

Cañada College
Community-Based English Tutoring (CBET) Program
Comprehensive Program Review
Executive Report

Short Summary of Findings

The CBET program has grown significantly in the past 4 years as both the student enrollment and FTES have more than doubled. The program has developed a dynamic curriculum that articulates with the on-campus ESL program and meets the diverse needs of the students. The program provides not only ESL instruction, but a comprehensive array of services which are provided mainly by the two program coordinators: matriculation, college and career counseling, student activities, and other social services referrals. The program coordinates three CBET grants for three different school districts and negotiates the use of classroom space at over 15 locations in the community. The CBET program maintains a strong presence in the community by collaborating with numerous organizations in Redwood City, Menlo Park and East Palo Alto, including Sequoia Adult School.

Three Strengths of the Program

1. **Number of students served.** The program serves between 400 and 500 students in 15-17 sections of ESL courses. It reaches communities that have not previously been served by Cañada, such as East Palo Alto. 100% of the students reached are Latino and the majority of students are low-income.
2. **Variety and relevance of curriculum.** The dynamic curriculum changes according to student feedback and research. The program offers everything from traditional ESL courses to family literacy courses, writers' workshop, and civics. Curriculum is content-based and seeks out materials and content that are relevant and meaningful to students' lives, such as work and family literacy. CBET students have a strong voice in the design of the instruction in terms of course topics and content, as reflected in the variety of workshop topics.
3. **Strong and comprehensive off-campus community.** CBET provides a variety of services to students off-campus. We make the college "small" and "close" for our students since transportation and fear of a foreign school system are realities for our students. We are a "mini-Cañada" at nine different places throughout the community, providing most of the services offered here on campus.

Three Suggestions for Improvement

1. **Obtain more support for the college orientations** in which applications are collected. Up to 400 applications are collected from 9 different sites and if not completed properly, they are easily lost or not corrected in a timely manner. The

program should not be rushed to collect applications so that enrollments can be clean and accurate.

2. **Continue to work on student persistence rate.** Continue goal-setting and personalized outreach to at-risk students. Continue to provide childcare at as many sites as possible because current research shows that lack of childcare is the number one obstacle for student persistence (Comings, NCSALL, 2005).
3. **Continue to provide research for the program.** The program needs more consistent access to data that reflects student retention, etcetera. Continue to do annual demographic and student interest/goals surveys. Continue to track the number of students who move into career and college programs.