The Future of Adult Education

It is not going to be business as usual down the road in Adult Education. Following on the coat tails of Obama’s State of the Union message stressing the need for students to have more than a high school diploma to have a living wage, there are going to be some major initiatives at the State and Federal levels to reform education, including adult education. The reform proposals are all based on the realization that good jobs require higher education. It is no longer sufficient to prepare students for entry level employment. Adult education for work= adult education for post secondary education.

I was recently invited to participate in a roundtable discussion sponsored by the Council for the Advancement of Adult Literacy (CAAL) where these themes were discussed. The goal of the meeting was to discuss proposed changes to the Title I and Title II provisions of the Workforce Investment Act (WIA). This is the federal legislation through which we get our 231 grant funding based on CASAS test scores. The revised WIA, now known as the Adult Education and Economic Growth Act was introduced in the House and Senate in July, 2009. It is hoped that the legislation will come out of committees in mid March and go to the floor of the House and Senate in Mid-April. The legislation proposes the following major changes. It would require local programs to target funding for

1. “integrated education and training,” which is defined as training that combines education or training for a specific occupation cluster with English literacy instruction or other adult education and workplace skills activities, including programs that provide for dual or concurrent enrollment.

2. “career pathways,” defined as a “high quality, rigorous, engaging set of education, training, and workforce experiences” that (a) align adult education, job training, postsecondary education, or occupational training to create a pathway to attaining a recognized postsecondary credential that will qualify an individual for career advancement in projected employment opportunities identify by the state plan, (b) include advising and

Continued on next page
counseling to support the development of individual education and career plans, and (c) lead to a secondary school diploma or its recognized equivalent, a postsecondary degree, a registered apprenticeship, or another recognized occupational certificate or license.”

The proposed legislation would also increase funding for adult education and include $30 million for innovation grants related to the above.

An instructional model that is quite popular now is the I-best model of instruction, initiated in Washington state, which supports concurrent basic skills instruction with vocational training. Donna Price’s Personal Care Assistant/Caregiver I-Best course piloted this past fall is an example of this model and was extremely successful. See Donna’s article in this issue of Dialogue.

Down the road I see the need for us to expand this type of instruction, develop curriculum, and collaborate with other vocational programs to develop similar models.

Transitions

The hot topic in the state is “transition” which also aligns with developing career pathways for our students. We need to inform our students of the exact pathways from ESL to ABE or ASE or specific job training programs or college, which support their goals. At Miracosta College, every 9 weeks students in level 7 take the TABE test. If they score above the 4th grade level, they go to the ASE program (Adult Secondary Education Program). In Sweetwater Adult, to hasten transition, they have converted their ESL courses above level 4 to Basic Communication Skills classes where the curriculum has an academic focus to prepare students for the GED or high school diploma program. I have joined the California Transition Advisory Group organized by CalPro to look at transition models and best practices, which will be shared with everyone. One step in the right direction in our program is a pathway chart prepared by our counselors and instructors to guide ESL students into the GED program. It lists the exact test scores and curriculum that students will need to achieve to move into the GED program. It is being piloted at Mid City now.

As I attend all these meetings about what needs to be done to transition our students to the workplace or postsecondary education, I am constantly reminded of the importance of counseling and support services, and the need to track our students’ progress electronically. Without funding to support more counseling and support services for ESL and a tracking system, it will be very difficult to move forward and be accountable for the transitions that our students make.

To end on a positive note, the extent to which we have included more writing in our curriculum is a big step toward improving the academic rigor in our program which is essential in providing the basic skills our students need to transition to other levels of education and training.
They say that major events happen in groups of three. In December, we lost one previous ESL teacher and two previous ESL aides. On December 1, Edith Dabbs passed away at the age of 91. She taught for 47 years in our program, most of that in ESL. Since 1983 Edith has contributed money toward a continuing education scholarship in her name. The last time I saw Edith was at the scholarship ceremony at ECC in May, 2009. She was sharp as a tack and reminisced how she was paid just $5.00 an hour when she began teaching in our program in 1954. Times have changed, but not her love for teaching and inspiring others – especially students.

On December 14, Jean Tomcavage passed away. She worked as the chief ESL instructional assistant at the Mid City Campus from 1979 to 1994 (15 years). She absolutely loved the other assistants she worked with, including Chao Xiong and Rany Mey. Most of all Jean loved the students. She made each student feel as if the only thing that mattered was doing the best for that one student. Jean also had a terrific sense of humor, which made everyone’s job more fun.

On December 22, Koua Yang passed away after a long illness. Koua Yang began working as an instructional assistant for us in 1983 at the North City, Linda Vista campus. He received a contract in 1991 and continued working for us until 2008. In his 25 years of employment with us, you could count on one hand the number of days he was absent. Despite working two jobs to support his family, including 13 children, he rarely missed a day of work. Being a refugee himself, he was extremely sensitive to our students’ situations and made each student feel welcome in our program. He was a wonderful role model for our students. He will be greatly missed.
GAIL SATTER RETIRES

Centre City has lost its premier Level 7 TOEFL instructor with the retirement of Gail Satter. You know we have an outstanding instructor when students from overseas call asking about enrolling in Gail’s class before ever getting to this country. Gail began teaching in our program in 1982 as an English teacher to Americans of Spanish descent in a special program called the Padre Hidalgo Program. As often happened in the old days before minimum qualifications, she was next transferred to Midway Adult (now West City) and told to team teach ESL with Caroline Hamlin, not knowing what ESL was. Of course, she was a quick study and quickly became a very popular ESL instructor. After Midway, she taught at one of our off campus locations in Pacific Beach with Cat Prindle until Jim Park, Department Chair at Centre City, lured her to Centre City where she has been the Advanced level 7/TOEFL instructor for 15 years. One of Gail’s strongest attributes and which attracted so many students to her class was the academic rigor with which she taught her class. By keeping in touch with the TOEFL requirements and academic expectations at the college level, she provided students with exactly what they needed to succeed in college. To meet the challenge of teaching some of English’s most challenging structures – prepositions and 2-3 word verbs, Gail wrote her own texts (Mastering Prepositions While Learning Vocabulary in 5 Minutes a Day and Learning Prepositions, Gerunds, and Infinitives in 5 Minutes a Day) which are used by several other teachers in our program. In addition to teaching at our school, Gail was a freeway flyer like many other instructors and taught ESL at California Western School of Law and English 101 on the credit side at ECC. There is a great hole to fill to replace Gail Satter. For every day of her 27 years in our program she gave 100% to our students. On behalf of all of them, we thank you, Gail, for outstanding contributions to our program.
Our ESL program has consistently sponsored classes at off campus locations, but to keep the off campus classes (mostly multi-level) going, it takes a strong, dedicated teacher. By her history below, you will see how successful Natalie Ramuno was and also how flexible she has been over the 24 years of teaching in our program. In 1985 She started working as an Instructional Aide under Mary Beauparlant and Jane Cranston at the Sacred Heart Church in City Heights. In the fall of 1988, because of an incredible expansion of our program due to Amnesty, Natalie began teaching four evenings a week at the North Park Baptist Church. From there she went to the East San Diego Presbyterian Church for 6 years to teach in the morning with Edith Krieger and Dorothy Vulliet. When they tore down that building, Natalie moved to the Christ Unity Church on Altadena where she taught for two years with Francisco Guevara. From there, Natalie was asked to go to Catholic Charities on Mission Gorge to teach in a new VESL program preparing refugees for jobs. When the majority of the refugees were placed in jobs, Natalie finally landed at Mid City where she taught in the afternoon program and most recently in the evening program. Natalie Ramuno is one of the most caring and patient instructors we have ever had. Those two qualities have provided an incredibly comfortable environment for language acquisition in her classes. Despite all the moves, Natalie has been gracious and totally accommodating, always interested in what was best for our students and the program. We will miss her lovely and generous spirit and thank her for all that she has given to her students and our program over the past 24 years.
The first VESL Personal Care Assistant/Caregiver I-BEST graduation was at César Chávez Campus on Thursday, Jan. 21. There were 44 graduates. These students demonstrated success in many ways: they improved their English listening, speaking, reading, writing, and grammar skills. They learned work readiness skills, such as getting along with each other and helping each other, taking initiative and being responsible and reliable. They also learned skills they will need as caregivers, such as positioning a client and taking vital signs. Here is some quantitative data:

1) **The 44 graduating students** came to class regularly since Sept. 8. This was not an open entry class.
   There were 54 students on my class roster on Sept. 8.
   There were 44 students graduating on Jan. 21; these 44 students made a commitment to study in this class 4 days a week for the entire semester.

2) **13 countries were represented in the class:**
   Ethiopia  
   Sudan  
   El Salvador  
   Brazil  
   Cambodia  
   Sierra Leon  
   Somalia  
   Colombia  
   Philippines  
   Congo  
   Burundi  
   Mexico  
   Vietnam

3) **Students in this class came from all over the county, including:**
   El Cajon, Cuyamaca, Pt. Loma, City Heights, Chula Vista, Claremont, Linda Vista and Pacific Beach; they came by car, bus, trolley; they walked and got rides; they carpooled.

4) **Students took classes at other Continuing Education sites** (including ECC, MC, LVPC, WC, Centre City and Miramar) and some took classes concurrently, such as pronunciation and computers and even other VESL classes.

5) **Where the students are going in the Spring semester:**
   11 students to CNA class at Centre City  
   8 students to ESL Level 6-7  
   3 students to Level 5  
   1 student to Miramar  
   7 students to VESL  
   4 students to GED  
   7 students to work  
   2 student to study Medical Assisting
Donna Price (done as a language experience activity on the board)

1. What are some of the skills you learned in this class?

- work in teams,
- learned from different cultures,
- listening skills,
- grammar,
- organized (have a binder, folder, checklist)
- computer skills,
- pronunciation,
- reading,
- spelling
- vocabulary,
- making a resume,
- having a job interview,
- motivated me to continue my education,
- got confidence speaking in front of people by making announcements,
- attendance;
- speak more fluently,
- learned how to communicate and interact with the client;
- how to alphabetize my folder,
- take care of dentures,
- use good body mechanics,
- transfer from a wheelchair,
- use a gait/transfer belt to move client,
- use a bedpan,
- take vital signs,
- give a body bath,
- reposition the patient,
- move the client with a drawsheet.

2. Explain how are you using the skills you learned in this class at work, at home or in other classes.

- I visited my aunt at the hospital. She had to go to the bathroom. She rang for the nurse, but no one came. I knew the bedpan procedure so I could help her.
- In my job as caregiver, we don’t use gait belts. I learned good body mechanics. I learned how to bend my knees to protect my back. I learned how to say, ‘On the count of 3, stand up. 1, 2, 3’
- I feel more confident speaking in front of people.
- At my son’s school I go to meetings and I feel and speak more confidently.
- I learned to take a temperature and now when my son gets sick.
- I taught my husband how to take a pulse.
- I practice my care giving skills with a friend who I take care of. I give better care to her and learned more English and I feel more confident.
- It motivated me to take a CPR and first aid class which helps me with my mom and my kids.
- I improved my listening skills because the teacher repeated for me;
- dictations helped me to write notes and helped me fill out charts at home
6) CASAS gains in this class.
- 49 students took the pre and post test.
- 44 students had paired scores
- 36 students made gains, which means $8,100 for our ESL 231 grant.

My thoughts: I have been teaching ESL for a long time. I taught VESL for many years and one of my dreams was to teach a class along with a vocational teacher, to have the language teacher and the content specialist in one class. When I was asked to teach this class, I had no idea what to expect. Neither Manuel nor I had ever taught a class like this. Manuel and I didn't know each other. We met a few times before the class, but really couldn't imagine how it would go. I knew of other colleges using this I-BEST model, but we had never seen it in action. It was hard at first, but we quickly got used to it and got our rhythm. I remember one day in class after about 3 weeks when I realized the students were learning the content and language very quickly...it was one of those aha moments when I thought to myself: this is really working.
In an effort to improve the transition of non-credit ESL students to the credit ESL program, we piloted in the Fall semester a new course called “ESL Level 6 - Transition to College.” Two instructors piloted this course: Marcy Bergqvist at Centre City and Susan Morgan at North City, Miramar. Some of the new aspects of this course setting it apart from our other non-credit courses include:

- Much more academic rigor in the course
- More writing assignments – timed and untimed.
- Required homework
- Grades, midterm and final tests
- College level textbook and material
- Additional curriculum on college programs, how to enroll in college, how to access financial aid, etc.
- Fieldtrip to visit a college class
- Guest speakers from the college

The chart compares differences between a regular level 6 ESL class and the new Transition ESL class.

Susan Morgan reports below some outcomes and observations from the 1st semester of this class.

**Outcomes**

At the end of the semester, these are the results of those who finished the semester course:

- 2 students enrolled in the college.
- 17 students will continue in this course through the Spring semester. Both the instructor and the student have realized that to complete all the course requirements, the course should be a year, not just one semester.
- 11 students moved to ESL level 7 at Miramar.
- 1 student entered a job training program.
- 2 students got jobs.

**Observations from Susan Morgan, teacher of the Miramar Transition ESL class:**

Given that this course is new and is an evolving process, I would like to share a few observations that I have learned up to now. First, the visit to the College Credit ESOL Level 40 class was a very good experience for my students. The students felt reassured and more confident when they observed an ESOL college teacher teaching the structure of an essay. We had just finished our 3rd essay and students were very familiar with the material in the college lecture. Second, students want a highly rigorous ESL class whether their goals are to go to college, enroll in training, get a job, or are taking the class for personal reasons. I have students working in restaurants and they want the same rigor as a college bound student. Third, the more specific the corrective feedback is, in both essays and oral presentations, the more it helps both the student and teacher more narrowly identify the errors and how progress can be measured. The more concrete the feedback has been, the
**NEW TRANSITION TO COLLEGE CLASS CONTINUED**

better the corrective feedback uptake has been received by the student. Fourth, students have shared with me that this class has significantly raised their own academic expectations and has challenged them to do better. Finally, in order for students to succeed in this class there must be a campus wide push in all ESL classes to raise the academic rigor and standards; one or two classes by themselves cannot impact the program significantly. In our programs we want to prepare students properly for this type of course and give them the chance to develop the academic skills necessary for all aspects of their lives.

**Future of the Transition ESL courses:**

While Susan Morgan is continuing her course for a 2nd semester, the class at Centre City will not because of the closure of the regular advanced class that required Marcy to combine two levels, including many students whose needs would not be met by this class. Another issue that has arisen is the extra hours required to teach this class, since so much writing is required and time spent in arranging class visits at the college and speakers for the class. We hope to address these issues at the bargaining table because there is a great need to continue and develop these transition classes so that there is a smooth bridge between the non-credit and credit ESL programs.

<table>
<thead>
<tr>
<th><strong>NEW CLASS</strong></th>
<th><strong>PREVIOUS CLASS</strong></th>
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<tbody>
<tr>
<td><strong>ESL Level 6 - Transition to College</strong></td>
<td><strong>ESL Level 6</strong></td>
</tr>
<tr>
<td>Students are given the CASAS 80 Test and a picture prompt for writing. The writing assessment is evaluated by me. Also, I look at the ESL Level 5 essays to make recommendations for this new Level 6 Class.</td>
<td>Students were given the CASAS 80 Test or the ESL Level 5 teacher made recommendations to move up to Level 6.</td>
</tr>
<tr>
<td>I have managed enrollment. Class is limited to 30 students, although I enroll more at the beginning of the semester.</td>
<td>I had open enrollment and the class was limited to 36 students.</td>
</tr>
<tr>
<td>Attendance is mandatory and students receive a grade for attendance.</td>
<td>Attendance was highly recommended, but ungraded.</td>
</tr>
<tr>
<td>The teacher keeps the students’ portfolios with graded assignments and returns all materials to students at the end of the semester.</td>
<td>Students kept their own portfolios with all tests, quizzes, and handouts and no grades were given.</td>
</tr>
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<thead>
<tr>
<th>NEW ESL 6 TRANSITION TO COLLEGE</th>
<th>PREVIOUS ESL 6</th>
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<tbody>
<tr>
<td>Essays are written from personal experiences and from required reading. Essays are timed, and corrected with a detailed rubric and are graded. Essays carry the most weight for the grade in the class.</td>
<td>Essays were written from personal experiences and mostly untimed. Essays were corrected with a more general rubric, were scored, but were not graded.</td>
</tr>
<tr>
<td>One 15 minute oral presentation based on personal experience is done in front of the class. A detailed rubric is used for corrective feedback and it is graded.</td>
<td>Students did not do an oral presentation.</td>
</tr>
<tr>
<td>Quizzes are given and graded. A final cumulative grammar test is given and graded.</td>
<td>Quizzes were given and scored, but not graded. No final cumulative grammar test.</td>
</tr>
<tr>
<td>Homework is given on a more regular basis.</td>
<td>Homework was given more sporadically.</td>
</tr>
<tr>
<td>Students weekly practice note taking skills from an ESL DVD which is directed to new incoming college students.</td>
<td>Students did note taking, but less frequently and on an informal basis.</td>
</tr>
<tr>
<td>A grade book is kept with students’ incoming goals, end-of-semester levels, and grades.</td>
<td>No grade book was kept.</td>
</tr>
<tr>
<td>Jobs, Career, and College Fair is attended and students have specific questions for their goals and make appointments with the counselor.</td>
<td>Jobs, Career, and College Fair was attended and students asked general questions.</td>
</tr>
<tr>
<td>Students develop their own questions for the counselor, email the questions, and the counselor comes to class to answer their specific educational questions.</td>
<td>The counselor came to class and did an overview of the programs and courses offered in Continuing Education.</td>
</tr>
<tr>
<td>Significant time commitment beyond 35+ hours dedicated to: developing new materials; correcting quizzes, tests, essays; evaluating oral presentations; posting grades and; organizing curricula which meet the needs of students wanting a rigorous ESL course.</td>
<td>Spent time correcting quizzes, tests and essays, but there were fewer done and not graded. Less lesson planning needed as the curricula did not include developing new academic writing materials &amp; giving grades for the tests, essays &amp; oral presentations.</td>
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Community Partnership: International Rescue Committee and Our Citizenship Program Collaborate in USCIS Grant

This year our district citizenship program is partnering with the San Diego chapter of the International Rescue Committee (IRC) on a grant to assist immigrant seniors, lawful permanent residents 65 years old and older, to become naturalized U.S. citizens. This collaboration started last spring when Laura Lopez, Immigration Program Manager of the San Diego IRC, wrote the grant with input from Alma McGee, Gretchen Bitterlin and Mechelle Perrott. This team approach to better serve immigrant seniors, IRC providing filing and legal assistance, and our program providing the class and curriculum, must have appealed to the selection committee. San Diego IRC was one of the thirteen recipients of this nation-wide competitive grant program. The United States Citizenship and Immigration Services (USCIS) grant winners were announced in Washington, D.C on Constitution Day and Citizenship Day, September 17, 2009. The grant will continue through September 2010. We started immediately to implement that grant. Thanks to Colleen Fitzmaurice for writing curriculum. The grant also supports our offering a special Citizenship class for seniors over 65 years old. Rosa Elena Pilco is currently teaching the seniors only class which meets Monday/Wednesday/Friday from 9-11am at Mid-City in room 214. Of the 20 students attending the class, the average age is 70. Besides receiving instruction at a slower pace targeted to their specific needs, they also receive free legal assistance from the IRC. The students are very enthusiastic learners and appreciate this opportunity to be in a class specially designed for them. Another seniors Citizenship class was started at the Chavez campus, but was closed due to low numbers.

Another provision of the grant is to raise awareness of the pathways to residence and citizenship, so we are scheduling classroom presentations on these topics, delivered by IRC. To make faculty aware of the issues, Laura Lopez provided a Flex workshop called Immigration 101 at the end of January. Two classroom presentations have been scheduled so far. She is interested in scheduling more presentations in any ESL class that is interested in discussing immigration processes and concerns. Please contact Laura Lopez at the IRC, 619-641-7510, Ext. 254 or laura.lopez@theIRC.org

Citizenship Outcomes During the Fall Semester:

59 students became new citizens in just four of our classes!
Computer Lab Alert

- Are you incorporating technology in your ESL class by taking your students to a computer lab?
- Are you an ESL computer lab instructor?

If you answered ‘yes’ to either of these questions, the following is for YOU.

These 10 guidelines are reminders of what should be happening during your lab time. Keep in mind that your ESL Tech Resource Instructor, Cindy Wislofsky, is available to assist you with any of the guidelines. Contact her at cwislofs@sdccd.edu or (619) 388-4585.

Best Practices for Using the Computer Lab

1. When bringing a regular class into the lab, teachers should have a **lesson plan** for their lab session and it should relate to their week’s focus. Teachers should preview possible lab activities **ahead** of class time.

2. If the class is an open lab, the teacher should be using software or Internet **checklists** so that students can keep track of their work.

3. Teachers should be able to use the **projection system** to demo a lesson to their students. Cindy can give you a quick demonstration upon request.

4. Teachers should be able to handle basic **equipment issues** (e.g. restart computer, connect headphones, check sound). Cindy can give you a quick demonstration upon request.

5. Once the students are on task working on their assignment for the day, the teacher should **circulate** around the room and AVOID doing paperwork at their desk.

6. Teachers should **report problems** to the help desk and attach a report form to the appropriate computer so other teachers know what’s going on and so students don’t use that computer. E-mail the help desk at help@sdccd.edu or call 388-7000. When you report a problem, be ready to explain the problem fully, which room you are in, and which computer is not working properly.

7. Teachers should arrive and depart **on time** so as not to inconvenience other teachers.

8. Teachers should convey **basic rules** and enforce them, i.e., no eating or drinking, inappropriate websites, loud talk or cell phones, etc.

9. Teachers should be responsible to make sure the computers (and projector) are **shut down** before their class leaves. Assign an assistant to help check that the computers are off and there is no trash in the work areas.

10. Teachers should request that students bring their **own headphones** or ear buds to the lab.
Our ESL classes are off to a very strong start this semester. In fact, at the end of the fifth week of school (last week in February), our overall cumulative average class size (not including the CBET program) was 32.39. Most classroom instructors report full classes, and Assessment continues to be very busy.

At the end of the fall semester we said a fond farewell to two of our instructors. Natalie Ramuno, who has taught for our program for many years, has retired. As a veteran instructor, Natalie has played an essential role in our evening program, teaching beginning level ESL. Natalie is a warm and compassionate person who will be greatly missed by students, faculty and staff. Maja Czapla, a skilled instructor in our CBET program, has also left Mid-City. As a non-native speaker of English, Maja has been an enthusiastic role model for our second language learners. We will truly miss both Natalie and Maja, and we wish them much happiness in the years ahead.

We would like to welcome Erica Fulton to our campus. Erica has taken over the CBET class previously taught by Maja Czapla. Kristin Young has taken over Natalie Ramuno’s assignment as a beginning level instructor in the evening program. Donna Rosen, who also teaches a midday conversation class, will be teaching a new beginning level class in the morning that will start on March 1. This class will serve a new group of refugees as well as other beginning level students.

We’ve also had a few faculty changes this semester in our popular ESL Computer Labs. Cindy Terry, who also teaches an early morning conversation and grammar class, has recently begun team-teaching with Rosa Elena Pilco in the mid-day ESL Computer Lab. Jim Huffman, who also teaches a beginning level class in the evening, is team-teaching with David Hamrah in the early evening ESL Computer Lab. Cindi Hartman and Elaine Barrett are team-teaching the mid-afternoon ESL Computer Lab in addition to teaching ESL classes in the evening program.

As the first department and campus to offer managed enrollment classes in SDCCD Continuing Education, we continue to offer both managed and open entry options for our students. The ESL Learner Persistence Committee has been involved in a research study that compares the relationship of managed and open entry enrollment to learner persistence. Our original pilot study compared the newly established managed enrollment classes in the spring of 2006 with their paired open entry enrollment classes (same classroom instructor and level) in the spring of 2005. The initial findings were very encouraging. Although overall there were fewer students enrolled in managed enrollment classes (due to limited enrollment periods), all managed enrollment classes had greater average student attendance hours and a higher average percentage of days attended by students with 7+ hours than their paired open entry classes. We are currently working with a district research analyst to continue a three-year comparative study that will analyze student profiles and attendance trends in open entry and managed enrollment classes and the relationship of type of enrollment to learner persistence. We would also like to see if there is a correlation between type of enrollment and learning gains using data from CASAS testing. The results of the study should be very interesting and could impact the implementation of managed enrollment at other campuses and/or in other departments.
First of all, I just prefer saying 2010 ("Twenty Ten") after ten years of "Two thousand... two thousand one, two thousand two, two thousand three" etc. Twenty sounds young. Two thousand is like Mel Brooks.

So far, 2010 has been book-ended by two interesting visits to my office by students. The unexpected visitors reaffirm that we in ESL are doing something right. The first visit was a classic "Teacher, do you remember me?" Without hesitation, I replied, "Maria!" "Rosa Maria," she replied. "Rosa Maria, of course" I lied. She took out her business card and I offered her a seat in the office. She told her story about being in my class 12 years ago, which resulted in my learning about a former student of mine (and probably Beth Bogage, Carolyn McGavock, Liz Flynn, Ingrid Greenberg et al.) who has persevered into a success story and now a professional contact. After all her persistence, she is an outreach worker for the local Head Start program, and she was recruiting me to talk at her facility to let her students know about our classes. Like The Giving Tree, this former student of ours is now producing more students for us.

The second student encounter was at first a ball of confusion, but it wound up being a fun game of electronic Nerf ball. I got a call from Student Services, that one of "our" students was up there with an appointment card to see Dr. Kubliki and did I know who Dr Kubliki was? "Send him down, we'll straighten it out," I said. Into the ESL office strolled a tall, dignified African man with two hands reaching out, one to shake mine and the other to present me with what looked like a business card. I read the typed card, which was really just a cut up piece of typing paper. And indeed it read, "Dr. Kubliki, Appointment 10:45. After finding out that his night teacher was Greg Laskaris and calling and emailing Greg, I discovered that this was a beginning level student who had taken an ESL realia activity to heart and kept the appointment card in his wallet and somehow believed that he had a real appointment. Verismilitude lives in our teaching! And, he was 15 minutes early!

Speaking of VESL skills, our mid day VESL/ESL computer lab class (11:45 to 1:45) has been experimenting with filling in online job applications, and there will soon be a lesson in the Public Folders for all of you to try out. We have had students applying to everything from 7 Eleven to the Bank of America. This activity resulted from Donna Price telling me that her Personal Care Assistant students weren't comfortable filling out job applications online. Now, our students can feel more confident as they search for jobs in the digital age.

From the anecdotal to the empirical, we are doing well in terms of enrollment, too. For the most part, our classes at ECC are running in the 30’s and a few are even in the 40’s and into the 50’s on those days when everybody shows up! Likewise, waiting lists are in the 20’s and 30’s for some classes. Although, we are not happy that one of the contributing factors to our big numbers is that so many people are out of work, we are glad that they are using that time to go to school and improve their English and hopefully pick up other skills that will help them once they get back into the workforce. Another silver lining in the story of the high numbers is that we have been able to add a beginning level afternoon class from 11:45 to 2:15, Monday through Thursday. We did this by shifting Carmina Gerardo from her night class to now teaching mornings and afternoons instead of a split shift. As a result, we could begin taking some
CAMPUS UPDATES: WEST CITY

Ann Marie Damrau
West City Campus

It is hard to believe that we will soon be changing our clocks and “springing forward”. With summer availability forms already turned in, it doesn’t look like things will slow down at Point Loma until we hit the end of July.

With great sadness, we closed the evening ESL program at Point Loma and said goodbye to Dolores Vazquez and Matt Moody. Due to budget cuts and office closures, the Point Loma morning ESL program adjusted its schedule and cut out all of the Friday classes. Toni Fenandes, Liz Flynn and Karla Rodas are the dedicated team that keeps the ESL program alive and thriving at the Point Loma campus.

In February, Chou Hsieh, our faithful and hard working Clairemont hourly instructional assistant, went back to Taiwan. Jennifer Bennett, the West City contract instructional assistant, is now splitting her time between our two campuses, only to be topped by our evening contract instructional assistant, Hector Salazar, who splits his time between Clairemont, MidCity and Chavez (on Saturdays). Their dedication is admirable!

Rheba Smith, Clairemont’s morning Level 3 instructor, continues to serve as the West City ASB coordinator. Presently, she is busy organizing a campus-wide writing contest. Ann Marie Damrau has been experimenting with using cell phones as educational tools in her class. She recently attended a two-day online mobile learning conference and is eager to share how classrooms across the country are using the untapped power of the exciting tool sitting in our students’ pockets --their cells phones.

The West City instructors are busy off-campus, too. Newlyweds Shahrokh Safavi and his wife, Natalie, hosted monthly dinner parties all fall semester for the Clairemont instructors. The delicious Persian meals were wonderful opportunities to visit with our colleagues outside of the workplace. Magda Kwialkowski’s son 13 year old Robert –an accomplished pianist, delighted us with a lovely concert a few weeks back and Carol Goldstein travelled to Argentina over the winter break and took a tango dancing course. Daniel Pozos welcomed a new little "life changer" to his family--Daniel Ricardo, born on Halloween evening.

Although parking problems, additional paperwork and limited office hours continue to plague us, our students keep on inspiring us to be the best we can be both as teachers and as learners!

ECC Update Continued from pg. 3

people off those long morning waiting lists. In the future, we would like to be able to offer an intermediate level class for those afternoon students to graduate to, and who knows, maybe even an advanced afternoon class if necessary. So if your site no longer offers an afternoon beginning class, send them over to C 1 at ECC and Carmina will welcome them.

We hope all of you are off to a great 2010, too.
If the years 2000 to 2009 were noted as the decade of the bubbles—dare I reavigate us of the housing bubble, the technology bubble, etc.—then I'll suggest along with other stock market prognosticators that 2010 - 2019 may shape up to be the sideways decade.

At Linda Vista Presbyterian Church, the citizenship class that used to be located at the Library across the street, has slid sideways into Room 9 at Linda Vista Presbyterian Church. Okay, so I'm kinesthetically and spatially creative, just like emerging writers are kree8iv spellers. But I trust you can track this movement. So if you know someone who needs citizenship training, please send them to our citizenship instructor Lien Kheo, Wed. & Thurs. 5:30pm -8:30 pm, Room 9, Linda Vista Presbyterian Church.

Another example of sideways movement is the Mesa College Bridging Lab. It has moved sideways across the quad from H218 to I207 where it shares space with other student services and tutoring: math, science, and foreign languages. Instructors Carl Luster and Monica Garg are prepared to assist students with linguistic challenges in a variety of reading and writing genres and tasks: college applications, scholarship applications, ESOL assignments, English composition papers, and assignments from almost every department including biology, philosophy, history, hospitality, and fashion. Fourteen internet networked computers are available for the writing process and numerous drafts. So if you know an ESOL learner at Mesa College, please send them to the Bridging Lab in its new location room I-207, Mon. - Thurs. 8:30am - 2:30pm. Like other CE classes, the Bridging Lab is free and does not require pre-enrollment.

Numbers are robust at LVPC and Miramar. Most of the morning and afternoon classes at Miramar have waitlists ranging from single digits to the low 20s. The evening program has either very full classes, or single digit waitlists. At LVPC, we recently lowered the level of difficulty and changed textbooks to accommodate the large waitlists that emerged last fall for the beginning levels. Special thanks to Uta Cole, Xanh Lam, and Valerie Long for adopting new textbooks to meet the growing need of our beginning learners. So now each of the LVPC morning classes are completely full. Cindy Wislofsky and Richie Mitchell, ESL Beginning low, regularly serve up to 40-plus students in their classroom.

As the instructor for Advanced ESL levels 6-7 at Miramar evening program, I often hear stories from students about what a difference our program has made in their lives. Most of my students started in the level one class and through persistence and pluck, have progressed to level 7, our highest level of ESL in CE. And most of these students forge ahead, bridging to credit classes, vocational training and workplace promotions. Cuc Le is one such student. Just yesterday she visited to collect her Certificate of Participation from Fall 2009. She is a dedicated, hardworking student who has worked as a home health aide by day, and ESL student by evenings. She always chose a front row seat in class and made a point to speak English even when talking from classmates from her native country. After studying non-credit ESL for a number of years, she is now studying credit ESOL 20, 21, and 22 at Miramar College. She told me, that when she's ready, she's going to apply to the CNA program. Best of luck to Cuc Le! And special thanks to the other evening instructors at Miramar who are instrumental in promoting students’ learning: Linda Kozin, Sally Jacobson, and Angie Moeen.

Continues on bottom of next page
CAMPUS UPDATES: CENTRE CITY AND CESAR CHAVEZ

Barbara Raifsnider
Centre City and Cesar Chavez

In preparation for our new joined site, it seems that Centre City and Chavez are beginning to merge as we build bridges between sites. The CNA program moved from Chavez to Centre City last year, and this year we began the personal assistant/caregiver class with Donna Price and Manuel Gallegos at Chavez. Some of Centre City’s students went to Chavez to take that class and are now back at Centre City in the CNA class. During the fall semester, Gail Satter’s advanced class moved to Chavez temporarily due to renovations taking place at Centre City. And most recently, we closed Irene Ayon’s evening level 5/VESL class at Chavez, moving her over to a Centre City morning level 4 class. All of this has been tightening the bonds between us and helping to make our two sites more like one family.

Besides welcoming Irene to our morning program at Centre City, Centre City has also lost an "institution" with Gail Satter who retired at the end of the fall semester. Marcy Bergqvist graciously agreed to change levels from level 6 Transitional ESL to take over Gail’s advanced class. We all miss Gail a lot, and even though her former students are quite happy with Marcy, they really miss Gail, too. One student told me the first week of the semester that Gail is an absolutely brilliant instructor and she was very sad to have lost her as her teacher. But honestly, I think we have a lot of brilliant instructors at Centre City, Chavez and all over the district. Our students are truly fortunate.

Both sites have been bursting with students in the morning. Most classes are running in the high 30’s or low 40’s. Centre City is maintaining its evening program with classes mostly running in the 20’s, but as mentioned earlier in this article, Chavez has lost its highest level at night.

A new feature that I recently added to my Advanced ESL levels 6-7 is Blackboard WebCT. Since summer 2009 I’ve participated in trainings hosted by Instructional Design Coordinators David Giberson and Katy Palacios, from SDCCD’s Online Learning Pathways. Their patience and insights have made the learning curve less steep and easier to manage. I’ve customized this companion, web-enhanced Blackboard Learning System to include: syllabus, weekly spelling quizzes, narrated PowerPoint grammar presentations, and discussion topics. So far, students have enthusiastically embraced the notion of enhancing their face-to-face learning experience with online support. I’ll post updates in the next Dialogue.

During the Chinese New Year celebration, Angie Moeen’s evening Intermediate Level 4-5 class hosted a Korean Harp performance by one of her students as well as a fashion show. During the harp concert, you could hear a pin drop. The music was enchanting as the student gracefully struck the chords. We were transported to a gentle space by the beautiful music. What a great way to celebrate the year of the Tiger. Cheers to the next decade- 10 years of good instruction and learning!
Many of you have heard about all the cuts that the San Diego Unified School district need to make by March 15, 2010. The CBET Program is on a list of possible cuts because our CBET funding is now categorized as unrestricted funding. This means that San Diego Unified can use the CBET funding for anything in their K-12 programs. We have been working hard to let the San Diego School Board members know that the CBET Program does help children. According to Before/After Survey results done by our CBET adults their own children have improved in the following areas below:

- 29 % increase in tutoring one or more times a week.
- 12 % increase in reading to their own child everyday.
- 10% increase in helping their own children with homework.
- 6% increase in talking to their child’s teacher.
- 8% increase in attending school activities.
- 5% increase in using English at child’s school.
- 13 % of the adults felt their child’s performance had increased.
- 13 % more adults took their children to the library.

Additionally, all of our CBET adults tutor one on one once a week for 20 to 30 minutes at the CBET site elementary schools. Last year we tutored 1536 children for a total of 2637 hours. Our adult CBET students are providing the one on one attention that the children need to improve their reading skills and this is why we are advocating so hard for our CBET Program.

Here’s what we have done since the end of November 2009:

- 1. CBET adult students have written over 400 letters that were sent to each board member.
- 2. CBET adult students have sent e-mails to board members.
- 3. CBET adult students have spoken at board meetings.
- 4. CBET adult students have spoken at community town hall meetings.
- 5. CBET teachers have sent e-mails to board members.
- 6. CBET teachers have spoken and attended board meetings.
- 7. We have invited board members to visit CBET classrooms.
- 8. We have had the support of our ESL Program Dean, ESL Program Chair and other administra-tors. Dr. Beebe has been very supportive of our CBET Program.
- 9. We have developed two CBET websites—one for Continuing Education and one with San Diego Unified.
- 10. We have had reporters’ interview children that were tutored in a CBET class.

We would like to thank and acknowledge all of the CBET teachers for their hard work and dedication to our CBET Program advocacy efforts. Our CBET instructors are: Mozhdeh Fadavizad, Erica Fulton,
COMMUNITY-BASED ENGLISH TUTORING CONTINUED

Ann Gianola, Sharon Javdan, Carolisa Morgan, Iryna Scharer-Filatova, Laurel Slater, Stephanie Thomas, Ana Traganza and Dolores Vasquez.

Below is a letter written to board members by CBET teacher Erica Fulton. This letter explains why we need continued funding for the CBET Program.

Dear Board Members,

My name is Erica Fulton and I am an instructor in the Community-Based English Tutoring (CBET) program. I teach at two sites, Field and Edison Elementary, and I am writing to share a story that gets to the heart of why CBET is important to both parents and children.

I would like to tell you about Sonia and her daughters, a pre-school student named Helen and a toddler named Bernice. Sonia came to my class with an incredible will to learn, after all, her eldest daughter was nearing the age that she would start kindergarten, but Sonia was a beginning level English learner. Sonia worried that she wouldn't be able to help Helen with her school work with her limited English skills. To her good fortune, she found the CBET program, which has allowed her to study while her children are looked after in the CBET-sponsored child care service.

In the first weeks of English class, Sonia began to learn functional language, like "What does that mean?" and "Can you repeat that?", questions that not only helped her in my class, but also prepared her to help Helen and Bernice. As our class began tutoring in a kindergarten class, I watched Sonia's confidence and skills improve. When she leads paired reading, she is now able to ask the child she tutors questions like, "What do you see in the picture?" and "What do you think the story is about?" She encourages her student reader to point to the words as the child reads, all strategies we have worked on in the CBET class. As educators, we all know that good readers use strategies like these to improve reading skills, and now Sonia knows how to use this information to not only help the children in our partner kindergarten classroom, but also Helen and later on Bernice. Sonia is proud of her new skills and is clearly using her new abilities to help Helen even now in pre-school. In fact, just the other day, she came to me with a homework assignment for Helen and wanted to make sure she knew how to pronounce all the words on the page, so she could then in turn tutor Helen.

Sonia and the many other parents like her are using CBET as a vehicle. They clearly want to improve themselves, but more importantly, they want meet their number one goal--to help their children with school work; to help children like Helen and Bernice. The CBET parents are paying it forward. I feel strongly that their dedication to their families and children's education deserve our support. I hope you also feel it deserves your vote.

Thank you for your time and consideration.

Sincerely,
Erica Fulton
MARCH 4TH, TEACH-IN — COLLEEN FITZMAURICE

A number of our Mid City teachers participated in the March 4th “Teach-In”, which was organized by the AFT. Kudos to those teachers who facilitated activities related to the California budget, taxes and education. Teachers reported that students were very interested in the topic and enjoyed the lessons. The rally that afternoon was a great success. Over 2,000 people marched through the streets of downtown chanting their support for education.
The Journey of Self-Discovery, the District’s Convocation theme this year, has provided an impetus for self-reflection. Self-discovery implies increasing awareness of one’s teaching processes. Focusing on going deeper has aided in our own (Lynn and Idit) growth as teachers. Slowing down to notice, process, and share our own wealth of experiences and insights has become vital to us personally.

To this end, in one of the Spring Flex Day Activities teachers met in groups of 3-5 for 40 minutes and discussed experiences. We talked about classroom management, engaging activities, books, computer lab time, and we shared feelings and concerns. Much knowledge and practical experience have been accumulated over a period of 20-30 years. Many of us have been here this long. We discovered that we felt inspired and creative during informal interactions in this manner. We also gained insight into our own processes and those of other teachers. We then noticed that we neither have time nor take time to meet with other teachers to learn in this way in an ongoing basis.

Over the years we have attempted programs that have allowed teachers to meet regularly. One of these was the TIP program in the early 80’s where we did peer coaching for a period of time. Another endeavor was the mentoring program in the 90’s. We also had a peer coach for a while. These ongoing interactions are motivating and stimulate new pathways for growth.

What is important to us at this point in our careers? As long term teachers, we benefit from small group gatherings that provide a safety net for exchanging ideas and supporting one another. What we find is doing less and being more present can enhance creativity and inspiration coming from the inside out rather than the outside in.

How does this benefit our students? We know that when students are engaged, teachers can anticipate better learning outcomes. When we facilitate learning by promoting an interactive environment, we find that the students are more engaged. It is the same with us. When we are engaged in an interactive environment that allows enough time for teacher interaction - creativity, inspiration and connection are fostered.

The 40 minutes allowed at Flex Day could be extended to ongoing gatherings of this sort. Other teachers have expressed this desire for professional development. So... how much do you pause to reflect on your teaching, get peer feedback, process and integrate fresh ideas? What is your unique path for professional development and growth as a teacher? How do you envision your own Journey of Self-Discovery.....?