Jottings by Gretchen Bitterlin

Transition is the hot topic in adult education now. All year we have been attending workshops and webinars on this topic and making changes in our program to support the transition of our students to the GED program, job training, and college.

As of June 1, “transition” hit a very personal note with me because of the “transition” of our Administrative Technician, Karen King, to the role of Office Manager of our Centre City campus. For the past 18 years, Karen has been our right hand in every ESL endeavor we have embarked upon. As hard as it is to lose her in our program, I support this promotion for her because it is such a positive transition for her. In honor of her contributions to our program, I would like to dedicate this issue of Dialogue to her. Every success that our program has achieved is based on hours of “behind the scenes” calculations and tasks. When she presented me with the list of her job duties (70 so far), I became acutely aware of the difficult transition it is going to be to replace Karen King. Besides coordinating the budget for our 231 grant (over 1.5 million every year), she does the payroll for all our aides, maintains the paperwork for all our faculty hires, orders all our books and supplies, and processes travel requests, just to name a few of her duties. Karen is that Queen of “multi-tasking” who has always done her tasks perfectly, but that is not what I will remember her for as the Admin Tech of our program. Instead I will never forget her dedication, her intuition in solving problems, her sensitivity and patience in working with everyone, and her hands-on approach to “duties other than assigned” such as designing the layout for our office space for two moves. On behalf of all our faculty and staff in ESL, THANK YOU, KAREN KING, for a job well done.

Until Karen’s position is permanently filled, interim appointments will be made to cover Karen’s job tasks. To all our faculty and staff, please be patient as we get through this transition.

The end of the year also brings more faculty retirements. Congratulations to Rolly Fanton and Elvia Kerlick on their retirements. I hope you will take time to read about their contributions to our program. This issue of Dialogue also focuses on the successes of our students, expressed in their own words, which are very inspiring. One Citizenship student describes how she used the democratic process to improve her neighborhood.

Finally, as this school year ends, I would like to thank Alma McGee, our Dean, for all her support this past year. She does an amazing job leading the largest program in CE.
Rolly Fanton is retiring from a long and rewarding career as an ESL instructor in San Diego Continuing Education. As I think about our wonderful friend and colleague, the multiple roles Rolly has assumed over the years come to mind: ESL instructor, actress, singer, yoga instructor, mother, grandmother, and friend. Although Rolly has taught for our district since the early 1980’s, it was a rather unusual pathway that brought Rolly to the doors of the old East San Diego Adult School.

Rolly, who is a native San Diegan, received a Bachelor’s Degree from San Diego State University in Speech Arts. While living in San Diego, Rolly performed at the Old Globe and the Starlight Musical Theatre. In order to pursue her dream of a career in acting, Rolly also spent about five years in New York City and fifteen years in Los Angeles. Over the course of those years she had a broad range of experiences, including a Broadway tour, appearances on television shows such as Barnaby Jones and Quincy Medical Examiner, soap operas, an independent film, and commercials (see photo of Rolly in a magazine ad for a cleaning product). Since employment can sometimes be erratic for actors, Rolly had to find a supplemental source of income and in 1978 was hired to teach a Business Correspondence class to foreign students at a private business school. When Rolly started the teaching assignment, another instructor told her that the students didn’t need business correspondence, they needed ESL! Realizing that she needed some advice about teaching students with limited English, Rolly sought help from a professor in the English Department at New York University. The professor recommended that Rolly talk with another instructor by the name of Carolyn Graham! Although Rolly did not have the opportunity to meet the future author of the iconic Jazz Chants book, the NYU English professor offered her a set of the old Dixon English books and offered the following important advice: “They need visuals!” Hence Rolly began her first assignment teaching ESL to a diverse group of students from Thailand, the Middle East, Barbados and the Marshall Islands with Dixon English books, magazines and Elmer’s Glue!

After a short stay at the business school, Rolly was hired to teach a class for the Bronx Community College at night so that she could pursue her acting career during the day. Rolly had an unusual job teaching English and GED to workers who were employed in the psychiatric ward of a hospital. Rolly recalls being a little nervous when the patients wandered into the room while she was conducting her lessons, but her students were able to effortlessly redirect the patients back to their own rooms and resume the ESL lesson.

After focusing on her acting career for many years, Rolly wanted a more stable lifestyle that would be more conducive to raising a family, and she returned to San Diego. Rolly’s experience teaching ESL in New York motivated her to visit East San Diego Adult School in 1981 where the first person she ran into was her old friend Nancy Bachman. This visit led to being hired as an ESL sub and working at multiple locations around the district from 1981 to 1984. As a mother of two young children, Peter and Annie, Rolly received her first classroom assignment in the evening ESL program at East San Diego Adult in 1985. In the late 1980’s Rolly was offered a level two morning class, previ-
ously taught by Susie Rabasco, which was the beginning of a long career in our morning ESL program. During that time Rolly’s background as a vocalist was a real bonus. The ESL faculty fondly remembers how Rolly and her students took the lead in singing songs at cultural celebrations at the Colina Park auditorium near East San Diego Adult School. This tradition was later carried on at the new Mid-City Campus in City Heights. Many teachers and students can still remember Rolly singing “Let There Be Peace on Earth.” Rolly also took on a unique and challenging assignment for a number of years teaching ESL once a week to students at the Blind Center, where she discovered creative strategies to keep her students engaged using auditory and tactile activities as well as improvisational games. A few years ago Rolly made a smooth transition from her morning assignment to teaching a two-hour level 3 class in the afternoon. In addition to the level 3 class, Rolly has taught a special subject class in pronunciation and conversation for the last several years. Rolly comments that her background in acting and singing has helped her not to be “afraid to make a fool of herself.” Having taught dialects to actors at the American Theater Arts many years ago, Rolly has been able to modify this technique in working with ESL students as a way to promote sensitivity to enunciation. Another technique that she has been able to apply to teaching pronunciation is known as verse choir or speaking in unison with clear articulation, a technique that she first learned at San Diego State as a volunteer teacher in a one-unit Verse Choir class. Although the class was primarily taken by theater and speech communication majors, football players sometimes enrolled in the class because they thought it would be an easy A. It became Rolly’s task “to show them the challenges of good diction!” As a pronunciation instructor, Rolly tells her students that their accents are beautiful and focuses on her main goal - empowering students to speak with confidence in their daily lives by using clear enunciation and proper intonation. Rolly emphasizes how much she adores the students and people she has worked with for approximately three decades. She praises the creativity each teacher brings to the classroom and stresses what an honor it has been to work with our students. Although Rolly is retiring, she hopes to give back to the ESL community by teaching a theater-type class for ESL students to develop their confidence and give them their own voice. In the meantime, Rolly hopes to spend more time with friends and family, which now includes an adorable one-year-old granddaughter. She also would like to further develop her own creativity writing plays and songs and continue teaching yoga especially for beginners or people with disabilities. We wish Rolly much happiness and fulfillment as she begins the next part of her life’s journey which we hope won’t take her too far from the Mid-City Community.
Elvia Kerlick Retires

In May, 2012, Anthony gave an award to the adjunct instructor in each discipline who had the longest number of years teaching in that program. This year, the award in ESL went to Elvia Kerlick, who has taught for us for 43 years. As she retires this year, we salute her years of service to our program. Elvia began teaching Spanish for Tourists at Navajo in September, 1969. After a few years, she continued teaching at Lincoln High, Morse High, and at the Civic Center on National Avenue where she taught Spanish to social workers and community aides. She also taught Spanish to judges and lawyers at the courthouse.

After teaching at many locations in Southeast San Diego, Elvia conferred with her dean, Mr. Thomas Ward, about the urgent need for a permanent Continuing Education building in that area. Elvia reports that she participated with community members in collecting signatures on a petition to support construction of the new school, which was presented to Mr. Charles Reid. In 1976, the dream of ECC became a reality.

When ECC opened, Elvia was one of the first ESL teachers hired there. She had the only evening class at ECC, so it was multi-level. One evening, she reports, she had 98 students in one classroom. Gradually, as the ESL population grew, her class was divided to accommodate more levels. Elvia also taught family literacy at Baker Elementary.

For at least the past 20 years, Elvia has taught the advanced level in the evening at ECC. She has enjoyed the evening program because she feels the evening students have more defined goals and are very serious. Realizing that many of her students had weak math skills, Elvia was awarded a mini grant to develop a math curriculum for ESL students. She has incorporated this curriculum in her ESL class for many years. Another key aspect of Elvia’s classes was incorporating current events through designing lessons around the TV program 60 Minutes.

In addition to ESL, Elvia has taught Citizenship for at least 20 years. She takes pride in the difference she has made in so many student lives. One of her previous students, Elia Perez, was the first winner of the statewide literacy contest and had her essay published. In her Spring Citizenship class, Elvia was teaching Citizenship to the daughter of a couple that were in her class many years ago. She also has taken pleasure in seeing one of her former students open his own maintenance business and hire other ex-students.

We wish Elvia well as she retires to travel in Europe, Canada, and South America, where she has many family members. The worst part of retiring, she says, will be missing her students.
Teacher Acknowledgements – 2011 - 2012

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


San Diego Regional CATESOL Conference presenters: Donna Price, Gretchen Bitterlin, Ann Gianola, Kathren Bouldin, Stephanie Thomas, Ann McCrory, Rheba Smith, Carol Goldstein, Magda Kwiatkowski, Barbara Raifsnider, Ola Steenhagen, Jean All, Elizabeth Osborn, Susan Morgan, Beth Bogage, Chris Stone, Sandie Linn, Lynn Francis, Cindi Hartman

CATESOL State Conference Presenters: Ann Gianola, Donna Price, Cindy Wislofsky, Gretchen Bitterlin, Stephanie Thomas

CATESOL / TESOL Conference Feedback Presenters: Sharon Javdan, Barbara Raifsnider, Cindy Wislofsky, Rheba Smith, Andrea Sperling, Nancy Johansen, Magda Kwiatkowski

Contributions to public folders managed by Donna Price: Richard Weinroth, Stephanie Thomas, Lesley Robin, Mechelle Perrott, Colleen Fitzmaurice, Wes Popham


ESL Learner Persistence Committee: Chair: Corinne Layton
Members: Anagit Traganza, Cindy Wislofsky, Connie Falconer, Eileen Schmitz, Elissa Claar, Gretchen Bitterlin, Jim Brice, Magdalena Kwiatkowski, Sheri Bartlett, Starlene Dahl

ESL Textbook Committee: Chairs: Barbara Raifsnider and Ann McCrory

ESL Lab Networking Committee: Chair: Jim Brice
Members: Beth Bogage, Donna Price, Liz Flynn, Jim Huffman, Gretchen Bitterlin, Steve Gwynne, Xanh Lam, and Cindy Wislofsky

Patricia Miyamoto, Angie Moeen, Mozhdeh Fadavizad, Cindi Hartman, Amy Watt

**ESL Technology Plan:** Barbara Pongsrikul, Barbara Raifsnider, Cindy Wislofsky, Donna Price, Jim Brice, Karen King, Zad Pishyar, Tim Saylor

**VESL Committee:** Chairs: Corinne Layton and Steve Gwynne
Members: Barbara Pongsrikul, Carolyn McGavock, Cindi Hartman, Cindy Wislofsky, Donna Price, Jim Brice, Gretchen Bitterlin

**Teachers who had students write essays for scholarship applications and contests:** Ann McCrory, Beth Bogage, Elvia Kerlick, Magda Kwiatkowski, Chris Stone, Sandie Linn, Marcy Bergqvist, Richard Weinroth

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

**Transition ESL teachers:** Susan Morgan, Chris Stone, Beth Bogage, Sandie Linn

**Volunteers in ESL/ Citizenship classes:**
Center City: Myron Shaffer, Neda Orban
Chavez: Patsy Brown
North City: Anna Armendariz, Barbara Carr, Lee Mosteller, Hal Heath
ECC: Gwen Fish, Stephanie Jaret
Mid City: Lonnie Brunini, Chris Gommel
West City: Gavin Whitaker

**Curriculum Development:** Carolyn McGavock, Lesley Robin, Colleen Fitzmaurice, Rosa-Elena Pilco, Corinne Layton, Steve Gwynne, Toni Fernandes

**SLO Writing Participants:** Lynn Perry, Mindy Olsen, Magda Kwiatkowski, Mozhdeh Fadavizad, Eric Miller, Toni Fernandes, Diane DesRoches, Jessica Maguire, Paula Oswald, Chris Stone, Marla Goldfine, Barbara Raifsnider, Elvira Sirkia

**Teachers who awarded course or program completion certificates:** Amy Watt, Andrea Sperling, Ann McCrory, Barbara Pongsrikul, Barbara Raifsnider, Beth Bogage, Christine Stone, Cindy Wislofsky, Cindi Hartman, Diane DesRoches, Elissa Claar, Elvira Sirkia, Ingrid Greenberg, Iryna Scharer-Filatova, Jim Brice, Kathren Boulton, Kenna Veatch, Laurel Slater, Liz Flynn, Madonna Ostrye, Magda Kwiatkowski, Marina Vera, Mozhdeh Fadavizad, Nancy Johansen, Patricia Miyamoto, Rheba Smith, Richard Weinroth, Sandie Linn, Sharon Jawdan, Stephanie Thomas, Steve Gwynne, Toni Fernandes, Vikki Regier, Angie Moeen, Ola Steenhagen, Rose Babayan, Irene Ayon, Corinne Layton

**SLO Literacy Committee:** Elaine Barrett, Dottie Jenison, Jean All, Stacia Castaneda, Corinne Layton

**CE Workshop presenters:** Leah Haeber, Cindy Wislofsky, Stephanie Thomas, Ann McCrory, Rheba Smith, Carol Goldstein, Magda Kwiatkowski, Gretchen Bitterlin, Donna Price, Corinne Layton, Colleen Fitzmaurice

**Special Project on Facebook in the ESL classroom:** Donna Price, Ann Marie Damrau
**Teachers Who Improved their Technology Skills**  
**2011/2012 School Year**

Many faculty members attended in-house technology workshops or made appointments for one-to-one or small group mentoring from our technology resource instructors, Cindy Wislofsky and Donna Price. Our trainings included these main topics:

- Alphasmart portable keyboards
- Electronic CAVs
- E-rollbooks
- Lab software
- Mail merge for certificate printing
- Online book ordering
- Outlook e-mail pointers
- Tech tips
- Website resources
- Word pointers

Congratulations to the following 41 teachers who attended one or more technology workshops or received technology mentoring this school year:

<table>
<thead>
<tr>
<th>Ana Olivensky</th>
<th>Dorothy Jenison</th>
<th>Mimi Pollack</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anagit Traganza</td>
<td>Eileen Schmitz</td>
<td>Mindy Olson</td>
</tr>
<tr>
<td>Angie Moeen</td>
<td>Elaine Barrett</td>
<td>Mindy Tenen</td>
</tr>
<tr>
<td>Barbara Pongsrikul</td>
<td>Eric Miller</td>
<td>Nonna Sadoudi</td>
</tr>
<tr>
<td>Barbara Raifsnider</td>
<td>Gretchen Bitterlin</td>
<td>Patricia Miyamoto</td>
</tr>
<tr>
<td>Carmina Gerardo</td>
<td>Irene Ayon</td>
<td>Patty Griffitts</td>
</tr>
<tr>
<td>Carol Kelsall</td>
<td>Iryna Scharer-Filatova</td>
<td>Remy Lopez</td>
</tr>
<tr>
<td>Carolisa Morgan</td>
<td>Jane Cranston</td>
<td>Rheba Smith</td>
</tr>
<tr>
<td>Cathy Coxey</td>
<td>Jeannie Ross</td>
<td>Rosa Limon</td>
</tr>
<tr>
<td>Cindi Hartman</td>
<td>Kenna Veatch</td>
<td>Sharon Javdan</td>
</tr>
<tr>
<td>Cindy Terry</td>
<td>Khamsay Sayavong</td>
<td>Thelma Moore</td>
</tr>
<tr>
<td>Colleen Fitzmaurice</td>
<td>Laurel Slater</td>
<td>Valerie Long</td>
</tr>
<tr>
<td>Corinne Layton</td>
<td>Linda Kozin</td>
<td>Wendy Liao</td>
</tr>
<tr>
<td>Donna Price</td>
<td>Marina Vera</td>
<td></td>
</tr>
</tbody>
</table>

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Summary of ESL Program Accomplishments
2011-2012

It has been another busy year in the CE ESL program. One of the reasons we are able to accomplish the tasks below is the existence of the following committees we have set up:

- The ESL Learner Persistence Committee, chaired by Corinne Layton
- The ESL Textbook Committee, chaired by Barbara Raifsnider and Ann McCrory
- The ESL Lab Networking Committee, chaired by Jim Brice
- The VESL Committee, chaired by Corinne Layton and Steve Gwynne
- The ESL Course/Program Completion Committee

I would also like to acknowledge our Assistant Program Chairs and Resource Coordinators who make everything happen below:

- Corinne Layton and Steve Gwynne, Mid City APCs
- Barbara Pongsrikul, West City/LVPC APC
- Barbara Raifsnider, Centre City/ Chavez APC
- Jim Brice, ECC APC
- Laurel Slater, North City/Miramar APC
- Mechelle Perrott, Citizenship Coordinator
- Jan Forstrom, EL Civics Coordinator
- Cindy Wislofsky and Donna Price, Technology Resource Instructors

Our accomplishments for 2011-2012 are as follows:

I. CASAS Testing/ Assessment/ Orientation

A. Piloted E-testing in 3 classes at Mid City
B. Initiated Orientation at Mid City
C. Revised ESL Student Guides and site pages
D. Revised supplementary exercises for student guides

II. Student Learning Outcomes

A. Identified listening/speaking SLOs for certificates
   B. Identified SLOs for Citizenship
   C. Set up committee to develop SLOs for VESL courses
   D. Set up committee to develop SLOs for literacy courses
   E. Offered two SLO writing workshops to score writing assessments and reported results
   F. Disseminated packet of anchor papers by level illustrating passing and failing assessments
   G. Developed oral presentation rubrics at 3 levels

III. Staff Development

A. Presented a series of workshops focused on teaching listening/ speaking, reading, and writing skills through core texts.
B. Presented workshops on focused listening, grammar, and using games to promote language acquisition
C. Presented workshop on early production for teaching candidates
D. Facilitated workshop to share feedback from conferences
E. Developed and disseminated monthly Learner Persistence tips
F. Facilitated level meetings during FLEX days
G. Presented writing workshop at Spring FLEX event

IV. Transition
A. Facilitated meetings between non-credit and credit ESL teachers and counselors at Miramar and City colleges
B. Formed committee to develop a transition booklet
C. Facilitated meeting of Transition course instructors to share ideas and materials

V. Program / Instruction/ Curriculum
A. Piloted course/program completion with 35 instructors
B. Developed and awarded course and program completion certificates
C. Revised core text list
D. Conducted survey on course/program completion pilot
E. Concluded student perception research study on managed enrollment vs. open entry/open exit enrollment

VI. Marketing
A. Revised ESL brochure
B. Updated ESL website

VII. Collaborations/ partnerships
A. Met with Cuyamaca non-credit program to collaborate on revision of VESL modules for BIT
B. Met with City College Community Health Worker Program staff to develop grant proposal for new I-BEST VESL course.
C. Partnered with IRC on new USCIS grant to provide technical assistance to new Citizenship program in El Cajon

VIII. Citizenship
A. Partnered with IRC on USCIS grant
B. Attended community USCIS meetings
C. Attended community events to promote our Citizenship program
D. Provided two skill building workshops for Citizenship teachers
E. Facilitated IRC presentations in ESL classrooms on immigration issues
F. Developed completion certificate for Citizenship
G. Developed new curriculum for Citizenship
H. Updated computer citizenship folders for labs

IX. EL Civics
A. Developed and implemented new objective on cultural diversity which includes assessment tasks that qualify for level exit assessment in speaking and writing
B. Revised and updated student booklets
C. Revised strategy for selecting objectives to avoid duplication in various time slots
D. Changed curriculum and assessments for Objective #33 (job interview) to qualify objective for level exit speaking assessment
E. Required EL Civics implementation in every class both semesters
X. Technology
A. Revised ESL Technology Plan
B. Purchased smart carts for more classrooms
C. Continued Tuesday Tech Tips for CE faculty
D. Presented workshops on Powerpoint, Using E-mail effectively, Using Mail Merge to make
certificates, and other technology topics
E. Trained instructors and students on how to access websites and use software in labs
F. Conducted one to one and small group trainings on technology topics, e.g. using E-
rollbook, Alphasmarts, online book ordering.
G. Developed surveys, using Survey Monkey, Quia, or Google Docs
H. Monitored and updated ESL website
I. Updated public folders
J. Sponsored ESL instructor to attend OTAC (Online Teaching Academy) training in
Sacramento

XI. Other
A. Raised $2000+ for Bachman/Jennings Emergency Book Fund
B. Produced 3 Dialogue Newsletters
C. Chaired and hosted the 2011 San Diego Regional CATESOL Conference

CE ESL Transition Outcomes – Spring Semester, 2012

We now have four official Transition to College ESL classes: one at Mid City taught by Chris
Stone, one at ECC taught by Beth Bogage, one at Centre City taught by Sandie Linn, and one
at Miramar College, taught by Susan Morgan. These instructors teach a curriculum that em-
phasizes college readiness skills, particularly writing. They also provide opportunities for their
students to visit college classes and learn about the application process. In addition, they com-
plete an outcomes chart each semester so that we can document student outcomes in these
classes. The following data is from these four classes and two of our Advanced level 7 ESL
classes taught by Toni Fernandes and Magda Kwiatkowski.

| **Number concurrently attending non-credit and credit ESOL courses** | 10 |
|---------------------------------------------------------------|
| **Number concurrently attending GED classes or job training classes** | 23 |
| **Number who are transferring to college classes** | 40 |
| **Number who are transferring to a GED program** | 18 |
| **Number who are transferring to jobs or job training programs** | 22 |
| **Number who have gotten jobs** | 37 |

*Of those transferring to college classes, all except for one have placed into ESOL 30 classes
or higher. Three students have placed into English 101.

We commend these instructors for spending the extra time required to get students ready for
college and other programs. Chris Stone was pleased to see 7 of her previous students gradu-
ate in CE’s commencement ceremony on May 30, 2012.
The ESL Learner Persistence Committee and the Institutional Research and Planning Office have been working on comparative research on managed and open entry enrollment at Mid-City Campus. The first part of the comparative study focused on attendance data from 2006/2007 to 2009/2010. Since that time, the IRP Office has offered to do this data analysis on a yearly basis. The second component of the research was the design and administration of a “Student Perception Survey” on student goals, obstacles to attendance, type of enrollment preference, perception about the classroom learning environment, and opinions about school attendance policies. The ESL Learner Persistence Committee hopes to design the third component of the research on learner gains.

This article focuses on the results of the second component of the research – the Student Perception Survey. A short written survey was developed by the ESL Learner Persistence Committee with the assistance of the IRP Office. The survey was administered to 439 students at levels 3-6/7 including Vocational ESL classes in both the morning and evening program at Mid-City Campus during the last two weeks of the fall semester in January 2012. 19 classes participated in the survey:
- 5 morning managed enrollment classes
- 3 evening managed enrollment classes
- 5 morning open entry enrollment classes
- 6 evening open entry enrollment classes

Since the survey was administered at the end of the semester, it was an ideal time to ask students about their **most important goal** for the next semester with the following results:
- The most common goals of managed and open entry enrollment students were the same: 1) continue in the same class, 2) enroll in the next level.
- A larger percentage of managed enrollment students (35%) hoped to move to the next level than open entry students (26%).
- The third most common goal for open entry enrollment students was getting a job or better job (11%).

The students were also surveyed about **obstacles** to attendance with the following results:
- The majority of students in both types of enrollment said that they have no problem attending class: 58% of open entry and 66% of managed enrollment students.
- A greater % of managed enrollment students in the evening (70%) had no problem attending classes compared to managed enrollment students in the morning (63%).
- The two most frequently identified obstacles for open entry students were family responsibilities and work schedule.
- The most frequently identified obstacle for managed enrollment students was work schedule.
- The most frequently identified obstacles for students in morning open entry were family responsibilities and personal health problems.

Additionally, the students were asked to respond to questions about **classroom environment** with the following results:
- Over 90% of students in both managed and open entry enrollment classes agreed that their English improved and that their class helped them learn quickly.
- 93% of managed enrollment students and 89% of open entry enrollment students agreed
that students were serious about learning in this class.

- 50% of managed and 44% of open entry enrollment students agreed that the class lost too much time repeating lessons for absent students.
- 89% of managed enrollment students and 76% of open entry enrollment students knew most of their classmates.

The students were also asked about type of enrollment preference, enrollment times and attendance policy:

<table>
<thead>
<tr>
<th>Enrollment Preference</th>
<th>Managed Enrollment</th>
<th>Open Entry Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prefer managed</td>
<td>65%</td>
<td>22%</td>
</tr>
<tr>
<td>Prefer open entry</td>
<td>12%</td>
<td>51%</td>
</tr>
<tr>
<td>No preference</td>
<td>23%</td>
<td>27%</td>
</tr>
</tbody>
</table>

The majority of managed and open entry enrollment students preferred the type of class they were enrolled in, although there was a stronger degree of preference among managed enrollment students (65%) compared to open entry enrollment students (51%).

<table>
<thead>
<tr>
<th>Enrollment Times</th>
<th>Managed Enrollment</th>
<th>Open Entry Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should only begin class at specific times</td>
<td>80%</td>
<td>60%</td>
</tr>
</tbody>
</table>

The majority of both managed and open entry enrollment students felt that students should begin classes at specific enrollment times, although there was a greater degree of agreement among managed enrollment students.

<table>
<thead>
<tr>
<th>Attendance Policy</th>
<th>Managed Enrollment</th>
<th>Open Entry Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Like 80% attendance policy</td>
<td>94%</td>
<td>N/A</td>
</tr>
<tr>
<td>Don’t change anything</td>
<td>70%</td>
<td>N/A</td>
</tr>
<tr>
<td>Permit fewer absences</td>
<td>18%</td>
<td>N/A</td>
</tr>
<tr>
<td>Permit more absences</td>
<td>13%</td>
<td>N/A</td>
</tr>
<tr>
<td>Easy to attend 80</td>
<td>91%</td>
<td>80%</td>
</tr>
<tr>
<td>Students should be dropped for too many absences</td>
<td>62%</td>
<td>46%</td>
</tr>
<tr>
<td>Like that I can attend when I’m able to attend</td>
<td>N/A</td>
<td>87%</td>
</tr>
</tbody>
</table>

- 94% of managed enrollment students were satisfied with the 80% attendance policy, and 87% of open entry enrollment students were happy to be able to attend when they could.
- Although open entry enrollment does not require 80% attendance, 80% of those students responded that it was easy to attend 80%.
- A larger percentage of managed enrollment students agreed that students should be dropped for too many absences.

An important purpose of this comparative research is to help inform and guide future program planning. The results of the Student Perception Survey indicate that most of our ESL students in both managed and open entry enrollment classes at Mid-City Campus were very satisfied with their classes. The majority of students preferred the type of class (managed or open entry) they were currently enrolled in, although managed enrollment students indicated a stronger degree of preference.
Although only the managed enrollment model requires 80% attendance, students in both types of classes perceived it easy to attend 80%. However, significant numbers of students cited obstacles to attendance such as work schedule, family responsibilities and personal health problem.

The data seems to support offering both types of classes for our students. Due to the large size of the ESL program at Mid-City, we are able to offer the choice of a managed or open entry enrollment class at each level. This option may not be feasible at smaller campuses; however, it might be possible to offer at least one managed enrollment class with an open entry option at campuses that could support two classes at a particular level.

It is important to note that the majority of students in both types of classes supported having specific enrollment times. In making plans for assessment, orientation and placement of our students, we might want to consider reducing the enrollment times for open entry enrollment students (for example: limiting enrollment to the beginning of the month). Managed enrollment students are only able to enroll three times during the semester.

The results of the survey affirm one of the benefits of managed enrollment: building a stronger sense of community in the classroom. 89% of the students in the managed enrollment classes indicated that they knew most of their classmates. This sense of community may arise from students being with the same group of students throughout the duration of the managed enrollment session. In addition, the results revealed a greater percentage of managed enrollment students who said their goal after finishing the semester was to enroll in the next level of ESL. This is consistent with another benefit that instructors consistently attribute to the managed enrollment model: being able to provide a quicker pace of learning, helping students to reach their goals more readily.

If you would like to read the complete research report on the Student Perception Survey, go to the Institutional Research and Planning home page on the district website: http://research.sdccd.edu/. Click on the “Research Reports” tab and then click on the “Surveys” tab where you will find the header for the report: “Managed/Open Entry Enrollment ESL Perception Survey - Continuing Education.”
Spring Semester Course and Program Completions

This is the second semester that ESL faculty have volunteered to pilot a system to report course and program completions for our ESL students. In order to complete a course (levels 1, 2, 4, and 6) or program (levels 3, 5, and 7), students have to pass an EL Civics assessment, pass a writing assessment, complete 70% of their unit tests with a 70% passing rate, and achieve a certain CASAS reading score. At level 7, students also do oral presentations. In an open/entry, open/exit program, this is a challenging task to keep track of these outcomes. The following 32 instructors are to be congratulated for their efforts to award the following certificates: Amy Watt, Andrea Sperling, Ann McCrory, Barbara Pongsrikul, Barbara Raifsnider, Beth Bogage, Christine Stone, Cindy Wislofsky, Diane DesRoches, Elissa Claar, Elvira Sirkia, Ingrid Greenberg, Iryna Scharer-Filatova, Jim Brice, Kathren Bouldin, Kenna Veatch, Laurel Slater, Gretchen Bitterlin, Liz Flynn, Madonna Ostrye, Magdalena Kwiatkowski, Marina Vera, Mozhdeh Fadavizad, Nancy Johansen, Patricia Miyamoto, Rheba Smith, Richard Weinroth, Sandie Linn, Sharon Javdan, Stephanie Thomas, Toni Fernandes, Victoria Regier, Angie Moeen, Corinne Layton, Carolyn McGavock, and Irene Ayon.

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It all started when Mechelle Perrott (My citizenship class teacher) gave us a homework assignment where we needed to write a letter to the government. So I wrote my letter to Jerry Sanders, Mayor of San Diego on December 9, 2011. The letter was about a dangerous pedestrian intersection close to my son’s school. Mechelle suggested I take photos of the area and include them with my letter. She also suggested getting signatures of people in the neighborhood. I thought it was a good idea but difficult for me because I’m very shy. My English isn’t good enough, but when I saw the confidence she had in me, it motivated me to try.

I started asking for signatures in the park located next to the school, and after the first signatures, I noticed that the next ones weren’t so difficult. On one occasion there was a soccer team, and I asked them for signatures. I found out that only 2 of them understood me, so I asked them to explain in their language to their friends. Soon I was in the middle of their group. All of them were tall and I’m short. Somebody saw me and said it looked very funny; unfortunately, I didn’t take any photos. That would have been a very funny keepsake! Every place I went I brought my letter, because I wanted to ask people close to this area and not to any relatives. My husband was surprised; he couldn’t believe that I had the courage to ask for signatures. The more signatures I collected, I got more excited. I was very surprised for the reaction of the people. Almost all of the people that I asked for signatures signed my letter and agreed that it was a dangerous intersection. I was very proud because I got 100 signatures!

So at the end of 2 weeks I decided that it was time to send the letter. To be honest I didn’t think that they would respond to me. I thought if they do they would say sorry we can’t do anything. I was losing the little hope that I had when suddenly I received the letter on April 17, 2012. I was so happy even though I hadn’t read it yet. When I saw it I was surprised. So I came to school and showed it to Mechelle. After reading it, she told me that they had to do research about the intersection and spend money to do it. I started crying. In that moment I realized how big this thing was, and it was more than fixing the problem. This helped me feel confidence with myself, and I realized we can do more things that we think. Sometimes fear holds us back. Today I realized that if I hadn’t done it, I would be regretful. Yesterday I saw that they already changed the standard yellow crosswalk to a laddered crosswalk, as they explained in the letter. In the letter they also said they will install a street light on the south of the street near the school by December.

I feel so good and very thankful with Mechelle for encouraging me to write the petition. Some day when my son grows up I will show him proudly the letter and a picture from the place where they put a light close to the school. I decided to write about my experience and try to put it in the newspaper. I believe if there are other people like me that want to do something but think they can’t do it, maybe after they read my story, it will encourage them to make a difference in their lives and communities. Thanks to schools and newspapers like this and teachers like Mechelle lives are being changed.
Making History Come to Life in Citizenship Class
By Lesley Robin, Citizenship instructor, Mid City Campus

Last night we did a "Rosa Parks on the bus" skit after the MLK lesson plan (which included the Rosa Parks story) earlier that evening. I asked for volunteers and we convened in the front of the room. I assigned them parts/ and the students assigned each other parts and gave them a general idea of what their lines should be. The students arranged a bus, the police station and I gave MLK my desk as his "office." They made signs "Colored Section" for the bus and I made a Police Station sign (attached to the projector), and they wrote the time and place of the event on the board. The "cop" set up his own fingerprints area with the towel and kleenex and was careful to not actually touch the Somali student playing Ms. Parks while getting her "prints."

After one quick "dress rehearsal" they performed for the rest of the class, who had been doing pair dictation during all this commotion in the front of the room. The actors ad-libbed nearly all their lines, and I stayed in the background. (The only deviation I made from the real story was that Rosa actually called the Montgomery NAACP head, not MLK, and the NAACP head then called MLK.)

All the prep took 30 minutes and the performance about 7 minutes. They stuck to the story as seriously as possible, but actors and audience had a really fun time as you can see from the pictures.

Some great lines and tidbits from the performance that I can recall:

The "white man" emptying his pockets of all his change to put in the bus money box, i.e. throwing it on the desk.
One "white lady" on the bus bouncing in her seat to simulate the bus moving.
The driver calling the policeman on a bright yellow cell phone and holding it like a walkie-talkie radio, saying "We have a situation here. I'm going to need a policeman."
Rosa speaking very loudly "I'm not going to give up my seat on this bus" and repeating it again just as loudly when the driver asked her twice to get up from her seat.
The policeman telling Rosa she had one phone call from the jail. In the dress rehearsal she asked if she should really call the student playing MLK on his real cell phone and should she get his number (we opted for the simulation).
MLK hastily writing out his lines at his desk while he was waiting for his cue. Then telling Rosa when she called that he would be right over to "get you out of jail." When Rosa called, he read from his original script and said, "Well, this will be a good opportunity for us to do that boycott we were talking about."
The policeman setting her fine at $50,000 and MLK telling him, "We won't pay that, we'll have to take this to court!"
The "white man" still standing waiting for his seat the whole time.

It really was a blast!
Did you ever read a good book and wish you could ask the author a few questions about the story? That is what happened this semester when students in Sandie Linn’s ESL Transition to College class read *Take Me With You*, by Carlos Friás. Mr. Friás opened up his heart when he wrote his book, and opened it even further when he agreed to answer any questions the students had while reading his story. He posted the answers on Sandie Linn’s blog: [http://sandielinn.wordpress.com/2012/02/28/ask-the-author-carlos-frias/](http://sandielinn.wordpress.com/2012/02/28/ask-the-author-carlos-frias/) as well as on his Facebook page: [http://www.facebook.com/TakeMeWithYouMemoir](http://www.facebook.com/TakeMeWithYouMemoir).

The book is a memoir of the twelve days Mr. Friás, a journalist for the Palm Beach Post, spent in Cuba in 2006, covering the story of Fidel Castro’s 80th birthday. Friás’ parents are Cuban exiles and his father, a businessman, spent years in the Cuban prison, La Cabaña, because he opposed Castro’s revolution. When Carlos Friás visits Cuba he also tries to relive his parents’ past and to his and the reader’s surprise, unearths family secrets that those who knew of thought were long buried.

The intriguing stories in the book became discussion points in the class and online. One student artist in the class sent Mr. Friás her drawing of the cover of the book and he posted it on his Facebook page. That set off a chain of over twenty comments. With each week into the book project, the students have felt an increasingly special closeness with the author, and he with the students. On June 7, 2012, those students who completed all the assignments for the book project received a special certificate, signed by the author.

To offer their thanks for this incredible interactive experience, the students made a *Take Me With You* testimonial video for Mr. Friás. In an e-mail conversation, one of the students asked Mr. Friás if he would sign her book. This instigated a class request to have all of the books signed by the author. Carlos Friás generously agreed, and the books will be sent to him this summer. We couldn’t have asked for a better ending to our book project.

Here is a link to a video of Sandie Linn’s book project on YouTube: [http://youtu.be/nymSiOC5Qo](http://youtu.be/nymSiOC5Qo)

Sandie also acknowledges Dr. Beebe and Rich McGirr for putting this online.
EL Civics: Cultural Exchanges Build Skills and Community

This spring, EL Civics rolled out new curriculum that focuses on cultural exchange. The assessments provide an unprecedented opportunity to use EL Civics assessment tasks to measure program completion speaking and writing skills.

The language and literacy objectives for #11, Cultural Differences, include identifying aspects of culture that may present barriers in the local community. Therefore, the speaking tasks at all levels focus on sharing about aspects of a culture other than one’s own, and the writing tasks focus on sharing aspects of one’s own culture.

Happily, feedback from teachers includes anecdotes that show a successful lowering of ‘barriers’ between students from different cultures. For example, Jeannie Ross (Mid City level 5-6), commented that her students enjoyed talking about cultural traditions with each other. She noted that the speaking exercises for small groups and pairs resulted in a more cohesive sense of community in her classroom and that interactions between her students increased as a result of doing this objective. Also, Jane Cranston (Mid City Level 1) was excited to learn that a few of her level-one students from Mexico enjoyed lunch together with some Ethiopian classmates at a nearby Ethiopian restaurant. Connie Falconer (ECC Level 1) commented, “My students liked the subject – I only wish I had a more diverse group.” The Ss used the cards to practice with each other on their own; this was by far the best independent tool for them to use on their own. Jim Brice (ECC Level 5) agreed that in spite of a few issues, “These were still my favorite classes of the semester – real communication, great class building, and I think a good measure of their writing skills. I am looking forward to doing this objective again.” Many more instructors reported that they were inspired by the enthusiastic response from their students.

Assessment tasks for this objective were specifically designed to align with work completed by the SLO Writing Assessment committee, SLO Speaking Assessment committee and Level completion committee. The goal was to provide assessment tasks and scoring rubrics that could also serve for level completion assessment of speaking and writing skills.

The curriculum was developed by Carolyn McGavock based on ideas generated by a focus group with level guidance from Jane Cranston (Mid City, Level 1), Rheba Smith (West City Level 3), and Toni Fernandes (West City, Advanced). Carolyn expresses her appreciation: “I would like to acknowledge the risks that all the instructors took in piloting these materials. It has been a first attempt at creating EL Civics assessments that might also represent evidence of level completion. Especially at the higher levels, leading students through the process of preparing an oral report and a multi-paragraph composition was a daunting task. Feedback and contributions will provide for an improved version next year. I learn so much from all of you and appreciate the time you take to keep me informed about the curriculum. I welcome feedback for this and other objectives on a continuing basis.”

After revisions, this objective will be available in spring semester 2013. To view the EL Civics objectives schedule for 2012-2013, click here.
Marina Vera (Cesar Chavez Level 4/5) created a “Cultural Exchange Garden” on the bulletin board as part of her EL Civics #11 Cultural Differences instruction.

Jane Cranston, ESL beginning low teacher at Mid City, and her student, Fathiya Ismail, wear traditional clothing from Somalia. The class was studying EL Civics lessons on cultural differences.
Student Success Story

By Adriana Cifuentes, Student at West City Campus

My knowledge of English, when I came to this country a year ago, was very basic. The first month I spent looking for a place to study English near the house. I felt as if reborn. I could not speak, did not understand what people said, and did not know how to move about. With the help of my husband, I learned how to take a bus. The first day of school I was very afraid, but teacher Stephanie Thomas is an angel with all the new students who arrive in class. With her patience, good treatment and excellent methodology, she helped me understand and love her classes. I felt very good and learned that the biggest obstacle is yourself. When I moved to the next level with teacher Rheba Smith, her characteristic joy and good humor always taught me that we can work and give more of ourselves to achieve our goals. Teacher Shahroh Safari has an excellent methodology. His good humor makes the class a gentle learning environment. I am currently with teacher Ann McCrory. Her organization and techniques have made me understand a lot of the grammar that I had never understood before. She has an excellent methodology that all students can understand. My classmates have taught me about their culture, and their beliefs have opened a world I never thought I could know. I have the privilege of studying English at an adult learning center, the Clairemont Campus of the West City Center. I started in level one, and I’m currently in level 5. I can already see my progress with the help of the excellent teachers that work in this school.
CE ESL Student Wins Essay Contest for CATESOL State Conference

For the second year in a row, one of Magdalena Kwiatkowski’s students has won the statewide essay contest for CATESOL. Her name is Huichu Hsu. Below is her winning essay.

An Ordinary Tree

If a plant has set its roots deep, its branches will be strong. When hurricanes and tornadoes come, it will not drift away. Family values are like roots. They help generations stand firm.

Taiwan is the place where I come from. The oldest people in my family are my grandparents, who just celebrated their 90th birthday. They were born during the Japanese colonial times and experienced war and poverty. They never got educated, but I respect them very much because they worked hard and learned new skills as much as they could. My grandma was a cook at a factory; she had to prepare three meals for fifty workers alone every day. My grandpa worked in a rice-noodle factory, carrying out the noodles and spreading them on wooden tracks to dry. In the evening, he carried them back inside. The wooden tracks were heavy. After years of working, he developed back pain. However, he never complained. When I was in elementary school, my grandma asked me to teach her to write her name in Chinese. She also learned basic math by herself. She was a hard-working person and taught me that laziness would bring me nowhere. She was also compassionate. She always saved things for others less fortunate even though she did not have much.

Today challenges are different. My family does not suffer from war and hunger any more, but we have to be competitive to survive. We moved to America in 2007 because my husband was transferred by his company. I brought with me the qualities I learned from my grandparents: persistence, hard-work, and positive thinking. They help me endure. America is a dreamland for many, but life is still hard. Even though I have a Bachelor’s degree from Taiwan, I cannot find a job in my profession. Last year my older child was diagnosed with ADHD. At first I felt crashed because in my dreams I had already seen him in an Ivy League school. He was my hope to become what I could not, but I had to put my pride aside and focus on him. Strangely, this diagnosis brought about compassion and patience not only in me, but also in my husband. He is now helping our son with his homework and volunteering at his school. As we are teaching our son how to deal with difficulty, I see hard work, which my grandparents taught me, is more important for success than intelligence.

Parenting is a journey of growth for me, not just for my children. I am an ordinary tree, but my roots are deep and strong. Once in a while I phone my grandma. She cries on the phone because she misses us very much. She does not know about ADHD, but she believes we can stretch our branches into the sky and overcome any difficulties! I believe she is right. How grateful I am to be able to pass her Taiwanese spirit onto my children.
ESL Scholarship Winners

Congratulations to our ESL students who won scholarships and to the teachers who took the time to complete the applications and write letters of reference for them. They are as follows:

**West City campus:** Three students received scholarships from Ann McCrory’s level 5 class: Adriana Cifuentes, Nora Tom, and Kyung Dan Kim. From Magdalena Kwiatkowski’s level 7 class, Kunthany Horn received the Chancellor’s scholarship. Rodolfo Mata and Liliana Perez received ASB scholarships.

**Mid City campus:** Four students received scholarships from Chris Stone’s level 7 class: Eric Rodriguez, Brenda Corona, Danya Soriano, and Marlene Manning.

**Centre City campus:** Five students from Sandie Linn’s level 6-7 class received scholarships: Steve Jodoin, Emily Wing Shan Ng, Angie Chavez, Elena Betancourt, and Daria Ramos. Daria Ramos also won the WE Learn essay contest and won a trip to read her essay at the conference in Rhode Island. Other winners were Junior Shango from Marcy Bergqvist’s level 6-7 class and Francy Ndunda Luleng from Richard Weinroth’s level 4 class.

**ECC:** Lester Martinez from Elvia Kerlick’s level 7 class received two scholarships.

There were six scholarship winners from Beth Bogage’s Level 7 ESL class at ECC! These students worked so hard to submit well-written and inspiring essays that captured their stories. Congratulations to these exceptional students, whose dedication and hard work inspire their teacher as well as their fellow classmates!
Gabby Acevedo is from my level 5 class at ECC. She is a true Triple Crown winner that I bet on early on, and she came through with not only an intermediate level completion certificate, EL Civics certificate, and a participation certificate, but she also became the Classified Scholarship winner. She did all this while working on her GED in the afternoon. She is planning on attending college when she finishes ESL and would like to become a nutritionist. Good luck Gabby.

Other level 5 level students who earned level completion certificates are Marco Alvarez, Isabel Escoto, Reyna Gonzalez, Micaela Graciano, Hui Li, Regulo Molina, and Tayde Rosas. Several others came very close and I believe will make the list next semester.
Successful Writing Outcomes in Beginning High ESL Classes

For the past two years, since we established student learning outcomes for writing, our teachers have been doing more writing instruction in their classrooms, and the results are coming in. Not only are students writing paragraphs at the beginning high level, but they are also adding technology by producing them on powerpoint slides with visuals.

Rheba Smith facilitated the project below in her Beginning High 3 ESL class at the Clairemont campus. The goal was to write a short paragraph about one’s mother. Using the process approach, she had students begin by writing their ideas first on a graphic organizer. Then they formed those ideas into sentences. In order to prepare students to do topic sentences and concluding sentences, which are formally taught in level 4, she stressed the idea of making the first and last sentences match each other.

After writing and revising their first drafts, the students typed them in PowerPoint and added visuals.

Here is a sample product of this project.

**My Mother**

*by Bao Feng*

My mother is a great parent. Her name is Linanzhi. She is 89 years old. My mother is short with thin hair. When she was young, she was slim. Now, she has become a little fat. My mother has 5 children. She loves all of us. She is always happy but seldom jokes. My mother’s cooking skills are very good. Our family enjoys her cooking. She doesn’t cook because she is too old now.

All of us love mother. She is a great mother. Happy Mother’s Day

Achieving Writing Outcomes in Intermediate High Class

As teachers are doing more writing in their classrooms, our students are achieving the identified student learning outcomes for their levels. In ESL level 5 (Intermediate High), the goal is to write a 2-3 paragraph composition. Ann McCrory’s student, Miguel Roque, wrote the following composition.

**My Life in Three Phases**

I had many significant events in my young life. I was born in Morelos, Mexico, one of the nicest cities in my country. I also grew up in the same state. All my childhood years seemed to go well. I started to study as a normal child when suddenly my parents separated. At that time I started to work to help my mother. It was hard to study and work at the same time, so I decided to stop my studies. I only finished middle school and devoted myself to work to support my family. I started to work in a restaurant, then at a bus station, and also I worked for Nissan Company. I continued working until I met Liz, the woman I married. We had a beautiful daughter. After that, I decided to come to San Diego in 2007 to make and save some money.
Life in San Diego has many advantages. My life changed completely. The ESL program offers free classes to learn English. Now I am taking these classes, and it helps me to communicate with people around me. I can ask and buy things that I need. I am not taking any other classes right now because I work, and I do not have enough time. I cannot quit my job because I have big responsibilities as a normal husband. As I did when I was a child, now I study and work again. In San Diego life is a routine. My day starts at 7:00am. I wake up for school every morning. After that I have only time to eat, and then I go to work all afternoon until 11:30pm. This is my typical day in San Diego.

I have some goals for the next two years. One of my goals is to continue in ESL through level 7. I want to learn all the English that I can. I hope to get a good job with a good salary. I am saving money because I need to do many things when I go back to my country. I will take the next level at this campus. Another goal is to be an English teacher in my country. I need two things to achieve my goals. First, focus on English classes. Second, study very hard. If I do this correctly, my future could be better. My life is difficult, but with effort it will be better.

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Student Success Story
By Jose Ore, student at Centre City campus

Moving to the United States was never in my plans. Consequently, I had no need nor desire to learn English. I was aware of the importance of learning the English language, but since I was doing just fine with my Graphic Design business, I never gave it much thought. But all that changed in 2008 when I met my wife and moved to the United States. Learning English then became a necessity. I had tried to learn English through an at-home DVD program months prior to moving to the U.S., but I wasn't disciplined enough to do it. I looked into enrolling into a private language school, but their tuition was expensive. Finally, I came across a San Diego Continuing Education bulletin/catalog and saw that they offered ESL classes for free. I tested into the Level 5 program. Participating in the ESL classes have given me a foundation and a strong grasp of the English language that I could not have gotten on my own. I learned not only grammar, reading, writing, and pronunciation, but also learned about acculturating to "American" life. It was through the ESL program that I found out about the Interactive Media Certificate Program (IMCP). Although my background in graphic design helped me with the program, I would not have made it as far as I have with the program, had it not been for the ESL program and what I have learned from it. As of now, I have completed the first part of the program and received a certificate of course completion for Print Module. I will have completed the program in June. Last month some of my work (projects) were selected for a competition between the morning/afternoon students and I won second place. My goal is to obtain the degrees necessary to start my own business as a Graphic/Web Designer here in the United States as I did back home. After I finish the IMCP program, I plan to begin working on getting my Bachelor of Arts degree, and then eventually working my way up to a Masters. Although I struggle sometimes with new vocabulary, I have the ESL program to thank for teaching me the basics of the English language and for being the stepping stone to reaching my goals.
How We Change Lives – Feedback from our Students  
By Susan Morgan, Advanced ESL Instructor, North City Campus

This past Saturday the weather was beautiful so I decided to go fishing in the local waters. I packed my rods, tackle box, and lunch and off I went. I got on the sport fishing boat with the other anglers and all of us were busily putting together our tackle on our various rods and anticipating catching fish on each rod. I looked over and I saw an interesting couple get on the boat. They were interesting because the woman was carrying lots of rods and immediately proceeded to get her gear ready. The anglers on the boat are friendly and this couple came up to me and asked for some suggestions about using lures. After speaking with them for a few minutes, I assumed that they spoke Farsi as a first language and English as a second language. After giving them some suggestions on lures, I showed them some good knots and I went back to working on my tackle. Before the boat took off they came up to me and asked me what kind of work I did and I shared that I am an ESL teacher. The wife, Zena, said that many, many years ago she “took ESL classes in 1996 - 1997 somewhere on Balboa Avenue. I don't remember the school's name, but I remember my teacher's name. Her name was Ann and she was very good.” The husband said that those classes were very helpful because “they were free and that my wife learned a lot about American culture. My wife used to come home each day and share with me what she had learned about how Americans think, their values, and how they act. These classes were very helpful in our getting accustomed to the American culture. These classes helped us open our own business because we could understand American culture.” This is another wonderful story about how one superb, caring teacher helps to transform the lives of a new immigrant family.

First of all, big kudos to Ann McCrory for doing such an excellent job for all these years! Second, I find it interesting to see what students take with them as they leave our program and venture out into the community. Third, the classes are still free and I think we need to appreciate that and continue that as a priority.
SAN DIEGO — Compassion without Borders. As a teacher of English as a Second Language who works with students and refugees from all over the world, those words resonated with me. Also, as a Jubu [a Jew and student of Tibetan Buddhism], it was an honor to see His Holiness the 14th Dalai Lama for the fifth time. It was his first time presenting in my hometown of almost 30 years, San Diego.

On Wednesday, April 18, I went to his presentation sponsored by the Joan B. Kroc Institute for Peace and Justice at the Jenny Craig Pavilion at USD at 1:30. That morning, he had presented at UCSD. Our three main universities, USD, UCSD, and SDSU worked together to bring HH to San Diego on a whirlwind schedule, giving presentations in two days at all three campuses. I am glad I saw him at USD. The Jenny Craig Pavilion is smaller, the campus is the most beautiful, in my opinion, and the event was very well organized.

The program started promptly with a talented Spanish guitarist named Pablo Sainz Villegas. One of the songs he played to honor HH was one from Spain at a time when Christians, Jews and Muslims lived in harmony together which I thought was very appropriate. When he finished, HH came on stage to thunderous applause. He changed from a SDSU cap/visor to a USD one. His kindness, humility and sense of humor were very evident. As he sat patiently on stage, there were speeches and introductions given by the president of USD, Dr. Mary E Lyons, who gave him the Medal of Peace, and by Pam Omidyar, co-founder of the Omidyar Foundation. The venerable Lama Tenzin Dhonden was also recognized as the event chair.

The title of his presentation was “Cultivating Peace and Justice.” His talk was about identifying interreligious harmony and finding ways for people of all religions [secularists as well] to bring people together to cultivate peace, justice, and compassion for all.

He began by speaking about all the changes that have occurred in the 21st century and how all the achievements in technology could not bring happiness to humans. He said the two countries making many interesting advancements were India and the United States. However, he also made it clear, that no matter how many discoveries and advancements are made, people will not find ultimate happiness from outside sources. One needs to cultivate peace of mind, for only peace of mind is the ultimate source of happiness.

He also spoke of compassion for yourself and for others, saying one should visualize the person who makes you angry and forgive him/her. He spoke of a Tibetan monk who had been imprisoned by the Chinese for 18 years, and despite being tortured, he still felt compassion towards the Chinese. He spoke of having a healthy mind and body and of training your mind with deliberate thoughts. He spoke of taking physical, verbal and mental action to cultivate inner peace, be it through religious faith, or finding ways to increase positive emotions. He said that a calm and positive mind kept sickness away.

This is just a snapshot of what he said. As always, when I go to see HH, my mind focuses for awhile and then the sheer light and positive energy of the man take over, and my focus and thoughts begin to blur into a state of calmness and well-being, so it is difficult to articulate all that he said.

For me, as an ESL teacher, I felt that the message he was conveying was that no matter what country, culture, religion, or background you come from, in today’s shrinking world, the most
important thing is to cultivate your own peace of mind, and to practice compassion with all, even though it can be difficult at times. He confessed that he himself could be impatient at times and lose his temper with his staff, but he said there was an old Tibetan saying that one should bite his/ her own knuckles when one feels anger. He reiterated that you are your own ultimate source of happiness, no matter what your surrounding situation is.

A valuable lesson for all of us to learn, I think.

Financial Aid Presentation to CE students
By Susan Morgan, Transition to College ESL class, North City Campus, Miramar

On April 17th, fifty-five (55) of my students from both my ESL Levels 6 & 7 Transition to College and my ESL Pronunciation & Conversation Class attended an evening Miramar College event from 5:00 pm - 7:30 pm that focused on Miramar College and financial aid. A wonderful dinner was served to all and everyone appreciated the fellowship. First, Mr. Sonny Nguyen gave an excellent overview of the campus and and the certificate and degree programs that are offered for students. Second, Ms. Mary Snyder, a financial aid consultant, presented materials about financial literacy and made suggestions of how to make sure that students are spending their money with a purpose. Finally, Ms. Synder gave a very good presentation about the FAFSA and how the form is used to determine the cost of college attendance, expected family contribution, and the eligibility for need-based aid.
Who can we thank for doing the following challenging tasks for our department?

- **Analyze** and **fix** equipment problems.
- **Test** and **install** software and equipment.
- **Re-image** our ESL labs every semester.
- **Evaluate** networking or system problems.
- **Set up** equipment for special presentations and workshops.
- **Recommend** upgrades (often needing to twist our arms).
- **Troubleshoot** on-the-spot computer requests (whether they want to run in the other direction or not). Yes, our IT support crew! Namely, **Jim McElree** (NC), **Tim Saylar** (ECC), **Doug Cruger** (WC + Chavez) and **Farzad Pishyar** (aka Zad, MC + CC). A big thank you to all of them for maintaining our ESL labs, classroom computers, and desk computers. Here they are with some of the projects that have kept them busy this school year.
Pre-reading and reading websites worth checking out:

For low beginning levels – Read Write Think website http://tinyurl.com/word-family - For beginning phonics. Students pick a vowel and then drag words into word families (e.g. short ‘a’ groups are cat, man, cap, and back; then drag words like black and map underneath the correct headings). Optional printing of finished word family charts.


For advanced levels – Cengage Learning website http://tinyurl.com/timed-reading - After you read the articles, it shows you how many words a minute you read, and then gives you some comprehension questions.

For parents, all levels – Storyline Online website http://www.storylineonline.net/ - Children’s books read to you by famous personalities. Includes suggested follow up activities.

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