

Garden Grove Adult Education



GARDEN GROVE ADULT EDUCATION

Adult Editor

★ W A S C ★ March 2— 5

By Bill Langan

Self Study Complete

It is very exciting for all of us to have completed our self study. It went to print on Friday, February 1 and it is truly an excellent document that reflects a comprehensive program and a dedicated, professional staff.

WASC Leadership

Nancy and I have been in contact with the WASC Visiting Team Lead, **Dr. Elizabeth Nash**. Dr. Nash visited



our schools in January and shared with us that she will lead a team of six on the visit that will take place on March 2-5.

Schedule

The visit will begin with a reception for the team members on Sunday, March 2 at the Lincoln library from

5:00-6:00 p.m. All staff are invited to attend the reception. Light refreshments will be served and the Visiting Team Members will be introduced.

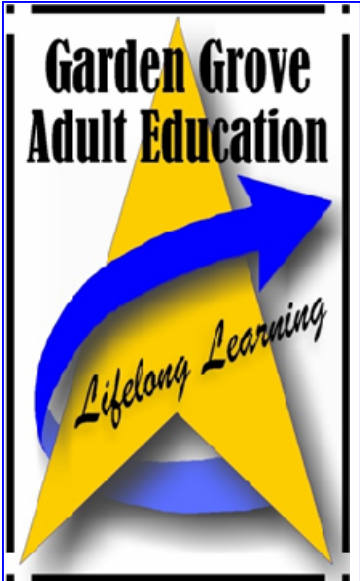
The Visiting Team Members have a very big responsibility in their goal of validating our self study. On Monday(3/3) and Tuesday(3/4), they will start their classroom observations at 8:30 a.m. and continue into the evening. They are scheduled to observe every classroom for fifteen minutes.

Preparation

In order to assist you, we will send out the classroom visitation schedule so that you will be aware of your scheduled visitation time. Many of you have asked about what the team members are looking for during an observation. The Leadership Team Members will be coming out to your classroom on either February 25 or 26 to explain the process. In a nutshell, the team members are validating the instructional activities that our self study says are happening on our campus in our classrooms.

Just do what you do.

Some may ask questions about the self study and some may walk in, take a few notes, and go on to their next observation. Many times, they may see a great activity and ask questions so they can start the program on their own campus. The key for everyone is to be aware of what is contained in our self study, be aware of our GEMS and do what you do every day, work with our students in helping them meet their goals.



Garden Grove Adult Education Logo, designed by Donna Barr, CHEC teacher.

Each of you has played an important part in making our self study accurate and comprehensive. Your input was so very valuable in the writing of the document. From the Team Leaders to our Leadership Team, each of you is to be congratulated. It is not an easy task to bring everyone together and even harder to get total agreement. I have been so impressed with the sharing that has taken place and the truly professional discussions that have given us a vision. I am confident that our visitation will go well and I want to sincerely thank each of you for a professional job. The WASC process has truly given us a focus and vision for the future of our program.

Counselor's Corner:



By Joyce Stone

I wanted to share some of what I learned at a recent workshop, entitled: Emotions, Stress, and Disease. The emphasis was on the ill effects of prolonged stress on the mind and body.

Stress is inevitable and can be very harmful to the body.

How we deal with it is the key.



stressor

Research is proving what many of us have known intuitively: Hormones are released during prolonged stress cause measurable harm to our body. The worst culprit being cortisol. The ill effects of this hormone can be ameliorated by:

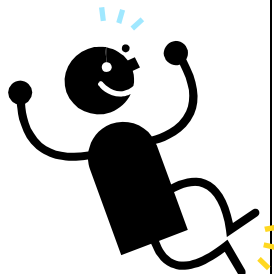
- ◆ Diets rich in anti-oxidents
- ◆ Exercise
- ◆ Proper rest
- ◆ Positive attitude toward our

The old AA axiom that we: "change what we can, accept what we can't and be wise enough to know the difference" really works!

My message to you is that unless you act to reduce prolonged stress response, you are setting yourself up for illness, even disease. Stress reduces your body's immune system and makes you more vulnerable to whatever genetic weaknesses you have inherited from your relatives i.e., Your Achilles Heel! (High blood pressure, diabetes, heart disease, obesity and depression to name a few.)

Our students are not as informed as we are and to say that they are stressed is an understatement. (Immigration, unemployment, retirement, learning a new language or a career are all extremely stressful situations, especially if it is forced upon you.) Our support and encouragement is most beneficial to them, but I encourage you to educate them as much as you can about the ill effects of stress and what they can do to relieve it. Deep breathing is an easy fix. (one cannot remain in the stress response and breathe deeply at the same time!) Walking, music, yoga, tai chi, dancing, meditating, and reading fiction are all good antidotes to stress.

If you want to discuss this further, or get more information, please stop by the Career Center or email me.



Chapman Grad Success

By Janet Schmidt

Ted Sanchez, one of our graduates came by my classroom to say hello and to bring his cousin back to school. Ted is now working in the Orange County Hall of Records and enjoying it very much. He likes the work and is meeting many interesting people. He informed me that going above and beyond to help people gives him great satisfaction. His long range goal is to work for the Orange County Sheriff Department. He has fond memories of his days and evenings at

Chapman and is grateful to the teachers for all the help he received here. This is what inspired him to bring his cousin back again



Payroll Thank you's! And more tips

By Maureen Johnson

A BIG "THANK YOU" to the teachers for getting their payroll in to the office on time. It is a big help. Remember "Payday - Payroll Due". If you will not be here until after the due date, project and turn it in early. Please help by doing the following:

- Make sure that you mark all of your absences on the payroll form.
- Black or Blue Ink only.
- Add your ID# and sign the bottom of the form.
- Any Extra Duty/Staff Development hours should have a Staff Development form
- Clipped to a Green Supplemental Payroll Form with those hours written on
- The form for the specific day/days worked. Be sure to add ID# to the top and sign the bottom.

If they are not signed by the Administrator, I will make sure that an administrator signs them.

Thank you again for your help.

1 Minute Prep

by Bev Krivokapich

Conversation Warm Up*

This is a warm up activity that gets students speaking and moving around. It can be used as they are drifting into class. It is suitable for all levels. The activity is especially useful after a long weekend or vacation to help students adjust back to speaking English



Cut out interesting pictures and distribute them as students walk in. Ask them to find a partner and talk about their picture for 1 minute. Tell the students not to worry about mistakes or how much they say. They are only to say as much as they can. After one minute, the teacher gives a signal and the students change partners. After practicing multiple times with their initial pictures, partners can then trade pictures and move on to a new partner.

Beginning students may simply say words like “dog” or “beautiful” while more advanced students may speak extensively. The goal is to gain conversational confidence and to build fluency. An added benefit is the acquisition of new vocabulary from a partner.

* Acknowledgement: “Don’t Throw Away Those Magazines!!! 12 Fun Ways to Use Magazine Pictures in your ESL Class” by Lizbeth Koenig Golombek, El Camino Real Adult School-Canoga Park, CATESOL, fall 1995

EL Civics: Employment

By Alisa Takeuchi

Our third EL Civics unit for the 2007-2008 year is Employment. This is one of the most popular topics for our students. **Night teachers** can especially relate to this competency with their students because 98% of them have jobs, are looking for new jobs, and/or would like better jobs.

Five Tasks

This unit is a portfolio consisting of 5 tasks for assessment: Classified Ads, Application, Resume, Work Sample, and Reflection. Each level will do all 5 tasks.

Remember

Keep in mind that our job is to teach the curriculum for a minimum of 30 hours. Please use a variety of resources we have available at LEC and CHEC. Many of our core textbooks have an Employment Unit which can be used in lieu of or as supplemental material. Remember, all levels of the curriculum supplied to you are available either on the Intranet at LEC and CCFC or in the Room 28 server at LEC. Access is unlimited and I encourage you to look at the materials from other levels than your own and use them as you wish.

Share

Take this time to really connect with your students. Share your job stories—good and bad—they will love it! Please talk to experienced teachers, any PST, or me if you have questions.
atakeuchi@ggusd.us

Vocational English as a Second Language VESL

By June Nguyen/Nancy Fyson

A VESL/Business class at Lincoln Education Center has been in place since 1994. Over the years, the class has changed and grown to reflect student needs and computer use. Since Fall 2002 and continuing now, Dr. June Nguyen has created, hosted, and maintained the VESL learning website as part of her class. Additional VESL classes have been added this school year: VESL Auto Repair and more sections of VESL Business (Friday afternoons, Saturday mornings, Wednesday nights and Tuesday/Thursday afternoons).

The purpose of VESL (Vocational English as a Second Language) classes is to assist ESL students in improving their vocational English skills through learning specific subjects such as keyboarding, word processing, and spreadsheet programs. Two new sections highlight a review of basic math skills and application to accounting and business/finance. The course content is revised annually in response to student needs and workforce requirements. All VESL course overviews can be downloaded at our new website <http://veslonline.net/>.

Due to VESL students’ differing educational backgrounds and levels of English proficiency, students are encouraged to work in teams, using online dictionaries and instructional resources accessible via the class website at www.checlec.net/. Students submit completed assignments via e-mail, and their classwork is converted into .PDF format and posted online to share with classmates. Some students share their work with family and friends as needed via the website, also. During the final weeks of instruction in a semester, students are taught how to use MS PowerPoint to create links and submit a presentation as their “final” assignment.

ESL News:

Field Trip to Aquarium



By Alicia Takeuchi

As a last hoorah for my Fall semester students, we studied “Fish, Sea Animals, and Reptiles” from our Word by Word Picture Dictionary. We learned all about the names of different creatures, wrote present tense and past tense sentences about what they do and where they live, and watched Finding Nemo. Finally on January 30th, my class and **Christina Kubes’** class went to the Aquarium of the Pacific in Long Beach. It was truly amazing how excited the students were to actually see and touch so many of the animals they had only previously seen two dimensionally. They called out the names of the fish and animals they recognized, which were quite a few, and for one day, my Beginning Low class felt like their English was up to par with Christina’s Advanced class. It was magical.

If this activity is something that interests you, come to the Field Trips workshop scheduled in April. There are many places teachers can take their students to supplement their terrific lessons. More information about this workshop coming to your email or box soon

“Ready to Go” Lessons

by Bev Krivokapich

If you haven’t used the ready-made lessons in the publication “Hands On English”, you’re really missing an opportunity to include some effective and fun activities for your ESL students. The bi-monthly publication offers theme-based activities using the following formats:

- ⇒ Multi-level crossword puzzles
- ⇒ Grammar grab-bag
- ⇒ Multi-level dictation
- ⇒ Hints and tips
- ⇒ Reading activities on current topics
- ⇒ Vocabulary practice
- ⇒ Conversation activities

You can find copies of current and past issues in the Resource Rooms at LEC (A-1) and CHEC (room 42). Use as a part of your regular curriculum. Keep copies on-hand for “filler” activities or meaningful emergency lessons for substitutes.

“My Journey” - A Student Essay

By Dong Le (LEC student of David Esch and Diana Williams)

I came to the United States in January 1994 by plane. I left Vietnam in the evening and flew to Hong Kong and finally landed at Los Angeles airport.

I was given a visa by the American government who gave these to prisoners of war. I was a personnel staff member of the South Vietnamese government, functioning as the first lieutenant of MP. I was put in prison for six years when the Communist from the North took possession of the South.

I came to the United States with my family which consists of my wife and three kids. I did not bring any thing except some clothes to use everyday.

First, my family moved to Santa Ana, California and I have been living here until the present.

When I came to the United States, I felt everything was strange. Everybody used cars, while in my country the people are poor and behind. The United States is a free country, the people can write and talk to express their ideas. And now, I think the United States is a great nation and has a powerful national defense, the richest nation in the world.

W A S C Action Plans

ACTION PLAN 1

COMMUNICATION

Rationale Feedback from staff indicated the need to continue to improve communication among administration, students, staff and campuses

GEMS Addressed Decision making, responsibility, work collaboratively, use technology and achieve personal, academic and career goals

<i>Task</i>	<i>Persons Responsible</i>	<i>RESOURCES</i>	<i>TIMELINE</i>	<i>METHOD OF ASSESSMENT</i>	<i>MEANS TO REPORT</i>
Improve processes for effective communication among all facets of GGAE with reference to: Email Handbooks Website Newsletter Day/Night Staff Adjunct Administrators Student/Staff Orientation Counselor Outreach	Administration Leadership Team Counselors PSTs Teachers Classified Staff Front Desk Staff	Website Computers Meetings Funding	Yearly Semester Leadership Meeting Ongoing	Annual spring survey Observations by Administration and Leadership Team Student/Staff/ Community Feedback	Results of Survey Leadership Team Meeting Minutes Other meeting minutes Calendars Newsletters

ACTION PLAN 2

EXPAND COURSE OFFERINGS

Area of Improvement

Rationale Based on self-study evidence, it was determined that course offerings be expanded in select program areas

GEMS Addressed Goal setting, using technology, being active participants in the community, achieving personal, academic & career goals, acquiring greater self-esteem, confidence and determination to deal with life's challenges

<i>Task</i>	<i>Persons Responsible</i>	<i>RESOURCES</i>	<i>TIMELINE</i>	<i>METHOD OF ASSESSMENT</i>	<i>MEANS TO REPORT</i>
To expand course offerings to meet changing student and community needs through: Distance Learning Career Technology Education Older Adults	Administration Leadership team Student/ Community Profile Committee Counselors	Funding Demographic Reports Staffing Community District Policies	Ongoing	Annual spring survey Attendance Monitoring Community input Teacher input Student input	Leadership Team Meeting minutes Results of Surveys Newsletters Course Catalog Website TOPS Pro

W A S C—Continued

ACTION PLAN 3 *MARKETING*

Rationale Based upon self-study evidence, it was determined that a long-term marketing plan is needed to expand student and community awareness of GGAE programs

GEMS Addressed Using technology, demonstrating understanding and acceptance of cultural differences, pursuing lifelong learning and working collaboratively

<i>Task</i>	<i>Persons Responsible</i>	<i>RESOURCES</i>	<i>TIMELINE</i>	<i>METHOD OF ASSESSMENT</i>	<i>MEANS TO REPORT</i>
To develop a marketing plan including but not limited to the following: Website Student Orientations Counselor Classroom Presentation & Campus Tours Advertising Catalog Targeted Flyers Student Course Plan Options	Administration Leadership Team Student Community Profile Committee Teachers Counselors Community Liaison Webmaster	Radio Stations K-12 Schools Libraries Local Cable Stations Newspapers School & District Newsletters Chamber of Commerce Community Groups Students Course Catalog	Semester & Ongoing	Annual spring survey Attendance Monitoring Observation Student Feedback Enrollment Administrative Review Teacher Feedback Community Feedback	Leadership Team meeting minutes Results of Survey Activity Schedule Classroom Presentation Materials Copies of Flyers Advertisements Sign-In Sheets Student Evaluation

Spring Semester Moves

CHEC New Hires/Changes

Sagrario Gil: Spanish in the Workplace, Tuesday nights

Flora Jung: Jewelry, Friday, 12:45-3:45 pm

Yvonne Lebron: Sewing, Friday, 9am-1pm

Pam Clauss: Watercolor Painting, Wed, 6-9:10 pm

ESL:

Donna Barr: Beg High ESL Mon-Fri, 8:00 am-12:10 pm

Julian Han & Mary Robbins: have a combined ESL class that includes Int Low-High

Laura Sutton: additional Beg Lit, Mon-Tue nights

John Chelini: Beg Lit on Wed-Thur nights

Charmaine Wilkerson – moved from Spanish in the Workplace on Tue nights to Beg High on Wed-Thur nights

Retirements: Bonnie Johnson – after many dedicated years at Chapman and such tremendous service to our students

Resignations:

Cathy Johnson from Int. High ESL on Mon-Tue nights

Alicia Campos from Beg. High ESL on Wed-Thur nights

LEC New Hires/Changes

Daniel Mejia: HS diploma adds Mon night 5-8:30

Fernando Delgado: Quickbooks, T/Th nights

New "blended" distance learning classes:

Diane Hyde (LEC), Carlos Briones (CCFC), Alisa Takeuchi (CHEC)

ESL:

Yvonne Brooks: InterLow, M/W nights

Emily Ames-- Beg. Lit, M/W nights

Ray Hernandez: Beg Lit, W/TH nights

Mindy Can: 2 VESL classes, Wed night, T/Th 12:30-2:30

Diana Mendez: VESL Business Fri pm

Estella Torres: Beg Lit Mon-Thur

Lisa Garcia: to Clinton Corners for BegLow Mon morning.

Ouynh Nghiem: BegLow, W/Th nights

Addie Ryan & Pam Stickler: to LEC Beg Low/High nights

Lily Poojary---ESL writing class. Sat

Resignations:

Kim Standeford, Melissa Hansen, Nguyet Thomas, Jerrica Rau

New ID Law Goes into Effect

By Cherita Stevens

A new law is going into effect that will require a national ID card for certain purposes. The REAL ID ACT was passed into law in 2005 by the U.S. congress. It is an outcome of the September 11, 2001 attack on several important locations in the United States by terrorist forces.

The Department of Homeland Security announced on Friday, January 11, 2008 that the plan will go into effect in many states during May, 2008. The new ID cards will be issued by the Division of Motor Vehicles offices in most states.

The purpose of the new ID card is to make increase security in the US and to make it easier for law enforcement agencies to detect terrorist activities.

Not everyone is required to have the new ID card. It will be required for persons who:

- ⇒ Enter Federal Buildings
- ⇒ Board airplanes with international destinations
- ⇒ Enter nuclear power plants

Deadlines have been set for obtaining the new ID card:

Over the age of 50 years – 2017

Under the age of 50 years – 2014

For more information, visit the Department of Homeland Security website, at www.dhs.gov, or www.national.id.card.com.

Food Drive - Huge Success!!!

By Alisa Takeuchi

Just after Thanksgiving, I read an article in the newspaper about the Orange County Food Bank located in Garden Grove. The article stated that because of the recent wildfires, they were depleted of their resources and were concerned about the upcoming holiday season. I felt compelled to try to do something because they had been so generous with us with past projects like the 5-A-Day nutrition unit and all the incentives they provided for us at no cost. I went to their website to see what I could do.

Getting Organized

They had a list of food and health items that were desperately needed. I had never organized a food drive, but I thought maybe some of our students would like to contribute. After making flyers and pro-

viding boxes, I hoped for the best. In 3 weeks time, I would have been thrilled with 400 food/health items.

The woman at the food bank was practically in tears.

Lots of Help!

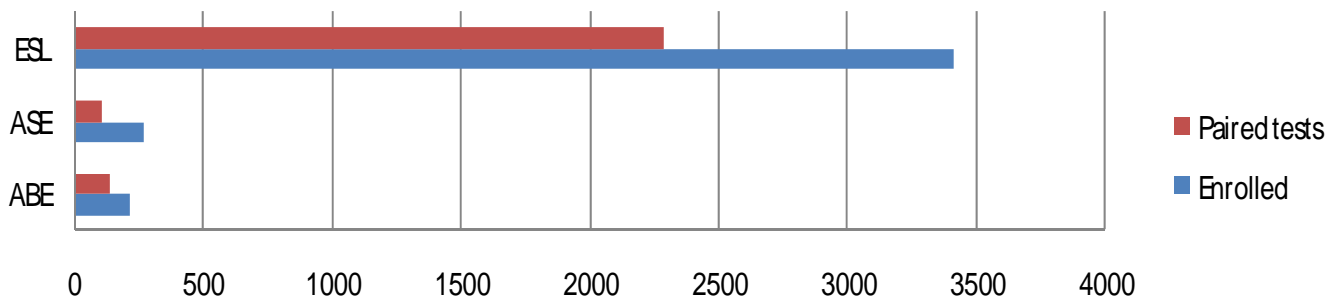
On December 19th, **Nancy Fyson** and **Rita Assaf** came to CHEC with trunk loads of food, plus all the stuff in the back of **Bill Langan's** truck, plus the contributions from Chapman. Bill, **Christina Kubes**, and I loaded up two

huge trucks and went to the food bank. **Our total came to 1, 212 lbs of donations; more than 1,000 items!** Needless to say I was astonished. The woman at the food bank was practically in tears. She was so grateful and appreciative of our donation.

Generous Students

I'm truly humbled at the generosity of our students, the hard work our teachers put forth to help out, and the desire to really want to help people in need. Now that I have one food drive under my belt, you can be sure to find a flyer, a box, and encouragement for all the teachers, in all the departments, at all the campuses for December 2008! I'm really looking forward to breaking our current record. Not only did we donate items needed, we raised just about \$200.00 in pocket

Enrollment Fall/Spring 2007/08 (LEC)



Senior Program Spotlight

By Laura Gardea

The students at West Grove Community Park Advanced Low Impact Aerobics Class are celebrating their GEMS achieved for 2007 which include:

- * 29 Minutes of continuous Aerobic Movement
 - * Taped Class Routine on CD (Produced by Technology Mentor, Blair Roy)
 - * Discovery Education streaming home work assignments
 - * Community Involvement that include Memory Walk, Second Harvest Food Bank, Walking in the Strawberry Parade, Health Fitness Expo, Active Games Tournament, and the Ageless Expressions Art Show.
 - * Continuing their education by attending classes at the Adult School Campuses and Senior Centers throughout the County.
- These are Active Seniors who travel the globe, develop nurturing relationships in class and seem to be younger each semester. Ages range from 49 to 90 year young! We invite you to work out with us!!

Class meets Wednesday and Friday Mornings.



HIGH SCHOOL DIPLOMA PROGRAM

From ggadulthoodeducation.org

**Earn Your High Diploma!
Need a High School Diploma?
YES!**

The diploma program offered in the Adult Education program of the Garden Grove Unified School District is accredited by the Western Association of Schools and Colleges which means the high school diploma is accepted by colleges if you plan to move on to higher levels of education.

Value of a diploma

A high school diploma can help you reach your goals. A high school diploma helps you with:

- Promotions at work.
- Qualifying for a better job which requires a diploma

- Qualifying for military service
- Qualifying for enrollment into trade or technical training schools
- Continuing education at community and/or state colleges

Counselors will help!

Students working for credit toward a high school diploma **MUST MEET WITH A COUNSELOR PRIOR TO ENROLLMENT IN CLASS**. Prior high school records of credits (a transcript) will be obtained by the counseling office. There are many ways of gaining credit. You probably have more allowable credit for a diploma than you realize. Credits may come from the following:

- previous high school courses
- community college courses
- private school courses
- correspondence schools (USAFI)

- military service
- work experience

Each June, Garden Grove Adult Education has a graduation ceremony for students who have completed diploma requirements. Graduates wear a cap and gown and receive diplomas in front of family and friends.

COME IN and speak to one of our Counselors about the high school diploma program.

Subject	Credits Req
English	40
Social Science	30
Math (incl Algebra 1)	30
Visual and Performing Arts	10
Science	20
Health Education	5
Electives	55
TOTAL	190

The Adult Editor is a newsletter for the teachers, staff and administration at Garden Grove Adult Education and ROP. To submit articles or ideas, send an email to Bill Langan or Nancy Fyson.

Spring Semester at R O P

By Denise Clynes

ROP is offering a very full schedule of classes for the semester. Our classes offer entry-level job skills for high school and adult students. There are classes in computers, medical, animal care, business and industrial technology such as air conditioning technician, construction and the new field of "home technology integration".

We have also started a "crime scene investigation" class. There are also offerings in culinary arts, sports medicine, merchandising, internet design, digital design and computer aided drafting, automotive and accounting. Most of the classes are "open entry" which allows beginning a class almost at any time. Any interested student just needs to register in the offices at either Chapman or Lincoln.

www.ggadulthoodeducation.org

Now includes course catalogs.

See the new, improved website.

Feature Teacher: **Raymond Hernandez**

Raymond Hernandez is our feature teacher for this issue. He has been teaching in Adult Education for 8 years. He recently returned from Florida and is very excited to get back to his true passion, which is Teaching ESL to adult students. Raymond is very creative and dynamic in the classroom and a true professional that performs his duties with the utmost efficiency and ability. As Raymond says, "My position as a leader and a teacher allows me to infuse my students with a tremendous motivation and instill in them an appetite for the joys of learning a new language. Education is a life-long experience for many and it is also constantly changing." Raymond is an individual that prides himself on the quality of his performance. He has a sincere concern for the welfare and betterment of the community and he gets a genuine sense of satisfaction and accomplishment through educating individuals which comes through in his delivery.

Raymond loves to meet new people and has a humble spirit. When you see him, probably at LEC, say "Hello".

March Events:

- 2-5 WASC Visitation
- 11 CAHSEE testing
- 14 EL Civics-Employment ends.
- 21 Holiday-No School
- 25 CASAS testing
- 28 PST Mtg. CHEC 1-3.

April Events:

- 7-11 Spring break
- 30 Red Cross blood drive

