End of the Year Scholarship Awards Celebration!
When: Monday, May 13, 2013, 2:30 pm to 4:30 pm
Where: F-Building, College of Alameda

Congratulations to the Founding Mothers of the Learning Communities for winning an award for “Innovative Teaching” at the recent “League for Innovations 2013” conference in Dallas, TX!!

MEET OUR NEW STAFF

MAYA CHINCHILLA
Our new English 201 A/B Adelante teacher.

MARIA ACUÑA
Our new English 269 A/B Adelante teacher.

Adelante Art Project on Criteria for AB540 / Dream Act
May 7th 2013
F Building College of Alameda
(More information inside.)
Lunar New Year Party

Lunar New Year Party at F Building on February 28, 2013

Lunar New Year is celebrated based on the lunar calendar. It is the most important Chinese holiday. Unlike the usual New Year celebration that takes place on the 31st of December, there is no fixed date for the Lunar New Year, meaning that it’s different each year. The dates range from late January to February. This year it was on Sunday, February 10. There are many ways to celebrate the New Year and at College of Alameda, we celebrated it with free Chinese food and free films by Asian American directors.

Cindy Trinh, an APASS student with Lily Chien-Davis and Karen Yu, volunteered to decorate the Lunar New Year Party. She was happy to volunteer because she “wants others to know about the tradition.” Chinese New Year is a special time for Cindy and her family. Cindy’s family goes out to eat dim sum in Daly City to celebrate that special time.

Congratulations, Veronica Liu for being accepted to UC Davis!

"I’m really happy that I went through the APASS program. Going through this program got me to break out of my shell. I’m no longer shy! I’m really grateful that Christine [APASS instructor] and Diane [APASS counselor] were there for me when I went through a lot of hardship. They were very patient and helped me every step of the way until I reached my goal. The class helped me improve my writing, which helped me pass English 1A and English 5; I never knew I could pass those classes before, but after going through APASS I knew I was ready to pass those English classes. I really miss being in APASS with all my fellow classmates the two years I was in APASS."
1) **What was the best thing about APASS? And how do you think it helped you achieve your personal and academic goals?**

The best thing about APASS is that it helped me to learn how to re-interact with many people, especially people of different ethnic backgrounds, because 1. the teachers schedule guest speakers to teach us, the students, of the cultural background who has great knowledge of that particular subject; 2. the teachers are really invested in their students’ outcome and success; and 3. the students and teachers are so friendly and so willingly to help you. It has helped me achieve my academic and personal goals by allowing me to “reach for the horizons.” All kidding aside, it allowed me to acknowledge that it is okay to ask for clarity, help, and nothing is impossible if I really want to succeed in it.

2) **What is one thing you’d tell other Learning Communities students?**

One thing I would tell others who are going to attend the Learning Communities is not to be intimidated when you enter; you will be welcomed with open arms.

3) **What lessons did you take away from your experience in the Learning communities?**

Lessons I took away from my experience while attending the Learning Communities are that people have good attitudes and temperaments; there are many people who are friendly, nice, and had the willingness to help me.

4) **Anything else about APASS and the Learning Communities? A fond memory, perhaps?**

A fond memory from my time in the Learning Community was the awards ceremony where I was awarded “having a good sense of humor,” winning a scholarship, and upon meeting some of the students and teachers for the first time, I just felt like I had this sense of connection with them right away, thus leaving me feeling I could rely on their expertise.

Congratulations to Kassandra Tieu for getting into Cal State University East Bay! (Kassi--now a communications major, after completing her AA-T Communications degree at CoA in the Fall of 2012--took time out of her busy schedule to answer some questions for us.)
Q & A WITH DARLENE ELASIGUE:
(APASS English Professor; also teaches English 1A)

What have you been doing in your class this semester?
Of course, I’ve been teaching reading and writing! How to analyze when we read, you know, what to think about when we read or what it is we’re doing when we think about what we think about. I teach grammar and how content should come first before punctuation. Punctuation can change the meaning of a sentence entirely—even just a comma.

What kind of assignments did you teach?
Lots of assignments, but my favorite one is at the end of the semester. All essays have a thesis and in the beginning of the semester, I give a lot of direction on thesis development and many times that means that students write essays that are variations of theses that I’ve talked about. By the end of the semester, students are more comfortable and confident in creating their own theses. They are excited to write about what they want to write about and I feel very lucky to read these essays.

What events have you been a part for your learning community recently?
I went to the APASS Lunar New Year event. It was a little overwhelming trying to serve food in an orderly fashion, but that’s when students come in. There were several students who were willing to help out to keep the event organized.

What do you enjoy about the Learning Communities? Your particular Learning Community?
I enjoy the encouragement of community in the Learning Communities. Everything is much harder to do by yourself. Camaraderie augments learning. When you see people who are doing what you are doing or who have arrived at where you’re trying to go, and trying to do it on the same path, it can be really motivating and comforting. Community is what I really enjoy about the LCs. In fact, the professors who I work with are my community as well. I am lucky to work with such wonderful people and to have the LCC space in which to interact with colleagues and students.

Q & A WITH KAREN YU:
(APASS Counselor/Coordinator)

In class, I’ve been teaching the importance of building a community to help each other in pursuing their dreams to finish college. The type of assignments I have given are asking students to write a letter to a professional in the field of their major and researching how their chosen person became successful. Also, I have assigned three hours of community service. I enjoy being a staff at the Learning Communities because I am passionate about working with students from a diversity of backgrounds. Also, I enjoy teaching students about the Asian culture and breaking the stereotypes and myths about it. In the APASS Lunar New Year, I introduced two films to allow a discussion on the myths of the stereotypes and how to create an open dialogue in talking about racial identity.

In my APASS learning community, I enjoy being in a place that is supportive to students and helps them to grow into being a better person. I believe in my students to reach their potential and interested in showing students ways not to give up on their dreams to finish college.
APASS Students Spotlight:
Geno Parizal and Demetrius Phillips

GENO PARIZAL
Recently, Geno Parizal, who served in Iraq and Kuwait, was in the press when he went to Sacramento because he was “asked to testify at a hearing on State funding for community colleges as both a D.S.P.S and veterans student representing our college, along with another student L. Bell.”

Geno continues: “Since 2009 to the current date, the state has reduced funding to the community colleges state wide in order to get the budget balanced. Some programs were drastically impacted. Both E.O.P.S. and D.S.P.S. funding were reduced significantly. D.S.P.S. lost forty percent to their budget. In spite of the loss of funding, D.S.P.S. is still mandated by the Federal A.D.A. (Americans with Disabilities ACT) to continue providing services to students. Some services provided to D.S.P.S students: sign-language translators/interpreter for deaf students, note takers for blind students to transfer notes into other media formats such as Mp3s, academic/personal counseling for all of their students, a computer lab, a separate room to monitor their students when taking tests with extra time, and English and Math support classes. Twenty students testified from across the state along with faculty and administrators, seventy of us spoke. As a result of our testimony, the state may restore funding into both E.O.P.S and D.S.P.S twenty-five million into each program. We have to make another trip to Sacramento on the first of May for another hearing and press conference.

In addition to this, Geno also attended the recent APAHE Conference (Asian Pacific Americans in Higher Education) in April to speak about his positive experiences within the APASS Learning Community, on a panel for the workshop, titled: “Asian Pacific American Learning Communities: Creating a Statewide Presence in California,” along with APASS instructors, Darlene Elasigue, Karen Yu, and Lily Chien-Davis; Laney College’s Phoumy Sayavong, Ph.D; Grace Ehron of the Puente Project and University of California, Office of the President; and Tom deWit, Umoja Community, Chabot College.

DEMETRIUS PHILLIPS
APASS student, Demetrius Phillips recently volunteered, alongside APASS instructor, Darlene Elasigue, and Laney College’s APASS Program Specialist, Tomoko Roudebush, at the Education Summit at CSU East Bay on a Saturday in February, 2013.

Here is an excerpt from an email from Tomoko:

“Dear APASS community,
We are so proud of our Laney and College of Alameda students! Each person played a significant role at this event. APASS would like to thank and recognize the following students and guests who took the time out of their weekend to help out our community:

Demetrius Phillips (Laney College/APASS Student-College of Alameda: Thank you for preparing the event, connecting with students at CSU East Bay, ushering students, and lifting all those heavy boxes!”
FROM PATRICIA POSADA:
(Adelante Counselor/Coordinator)

On behalf of College of Alameda Learning Communities; Adelante and the Latinos Unidos Student Club would like to THANK YOU for your participation in sharing the knowledge and resources that each of you provided at the Dream Act event that was held Tuesday at noon. It was coordinated by the students for the students, faculty, staff and administrators so that everyone would be informed of the struggles and challenges that they face as an undocumented individual. The videos, the stories, the symbolic butterflies and the humbleness shared with one another was what the session was about. It was about "breaking the silence and feeling free to ask for help and guidance while in school".

The students created a beautiful butterfly that symbolized "Migration is Beautiful" (a design and motto that came into fruition by Favianna Rodriguez, an artist, an activist and a speaker who travels the states planting the seeds in the communities at large. One of our English professors, Maya Chinchilla planted the seed in the English 201AB class, she shared Favianna’s video and for so many of the students, it resonated with them and they took action. The timing couldn’t be better as there are political issues of immigration all over the news at this time.

Thank you to: Mr. Romeo Garcia for the wealth of knowledge you provided to our students and goodness what a powerful story you shared with everyone! Did you see the students you inspired? Ms. Chinchilla for the Spoken Word, "Papeles", it was beautiful! A special thanks to Merritt College’s Financial Aid work study students, Vanessa and Jovita for coming out and sharing the handouts and information - awesome! To LUSC President, Gabriela Flores and all the LUSC members for their hard dedicated hours of coordinating this event and designing the BIG butterfly! To the LUSC faculty advisors for believing and supporting the students SIEMPRE! Also, to all the students in Counseling/English 269AB who created the beautiful flowers to put up on the walls! Always an abundance of hugs to our good folks who always take care of us at COA...Shawn Foster and M&O gentlemen.

Let’s do this again! Adelante!

A picture of the butterfly design (see below) was created by Adelante Learning Community students. In the photo are two English adjunct faculty who support the Adelante Learning Communities: Ms. Maya Chinchilla and Ms. Maria Acuna.
Hello all,

I wanted to let you know about the amazing event on resources for undocumented students, families and allies that our Adelante and Latinos Unidos students put on today with the incredible support of our own Patricia Posada. It was so great to see the students work together and to be inspired by some of the activist art work that I originally brought into my class at the beginning of the semester. The butterfly, as I'm sure many of you know, has been used to symbolize not only change and growth but the natural migration patterns of all living beings. I brought this art work to my class to talk about voice, community, creativity, migration, the human journey and the use of metaphors and symbols in our every day life.

In addition to putting on this informative event, Patricia and the students, inspired by the butterfly symbol, ran with the idea and created a giant butterfly for people to take pictures in front of to show their solidarity with all migrants and have a little fun at the event. They also decorated the F-building with smaller butterflies which have now migrated to the Learning Community Center [CV-124]. It is really impressive.

If you want to get more background check out migrationisbeautiful.com or look up the work of Oakland based artists, Favianna Rodriguez or Julio Salgado. Here is a link to some of their art:


I'm including part of our agenda so you can get an idea of the information shared at the event. Romeo Garcia from the Peralta Foundation also came by and shared his testimony about only finding out two years ago after going through school up to his masters that he was actually undocumented, born in the Philippines. Such inspiring stories now helping our students get the resources they need to succeed. Hope you are having a beautiful day!

Spoken Word, "Papeles" and the "Butterfly"
Maya Chinchilla – Adelante English Professor

Gabriela Flores, Latinos Unidos Student Club President
Patricia Posada, Counselor/Coordinator Adelante Learning Community

• Criteria for AB540 / Dream Act - Merritt College
The Deferred Action for Childhood Arrivals (DACA)

"The Wait for Approval" for DACA
Luis Barrajas, COA Student

"Break the Silence or Else... "
Alejandro Rios, 2009 Alumni Adelante Learning Community

Financial Aid Support and Process COA Financial Aid
Q & A
Take a Photo with the Butterfly!
The California Dream Act

Financial aid is available to Dream Act students* attending a California community college.

California Dream Act students at community colleges are eligible to apply now for:

✧ Privately-funded scholarships
✧ Board of Governors Fee Waivers
✧ Assistance from EOPS, CARE or CalWORKs
✧ State financial aid like Cal Grants (for 2013-14 academic year) and Chafee Grants

Check with your local college financial aid, scholarship, EOPS/CARE and CalWORKs offices for assistance.

*You are a Dream Act student (AB 540 eligible) if you meet all of the following criteria:

✧ Attended a California high school for at least three years;
✧ Graduated from a California high school, got a GED or passed the California High School Proficiency Exam;
✧ Are registered or enrolled at a California community college;

AND

✧ If required, complete an affidavit saying you have filed (or will file when you are eligible to do so) for legal immigration status.

Please see the college Admissions Office to determine if you are AB 540 eligible.

MAKE YOUR COLLEGE DREAMS COME TRUE!

Get started now... For more information, visit your local community college. To find the college closest to you, learn more about financial aid, and to apply, visit:
www.icanaffordcollege.com/dreamact
Q & A WITH MARIA ACUNA:
(Adelante English Professor)

What have you been doing in your class this semester? What kind of assignments did you teach?

This semester we explored the concept of identity through readings and current articles. One important assignment is the final essay which is a photo based research project where students use a photo to explore their identity and family history, and the other is a group project that explores the same concept, but aimed at producing a visual/artistic product and a short narrative of the intention in the art.

What events have you been a part for your learning community recently?

For Black History Month/Women's History Month and to continue our exploration of the complexities of identity, I invited poet/writer/activist/musician Avotcja to my class and I hope to bring her to the college again next semester, but to the F building, so all students can experience her powerful work and presence. I also attended a very important informative event organized by Latinos Unidos to provide information about the Dream Act.

What do you enjoy about the Learning Communities? Your particular Learning Community?

I enjoy the shared effort and love for students and the strong commitment to their success, and the Learning community room is fundamental for this to happen. En la unión está la fuerza! (together we find strength).

Being part of Adelante as an instructor allows me to use my cultural experience to be closer to students and have more resources to help them succeed, which validate my cultural and educational capital and theirs as well.

Adelante English Professor, Maria Acuna, meets with students.

Q & A WITH GABRIELA FLORES:
(Latino Unidos Student Club President and Adelante student)

My name is Gabriela and I am in my second semester here at College of Alameda. I have to say, it has been an extraordinary time so far for me. I am recently president of the LUSC, and I love it! I get to not only grow as a person, but take responsibility and help out my community (viva la raza!) although it gets hectic, I love the price I pay and by that I mean in the most positive way! I am a part of the Adelante Learning Community, with Patricia Posada, who has been a wonderful motivator and has inspired me to reach my goals and stand up, not only as a person, but as a woman. I hope your old or new incoming students realize how wonderful the college is and the activities benefit not only for your own common interests, but for the growth as college students.
In the past two years as the Adelante Learning Community English instructor, I have made a number of pedagogical adjustments—no semester has been the same—that increase student engagement, success and retention. The following is an epitomizing sketch of one of my latest student-centered adjustments.

I have discovered that an English course that emphasizes STUDENT VOICES can empower students to embrace their student identity, which is a big deal given a number of pre transfer level English students often come to campus feeling alienated from academia. I have discovered that building in a semester long project-based team research assignment enables students to build community as they explore serious topics of their choice; the project-based team research assignment fosters student/student, student/faculty and student/community collaboration while transforming students into educators. The assignment requires teams of 3-5 students to record “live” newscasts during the final day of the semester, making the final day of instruction their day to instruct and a proud culmination of weeks of researching, data collecting and organizing, interviewing, logistical trouble shooting and script writing. The newscast project will educate and challenge students while achieving an often unmined student teaching outcome: students will have the opportunity to disseminate their newscasts as educational videos, videos that will educate their community on issues ranging from national and state legislation to local matters (abortion, global warming, deferred action, privatization of public education and the Occupy Wall Street movement, for instance).

Students will not just turn in a final essay that likely only their English instructors will ever read—though they will do that too—they will also educate their community by producing meaningful, impactful, far-reaching work. Students’ newscasts will be recorded by members of the Learning Community Movie Team, a collaborative inter-community team that aspires to capture students’ concerns, challenges and successes as they serve as leaders and models of collective collaboration; additionally, my students will have the opportunity to edit their own newscasts, perhaps forming bonds of friendship that persist beyond the college and beyond the semester. My curriculum engages students by making them into movie stars while offering them a twenty-first-century education. Project-based learning shows students the goal—live newscast reports—and makes them, as a collective, responsible for reaching it, together. In order to complete the process they will need to learn how to do library and field research, interview/formulate questions, examine evidence, adapt, collaborate inside and outside of class, rehearse (“revise”), give and receive feedback and think critically; in order to reach their goal, they will have to not only improve their literacy but their computer literacy as well: Moodle, Facebook, Google Docs, Power Point and Final Cut X.

Their learning will be contextualized to their projects (problems): “Oh, you need to find a way to collaborate and share research articles and notes with your team when you have different schedules, well, there’s this thing called Google Docs....” From a pedagogical perspective, the newscast projects enable more tangible and contextualized introductions to concepts like “audience,” “genre,” “paragraphs,” “transitions,” “citations,” etc. The newscast projects allow more meaningful team-specific homework assignments that will keep the newscast project burning all semester long: students will write formal project proposals (as if applying for grant money), update the class on their topics, their findings and research methods, or they will post succinct summaries of relevant news articles onto their team’s Google Doc. One student brought in a recording of a conversation he had with a University of Phoenix recruiter; he excitedly asked me if I could download it from his phone and share it with whatever teams were working on the privatization of public education! Although Saddam Shariff is working on a topic about undocumented students, he managed to conduct an interview for other teams; he even saved the recruiter’s business card—now that’s collective collaboration! The newscast project has collective origins as well.

A version of the idea came from Hilda Fernandez of Foothill College during a lunchtime conversation we had during Acceleration in Context’s Summer Learning Institute at Chabot College (Summer 2012); thank you Sean McFarland and Tom Dewit.

For more info, here is the link to this article: http://web.peralta.edu/accelerated/files/2012/05/Adelante-Learning-Community-Pedagogy-Emphasizes-Collective-Success1.pdf
Q & A WITH VANESSA LEWIS:

(Amandla English Professor)

What have you been doing in your class this semester? What kind of assignments did you teach?
In both classes, we read a plethora of critical and personal essays that examine how marginalized communities respond to institutional and systematic oppressions, including strategies of resilience and survival. My 269 read Arab in America by Toufic El Rassi - a beautiful graphic novel about one man's experience as an Arab and Muslim in Post Gulf War USA. We watched the films "Mooz-Lum" and "Fahrenheit 9/11" to add to the context of the novel. My 201 read Assata: An Autobiography. This text looks at the pervasiveness of systematic and institutionalized oppression during the 1960's-1970's and how they impacted the social consciousness of this country and the psychology of many African Americans. While reading this text, we watched "Black Power Mixed Tape" which looks at the ways the Black American Community militantly fought various forms of social and institutional racism during that time period, as well as ways racism fought back. In both class, we used theatre, creative writing, passionate debates, music, art, and laughter to work on active reading, critical thinking, and essay formation.

What do you enjoy about the Learning Communities? Your particular Learning Community?
I love working in the Amandla Community because it feels like I am working deep in the heart of my family. I am deeply in love with my students. While we work on reading and writing strong essays, paragraphs, and sentences, we also learn strategies to better love ourselves and society. We examine the ways infrastructural oppression seeps into our intellectual and physical memories, and celebrate ourselves for the liberating and resilient ways we have learned to survive and disrupt cycles of violence. We laugh and joke in ways that can only happen in spaces of safety, empowerment, and the familiar. We examine the ways education is, and should be, healing and empowering. Through my Amandla students’ assignments and conversations, I learn more about myself and the world. I am a better person for them. I also love my colleagues in the Learning Communities. When I feel helpless, insecure, uncertain - I know that I can go to them for encouragement, nurturance, reassurance, and problem solving. Our regular pedagogy meetings have helped me become a better teacher and have introduced me to wonder new books. Working in the Learning Communities is, in so many ways, the epitome of bliss.

“...we used theatre, creative writing, passionate debates, music, art, and laughter to work on active reading, critical thinking, and essay formation...while we work on reading and writing strong essays, paragraphs, and sentences, we also learn strategies to better love ourselves and society.”
“‘Togetherness’ sums up the Amandla Learning Community.”

Pele Martin, an Amandla student in “Ms. V’s” English 269 class is more than happy to discuss his feelings about his learning community.

Amandla instructor, Vanessa Lewis, tutors her student in the Learning Community Center.

Amandla students stop to pose near the F-Building.
Amandla Guest Speaker: Minister Keith Muhammad

FROM ELLEN DAVIS
(AMANDLA COUNSELOR/COORDINATOR)

The guest speaker who came to speak with Amandla students was Minister Keith Muhammad. His topic was the importance of respect and education. We also talked about internalized racism and how we process that. He also talked about the new form of slavery and how it is visible in the prison system and the streets of Oakland. There was also the topic of wanting to reach out to the neighborhood and trying to connect with the younger population and making Oakland a better, safer place to live.

“...the importance of respect and education.”
BLACK HISTORY MONTH EVENTS AND ACTIVITIES

Amandla, in collaboration with the African American Student Union and the Black Studies Department, had three separate events this February, in the Spring 2013 semester. Sherrone Smith and Rochelle Olive worked to make this a dynamic experience. There was an open mic, a panel examining what freedom and equality looks like in contemporary African American community, and a hip hop show.

(From the Black History Month flyer:)
Black History Month Reading: Love and Liberation!

Student, Faculty, and Staff reading around themes of Blackness, Love, and Liberation: community love, revolutionary love, family love, romantic love, Spirit/Ancestor/God love, friendship love, nature/earth love, and self love.

State of the Community Panel: At The Crossroads of Freedom and Equality

Leaders and experts from a variety of fields, such as health, education, spirituality, and social justice will convene to discuss the state of the African Diasporic community in the United States. We will discuss contemporary issues and concerns that directly impact the health, economy, freedom, and equality of our communities. We will look at the intersections of various institutional complexes and examine how they aid, empower, and perpetuate oppression.

Audience members are encouraged to bring their opinions, questions, and experiences to the conversation.

“We will look at the intersections of various institutional complexes and examine how they aid, empower, and perpetuate oppression.”

Continued on page 13
BLACK HISTORY MONTH ACTIVITIES
(CONTINUED FROM PAGE 12)

Pan African Jubilee

Food, Music, Vendors, Games, Performances, Fun! There will be a DJ playing afro-global music, local and student performers will be invited, vendors will sell arts and crafts, soul foods from around the globe will be available for purchase, students will host booths with information on Black History, and carnival style games will be played.
Q & A WITH TEYA SCHAEFFER:
(Create the Class English Professor)

The Learning Communities are a wonderful support for both students and teachers. The linked classes bring a stronger group identity and commitment to each other’s success along with the specific lessons in English and student skills. In the fall, Create the Class English 269 benefited by being a full learning community linked with Counseling 224/248. This semester’s English 201 missed out on that connection but still carries forward the focus on collaboration and design in areas such as essay evaluation and group projects.

This semester’s focus has been on what we value—from a smelly good-luck baseball glove to helping a neighbor to protesting a war—and what challenges our values, such as the need for money or a government decree that our neighbors be put in internment camps. As a final project, everyone is creating a book of values, an artifact written by a future self to be passed on to the next generation, a reflection on life lessons. The table of contents will include chapters both written and imagined: the semester is ending; we are moving forward.

What do I enjoy in this particular LC? Watching students grow and glow.

“The Learning Communities are a wonderful support for both students and teachers.”
Create the Class will be morphing into a new Learning Community next semester (Fall 2013)

Hear My Story: A New Learning Community!

This fall English 201A/B is linking with Library Skills for College Students (LIS 200, instructor David Sparks) for Hear My Story, an autobiography-focused community. We each have a story worth exploring. This class asks where did I come from, where am I going, and how does my story connect with others. Personal history, community history, politics past and present—the library class will help us find answers and new questions. We will read poems, essays, and memoir (a form of autobiography), and create some of our own: The semester culminates in a book of autobiography... including chapters not yet lived.

Curious? Contact the English instructor, Teya Schaffer at tschaffer@peralta.edu

Create the Class Coat Drive

In the Fall 2012 semester, Mary Shaughnessy (EOPS Counselor and former Create the Class counselor instructor) and her CTC students collected coats for their fundraiser.
A THANK YOU TO OUR GUEST SPEAKERS

A SPECIAL THANKS TO OUR GUEST SPEAKERS, YAE WADA, AND WILMA LEWIS, FOR SHARING YOUR STORIES WITH US ON MARCH 20, 2013.

Yae Wada - 93 years of Wisdom
Born in Berkeley, California - Educated and raised in Berkeley and Oakland Ca. When Executive Order 9066 was signed in Feb. 1942, Yae was taken to the Tanforan Racetrack in San Bruno, California as it was used as an assembly center during the early days of the Japanese American Internment. Yae, her husband, and her little girl were sent to a camp in Topaz, Utah where she had her first child. The United States government released Yae and her family July 1945. She traveled to Cleveland, Ohio where she had her second child. Yae returned to Berkeley, Ca in 1946 where she worked her father until he retired; and later worked for wells Fargo Bank as a Personnel Officer where she retired in 1983.

Wilma Lewis—89 Years of Wisdom
Wilma Lewis-Jaffe, a Native American, born May 17, 1924; where she lived on a small parcel of land with her parents in Oklahoma County, Oklahoma during the dust bowl and depression era. At 18, Wilma joined the National Youth Administration (NYA), the newly established Franklin D. Roosevelt New Deal program designed specifically to address the problem of unemployment among depression-era youth of that time. Wilma moved to New York, studied and graduated from City College New York (CUNY) School of Education and received a MS degree in Early Childhood Education at the age of 50. She began her career teaching in 1950 in adult education and subsequently received the New York State Adult Teacher of the Year Award for outstanding instruction and contributions to continuing community education.

Thanks to Dr. Jackson, Toni Cook, Marissa Nakano, and Karen Yu!
Learning Communities 2012-2013

Education is the key to success.

Educate your self.

Dream Big!
LEARNING COMMUNITIES 2012-2013
One word to describe the learning communities

Unity

Life

Togetherness

Life

Success

Family
Learning Communities 2012-2013

The human brain is the most outstanding object in the world.

To accomplish great things, we must not only act but also dream.
Thank you to our student-run LC Newsletter Team: Omar Argumedo, Gonzalo Perez, Jason Cong, and Stephen Luu (this was part of Karen Yu’s APASS counseling Class, with some guidance by Lily Chien-Davis).

From left to right: Omar Argumedo, Gonzalo Perez, Jason Cong, Stephen Luu, Lily Chien-Davis, and Karen Yu.

Student Quotes

“Being in the learning community has definitely been very helpful for me to get close to other students and be more out there. I am very shy, so always working in groups has made me able to get to know my classmates, which is something I would not have done on my own. The learning community really gets people together to learn about the different cultures as we work side by side. For the people like me who are shy, this gives them a push toward being more confident and being able to interact with others. The teachers are very nice and helpful whenever I am in need of anything, and are also very understanding. It has been getting harder towards the end of the semester, but I can always get help from my classmates and teachers. Overall, this semester turned out to be a good one.”

--Anonymous, APASS ENG 201, Spring 2013

“Being in a learning community is helpful because I’ll be taking the same class with the same classmates. It’s great to take the same class with the same people.”

--Mayra Hernandez, Adelante ENG 269, Spring 2013