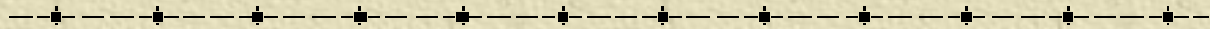




CBET – Positive Outcomes and Current Opportunities

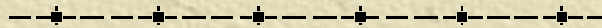


ACSA Delegate Assembly

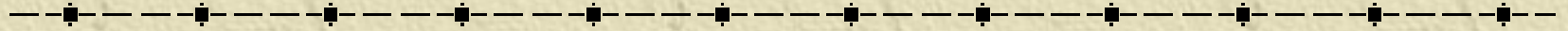
May 14, 2009

Hilton Hotel, Sacramento

Presenters: Mary Prather & Joan Polster



Overview



- ✦ Purpose of CBET
- ✦ Models of Delivery
- ✦ Program Results
- ✦ Current Opportunities
- ✦ Available Resources

Why Provide CBET (and similar Family Literacy Programs)?

✦ One of the best indicators of a child's academic success is the educational attainment of the mother*

*National Center for Family Literacy, All About Families: The Effects of Maternal Education on Child Achievement. Issue No. 1: January 2003.

Outcomes – Improvement in:

- ✦ School attendance
- ✦ Behavior
- ✦ Drop out rate
- ✦ Enrollment in post-secondary education
- ✦ Parent involvement

Why Provide CBET

- ✦ Raise literacy skills of parents
- ✦ Give those adults the tools they need to support the literacy development of their children

CBET Community Based English Tutoring

- ✦ Proposition 227, 1998
- ✦ Funding \$50 million for 10 years
- ✦ Sunset FY 2006-2007
- ✦ Appropriation based on #EL students in LEA (\$32.00+)
- ✦ Minimal accountability

S. B. 368 2007-2008

- ✦ Continuance of funding to support CBET
- ✦ Added: **CBET plan requirement and assessment analysis**
- ✦ Funding changed from \$50 million annually to part of the Annual Budget Act
- ✦ Strong support from legislature

Key Elements of CBET Plan

1. Adult tutoring skills
2. Neighborhood schoolsites (whenever possible)
3. Opportunities for tutoring to occur
4. Opportunities for parents to be at schoolsites
5. Literacy training for adults
6. Set goals and measure progress of adults
7. **Describe how co-funded**
8. Recruitment and commitment of adults

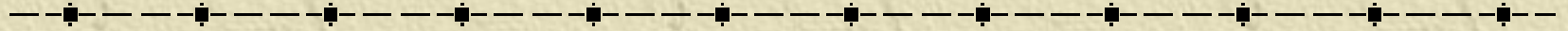
CBET 2007-2008



Data Collection/Analysis

1. Update plan and make data available to state as requested
2. Adult growth in English literacy in reading, writing, speaking, numeracy, and problem solving
3. Attendance improvement
4. Pre-test and Post-test
5. Student progress determination

Best Practices – Models of Delivery



✦ K–12 school site

✦ Adult school or community location

✦ Distance Learning/Independent Study

Best Practices – Models of Delivery

✦ *K – 12 School site*

- ✦ When school starts for child, the parent stays for the CBET class
- ✦ Students are brought into ESL/CBET classroom to participate in tutoring practice
- ✦ Activities satisfy Title I and Migrant Ed parent engagement requirements
- ✦ Adult students keep tutoring log

K – 12 School Site

- ✦ Parents/adults pledge to tutor their children
- ✦ Supplemental materials may be assigned for ‘homework’ and for work with children at home (Parent performance is greater in comparison with those that do not do supplemental work at home)

Best Practices – Models of Delivery

✦ **Adult School or community location**

✦ Parents pledge to tutor their child

✦ Adult students practice tutoring skills in ESL/CBET class and then try techniques with their children

✦ Adult Students keep tutoring log

Best Practices – Models of Delivery

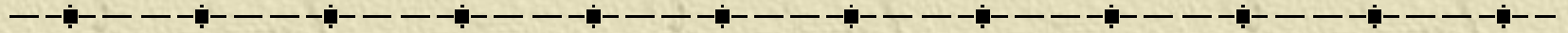
✦ Distance Learning

✦ Once a week a teacher meets the parents before or after school to check out materials for independent study. The following week the work is completed and the next lesson is received

✦ *Video, DVD, CD, online/computer courses, Textbooks, cable TV*

✦ Materials and strategies found at: www.otan.us.
Teaching Tools and Resources, Distance Learning.

Best Practices – Program Elements



- ✦ Curriculum based on ESL state standards
- ✦ Family Literacy
- ✦ Technology application
- ✦ Use of school environment

Positive Results


✦ Sacramento City Unified School District

✦ 1496 school-aged children

Administrator:

Mary Prather, Principal, Old Marshall Adult
School and President, ACSA Adult
Education Council

SCUSD Data Analysis

 **CBET Children Show Marked Improvement in Moving Out of *Below Basic* and *Far Below Basic* Star Testing Levels**


 **7 Point Gain in Two Years!**

SCUSD

More analysis

-
- ✦ Data allows the district to compare the percentage of CBET children to the District students performing at the lowest levels.
 - ✦ In the past two years, the SCUSD children of parents participating in the Adult Education CBET Program reduced by 7 percentile points (51% to 44%) the percentage of students at the lowest two performance levels of *Below Basic* and *Far Below Basic*.

SCUSD

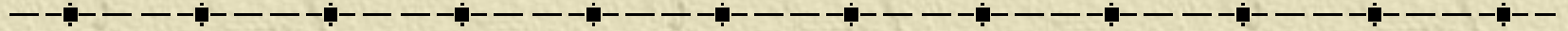
-
- ✦ During the past year (2007-08), there were fewer CBET children in the two lowest levels (44%) than there were District-wide children (46%).

SCUSD

✦ CBET Children Progress Out of ✦ *Far Below Basic Level*

- ✦ In the past two years, the percentage of CBET children performing at the lowest FBB level has dropped five percentile points each year. The current data demonstrates a reduction from 30 to 20 percent for those students.

SCUSD



✦ CBET ELL children out-perform district-wide ELL children in top two levels – Advanced and Proficient.

✦ See chart, p 3

Pledge Card Requirement and Outcomes

40,000 hours logged by parents in one year!

- ✦ Reading to their child
- ✦ Helping with homework

Authentic engagement!

Opportunities

- ✦ Leverage revenue and resources with local adult schools – federal and state funding
- ✦ Adult school history of serving ESL students with age-appropriate materials, research-based instructional strategies, and assessments normed for adults

Age-appropriate materials

- ✦ Functional reading, math, listening, writing, speaking, and critical thinking skills in everyday life and work contexts
- ✦ Relevance

Research-based instructional strategies

Note: Adults learn in different ways than do children

✦ CASAS – Quick Search

✦ www.casas.org

✦ OTAN – Resources

✦ www.otan.us

✦ CALPRO – Professional Development opportunities, including online resources

✦ www.calpro-online.com

Assessment and data collection instruments

✦ CASAS

✦ Allows user to monitor individual improvement in adult ESL literacy skill levels in reading, writing, and speaking the English language.

✦ Computer-based management information system- **TOPSpro**, tracks and processes student and program data.

✦ www.casas.org

Moving CBET into the Future

- ✦ Strategies are successful if appropriate materials, instructional strategies, and assessments are utilized
- ✦ Programs are dynamic when school-based interactions between students and parents is facilitated.

Questions and Discussion...

