busiest days such as registration and CASAS testing and dutifully calls when he may not be able to come. What else could one ask for? (Linda Kozin)

I have the fondest memories of working with Hal during the 1970’s and 80’s at the Linda Vista Presbyterian church. In addition to being so accommodating by hosting our huge classes there during the height of the Indochinese immigration to the United States, he was also a dedicated teacher who cared deeply for his students. Hal always took extra time to really get to know his students and help them in any way he could. By coming out in the evenings to volunteer in our beginning class at Miramar, Hal demonstrates his true dedication to education, and we will always be grateful for his service. (Gretchen Bitterlin)
Success Story from the West City Campus

By Gretchen Bitterlin, APC, West City Campus

Our Advanced level instructor at West City, Toni Fernandes, has such rapport with her students that she often gets letters from them. Below is the most recent letter, outlining this student’s success since she left our program 4 years ago. Toni is obviously meeting her students’ needs in preparing them for college and a career.

Hi Toni,

I am Yuki. You must know many Yukis. I am your former student who was a crossword addict sitting in the front row more than four years ago.

How have you been? I hope you are doing well. I am sorry I did not write you for a long time.

You may remember that I enrolled in City College four years ago to study Alcohol and Other Drug Studies. I finished all the classes with a 4.0 GPA and got a Certificate of Achievement with highest honors in December 2014.

In March, I passed the Certified Addictions Treatment Counselor Exam, and got hired as a counselor at Union of Pan Asian Communities (UPAC) Addiction Treatment and Recovery division. UPAC is a nonprofit organization that provides health and human services to underserved populations especially Asians. I was a counselor intern at UPAC from July 2014. My director highly praised my work, and gave me a job offer.

Now I am a half-time counselor and I have been responsible for up to 12 clients with drug addiction. I have individual counseling sessions with my clients regularly, and
run two 90-minute groups a week. It is a process group with educational component, so I spend many hours to prepare for the group. Every single thing is still a big challenge for me. Fortunately, I have been working with an intern who helps me well.

Most of the clients came by court order. Completing a drug treatment is a requirement for them to get off probation. That means all the clients were involved in criminal activities. Some are homeless. My first client was San Diego’s “most wanted” in the past. I learn new things every day. This profession is exhausting but rewarding. I really enjoy helping my clients.

I cannot believe what I am doing right now. I never imagined I could get a job in this field. I didn’t even think I could finish the City College program. I was the first Japanese student in the program, and the department head gave me a compliment that Yuki is certainly one of the program’s “best and brightest”!

In my workplace, I spend plenty of time for documentation; for example, client’s case note, treatment plan or client’s status report to the probation officer. Happily, I am recognized for good writing skills. Even now, I recognize every day how much I learned from you. I am truly grateful for your contribution to my education in order to make this happen. I always feel like your are cheering me up whenever I have difficulties. Now I am looking forward to attending my own graduation in May!

Toni, I will visit you before too long. See you soon.

Yuki Hoshijima
Chao Xiong came to the U.S. in 1980 as a Lao Hmong refugee. He settled in San Diego and began studying level 1 ESL at the North Baptist Church (an off-campus location) and then transferred to the old East San Diego Adult School. Chao worked very hard and within two years he had moved from beginning to advanced level ESL/TOEFL. At that time ESL Department Chair Leann Howard was looking for a new instructional assistant who could speak Hmong and approached Advanced Level instructor Bob Johnson to see if he could recommend an advanced level student. Bob recommended Chao because of his excellent work ethic: he always arrived early, had excellent attendance and worked diligently in his class. As a result, Chao was hired as an instructional assistant who became absolutely invaluable to teachers and students. Chao later became a Student Services Assistant and was eventually promoted to Senior Student Services Assistant. During that time Chao was assigned the huge task of coordinating the scoring of CASAS Testing and documentation of the test results for ESL and ASE. Over the years this assignment has become larger and more challenging due to the significant expansion of our program, yet Chao continues to demonstrate impressive knowledge, skill and patience. In addition, during his 35 years in San Diego, Chao has worked steadily on his own educational goals having achieved both his M.A. in Counseling and Doctor of Philosophy in Education with Emphasis in Leadership.

Aware of Chao’s inspirational story, ESL instructor Lynn Francis invited him to be a guest speaker in her level 4 ESL class on April 29, 2015. Chao described his unique educational and vocational journey and emphasized the importance of motivating yourself and not depending on someone else to inspire you to reach your goals. Chao’s talk was very well-received, and the letters of appreciation from the students on the following page clearly indicate...
Dr. Chao Xiong
ESL CASAS Coordinator
Mid City Room 122

Dear Dr. Chao:

I would like to thank you for coming to share your faith, hope, fortitude, and life experience. You taught me how to be a warrior in my life. I appreciate you showing me it’s never too late and I will never be too old to learn. You are an example to follow.

Thank you again for your time
I hope to hear from you soon.

regards
Julia Almaguer

Yen Luong

Dr. Chao Xiong
3722 Fairmount Ave
San Diego, CA 92105

Dear Dr. Chao:

I would like to thank you for taking the time to visit my class yesterday. I enjoyed talking to you about the story that you told us. You shared a lot of experience and knowledge. Also, thank you for making me realize that you are never too old to learn and your goal depends on you. I’ll try my best to study hard so that I can do the things I want.

Thank you again for talking to us yesterday. I’m very excited about your works.

Sincerely
Yen Luong
(Gojia)
The death of a colleague, (family member or friend) is an invitation for self-reflection and contemplation about our own being and place in the world. It is a reminder of our own mortality. Along with the myriad of feelings that surface for weeks and months down the road, death is an inevitability that we all face. We all know this intellectually, but emotion and spirituality bring a different kind of perception and poignancy.

If you are reading this, you are still alive. You are still on your journey. Perhaps we can learn something from those who went before and offered some of their own reflections before passing. Here are the top 5 regrets of the dying according to the Huffington Post and the Guardian.

1. I wish I'd had the courage to live a life true to myself, not the life others expected of me.

A lot of what we spend our energies on is a social construct or a distraction. So what is real for you? How do you want to be spending your time and your energy? What do you value highly? These are not static questions. They change with time, age and experience. And, ultimately, there is only now to be asking them.

2. I wish I hadn’t worked so hard.

Perhaps there is a time for working hard and a time for finding balance. Different people have differing views about ‘working hard’. What is yours?

3. I wish I’d had the courage to express my feelings.

Personally, this has been a challenge for me over the years. But now having trusted others to express my feelings is one of my greatest joys. As a therapist, I also see how difficult the emotional body is to understand, accept and learn to express in a safe, healthy and fulfilling way. How and to
whom do you express your feelings?

4. I wish I had stayed in touch with my friends.

The term ‘friends’ seems to be changing and perhaps is more on a continuum. Facebook ‘friends’ are a way to know people in a certain way. Close friends are there no matter what and there is everything in between. Do you stay in touch with the friends that matter to you?

5. I wish that I had let myself be happier.

I am not sure that I always knew what a choice this can be at times. What I am learning is the empowerment of responsibility for my own happiness. Many ‘things out there’ aren’t really what stress us (not to negate those out of our control that do). It is our reaction, our perception, our past conditioning which can be skillfully reckoned with and changed to live with greater joy and happiness from the inside out.

How do we balance the ‘have tos’ and the ‘want tos’? How do we find a surrender to what is while at the same time setting intentions and moving forward? How do we find discernment about what is important and what isn’t. Perhaps the truth lies in the paradox of seeming opposites. To keep renewing a sense of purpose, freshness, creativity, and aliveness is a formidable quest as an individual and educator. It is something I strive for through self-care, continual learning and curiosity about myself and others and serving in ways that I feel drawn to serve as an educator and as a Marriage Family Therapist. It is an ongoing pursuit.

In sum, death affects us deeply. It is not completely separate from our professional life but deeply integrated into it. May you embrace and cherish the rest of your journey. May your departed colleagues, family members and friends rest in peace.
Acknowledgements

The ESL Program thanks the following staff, faculty, and volunteers who contributed to the improvement of our 2014-2015 program:

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Conference Planners/Presenters:

CATESOL San Diego Chapter Fall Staff Development Workshop: Coordinators: Magdalena Kwiatkowski, Maria Allan; Presenters: Maria Allan, Gretchen Bitterlin, Leah Haeber, Corinne Layton, Donna Price, Susan Morgan, Richard Weinroth

CATESOL State Conference Presenters: Gretchen Bitterlin, Ingrid Greenberg, Magdalena Kwiatkowski, Thelma Moore, Donna Price, Cindy Wislofsky

San Diego Regional CATESOL Presenters: Maria Allan, Margarita Bacigalupo, Gretchen Bitterlin, Magdalena Kwiatkowski, Corinne Layton, Susan Morgan, Mimi Pollack, Donna Price, Stephanie Thomas, Richard Weinroth, Cindy Wislofsky

Miscellaneous:


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Classroom Volunteers: Adan Barajas, Carmen Barajas, Lonnie Brunini, Yulian Cui, Steven Droessler, Chris Gommel, Reverend Hal Heath, John Kelly, Carl Nelson, Troy Salem, Lorraine St. Denis, Mary Ramos, Helen Bariamichael, Susan Zyhur, Mary Cory, Andrew Tran, and Bryan Hicks.
Barbara – A Model in Life

Barbara –
A model in so many facets of life...

A model of elegance and beauty
Tall and lithe; strong and feminine
Always impeccably dressed
An intriguing figure to look at
“Pardon me, teacher, for not always paying attention in class.
I was too busy looking at how you were dressed!”
A stylish model of put-togetherness

Barbara –
A model of admirable values
Total dedication to her work;
A workhorse with the elegance of a race horse
An unwavering commitment to teaching and helping others
Pointblank authenticity with a veil of mystery
Never a woman of guises or disguises
Always the real thing
A model of living true to yourself for all of us to follow

Barbara –
A model of focus and determination
Let’s get down to business.
Don't procrastinate.
Endless goals for herself and others;
Achieving them, front and center
A model of getting things done

Barbara -
A model of grace and dignity,
Even in the face of the most devastating challenges
Steadfast and persevering when there was hope
Adapting to loss and changes beyond her control
Never losing the core of herself,
The unique self that was only Barbara
Accepting fate when it made its presence clear
In the most remarkable and awe-inspiring of ways
As always, earthbound, with an aura of otherworldliness

Barbara -
A model teacher
To her students, her friends, her family, her co-workers
To all those who she came in contact with
Perhaps, the best teacher as she lived the final chapter of her life
Barbara -
A model who will continue to encourage and guide us
through the memories and imprints she gifted us with
of the striking example she was in so many ways.

Barbara -
Tribute to Barbara Raifsnider

By Gretchen Bitterlin

What does Barbara Raifsnider have in common with these women? How about class, beauty, grace, and of course brains? In a sense, Barbara has been the “Grace Kelly” or “Jackie Kennedy” of our ESL program for as long as I can remember. In the elegant and professional manner in which Barbara has dressed and behaved, she has been an incredible role model for our students. In fact, one of her students expressed this recently and said how much Barbara has taught her about life, not just English. What makes Barbara unique, however, is that under the beauty and style, she has also contributed so much to our program and to this World. She has been the pronunciation specialist in our ESL program and significantly made a difference in training all of us to be better ESL teachers. Besides authoring two pronunciation books and presenting numerous pronunciation workshops, she has also attended almost every meeting related to improving our ESL program and played an integral part in its development, including chairing our successful Textbook Committee. Barbara has also been an amazing Assistant Program Chair, never complaining and always willing to try something new.

On a personal level, I so admire the way Barbara always fought so hard for important political causes and making this World a better place. I will never forget walking side by side with her in the march for peace before the Iraq war broke out. Barbara is a person who has not just talked about issues. She has walked the walk. During my last visit with Barbara, which was only a couple of weeks before she passed, she was passionately wondering how Continuing Education could do more for our homeless population. She also was a great advocate for bettering the working conditions of her fellow instructors and staff, especially the adjunct instructors, even though the issues often didn’t affect her, since she had a 100% contract.

Barbara’s passing leaves a hole in our program, but her legacy of accomplishments and positive spirit will live on. May she rest in peace.
MEMORIAL COLLAGE CREATED BY STUDENTS

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