

**Program Review Self-Study
Program Review
Community-Based English Tutoring (CBET) Program
Spring 2005**



CBET/ESL Instructor Richard Humphreys with his CBET students at Hoover School in Redwood City.

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Community-Based English Tutoring (CBET) Program

Part A: Overview of Program

What is CBET?

The Community-Based English Tutoring (CBET) program provides free English as a Second Language (ESL) and family literacy instruction to parents and community members who pledge to provide personal English language tutoring to California K-12 children with limited English proficiency

Redwood City School District (RCSD), Sequoia Union High School District (SUHSD) and Ravenswood School District (RSD) contract with Cañada College to provide adult English as a Second Language (ESL) courses in the communities of Redwood City, Menlo Park, and East Palo Alto. Courses are offered off-campus at Fair Oaks, Hawes, Hoover, John Gill, Garfield, Taft, and Roosevelt schools in Redwood City, at Willow Oaks School in Menlo Park, and at the Boys and Girls Club of East Palo Alto. In total, CBET operates at 9 different sites in three different cities, providing 17 sections of ESL courses. Babysitting services are available at 8 of the 9 CBET sites.

The CBET program is the biggest of three off-campus ESL programs in the ESL department (Menlo Park Center at OICW and Pescadero are the others).

The CBET coordinators administer a college orientation for all 17 off-campus sections, where they collect and process college applications, BOGG waivers, CBET pledges, and other registration-related documents. They also facilitate the purchase of student identification cards every semester by organizing a special field trip to campus for all students.

What are the program outcomes?

Upon completion of the program, CBET participants will be able to communicate at the sentence and short paragraph level, using the speaking, listening, reading, writing, grammar and vocabulary skills needed for work, their children's school, the community, and for advanced study on campus in the ESL program at Cañada College.

CBET participants with school-age children who participate in the family literacy component of the program will be able to help their children with language arts and math homework, read aloud to them using pre and post reading strategies and also employ a variety of other literacy-building techniques to use at home with their children.

As a result of their participation in workshops designed specifically for their academic empowerment, CBET participants will be able to teach their children about the California school system, including American academic standards, community college opportunities, matriculation and financial aid.

How does the program contribute to the overall mission of the college?

The CBET program helps students from diverse backgrounds accomplish their goals, both academic and vocational, by offering college courses that are community-based, provide babysitting services, and offer bilingual college orientation and matriculation. Transportation and childcare the two biggest obstacles to student retention/persistence (John Comings/NCSALL,2005) and the CBET program enables students from Redwood City and East Palo Alto’s low-income Latino neighborhoods to pursue academic goals despite their transportation and childcare limitations. Also of mention, the CBET program currently represents the only Cañada presence in the entire city of East Palo Alto.

To provide “life-long learning in partnership with its community and surrounding educational institutions” is part of the San Mateo Community College District mission and CBET is a collaboration with our three local feeder school districts (RCSD, SUHSD, and Ravenswood), all of which serve underrepresented groups. The district mission also seeks to prepare students for vocational, transfer and basic skills, and to date, CBET students are now studying at Cañada in all three of these areas.

How have the CBET Population/Demographics changed in the last few years?

Please see the enrollment figures in section five of this report to see how the program has grown in student enrollment and FTES.

Demographic Information

	2002	2004
Ethnicity	99% Latino	100% Latino
Percentage of Parents	70%	76%
Educational Background	40% elementary only	70% elementary/jr high only
	40% high school only	18% some high school
	11% college educated	8% college or higher
	8% no response	6% no response

Results were compiled from student demographic questionnaires.

The CBET program serves low-income, primarily Spanish-speaking students who live on the east sides of Redwood City, Menlo Park, and East Palo Alto. The ages range from 18 to 65 and most participants are parents with school-age children.

CBET Parents have children in the following schools:		
RCSD	SUHSD	Ravenswood
Adelante	Menlo-Atherton High School	Belle Haven
Fair Oaks	Sequoia High School	Cesar Chavez
Hawes	Woodside High School	Costano
Henry Ford		Brentwood
Hoover		East Palo Alto Charter
John Gill	Schools from Other Districts	Green Oaks
Kennedy	Walter Hayes (Palo Alto)	Edison McNair
McKinley	St Elizabeth Seten (EPA)	Beechwood

Roosevelt	Heather (San Carlos)	
Selby Lane	Tierra Linda (San Carlos)	
Taft	Monte Loma	
	Summit Charter (Redwood City)	
	James Flood	
	Family Connections	
	MIT	

The biggest change in our student population in the past two years is that we have more students with only an elementary or junior high background. In response to this, we created more opportunities to support and retain students with low literacy skills. Our first course, ESL 807, which was sponsored by curriculum committee of fall of 2004, prepares students at the letter and word level, as opposed to how the prep level on campus starts with the sentence level. We also provide literacy pull-out groups that provide small group environments for students with special needs.

We are also serving more parents in the CBET program, so we have created a course specifically for family literacy in which students learn how to help their children build math and literacy skills using children's literature and other K-12 curriculum materials. We are currently offering three sections of this course as opposed to sole class we originally offered.

Seventy-four percent of our CBET participants work (2004) so 13 of our 17 courses are offered in the evenings.

Advisory Boards/Professional Organizations

The following is a chart outlining the collaborating organizations with which we work:

Name	Role
Redwood City School District Hoover School Family Center Taft School Family Center Migrant Education Program	Contractor. All of the organizations associated with RCSD provide the CBET program with community contacts and activities, as well as supplemental funding for baby-sitting snacks.
Sequoia Union High School District	Contractor.
Ravenswood School District	Contractor.
Nuestra Casa/ONE EPA	Collaborator. CBET works with Nuestra Casa to run part of the Ravenswood CBET program. They supply one contract employee, assist with outreach and recruitment of students and provide support services to all participants.
Boys and Girls Club of the Mid-Peninsula	Collaborator. Provides free classroom space.
Sequoia Adult School	Collaborator. Pays for baby-sitting at one site.

Teen Pregnancy Coalition of SM County	Collaborator. Provides workshops for CBET participants.
Redwood City Public Library	Collaborator. Provides workshops and tours for CBET participants.
Project SHINE/SAIL, of SFSU and CCSF	Collaborator. Provides free tutors for CBET classrooms.
St. Anthony's Church	Collaborator. Provides free classroom space.
Peninsula Works	Collaborator. Provides free classroom space.
VETS Memorial Center	Collaborator. Provides free classroom space.

Part B: Curriculum

Core Courses

ESL 807 Basic Integrated Skills

ESL 800 Preparatory Level

ESL 841 Writing Level 1 (civics focus)

Elective Courses:

ESL 880 Family Literacy/Tutoring

Workshops: Writers' Workshop, ESL for the Workplace

How do the courses meet the needs of the students and the discipline?

The Cañada CBET program offers three levels of basic ESL with an emphasis on civics and family literacy. The courses articulate with the English Institute and serve as the community-based entry into college programs.

The core courses in the CBET program build language skills from the most basic level (ESL 807) to the high beginning pre-academic level (ESL 841) which serves a bridge course from CBET to the main campus program. Since most of our students join CBET with limited educational backgrounds, the need for literacy foundation is great. ESL 807, Basic Integrated Skills, builds a literacy foundation by focusing on letter and word building and vocabulary development, while providing an introduction to academic literacy and culture. ESL 800 builds from the level previously mentioned to sentence level speaking and writing. ESL 841 provides the much-needed support in written language development (as most of our students have strong speaking/listening skills) and gives our students the confidence they need to succeed on campus at the English Institute.

Every semester at the CBET College Night, hundreds of CBET students and their families come to the Cañada campus to learn about the on-campus ESL program, financial aid, and college careers and programs. Students are encouraged to explore new careers, to set academic goals and make appointments with counselors to develop individualized educational plans.

How has the program remained current?

The program has remained current in our discipline through active involvement of all 10 of our faculty members. Once a semester, instructors meet for an “idea swap” whereat all instructors present on new ideas and developments in the field, what is working best in their instruction, etcetera? This provides a forum for discussion on such trends and lends to the dynamic nature of the CBET curriculum, which has created and developed its own curriculum in the last four years in order to meet changing student needs. The program also does a demographic investigation once a year to learn more about student needs. Students fill out surveys which are evaluated by the CBET coordinator in order to determine how to better serve the CBET students. See the statistics on page one for an example of such studies.

The CBET program articulates with the on-campus ESL program so that CBET students can transfer easily into the program on campus to complete the ESL program at level four. ESL 800 and ESL 841 are two classes that both programs share as a common bridge.

3. Course Modifications?

In fall 2004, the CBET coordinator restructured the courses so as to eliminate all ESL 880 status. Starting fall 2005, all the core courses will have permanent course numbers.

Next fall, the CBET program coordinator will present an additional permanent course name and number for the family literacy class. It is a course that the program will now offer every semester, so it needs to cease to exist as an 880 temporary class. The program also plans to offer more vocational ESL courses to better serve those students are not on an academic track. In a fall 2004 survey, over 600 off-campus students cited that “work” was their number one interest as far as topics of study are concerned.

4. External Accreditation?

The State of California requires the CBET coordinators of every program to submit a report that summarizes the program activities and statistics for each year. The program is currently in good status with the State and expects continued funding for next year.

5. Articulation

The core courses in the CBET program are articulated with the English Institute. The family literacy course aligns with K-12 standards to some extent due to the program goal of family literacy.

6. Future plans for review and program modification

The CBET program plans to continue to align with the two other off-campus ESL programs so as to further articulate curricula and other students services which are provided off-campus. In cooperation with the Redwood City School District, the program is also in the process of a targeted investigation into the impact of CBET classes on the children of the adult participants. How have student CELDT and STAR scores been affected by their parents’ participation in the CBET program after three semesters?

The program is in the process of gathering more data to present to the State of California in order to ensure the passage of Senate Bill 782, which would ensure ten more years of CBET funding.

The CBET program also plans to continue the culturally sensitive counseling and career guidance that it provides its students with the intention of helping every CBET student to create and monitor short and long-term career and academic goals.

Part C: Faculty and Staff

The CBET staff is made up of one full time instructor/coordinator, one full-time program services coordinator, eight part-time ESL instructors, three instructional aides, and nine part-time babysitters employed by RCSD, SUSHD, and Ravenswood.

1. Major Professional Development Activities

Instructors meet twice a semester; the first meeting is for the coordinators to prepare the instructors and aides with all the technical information of doing admissions and matriculation at the nine different off-campus sites as well as to review program goals and requirements. The second meeting is a curriculum meeting at which instructors all present for 10-15 minutes each on what technique, strategy, or ideas are working best in their classes.

The CBET program instructors also attend various conferences each semester, from CATESOL (California Association for Teachers of ESL), TESOL, Regional CATESOL, Regional CBET Mini-Conferences, The Family Literacy Conference, and other related workshops. Most recently, the CBET program coordinator presented at the California Conference on Family Literacy in Long Beach. The title of the workshop was “Integrating Family Literacy into the Adult ESL Curriculum”.

The CBET coordinator also participated in the student learning outcome workshop provided by the Consortium of Community Colleges in April of 2005.

The CBET program is also building a Peninsula Consortium of CBET Coordinators. The first activity was hosted in February and included a free workshop on how to use learners’ lives as curriculum. The CBET consortium currently includes coordinators and instructors from 5 different CBET programs in the area. Another professional development activity related to the consortium includes class observations. The CBET Coordinator sets up classrooms observations so that different CBET instructors (within our program and from others) can observe and learn from different instructors.

Orientation Process for New Faculty and Classified Staff

New faculty is trained by the program coordinators and is encouraged to observe current CBET classes. Instructional Aides are trained at workshops that are given for them at the start of every semester. Babysitters are trained by the babysitting coordinator, who is a RCSD employee. Volunteers are briefed by the program coordinator.

PART D: Facilities, Equipment, Materials, and Maintenance

1. Discuss the effectiveness of facilities, equipment, and materials. Do they affect success?

All CBET courses are offered off-campus, at elementary schools and at the Boys and Girls Club of the Mid-Peninsula in East Palo Alto. Most rooms are 8th grade classrooms, so the size of the chairs and tables is not always optimal. The classrooms belong to homeroom teachers who are often very particular about instructors moving the configuration of chairs and materials.

2. List projected needs.

The program needs CD and tape players to use the audio support for the course textbooks.

3. Describe the use of technology.

At one of the CBET sites, we have a computer lab in the classroom, so relatively new Macs are used to do research, publish papers and parent-made books for children. Most other sites do not have access to technology so students are encouraged to take computer classes at the library, on campus or through another program.

4. What type of support does the program receives from industry?

In the ESL for the Workplace workshop, guest speakers from various industries presented in the class so as to give an introduction to various careers. Visitors talked about how to enter their professions as well as what skills and abilities are currently needed in each. The industries that were represented included: real estate, cosmetology, nursing, multimedia, teaching, and others.

5. Research/Statistics

The CBET program does demographic research on its students once a year. The program surveys student ethnicity, income level, education level, number of children, occupation, and previous ESL experience. We also survey student educational goals and learning interests in order to keep our curriculum both current and relevant to student needs.

Student Enrollments

Term	Number of Courses	Enrollments	FTE	FTES
Spring 01	7	208	1.4	18.588
Fall 01	10	302	3.14	44.986
Spring 02	12	370	4.12	52.264
Fall 02	14	373	*	*
Spring 03	12	357	*	*
Fall 03	16	392	4.5	60.5
Spring 04	17	459	*	*
Fall 04	14	555	3.7	68.2
Spring 05	15	475	*	*

*Data not yet available.

What are the FTE and FTES for CBET?

		Fall 2003	Fall 2004
CBET	WSCH	1816	2047
(ESL)	FTES	60.5	68.2
	FTE	4.5	3.7
	Load	407	549

How many CBET students have moved into the English Institute?

The college research office is currently confirming this data, however, the approximate count is 150 students.

The first CBET student to graduate from the English Institute was just admitted to Phi Theta Kappa for outstanding scholarship in her pre-engineering classes. She plans to transfer to U.C. Berkeley to complete her BA in Engineering.