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**AN INVESTIGATION OF THE COMMUNITY-BASED ENGLISH TUTORING  
PROGRAM (CBET)**

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by

Barbara J. Pongsrikul

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A Dissertation Submitted to the Faculty of  
San Diego State University and the University of San Diego  
in Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Education

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Dissertation Committee:

Nancy Farnan, Ph.D., San Diego State University  
Margaret Gallego, Ph.D., San Diego State University  
Maria Luiza Dantas, Ph.D., University of San Diego

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May 2007

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## **DEDICATION**

In memory of Nancy Bachman: my friend, colleague, mentor and guardian angel.

## **ABSTRACT OF THE DISSERTATION**

An Investigation of the Community-Based English Tutoring  
Program (CBET)

by

Barbara J. Pongsrikul

Doctor of Education

San Diego State University-University of San Diego, 2007

Currently in the California K-12 public schools, approximately 25% (about 1.5 million) of the students know little or no English, and their numbers are increasing. Because of this diverse student population, a research study by the Gevirtz Research Center in 2005 reports that it is necessary to develop educational programs that help language-minority families understand and participate in the school system in ways that will support the academic success of their children. As a result of the Proposition 227 Initiative in California, statewide family literacy programs were established as Community-Based English Tutoring (CBET) programs to provide adult English language instruction to parents with limited English proficiency.

The purpose of this study was to evaluate the San Diego City Schools/San Diego Continuing Education (SDCCD) CBET Program's influence on parent involvement and analyze CBET program strategies that have increased parent involvement. The research questions guiding the study were: (1) What effect has the San Diego City Schools/ San Diego Continuing Education (SDCCD) CBET Program had on parent involvement, (2) What, if any, CBET program strategies have influenced parent involvement?, and (3) Is there a relationship between demographics of CBET participants and parent involvement?

The CBET classes in this study were at participating elementary schools. CBET participants who had paired data (pre and post surveys) during 2001-2005 were included. This study analyzed these preexisting pre and post surveys, and conducted critical incident interviews of fifteen CBET participants during the summer of 2006. The participants were interviewed using the critical incident technique (CIT) described as a qualitative approach in an article by Borg & Gall in 1989, employing the interview method to obtain "an in-depth analytical description of an experience. Participants were asked about their CBET-based experiences at home and school using interview prompts.

Data was analyzed using the constant comparative method modeled after research by Bogdan & Biklen in 1992. Data analysis identified the following themes: (1) parent/child relationships, (2) CBET-based influence at home, (3) CBET-based influence at school, and (4) participants outcomes. The results in this study showed that the CBET program: (1) has an impact on parent involvement, (2) introduces strategies that influence parent involvement, (3) increases participant outcomes, and (4) provides demographic data that shows relationships between the demographics of CBET participants and their parent involvement.

According to an article by Dixon, Herrity, and Ho in 2004, at present little research is being conducted to examine the effectiveness of CBET family literacy programs. This dissertation will be submitted to the CBET reauthorization committee in California and the

findings of this study could have important implications for school districts throughout the state of California participating in CBET family literacy programs.

## TABLE OF CONTENTS

	PAGE
ABSTRACT.....	v
LIST OF TABLES.....	xi
FIGURE LIST.....	xiii
ACKNOWLEDGEMENTS.....	xiv
CHAPTER	
1 INTRODUCTION .....	1
Californian ELL Population on the Rise.....	2
Achievement Gap Between ELLs and Other Students.....	3
Impact of ELLs Not Completing High School .....	4
Programs That Support ELLs and Their Families .....	5
Family Literacy & Programs .....	7
Community-Based English Tutoring Model.....	8
Problem Statement.....	9
Purpose of Study .....	11
2 REVIEW OF THE LITERATURE .....	12
Introduction.....	12
What is Family Literacy?.....	13
Intergenerational Transfer.....	14
Parent or Family Involvement .....	16
Effects on Student Achievement.....	16
Effect of Parent’s Education on Parent Involvement.....	17
Cultural Diversity Considerations.....	18
Intergenerational Literacy Programs.....	19
Family Literacy Programs Viewpoints .....	20
Family Literacy Programs.....	22
Even Start Program.....	23
CBET (Community-Based English Tutoring) .....	24

	Evaluation of Family Literacy Programs .....	26
3	METHODOLOGY .....	28
	Introduction.....	28
	Context.....	29
	Research Design.....	29
	Participants.....	31
	CBET Program Participants.....	31
	Selection Criteria and Data Sources .....	31
	Ethical Issues .....	32
	Researcher Role .....	32
	Data Collection .....	33
	Surveys.....	33
	Interviews.....	33
	Data Analysis .....	35
	Analysis of Surveys .....	35
	Analysis of Interviews .....	35
	Limitations/Delimitations .....	36
4	FINDINGS .....	38
	Introduction.....	38
	CBET Student Survey Results .....	38
	CBET Survey Demographic Data Results .....	39
	CBET Survey Data 2001-2002 .....	40
	Parent Involvement at Home .....	40
	Parent Involvement at School .....	42
	CBET Participant Outcomes.....	45
	CBET Survey Data 2002-2003 .....	48
	Parent Involvement at Home .....	48
	Parent Involvement at School .....	50
	CBET Participant Outcomes.....	52
	CBET Survey Data 2003-2004 .....	54
	Parent Involvement at Home .....	55
	Parent Involvement at School .....	57



CBET Participant Outcomes.....	59
CBET Survey Data 2004-2005 .....	61
Parent Involvement at Home .....	61
Parent Involvement at School .....	63
CBET Participant Outcomes.....	65
Summary of CBET Surveys 2001-2005 .....	69
CBET Participant Interviews .....	69
Parent/Child Relationships.....	70
Parent Role Model .....	70
Parent/Child Interactions .....	71
CBET-Based Influence at Home .....	72
Homework Strategies.....	72
Reading Strategies .....	73
Vocabulary Strategies.....	75
CBET-Based Influence at School .....	76
CBET-Based Influence on Participant Outcomes.....	77
Adult Basic Skills .....	78
Parenting Skills.....	79
Summary of Findings.....	80
5 DISCUSSION OF FINDINGS .....	81
Introduction.....	81
Discussion of Findings.....	81
Survey Results .....	81
Interview Results .....	83
Similarities and Differences Between Survey and Interview Results .....	87
Conclusion .....	89
REFERENCES .....	93
APPENDICES	
A CRITICAL INCIDENT INTERVIEW TECHNIQUE .....	103
B CBET SURVEY (PRE AND POST) 2001-2002.....	105
C CBET STUDENT SURVEY (PRE AND POST) 2002-2003 .....	112
D CBET SURVEY (PRE AND POST) 2003-2004.....	117

E CBET SURVEY (PRE AND POST) 2004-2005.....122

F DEMOGRAPHIC DATA 2001-2005.....127

G CBET PLEDGE.....129

H INTERVIEW RESULTS REGARDING READING, HOMEWORK AND  
VOCABULARY STRATEGIES LEARNED .....133

## LIST OF TABLES

	PAGE
Table 1. Number and Percentage of Public School Students in the United States Who Were Identified as English Language Learners (ELLs), by Nation and Region: 1993–94 and 1999–2000.....	2
Table 2: California Standards Test Results for English Language Learners (ELLs) and Other Students.....	3
Table 3. Interview Participants .....	34
Table 4. 2001-2002 Survey-Parent Involvement at Home .....	41
Table 5. 2001-2002 Survey-Parent Involvement at Home .....	41
Table 6. 2001-2002 Survey-Parent Involvement at Home .....	42
Table 7. 2001-2002 Survey-Parent Involvement at School .....	43
Table 8. 2001-2002 Survey-Parent Involvement at School .....	44
Table 9. 2001-2002 Survey-Participant Outcomes .....	45
Table 10. 2001-2002 Survey-English Language Skills .....	47
Table 11. 2002-2003 Survey-Parent Involvement at Home .....	48
Table 12. 2002-2003 Survey-Parent Involvement at Home .....	49
Table 13. 2002-2003 Survey-Parent Involvement at Home .....	50
Table 14. 2002-2003 Survey-Parent Involvement at School .....	51
Table 15. 2002-2003 Survey-Parent Involvement at School .....	52
Table 16. 2002-2003 Survey-Participant Outcomes .....	53
Table 17. 2002-2003 CBET Survey-English Language Skills .....	54
Table 18. 2003-2004 Survey-Parent Involvement at Home .....	55
Table 19. 2003-2004 Survey-Parent Involvement at Home .....	56
Table 20. 2003-2004 Survey-Parent Involvement at Home .....	56
Table 21. 2003-2004 Survey-Parent Involvement at School .....	58
Table 22. 2003-2004 Survey-Parent Involvement at School .....	59
Table 23. 2003-2004 Survey-Participant Outcomes .....	60
Table 24. 2003-2004 Survey-English Language Skills .....	61
Table 25. 2004-2005 Survey-Parent Involvement at Home .....	62

Table 26. 2004-2005 Survey-Parent Involvement at Home .....	63
Table 27. 2004-2005 Survey-Parent Involvement at Home .....	63
Table 28. 2004-2005 Survey-Parent Involvement at School.....	64
Table 29. 2004-2005 Survey-Parent Involvement at School.....	65
Table 30. 2004-2005 Survey-Participant Outcomes.....	66
Table 31. 2004-2005 Survey-English Language Skills .....	68
Table 32. Survey Demographic Data 2001-2005 .....	128
Table 33. CBET Class Strategies Used at Home by Interviewee's As Reported in the Critical Incident Interviews.....	134

**FIGURE LIST**

	PAGE
Figure 1. 2004-2005 Survey Question: What do you need to study to help your children succeed in school? .....	67
Figure 2. CBET Survey (pre and post) 2001-2002.....	106
Figure 3. CBET Survey (pre and post) 2002-2003.....	113
Figure 4. CBET Survey (pre and post) 2003-2004.....	118
Figure 5. CBET Survey (pre and post) 2004-2005.....	123
Figure 6. CBET Pledge.....	130

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## CHAPTER 1

### INTRODUCTION

Today a major challenge facing education is how to respond effectively to the reality of language and cultural diversity in the nation, states, and local schools. In the United States, many languages other than English have been spoken and have increased over the past decade.

In 1990, 32 million people over the age of five in the United States spoke a language other than English in their home, comprising 14 percent of the total U.S. population. By 2000, that number had risen by 47 percent to nearly 47 million, comprising nearly 18 percent of the total U.S. population (U.S. Census Bureau, 2002). This growth is reflected in the increasing number of students defined as English Language Learners (ELLs) in the elementary and secondary school population. Research has found that the number of elementary and secondary school-aged ELL students was particularly concentrated in the Western Region<sup>1</sup> of the United States (National Center for Education Statistics, 1996).

Nationally, the number of ELLs in public schools increased from approximately two million students in 1993-94 to three million students in 1999-2000 (see Table 1) according to National Center for Education Statistics (NCES) (2004). The NCES collects data on population trends of ELLs in order to address other questions regarding the educational needs of ELLs, including the characteristics of the schools with high concentrations of ELLs. The western most states had the highest concentration of ELL students in public school in 1993-94 and 1999-2000. Schools in the western region identified 1.7 million of their students as ELL in 1999-2000, compared with 1.1 million students in 1993-1994. In 1999-2000, 16% of public school students (or one in every six) in the West were identified as ELL, compared

---

<sup>1</sup> The regions used in the Issue Brief are those used by the U.S. Census Bureau: West (Alaska, Arizona, California, Hawaii Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming); Northeast (Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont); Midwest (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin); and South (Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia).

to 12% in 1993-94. The western region public school population also includes over half of the national total of ELL students.

**Table 1. Number and Percentage of Public School Students in the United States Who Were Identified as English Language Learners (ELLs), by Nation and Region: 1993–94 and 1999–2000**

Region	1993-94			1999-2000		
	Number of ELLs	Percent of all students	Percent of all ELLs	Number of ELLs	Percent of all students	Percent of all ELLs
United States	2,121,000	5.1	100.0	3,042,000	6.7	100.0
Northeast	323,000	4.4	15.2	304,000	3.8	10.0
Midwest	136,000	1.4	6.4	276,000	2.6	9.1
South	521,000	3.5	24.6	723,000	4.5	23.8
West	1,142,000	12.3	53.8	1,738,000	16.3	57.2

### **CALIFORNIAN ELL POPULATION ON THE RISE**

California is an appropriate context to examine the United States' fastest growing student population, as ELLs constitute one fourth of the state's entire public school population (Rumberger, Callahan, & Gandara, 2003). Almost 1.6 million, approximately 25% of ELLs require special assistance from their teachers and schools to meet the state's rigorous academic content standards while also learning English (Gandara, Maxwell-Jolly, & Driscoll, 2005). According to California Department of Education language census data (2004), with 32% of all ELLs in the country, California has a higher concentration of ELLs than anywhere else in the U.S. and California's growth in ELLs is also greater than the rest of the nation.

The state of California has a major stake in how these students fare academically, and although most learn to speak English, the majority of ELLs do not achieve at levels that will provide them with much of a future (Gandara, Maxwell-Jolly, & Driscoll, 2005). The majority of ELLs are not progressing on the English Language Arts test (see Table 2), and they must master this test in order to pass the California High School Proficiency Exam (CAHSEE) (Rumberger & Gandara, 2005).



**Table 2: California Standards Test Results for English Language Learners (ELLs) and Other Students**

California Standards Test (CST) 2005		4th Grade Other students	4th Grade ELL	8th Grade Other students	8th Grade ELL	11th Grade Other students	11th Grade ELL
English Language Arts	% At or Above Basic	83%	59%	78%	37%	68%	24%
	% Below or Far Below Basic	16%*	41%	22%	63%	33%	76%

\*Percentages may not add up to 100% due to rounding.

The achievement gap between ELLs and other students is significant in California according to the most recent standardized test results (see Table 2). Equally important, improvements in the achievement of ELLs have not kept pace with improvements experienced by other students, indicating that current state policy is ineffective in significantly raising achievement or closing achievement gaps between ELLs and their English-Only peers (Rumberger & Gandara, 2005). These data are significant because beginning in 2006, all students must pass the California High School Proficiency Exam (CAHSEE) in order to receive a high school diploma and have the opportunity to attend college.

### **ACHIEVEMENT GAP BETWEEN ELLS AND OTHER STUDENTS**

According to the California Standards Test (CST) results for English Language Learners (ELLs) and other students in 2005, ELLs scored significantly lower than other students. For example, Table 2 shows that there is a considerable achievement gap in English Language Arts between ELLs and other students in 4th grade. The gap widens as students move from grade to grade. By 11th grade, only 24% of ELLs scored at or above basic while 68% of the other students scored at or above basic. In summary, in English Language Arts, 44% of the other students scored at or above basic than ELLs in 11th grade.

In addition, the California Standards Test 2005 results (see Table 2) illustrate that 76% of ELLs in 11th grade are below or far below basic in English Language Arts, so they are significantly less likely to pass California's required high school exam. The California High School Exit Exam (CAHSEE) is used to measure secondary students' academic achievement prior to graduation. For the 2004 administration of the CAHSEE, only 39% of ELLs were able to pass the English portion of the test, compared to a 82% pass rate for other students (Rumberger & Gandara, 2005).

Garcia and Gopal (2003) examined the first year results of the California High School Exit Exam (CAHSEE) required for students to earn a high school diploma, and they found the following results:

- The CAHSEE failed to meet legislative objectives to increase achievement and close the achievement gap.
- Language minority students with passing scores achieved significantly below white students on the CAHSEE and on a grade level standards-based assessment.
- CAHSEE regulations disadvantaged English Learners and supported the argument that there is a mismatch between high-stakes tests and second language acquisition theory.

The concept of cultural capital best describes how preferred language skills advantaged native English speaker and penalized ELL students (Garcia & Gopal, 2003). While CAHSEE legislative requirements defer ELL students for passing the test for up to 24 months, in practice, many students require four to seven years of instruction to acquire the level of English language skills necessary to compete with native English speakers (Cummins, 1989). Research data by Garcia and Gopal (2003) indicated that ELLs lacked appropriate and curricular programs in high school. According to their research, English Learners are denied access to core content areas while instructional time is spent on learning English. The implication is that CAHSEE is a hegemonic instrument that sorts and selects students into educational paths based on test scores that are meaningless (Garcia & Gopal, 2003). Increased dropout rates have been found in states that have instituted the high school exit exam (Thurlow, Liu, Weiser, & El Sawaf, 1997).

### **IMPACT OF ELLS NOT COMPLETING HIGH SCHOOL**

A substantial number of ELLs who do not complete high school due to their low academic achievement also face economic challenges. Census data has revealed that the

earning gap between high school graduates and dropouts has grown over the last two decades. For example in 1975, high school dropouts earned 90% as much as high school graduates; in 1999, high school dropouts earned only 70% as much (Civil Rights Project [CRP], 2005). The Civil Rights Project (CRP, 2005) reported that the U.S. Census projected that each person who fails to complete high school will earn \$270,000 less than each high school graduate over the course of their wage earning years.

According to the Civil Rights Project (2005), the economic implications of dropping out may be more severe for some minority groups. For example, in the 2000-2001 school years in grades 9-12, there were nearly 48,000 dropouts, and 52.1% of the students were Latinos (National Council of La Raza [NCLR], 2003). A 2002 Census Bureau report documented that the mean earnings of young adult Latino high school graduates are 36% higher than those who do not complete high school. Latino students are more likely to drop out of high school than their Asian and non-Latino White peers according to the National Council of La Raza (2003).

These data are significant as Latino students represent the largest ethnic population in California public and elementary schools. According to the California Department of Education (2001-2002), Hispanic students comprised 2.7 million (44.2%) of California's 6.1 million students in the 2001-2002 school year. In comparison, non-Hispanic Whites accounted for 2.1 million students (34.8%), Asians for nearly 500,000 students (8.1%), and Blacks for slightly over 500,000 students (8.3%) (NCLR, 2003). As the student population continues to become more diverse, it is necessary to develop programs that help language-minority families understand and participate in the school system in ways that will support the academic success of their children to ensure they graduate from high school and have opportunities in higher education (Gevirtz Research Center [GRC], 2005).

### **PROGRAMS THAT SUPPORT ELLS AND THEIR FAMILIES**

According to Henderson and Berla (1994), programs that aim to increase student achievement are more likely to have positive results if families as well as the students are involved. There is evidence that parent involvement can help secondary students increase their preparedness for class, achievement, report card grades, and aspirations for higher education (Sheldon & Epstein, 2005). Family literacy programs are designed intentionally to

support family literacy and encourage parent involvement. A key principle of the No Child Left Behind (NCLB) Act (2001) is parental choice and involvement. In particular, NCLB mandates school-linked or school based parental information and parent involvement strategies that research has documented lead to improvement in student achievement (Douglas, Henry, & Martin, 2003).

The importance of parent involvement has been documented by many researchers, practitioners, and policymakers. For instance, a significant body of research (among others, Henderson & Berla, 1994; Olmstead & Rubin, 1983) indicates that when parents participate in their children's education, the result is an increase in student reading achievement. The positive efforts of increased parental involvement on improving achievement have been known for some time (Henderson & Berla, 1994). There are benefits to students, parents, teachers, school, and the community when they all collaborate in the school environment. Students benefit with higher grades and higher reading scores. Parents benefit with a closer connection to school curriculum and getting involved in student learning. Teachers benefit with stronger connection with families of students and new roles as facilitators in making decisions about student learning. Schools and the community benefit with higher student achievement and increased parent involvement. Communities benefit with parents having a strong connection between home and school (Epstein, 1995).

Parents, teachers, staff, and community member need to collaborate to improve student achievement and increase parent involvement. Family-school collaboration is a cooperative process of planning that brings together school staff, parents, children, and community members to maximize resources for child achievement and development (Peterson & Skiba, 2003). According to a study by the Department of Education (2001), in which teachers reported high levels of partnership with parents, reading scores increased more than 50% over those schools whose teachers reported low levels of parent-teacher connection. Family literacy programs are designed to include literacy support and parent involvement opportunities. This helps children and their families improve literacy and life skills and reach their potential as learners (Douglas, Henry, & Martin, 2003).

## **FAMILY LITERACY & PROGRAMS**

The term family literacy was initially used by Taylor (1983) to describe in detail the ways that families support the literacy development of their children. The definition of what is and what counts as family literacy in the different programs available across the nation varies as well as their models on how to improve it. For example, Gadsden (1999) has reported on a number of family literacy models currently active across the nation. Some programs, such as Head Start have focused upon parents who have limited schooling themselves by helping them learn family literacy strategies that create an educationally supportive and rich environment for their children. In these programs, family literacy is defined as viewing the child as the primary focus and working with parents primarily to support their children's development (Edmiaston & Fitzgerald, 2003). According to the National Center for Family Literacy (NCFL, 2003), family literacy programs help parents increase the frequency of parent involvement in the following areas: communication with their children's teacher; engagement in extended conversations and reading or looking at books with their children; visits to the library with their children; volunteering at school; helping their children with homework; and telling stories to their children.

Programs, such as Even Start have focused upon teaching limited English parents how to work with their children on pre-literacy skills while the parents are simultaneously enrolled in English classes. Family literacy is defined as a family-focused program with the following interrelated goals: (1) to help parents become full partners in the education of their children, (2) to assist children in reaching their full potential, and (3) to provide literacy training for their parents (St. Pierre & Swartz, 1995, pp. 38-39). Most programs have engaged parents in support groups, taught them skills for working with their children, and organized opportunities for parents and children to read together. The programs also highlight the use of home activities and supply support materials to be used by families in the home. Modeling for parents by trained teachers is an important aspect of the family literacy model, as is peer support-time for parents to meet together and share frustrations, successes, and questions (Gadsden, 1999). One program that models family literacy strategies is the Community-Based English Tutoring Program (CBET) in California.

In addition, family literacy programs have focused on building upon family literacy and cultural practices (including storytelling practices, art, traditions, etc.) as a bridge into

school literacies (Compton-Lilly, 2003; McCaleb, 1997; McIntyre, Rosebery, & Gonzalez, 2001; etc.). Family literacy is defined as intergenerational interventions that aim to improve family functioning and family prospects by enhancing child and adult literacy (Lonigan, 2004). Programs such as CBET focus on providing English language instruction and support strategies to parents and other community along with building family-school connectedness (GRC, 2005).

This dissertation study takes on the CBET definition of family literacy as providing adult English language and family literacy instruction to parents and community members who pledge to provide personal English language tutoring to California K-12 school children with limited-English proficiency. It focuses on family literacy programs targeting English Language Learners. In particular, this study investigates the Community-Based English Tutoring Program (CBET) in California.

### **COMMUNITY-BASED ENGLISH TUTORING MODEL**

In June of 1998, the passage of a state proposition (Proposition 227) required English as the language of instruction in California public schools. Included in the proposition was the allocation of \$50 million annually for ten years to local educational agencies throughout the state for the implementation of Community-Based English Tutoring programs (CBET). The purpose of the CBET model is to provide English language instruction to parents and other community members in order to facilitate their efforts to help their children succeed academically (GRC, 2005). According to an article in *California Tomorrow* (1998), language minority children will learn English easier if their parents can help them at home.

The Gevirtz Research Center (2005) conducted a four-year study of the Santa Barbara School District CBET program using both quantitative and qualitative methodologies. The Santa Barbara Elementary School District partnered with the Gevirtz Research Center for the design, documentation, and evaluation of their CBET program. Their results suggested that their version of CBET was a successful model teaching parents and community members various family literacy strategies that assisted them in helping their children succeed in school. The study identified specific strategies in the CBET program that were effective in increasing school connections and involvement for language minority families and enhancing English literacy growth for parents (GRC, 2005). The strategies in

the Santa Barbara Elementary District CBET classes that increased parent involvement included the following:

- Oral and Written English Language Development—Parents were provided with instruction in oral and written English using the children’s literacy curriculum and adult instructional materials.
- Parent Support Strategies for Student Learning—Parents learned strategies for effective tutoring and helped their children complete homework assignments.
- Family-School Connectedness—Parents were provided with information about important aspects of their child’s school, how to navigate the school system, and how to access support services for their children.

The San Diego City Schools/San Diego Continuing Education (SDCCD) CBET Program was developed in response to the educational needs identified in Proposition 227 initiative in California in 1998. The program is a collaboration between the San Diego Community College District (SDCCD), Continuing Education Division and the San Diego Unified School District. The initiative was passed by voters who agreed to provide funds to school districts for the establishment of programs for adult English and family literacy instruction to parents or other community members who pledge to provide personal English language tutoring to school children with limited English proficiency. In September 1998, San Diego City Schools began funding and implementing CBET classes at several different elementary school sites throughout San Diego. The CBET program in San Diego is scheduled to end in 2007 along with all other California CBET programs. At this time CBET programs are collecting data that will support reauthorization of the CBET program for five additional years of funding.

This dissertation will contribute to the body of literature by examining the effectiveness of the San Diego City Schools/San Diego Continuing Education (SDCCD) CBET Program with respect to gains in parent involvement and family literacy strategies that promote parent involvement.

### **PROBLEM STATEMENT**

According to Schmidley (2001), the foreign-born population in the United States has increased from 9.6 million in 1970 to 28.4 million in 2000. Family literacy programs focused on providing services to the growing number of foreign-born students over the past several years, which mirror the national trend. Increases in populations speaking languages other

than English have already had an impact on the growth of family literacy programs and will continue to do so in the near future (Schmidley, 2001). Currently in the California public schools, approximately 25% (about 1.5) million of the students know little or no English, and their numbers are increasing (GRC, 2005). As the student population continues to become more diverse in California it is necessary to reauthorize funding for the CBET family literacy program in order to provide English language instruction to parents and other community members as a way of facilitating their efforts to help their children succeed academically (GRC, 2005).

In California, CBET family literacy programs were funded for a ten year period from 1998 to 2007. Although a considerable sum of state money was spent on CBET programs, no provisions were made for a comprehensive evaluation of these programs. According to the Gevirtz Research Center (2005), their four year study of the Santa Barbara Elementary School Districts CBET program was the only comprehensive research study conducted on a CBET program in California. Given the significant amount of state resources that were provided for the CBET program statewide, combined with the lack of specificity in the legislation regarding program evaluation, it is especially important to collect appropriate data that will aid in reauthorization of CBET.

CBET reauthorization was supported by senate bill SB 782 presented by Senator Escutia to the California legislature in spring 2005. The bill proposed to extend the CBET program an additional five years with state funding from the General Fund. Additionally, the bill added a requirement for evaluation of the success and effectiveness of CBET programs. The legislature will require each agency receiving funding for CBET to prepare and submit a report to the California Department of Education (CDE) to document its achievements related to a series of performance and accountability requirements (Community Based English Tutoring Program, 2005). The bill died in the Senate Appropriations Committee in 2005, was re-submitted in January 2006, and at the present time is awaiting a new vote pending collection of comprehensive CBET data.

In 2006, coordinators, parents, teachers, principals and anyone involved in CBET family literacy programs in California wrote letters and presented data to the California legislature's CBET reauthorization committee showing the effectiveness of their CBET programs. Because the majority of extant research on family literacy programs is based



primarily on observations and self-report data, few researchers in this area have been able to present quantifiable results for adult participants associated with family participation (GRC, 2005). Having substantial data collection and research studies on California CBET programs during 2006-2007 could support the reauthorization of CBET funding through the California legislature.

### **PURPOSE OF STUDY**

The purpose of this study was to evaluate the San Diego City Schools/ San Diego Continuing Education (SDCCD) CBET Program's impact on parent involvement and analyze CBET program strategies that have influenced parent involvement. This dissertation will be submitted to the CBET reauthorization committee in California. The study could have important implications for school districts throughout the state of California participating in CBET programs and family literacy programs nationwide by providing comprehensive data that support the need for continued funding of all family literacy programs. The research was guided by the following questions:

1. What effect has the San Diego City Schools/ San Diego Continuing Education (SDCCD) CBET Program had on parent involvement?
2. What, if any, CBET program strategies have influenced parent involvement?
3. Is there a relationship between demographics of CBET participants and parent involvement?

## **CHAPTER 2**

### **REVIEW OF THE LITERATURE**

#### **INTRODUCTION**

Family literacy has become a critical area in educational and social welfare efforts throughout the U.S. and abroad. As the term family literacy gained widespread acceptance in recent years for describing programs, a number of ways to organize such programs has been proposed (Wasik & Herrmann, 2004) and hundreds of family literacy programs have been developed since the 1990s (Gadsden, 1999). However, family literacy programs and methods used to increase the literacy and skills of families have been much debated. The disparity of opinions is based primarily on distinct interpretations of literacy, emergent literacy, and family literacy.

According to Weinstein-Shr (1995) the goals of a family literacy program determine its design. The design takes into account the characteristics of the targeted participants as well as appropriate activities for working with these learners. The focus of family literacy programs can range from parent involvement to after school reading programs to parent-child book reading projects in school or in the home (Gadsden, 1999). Many family literacy programs are designed to strengthen literacy resources by involving at least two generations (Weinstein-Shr, 1995). For example, family literacy services can be categorized as direct or indirect for either adults or children (Nickse, 1990). Furthermore, these programs can be described as either parent involvement programs where parents learn to assist their children or intergenerational family programs where parents and children are co-learners (Morrow, 1995).

This chapter provides a review of family literacy including the impact of parent involvement in family literacy programs on their children's student achievement. Before discussing family literacy programs, the term family literacy itself must be defined. In the following sections, the researcher defines family literacy, reviews findings on family literacy programs, discusses the issue of intergenerational transfer and families' influence on literacy development, and reports on successful family literacy programs.

## WHAT IS FAMILY LITERACY?

Family literacy is difficult to define (Wolfendale & Topping, 1996). Similarly what is defined as literacy can also vary depending on the scholar or researcher. Recently, literacy has been discussed as social practices (Street, 2005). In this context, there are multiple literacies or ways of using a range of literacies (Street, 2001). For example: school literacy, family literacy, computer literacy and so forth (Bazzi, Davis, & Cho, 2005).

The practice of family literacy may have occurred for generations although the two words were not combined as a notion until 1983, when Taylor (1983) published her dissertation, *Family Literacy: Young Children Learning to Read and Write*. Taylor's (1997) landmark ethnographic study describes in detail the ways that families support the literacy development of their children. She found, for example, ways of looking at reading and writing as activities that have consequences for and are affected by family life.

After the family literacy term was coined, what it meant became subject to a wide range of different interpretations because "no single narrow definition of *family literacy* can do justice to the richness and complexity of families, and the multiple literacies, including often unrecognized local literacies that are part of their everyday lives" (Taylor, 1997, p.4). There have been broader definitions which include any approach that examines the family connection literacy (Morrow, 1995; Wolfendale & Topping, 1996).

According to Handel (1999), at present there are several definitions in use. The term *family literacy* is used to (1) explain the study of literacy in the family, (2) describe a group of interventions that relate to literacy development of young children, and (3) describe a set of programs developed to improve the literacy skills of one family member or more (Britto & Brooks-Gunn, 2001; Handel, 1999; Wasik, Dobbins, & Herrmann 2001). The U.S. Department of Education (2003) defines family literacy as

services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities: (A) interactive literacy activities between parents and their children; (B) training for parents regarding how to be the primary teacher for their children, and full partners in the education of their children; (C) parent literacy training that leads to economic self-sufficiency; (D) an age appropriate education to prepare children for success in school and life experiences. (p. 3)

Reviews of research by Hannon (2000) reported that the term *family literacy* has been incorporated significantly into the discourses addressing childhood education, literacy, and

adult education in many countries that are English speaking, such as the United Kingdom. Family literacy involved working “through parents to improve the reading and writing of their children, and also the parents’ literacy” according to the United Kingdom’s National Literacy Trust (Bird, 2001). Reports from other countries, especially non-English-speaking ones, are not readily accessible, but accounts indicate there is work in the area of family literacy in Canada, France, Spain, Greece, New Zealand, Brazil, Mexico, and South Africa (Hannon & Bird, 2004).

Informed by the work of Auerbach (1996, 1989), this study used the term family literacy as addressing family concerns and strengthens parents' abilities to care for their children. When parents focus on acquiring English language and literacy from this perspective, they are in a position to enhance the role of literacy in their family. Similarly, the family literacy programs are intergenerational that work with families rather than the child and adult separately (Casper, 2003). Further, the term literacy and literacy development is used to describe natural or informal occurrence seen in everyday situations and experience in home, family, and community life (Allison & Watson, 1994).

### **INTERGENERATIONAL TRANSFER**

Also contributing to the development of family literacy programs has been the concept of intergenerational transfer of literacy within a family unit. The family and intergenerational literacy movement emerged in the mid 1980s because of an economical and creative response to the large group of women and children suffering from undereducation and poverty (Sissel, 2000). Research by Chase-Landsdale and Brooks-Gunn (1995) states that poverty is one of the most frequently identified concerns behind family literacy programs. Although there have been economic successes in recent years, 13 million children still fall below the poverty line (Wasik & Herrmann, 2004). Children suffer from several negative life events associated with poverty, including lower school achievement (Duncan & Brooks-Gunn, 1997). Poverty is also associated with children’s literacy levels; reading difficulties occur more often among poor, non-White, and non-native English-speaking children (Snow, Burns & Griffin, 1998). Other studies document that children with low literacy skills are not only less prepared for school but also perform poorly in later

elementary grades (Juel, 1988) and high school (Cunningham & Stanovich, 1998). Many of these children have parents with low literacy levels (Wasik & Herrmann, 2004).

Providing an intergenerational program for parents with low literacy skills offers an opportunity for a more inclusive and integrated set of services that can enhance their literacy skills to expand their own choices and help their children in school (Wasik & Herrmann, 2004). For over two decades family and intergenerational transfer research studies conducted in emergent literacy reported that parent's skills and practices influence the school achievement of their children. (e.g., Sticht & McDonald, 1989; Teale, 1982). According to these studies, the cognitive development of the child is greatly influenced by the learning that takes place at home. Some programs describe themselves as intergenerational or multigenerational and aim to connect parents, grandparents, and grandchildren (Gadsden, 1999).

In discussing the intergenerational transfer hypothesis, Wolfendale and Topping (1996) state that the main challenge for family literacy researchers and practitioners is to look at the nature of the transmission of educational behaviors and values within the family. It is also important to examine how the diversity of the family unit- educationally, economically, and culturally affects learning processes within the family (Auerbach, 1989, Illinois Literacy Resource Development Center [ILRC], 1992). Intergenerational exchange among family members fosters literacy development which is an important aspect of family literacy (Packard, 2001). Edwards (1995) found that parents often enhance their children's literacy development by sharing books with them and, at home, introducing literacy enriched activities (Barnitz & Barnitz, 1996).

The impact of family on children's academic achievement has been a topic of wide research. Kellaghan, Sloane, Alvarez, and Bloom (1996) reviewed 300 studies and concluded that the home is central to children's learning and progress in school. They found that the ways in which parents and children interact and spend time together play an important role in children's development. In Henderson and Berla's (1994) review of studies they report that regardless of income, education levels or cultural background, families make critical contributions toward their children's achievement throughout pre-school to high school.

## **PARENT OR FAMILY INVOLVEMENT**

### **Effects on Student Achievement**

The Gevirtz Research Center (2005) report has indicated that one major assumption behind family literacy programs is that students' academic success is associated with the level of parents' involvement in their children's academic lives. Supported by a review of the literature on parental involvement in education, family involvement has consistently played a very important role in children's educational achievement. Based upon their synthesis of 51 recent reports on family and community involvement in education, Henderson and Mapp (2002) concluded that the studies found a "positive and convincing relationships between family involvement and benefits for children" (p. 24), including higher grades and test scores, better attendance, and greater likelihood of pursuing postsecondary education. Such findings have led a number of researchers to suggest that increasing family involvement in education may be one of the most effective means of improving students' achievement in school (Chavkin & Gonzalez, 1995; Morrow, 1995; Osher, 1997).

Three kinds of parent involvement at home are consistently associated with higher student achievement: parents or guardians who actively organize and monitor a child's time, help with homework, and who discuss school matters (Finn, 1998). According to Wherry (2002), "Experts say that the two times when parent involvement has the most impact on children's learning are during early childhood and middle school" (p. 6). A synthesis of research studies on family involvement and student achievement (Henderson & Mapp, 2002) found the following key points:

- Programs and interventions that engage families in supporting their children's learning at home are linked to improved student achievement.
- The more families support their children's learning and educational progress, both in quantity and over time, the more their children tend to do well in school and continue their education.
- Families of all cultural backgrounds, education and income levels can, and often do, have a positive influence on their children's learning.
- Family and community involvement that is linked to student learning has a greater effect on achievement than more general forms of involvement.

There are numerous factors and variables that have been offered to explain the effects of family on children's learning. Of the several Silber (1989) variables outlined that have

positively correlated to social and cognitive competency during the first years of childhood, one is parent involvement. According to an International Reading Association (1996) position statement on reading in the *Reading Teacher*, literacy and language development begins long before the child participates in typical classroom based activities (e.g., basal reading or makes a mark on the first worksheet). Literacy begins during infancy. Children are first exposed to language and print while in the home. Preschool teachers studied by Enz and Searfoss (1996) repeatedly recommended that parents read to their children. Parents who read to their children before they enter school give their children a boost toward reading success. Talking to children about the books and stories they read also supports reading achievement (Baker, Afflerback, & Reinking, 1996).

In 1994, the College Board found that reading achievement depends more on learning activities in the home than does math or science achievement. Reading aloud to children is the most important activity that parents can do to increase their children's chance of reading success. A number of studies have found that reading aloud to preschool children has been associated with increased vocabulary; school-age reading achievement scales; and early literacy skills, such as letter and name identification and phoneme blending (Bus, van IJzendoorn, & Pellegrini, 1995).

Children who reported having four types of reading materials in the home (books, magazines, newspapers, and encyclopedias) achieved higher reading scores than those who reported having fewer types of reading materials (Donahue, Finnegan, Lutkus, Allen, & Campbell, 2001). There is also a correlation between the number and variety of reading materials available in a child's home and standardized test scores (Educational Testing Service, 2001). Regrettably, many parents face great financial hardships and cannot provide a large number of reading materials in their homes. Furthermore, parents may not know how to encourage and engage their children's interest in reading (Richgels & Wold, 1998). To help parents reach their role as partners in literacy programs, it is imperative that teachers offer easy book access and their guidance to use them effectively (McGee & Richgels, 1996).

### **Effect of Parent's Education on Parent Involvement**

There has been interest by researchers in the relationship between children's school success and two parent-related factors: parental education and home literacy practices. The

importance of the first factor, parental education, is underscored by results from the National Assessment of Educational Progress (NAEP) (Paratore, 2003). Over several NAEP administrations, results have consistently shown that children with parents who have higher levels of education have higher rates of performance on achievement tests in all subject areas (Donahue, Voelkl, Campbell, & Mazzeo, 1999). Parents' level of education also correlated with the degree of parent involvement in their children's schooling (Paratore, 2003).

Kohl, Lengua, and McMahon (2000) noted that "Dauber and Epstein (1989) found that better educated parents are more involved at school and at home" (p. 502). In their own study, Kohl et al. (2000) determined that parent education was a significant predictor of parent involvement factors including parent-teacher contact, parent involvement at school, teacher perception of the parent, and parent involvement at home. Research data reported that parents without high school diplomas are less likely to attend school events and meetings with teachers and are less likely to serve as volunteers or committee members (National Center for Education Statistics [NCES], 2001).

In her review of research on non-involvement of parents in education, Pena (2000) found numerous reasons that relate especially to non-English proficient families: educational jargon, few opportunities for involvement, language barriers, negative prior experiences with schools, the institutional nature of schools, and principal and teacher attitudes. She also notes that Mexican-American parents often "believe that they are helpful by maintaining a respectful distance from the education system" (p. 44).

### **Cultural Diversity Considerations**

The most traditional and visible forms of parental involvement valued by educators are direct participation by parents in school activities and their communication with teachers (Chrispeels, 1996; Martinez & Velazquez, 2000). White middle and upper class families are most likely to participate in these two activities and are therefore perceived as very involved in their children's education (Chrispeels, 1996; Henderson & Mapp, 2002). Consequently, parents who are not involved in these two ways—typically low-income and minority parents—are often perceived as disinterested in their children's education (Chavkin & Gonzalez, 1995; Chrispeels, 1996). An example of this tendency is reported in a 1993 national survey of teachers that cited the most frequently stated education problem was



Hispanic parents' lack of interest and support for their children's education (Hyslop, 2000). Research conducted by the Gevirtz Research Center (2005) reported that although teachers' perceptions are common, a number of researchers, educators, and parents have begun to challenge these views. Their study reported a high level of parent involvement by Latina/o parents in their children's education, thus illustrating that language minority parents are concerned about their children's education and have the potential to contribute to it.

The concept of *familia* (Abi-Nader, 1991) is central to everyday life in Hispanic communities and is especially important to new immigrant families. This means that whatever you do in everyday life should benefit not only the individual but also the family. For example, if mothers do something for themselves, such as attending English classes, they think of ways to connect the activities to their families, especially the children (Rodriquez-Brown, 2003). According to her research, family literacy programs that have intergenerational components are better alternatives to adult education programs in Hispanic communities.

### **INTERGENERATIONAL LITERACY PROGRAMS**

One way in which schools and other educational institutions may attempt to bolster parent involvement in education is by establishing family and intergenerational literacy programs (GRC, 2005). Family and intergenerational literacy programs generally include any programs that support the acquisition and use of literacy for children, parents, and other family members at home, at school, and/or the community. Studies of these programs have reported positive effects on parents' literacy skills and on their comfort levels and confidence related to using these skills in educational settings at home and at school (Henderson & Berla, 1994; Henderson & Mapp, 2002; Morrow & Young 1997; Nistler & Maiers, 2000; Norwood, Atkinson, Tellez, & Saldana, 1997).

The earliest educators to refer to intergenerational literacy programs were Sticht and McDonald in 1989. St. Pierre, Layzar and Barnes (1995) called them two-generation programs, and others referred to them as family literacy programs (Benjamin & Lord, 1996; Edwards, 1990; Morrow, 1995). These programs identified by St. Pierre, Layzar, and Barnes (1995) as "two generation programs" are meant to "solve the problems facing parents and children in two contiguous generations to help young children get off to the best possible

start, and at the same time help their parents reach a better socioeconomic status” (p.101). The assumption of reciprocity inherent in intergenerational learning programs is explained by Gadsden (1994) in the following way: “The customary unidirectionality of parental influence going from the parent to the child is very wide, and learning and developmental processes of children, for example, are looked at as potentially having an impact on the parents’ adult development” (p.12).

Sticht (1992) who was one of the earliest supporters of the intergenerational education programs explained, the following rationale:

Many children begin kindergarten or first grade with established language, knowledge and cognitive skills that are unlike those needed to obtain more advance levels of literacy, mathematics and critical thinking abilities that are surrounded by the cultural context of mainstream public education. Children under these circumstances usually fall behind and stop attending school. In turn they become slightly employable and marginally literate youth and adults that make up one-fifth to one-third of the adult population in the U.S. Quite often these young adults become parents of children and are unable to convey educationally pertinent preschool oral and written language skills or to show logic skills, frequently using mathematical concepts. (p. 1)

### **FAMILY LITERACY PROGRAMS VIEWPOINTS**

Family literacy programs emerged more from a set of beliefs and assumptions about the intergenerational nature of literacy within families than from an explicit theoretical framework (Wasik & Herrmann, 2004). In recent years, family literacy programs have proliferated in schools and communities across the United States, and at the same time have become the focus of vigorous debate. Many educators and policy makers view them as the answer to a host of problems associated with society in general (e.g., unemployment, crime, and poverty) and school failure in particular. For example, Darling (1997), founder and president of the National Center for Family Literacy, asserts that family literacy is one of the most important initiatives in the effort to reform the U.S. welfare programs, and points out that family literacy programs have the capacity to strengthen family values and functioning and to move families toward self sufficiency. The point of view held by Darling has had considerable U.S. political and legislative support resulting in family literacy interventions as a top priority in many federally and state funded U.S. reading programs for early childhood, elementary, and adult education (Debruin-Parecki & Krol-Sinclair, 2003).

There are other educators that strongly disagree with the claim that education will provide a shield against poverty, low employment, and other societal problems. One of the most vocal supporters on this side of the debate, Taylor has relied on a six-year ethnographic study of families living in poverty (Taylor & Dorsey-Gaines, 1988), as well as numerous anecdotal accounts collected from parents, teachers, and researchers (Taylor, 1997) to argue that high unemployment and poverty result in inequalities within society that prevent individuals from achieving economic advancement despite personal motivation or educational attainment. Others sharing this point of view (e.g., Auerbach, 1995, 1997) also point to census data indicating that race and gender correlate more highly with unemployment and poverty than does education.

Educators and researchers on each side of the debate differ not only in what they believe to be the likely outcomes of family literacy intervention programs, but also in their perceptions of the literate lives of families who often are targeted as participants of such programs. For example, Darling and her colleagues at the National Center for Family Literacy (Darling & Haynes, 1988, 1989; Potts & Paull, 1995) describe the daily lives of such families as essentially devoid of any literate activity and, as a result, unlikely to provide children with adequate opportunities to acquire basic knowledge about literacy and language. Parents with low literacy these researchers say, lack the resources to support their children's school success and, as a result, perpetuate an intergenerational cycle of low literacy.

In contrast, researchers such as Heath (1983), Moll and Greenberg (1991), Taylor and Dorsey-Gaines (1988), and Teale (1986) declare that virtually all families integrate some types of literacy and language events within their everyday routines. Usually, these are different activities from what teachers expect and know so, as a result, they go unnoticed. Supporters of this viewpoint authenticate their claim with evidence from studies across different cultural, linguistic, and economic groups. Proponents of this viewpoint conclude that children are not performing well because they are language and literacy deprived. Because of this, they begin school lacking the required knowledge of language patterns and literacy events that are important and valued in most classrooms (Debruin-Parecki & Krol-Sinclair, 2003).

Gadsden (1994) summarized the disparity and dissention that characterizes the work in family literacy, and states that they have emerged from two seriously conflicting

foundational premises: One that perceives the family's lack of school-like literacy as a block to learning, and the other which capitalizes on home literacy practices as a bridge to school learning. Rather choosing sides in the debate, however, Gadsden (1994) argues that both premises may be useful. She suggests educators might adopt a reciprocal approach based on an understanding that teachers need to instruct parents in school-based literacy and information that integrates parents' existing knowledge and resources into school curricula.

Sorting out the differences and disagreements has been difficult because, as noted by both Purcell-Gates (2000) and Gadsden (2000) in their respective research syntheses, the field of family literacy is not one that is rich in rigorously designed evaluative studies. Instead, it is inundated with studies that provide substantial evidence that parents acquire knowledge in family literacy programs, but lack a control group which would allow analysis to the scope to which such change can be attributed to the instructional intervention. Nevertheless, existing studies are important to the examination of which benefits family members might gain by participating in a family literacy program (Debruin-Parecki & Krol-Sinclair, 2003).

### **FAMILY LITERACY PROGRAMS**

Wolfendale and Topping (1996) found that family literacy programs are characterized by the following:

1. Family literacy tries to give equal opportunities and access to all family members.
2. Family literacy focuses on gains in literacy skills in relation to the uses, needs, objectives and value of all of the participants involved, not just those of the school system. Family literacy seeks to put together the needs and competencies of the community/home and school environments so far as possible.
3. Family literacy targets gains in literacy motivation, self-image and competence for all participants—child and adult.
4. Family literacy seeks to give family members the opportunity to achieve both intergenerationally and intragenerationally—now and in the future.
5. Family literacy appreciates the existing home culture and competencies of family members and builds on these.

Convinced of the important role that families play in their children's development, policymakers have allocated and continue to allocate substantial funds for the design and implementation of family literacy programs (Edmiaston & Fitzgerald, 2003). Among a variety of such programs in California, Community-Based English Tutoring (CBET) and

Even Start receive a large amount of public funding (GRC, 2005). A brief overview of each program follows.

### **Even Start Program**

Even Start is a statewide family literacy initiative designed to improve and expand literacy to children and adults that are eligible. Even Start is based on the Kenan model which is very successful. The Kenan model has pre-school children and adults participating in homogeneous age groups as well as intergenerational family groups (Gadsden, 1999). The four components of this model are (1) PACT (parent and children together), (2) early childhood education, (3) adult basic skills introduction, and (4) parenting discussions. Preliminary reports indicate that this model is effective for both the children and the adults. According to Darling (1992) parents are more likely to continue with family literacy programs than with other education programs.

The William F. Goodling Even Start Family Literacy programs (ESEA, Part B, Subpart, 3, 2001) are described as follows in the U.S. federal legislation (Debruin-Parecki, Krol-Sinclair, 2003):

It is the purpose of this part of help break the cycle of poverty and illiteracy by improving the educational opportunities of the Nations low income families by integrating early childhood education adult literacy or adult basic education, and parenting education into a unified family literacy program, to be referred to as "Even Start". (p. 168)

In comparison to most other family literacy initiatives, Even Start has the most ambitious goal, which is "to help break the cycle of poverty and illiteracy by improving the educational opportunities available to low-income families with limited educational experiences" (St. Pierre, Gamse, Alamprese, Rimdzius, & Tao, 1998). Additionally, Even Start programs have grown rapidly since their inception, increasing in service from 76 grantees in 1989 to over 637 grantees in 1996-1997 that serve over 48,000 children and 36,000 adults (1998). Finally, Even Start programs uniformly provide families with a range of services, including adult education, parenting education, and early childhood services.

According to Paratore (2003) in Chapter 1 of *Family Literacy from Theory to Practice*, Even Start from its inception in 1989 has the primary charge to fight poverty by improving academic achievement of children and their families, particularly in the area of reading. Former Republican congressman of Pennsylvania William Goodling (1994), who

sponsored the program legislation, characterized Even Start as a program that “supplies parents the training to be their child’s first teacher; allows them to gain needed literacy skills and to complete their formal education; and provides a preschool program for children” (p. 24).

St. Pierre and Swartz (1995) describe Even Start as a family-focused program with the following three interrelated goals:

- to help parents become full partners in the education of their children
- to assist children in reaching their full potential as learners; and
- to provide literacy training for their parents. (pp. 38-39)

### **CBET (Community-Based English Tutoring)**

The Community-Based English Tutoring Program in California was enacted in 1998 with the passage of the Proposition 227 initiative. It authorized districts to provide adult English language and family literacy instruction to parents and community members who pledge to provide personal English language tutoring to California K-12 school children with limited-English proficiency. Education Code Section 315 and Title 5 of the California Code of regulations Section 11305 determine the expenditure of funds. The California Department of Language Policy and Leadership Office administer CBET (SDCS, 2002).

The Gevirtz Research Center and its Santa Barbara School Districts partners have developed a Community-Based English Tutoring Program (CBET) that addresses the state initiative and focuses on the family in promoting student literacy (Dixon & Ho, 2002). The Gevirtz Research Center recently completed a four year study of the Santa Barbara School Districts CBET Program. The research included both qualitative and quantitative methodologies. Results of the study show a successful model of how the promotion of various parent support strategies can assist language-minority children in their academic achievement (Ho, Dixon, & Herrity, 2004). The Gevirtz Research Center (2005) suggests that the results of the four year CBET study have important implications for school districts throughout the state of California participating in Proposition 227 programs, as well as family literacy programs nationwide.

Quantitative data showed that participants in the CBET program improved on measures of their English language literacy in each year of the program. Also in the third year of the study, there was significant increase in the “English Language Learner” levels, as

designed by their teachers. This finding suggests that the CBET program is helping to meet the needs of an underserved population (Ho, Dixon, & Herrity, 2004).

The American Institutes for Research (AIR) and WestEd were contracted by the California Department of Education in 2000 to conduct a five-year evaluation study of the effects of implementation of Proposition 227 on the education of English Learners. Their results were presented at the American Education Research Associations Annual Meeting (2004). The third year of the case study looked at seven key elements, one of which was parent involvement. Findings showed that parents appear to be aware of several ways which may provide cognitive and academic assistance to their children, but their ability to provide such assistance depends on open channels of communication between themselves and the teachers. Similarly, their involvement in the school is in part a function of the schools ability to communicate with parents in their home language, and to establish a shared responsibility for student success (AIR & WestEd, 2004).

According to American Institutes for Research (AIR) and WestEd (2004), the CBET program appears to be effective in improving parents' English and other job-related skills, and in increasing parent volunteering and involvement in school activities. Successful school-based efforts also acknowledge the need for transportation and childcare, and affirm the importance of parent advocacy. AIR and WestEd (2004) listed 15 recommendations in the report and one recommendation concerning CBET was made. They stated that the focus and purpose of the CBET program should more clearly emphasize articulation with instructional programs for ELLs at neighborhood schools.

There are many CBET programs from Southern to Northern California, and there are similarities and differences within each program. Many programs offer CBET classes, a distance learning program, and few have mobile computer lab components. Hamilton (2001) compiled a description of eight CBET programs throughout California detailing each program and its components. According to Gerardo (2001), the most positive outcomes in the San Diego Community College District (SDCCD), Continuing Education Division/ San Diego Unified School District CBET program are as follows:

- An increase in parent involvement with their children at school.
- An increase in parents reading to their own children and helping them with homework.

- Training of parents to tutor in grades K-3.
- Serving a population previously not served by providing babysitting.
- Developing of curriculum that integrates ESL and parenting skills.
- Free TB testing for adult language learners.
- Development of assessment material to document family literacy outcomes.
- The use of children's literature /providing lending libraries.
- Integration of phonics for children.
- Integration of parenting into the curriculum.

### **EVALUATION OF FAMILY LITERACY PROGRAMS**

Ho, Dixon, and Herrity (2004) point out that at present there is very little research being conducted to examine the effectiveness of the CBET family literacy programs. The Gevirtz Research Center (2005) completed a four year study of the Santa Barbara City Schools CBET program, and they reported that because the majority of extant research on family literacy programs is based on primarily observations and self-report data, few researchers in this area have been able to show quantifiable results for adult participants or improvements in student achievement associated with family participation. Although the study had some challenges related to data collection, its mixed-method approach has shown encouraging and important results concerning the Santa Barbara CBET program. The success of the family literacy program described in the Gevirtz Research Center (2005) final report suggests that the value of a school-based family literacy project was in increasing not only English levels, but also increasing knowledge about the U.S. school system. Evaluations of family literacy programs that include an assessment of parenting outcomes typically rely on self-report measures because of resource limitations; thus a persistent issue is the accuracy of self-report data (Powell, Okagaki, & Bojczyk, 2004).

The Immigrant Learning Center, Inc. (ILC) was established in 1992, and their mission is to provide enough knowledge of the English language to immigrant and refugee adults to help them lead productive lives in the United States and to become successful parents, workers and community members (ILC, 2006). The ILC (2006) is conducting a five year longitudinal study meant to demonstrate the impact of students' improved English competence with family and work contexts. During 2001 the ILC conducted in-depth, face-to-face interviews with a small sampling of former students and analyzed the results. The



critical incident technique (CIT), a qualitative approach, employs the interview method to obtain “an in-depth analytical description of an intact cultural scene” (Borg & Gall, 1989, p. 387).

The Department of Education of Tasmania (2006) shared research findings on barriers to family-school relationships. Their study employed the critical incident technique and defines it the following way:

One way of seeing school and family interactions is to look at an ‘incident’. The idea is not to choose a crisis or conflict, but an ordinary everyday incident that did or did not go as well as could be expected. The incident becomes critical only because we examine it critically to see what we can learn from it. (p. 3)

According to Brookfield (1990) the advantage of the method of CIT is that the emphasis is on specific situations and events, and he believes that this technique is tied to practice for teachers or others, who are interested in developing learning of others. Research by Eichhorn (1994) used the CIT to look at program quality of the Adult Basic Education (ABE) program in the United States as reported by instructors and students in the program. Research can and should guide program quality, staff development, and future direction for public policy, and one of the biggest challenges facing the field of family literacy is the area of research is the complexity of comprehensive services (Darling, 2004).

Darling (2004) notes that programming, staff development, policy, and research are important factors to the development of family literacy, but the most influential factors for the future of family literacy are the families. One way to meet this goal may be to develop programs that support language-minority families’ participation in the school system and that recognizes the families as a valuable resource in the educational lives of their children (GRC, 2005).

## CHAPTER 3

### METHODOLOGY

#### INTRODUCTION

Currently in the California K-12 public schools, approximately 25% (about 1.5 million) of the students know little or no English, and their numbers are increasing. Because of this diverse student population, it is necessary to develop educational programs that help language-minority families understand and participate in the school system in ways that will support the academic success of their children (GRC, 2005).

As a result of the Proposition 227 Initiative in California, statewide family literacy programs were established as Community-Based English Tutoring (CBET) programs to provide adult English language instruction to parents and community members in order to facilitate their efforts to help their children succeed academically. At present little research has been conducted to examine the effectiveness of CBET family literacy programs (Ho, Dixon, & Herrity, 2004).

The intent of this investigation was to contribute to current research showing that CBET programs increase parent involvement, which may lead to elementary and secondary student achievement (GRC, 2005). The findings of this study will be submitted to the CBET reauthorization committee in California, and the results could have important implications for school districts throughout California participating in CBET family literacy programs.

In summary, the purpose of this study was to investigate the effects and outcomes of parent involvement for the parents or community members who have been involved in the San Diego City Schools/San Diego Continuing Education (SDCCD) CBET Program between the years 2001-2005. The research questions posed in the study were as follows:

1. What effect has the San Diego City Schools/ San Diego Continuing Education (SDCCD) CBET Program had on parent involvement?
2. What, if any, CBET program strategies have influenced parent involvement?
3. Is there a relationship between demographics of CBET participants and parent involvement?

## CONTEXT

This study was an investigation of the CBET program in San Diego, California. The program is collaboration between the San Diego Community College District (SDCCD), Continuing Education Division and the San Diego Unified School District. The Community College District provides instructors in the field of education and the San Diego City Unified School District provides funding to support the classes. The majority of the CBET classes are located at elementary school sites or other community sites.

The CBET program in San Diego has collected data since the program began in 1998. The data include pre and post surveys given to the participants in the CBET classes when they enter and leave the CBET class. Over the time frame from 1998-2006, the survey design changed. The changes in the surveys were made to represent more of a comprehensive evaluation of the program, asking questions that could be followed up with interviews. The researcher has provided input to the San Diego Continuing Education's CBET Coordinator on changes to the surveys. Research on family literacy programs suggests that lack of comprehensive evaluation is a national concern (GRC, 2005). To address these shortcomings, this study used an in-depth qualitative exploratory method. This method, also known as the critical incident technique, was developed by Flanagan (1954) approximately fifty years ago. It is a very useful tool in needs assessment, and in the collection of data pertaining to problem areas that require attention (Twelker, 2003), such as CBET data collection methods in various programs.

## RESEARCH DESIGN

The study utilized a comprehensive mixed-methods approach to address the research questions. The mixed method design employed both quantitative and qualitative data collection. Quantitative data were collected from survey responses for each of the four years of this study, and qualitative data was collected from the interviews and surveys.

Qualitative research design is based on the nature of the research questions. Research by Ashcraft (2004), reports that qualitative research studies share certain characteristics. First, data are collected in naturalistic settings (e.g., homes, schools, workplaces), as opposed to a clinical laboratory, and the researcher is the primary instrument of the data collection. This means that the researcher must rely on his/her own senses to obtain the data; and the

data collection, analysis, and interpretation are influenced by the researcher's subjectivities and positionality. The data are collected in the form of words or images rather than numbers, and data are analyzed inductively with a focus on the meaning that the participants give to their experience. Finally, the outcome of the qualitative research includes an expressive and persuasive description of the process of inquiry along with the findings (Creswell, 1998).

According to Baker (2005), qualitative research has demonstrated that, despite sharing the belief that parental involvement is a worthy objective, parents, teachers, and school administrators have very different ideas about what parent involvement means in the day-to-day life of schools and families and about how to achieve it. Parent involvement research needs to be more theory driven to incorporate the perspectives of parents or participants (Baker, 2005). In order to meet the purpose of this study therefore the researcher proposes to use the critical incident technique (CIT).

Appendix A describes this technique of an exploratory method of qualitative research which asks qualified respondents for descriptions of behaviors contributing to the effectiveness of certain phenomenon. In this study, qualified respondents were adult learners who have participated in the CBET program. CIT has its roots in qualitative research and was originally developed by Flanagan in the 1950's (Flanagan, 1954). Research by Brookfield (1990) reported that CIT has been used for different education purposes mainly in adult education, and that this interview technique offers the adult learner a possibility to focus on their own experiences.

The study covered a four year period from 2001 to 2005, and analyzed existing pre and post-survey responses, followed by critical incident interviews to provide an in-depth perspective of research questions one and two. Each CBET class during the time period listed gave CBET participants pre and post surveys. This existing data was used to address research questions one, two and three of this study on the CBET program as a whole. The critical incident interviews were only used for research questions one and two. The critical incident interview were not be used for research question three because the interviewee pool was not a large enough sample to get effective results.

## **PARTICIPANTS**

This section of the methodology discusses and describes the CBET program schools included in the study and explains the selection criteria and data sources.

### **CBET Program Participants**

The CBET classes investigated in this study included morning, afternoon, and evening classes. CBET participants in these classes who had paired data (pre and post surveys) during 2001 to 2005 will be included. There were 29 CBET classes in 2001-2002; 48 classes in 2002-2003; 39 classes in 2003-2004, and 33 classes in 2004-2005. The program originally began with 17 elementary schools in 1998-1999 and expanded to 48 classes in 2002-2003. After the 2002-2003 school year, classes were closed due to budget cutbacks in the CBET program. There were more CBET participants during years 2002 to 2004 of the study than in the 2002-2002 or 2004-2005 school years. As a result, the actual number of pre and post surveys during this four year period varies. CBET participants are recruited each year and may participate one or multiple years. This inquiry, therefore, is not longitudinal; rather each year the data was treated as belonging to a discrete cohort.

### **SELECTION CRITERIA AND DATA SOURCES**

The setting for the CBET participant critical incident interview was a San Diego elementary school. Fifteen interviewees were selected from a potential participant pool of adult learners who have attended CBET classes. They were chosen in the following way: First, the researcher identified sixteen potential CBET participants at a local elementary school, who had attended CBET classes, and were currently attending a family literacy class. The former CBET class at this local elementary school is now a family literacy ESL class. Secondly, the researcher invited these potential interviewees to discuss the study at a meeting. The researcher explained the purpose of the study, and asked for volunteers to participate in critical incident interviews. The potential participants were all native-Spanish speakers; therefore, the meeting was held in Spanish and English. These participants were from different age groups, socioeconomic status and educational backgrounds. After the details of the study were explained, the researcher asked for volunteers. Fifteen potential participants attended the meeting, and were selected for the study through purposeful sampling. Purposeful sampling entails establishing clear criteria for inclusion in the sample

(Creswell, 1998). There were two criteria that potential participants had to meet in order to be included in the study. First, the participants had to have attended CBET classes during at least one year during 2001-2005. The second criterion was that the potential participant had to have pre-existing pre and post surveys from their enrollment in the CBET classes.

During the explanation of the study, the participants were not offered any type of incentive to participate. The researcher included all 15 of the potential participants who attended the meeting, and then told participants they would be required to have two 30 to 60 minute taped interviews. At the end of the meeting, the researcher decided to give the participants incentives. Marin and Marin (1991) indicate that it is appropriate to offer participation incentives to minority participants, especially since participation places a larger burden on them than on non-minority participants. Because the participants in the study gave up approximately two hours of their time to be interviewed, the researcher offered them \$25.00 gift certificates from a local store or restaurant as incentives.

### **ETHICAL ISSUES**

All participants were informed that anonymity and confidentiality factors were kept intact. Participants had the option to drop out of the study at any time during their choosing. The interviewees self-selected pseudonyms for use in this study at the initial meeting. Every effort was made to follow ethical research practices during the implementation of this study. Informed consent was obtained from the participants and their participation was and will remain confidential. All documents given to the participants (e.g., the consent forms) were translated into Spanish.

### **RESEARCHER ROLE**

I was a teacher in the CBET program for six years and eight of the students in this research study were my former students. During these six years of teaching at the same elementary school, I built relationships with teachers, parent coordinators, Even Start staff, principals and parents. Because of my rapport with all of these various school stakeholders, I gained access to do my critical interviews of the CBET participants at a San Diego elementary school. Additionally, I had access to all of the CBET data collected by San Diego Community College district. I was given permission to use all the data from the pre and post CBET surveys.

In order to prevent researcher bias, I did not conduct the CBET participant interviews. I had another parent coordinator at the school do the interviews and then had them transcribed by another teacher. My primary role in this study was to design the study, analyze and compare data and then write about the findings.

## **DATA COLLECTION**

Data collection involved pre-existing pre and post surveys, and interviews. Interviews took place over a one month period.

### **Surveys**

The CBET program was implemented in 1998 and has required pre and post surveys to be given to each CBET participant who enrolls in class. Each CBET participant enrolled in the program is given a pre CBET survey upon registration and at the end of the term, or when they leave the program they are given a post CBET survey. At the end of each year the instructors are required to turn in the pre and post CBET surveys to the San Diego Continuing Education CBET coordinator.

This investigation analyzed all pre and post surveys of paired data from all CBET classes during 2001 to 2005. The survey design (see Appendices B to E) was modified over the four-year period by the CBET coordinator to identify necessary data that will help with future program funding. Survey questions address topics such as parent involvement at home, parent involvement at school, CBET participants' performance, and the CBET participants' demographic information.

### **Interviews**

The participants of the case study were interviewed using the critical incident technique (CIT) that is an exploratory method of qualitative research. According to Creswell (1998), it is important to determine what type of interview is practical and will net the most useful information to answer the research questions. The CIT, qualitative approach, employs the interview method (see Appendix A) to obtain "an in-depth analytical description of an intact cultural scene" (Borg & Gall, 1989, p. 387). According to Gay and Diehl (1992), behavior occurs in a context, and an accurate understanding of the behavior requires the understanding the context in which it occurs. This interview technique probes where the

incident happened, how the person felt, the reaction of the adult learner, and the result of the described incident (Eichhorn, 1994).

The interview is a powerful tool for gathering information because it is flexible, can facilitate the active support of the interviewee, and can provide a multi-dimensional picture; e.g., non verbal communication can be assessed (Rossett & Arwady, 1987). Using the CIT approach the interviewees were asked questions about their parent involvement, and strategies taught in their CBET classes that helped with parent involvement. The researcher rephrased research question one and two to get critical incident interview responses from the interviewees. Interviewees were asked the two following questions: (1) could you describe your CBET experience in class? and, (2) could you tell me what happened at home during and after your CBET experience? Prompts used for both questions were the following: Tell me more about this, or could you give me an example of this. The interviewees also self-selected pseudonyms for use in this study. See Table 3 for the interviewees.

**Table 3. Interview Participants**

<b>Pseudonym</b>	<b>Grade level completed</b>	<b># of years in CBET</b>	<b>Years of schooling in native country</b>
Betty	HS, 2 yrs. college	3 ½ years	14
Carla	University degree	2 ½ - 3 years	16
Cecilia	6 <sup>th</sup> grade	3 years	6
Cristina	6 <sup>th</sup> grade	2 years	6
Crystal	6 <sup>th</sup> grade	2 years	6
Esmeralda	9 <sup>th</sup> grade	5 years	9
Esther	9 <sup>th</sup> grade	2 years	9
Karen	4 <sup>th</sup> grade	3 years	4
Lety	9 <sup>th</sup> grade	4 years	9
Marisol	2 <sup>nd</sup> grade	3 years	2
Maya	HS, 1 yr. college	4 years	13
Monserate	High School	2 years	12
Rosio	9 <sup>th</sup> grade	2 years	9
Ruby	8 <sup>th</sup> grade	2 ½ years	8
Sulema	9 <sup>th</sup> grade	2 years	9



The interviews were conducted face-to-face in Spanish or English by a parent involvement professional at a local elementary school because the researcher did not want researcher bias. The parent involvement professional agreed to be trained on how to conduct the CIT interviews by reading the reporter section (see Appendix A) of the Critical Incident Manual written by Paul Twelker (2003). The researcher has permission from Twelker to use the critical incident manual he developed in this study. At the initial meeting, interview participants requested that they do the interviews in Spanish, English, or both. Interviews were conducted in the participants' language of choice by the parent involvement professional that was fluent in both languages. All interviews were audio taped, transcribed, checked and corrected as necessary against the original audio-tape.

### **DATA ANALYSIS**

The data analysis consisted of two investigative phases, including analyzing pre-existing paired data (pre-post participant survey responses) from the San Diego City Schools/San Diego Continuing Education (SDCCD) CBET Program from 2001 to 2005, and interviewees' critical incident interview on their own perspectives of the CBET program based on research question one and two.

#### **Analysis of Surveys**

A constant comparative method (Bogdan & Biklen, 1992; Strauss, 1987) of data analysis was used to analyze the CBET pre and post surveys from 2001 to 2005. The paired data was collected and compared to emerging categories. The researcher used open coding (Creswell, 1998) to examine the surveys for significant categories of responses about the CBET program. The survey questions were coded and identified in the analysis process. After analysis of the survey question responses, they were categorized according to themes that emerged.

#### **Analysis of Interviews**

The same method was used to analyze the critical incident interviews. The constant comparative method is an appropriate tool for studying critical learning incidents described by adult learners (Soini, 1999). Using inductive coding procedures described by Strauss and Corbin (1990), as interview data were collected; they were transcribed and, as necessary,

translated. Transcripts and other data sources were reviewed line by line, labeled, and categorized. The researcher reviewed data and transcripts individually, coded and recoded, while searching for “key issue, recurrent events and activities” (Bogdan & Biklen, 1992) across the multiple sources of data. As data was analyzed, they were used to raise issues that were explored in later interviews, and to focus on continued analysis of themes and incidents reported across all data sources. The purpose of analyzing critical incident interviews is to understand the commonalties among responses. Responses were summarized and dominant or common themes were identified. The researcher used an inductive approach to organize CBET interviewee responses for comparison across survey results. The investigator attempted to capture and illustrate patterns among the data, to reveal any correspondences between and among themes.

### **LIMITATIONS/DELIMITATIONS**

A delimitation of the study was the choice to eliminate the pre and post CBET surveys from 1998 to 2000 and 2005 to 2006. This was done in order to scale down the study to a four year investigation and make it more manageable, analyzing approximately 850 pre and post surveys per year. Another delimitation of the study was not to include student achievement data. This decision was made based on the many complications of research involving minors.

A limitation of the study was not getting all the CBET participants to have paired data. Some CBET participants left class before the end of the year and did not complete a post survey, so their pre survey could not be used in this study. Some of the participants in the case study may not have filled out pre and post surveys during the year they were enrolled. Only paired data were used in this study, and this did not account for all students who began the CBET program at the beginning of each year.

Another limitation of the study was not doing a longitudinal study due to the open entry policy of the CBET classes. Students may enroll at any time there is space and leave at anytime. Each year there is a different group of students that may or may not continue the next school year. CBET participants who had paired data were usually students who persisted in the CBET program until the end of the year. Finally, there are limitations of this study on a

family literacy program in an elementary school, and not researching middle and high school family literacy programs.

## **CHAPTER 4**

### **FINDINGS**

#### **INTRODUCTION**

The purpose of this study was to investigate the effects and outcomes of parent involvement for parents or community members who have been involved in the San Diego City Schools/San Diego Continuing Education (SDCCD) Community-Based English Tutoring Program (CBET) between the years 2001-2005. The research questions guiding the study were the following:

1. What effect has the San Diego City Schools/ San Diego Continuing Education (SDCCD) CBET Program had on parent involvement?
2. What, if any, CBET program strategies have influenced parent involvement?
3. Is there a relationship between demographics of CBET participants and parent involvement?

The questions provided the framework for exploring the experiences of adult English learners who participated in the CBET program. Data gathered for this study included CBET student surveys from 2001 to 2005, and transcriptions of interviews conducted with 15 CBET adult learners. The data analysis consisted of two phases: (1) the analysis of pre-existing paired data (pre-post participant survey responses), and (2) analysis of interviewees' critical incident interviews. The analysis of critical incident interviews provided in-depth descriptions, and anecdotal support for common themes from the CBET survey results. As the researcher analyzed the survey and interview data, several themes, described in this chapter, emerged. The next section discusses the findings for the CBET student surveys for 2001-2005.

#### **CBET STUDENT SURVEY RESULTS**

This study investigated the results from responses to questions on CBET participant pre and post surveys from 2001-2005. The CBET survey design and questions (see Appendices B to E) were modified during the four-year period because CBET programs were asked to collect more in-depth data that would help with reauthorization of the program.

Participants are given a pre survey when they enter the program and a post survey when they leave the program. There were more pre surveys than post surveys due to the fact that some participants left the program without filling out a post survey. The number of pre and post surveys decreased during 2003-2005 due to program cutbacks. The survey questions about children were structured to ask CBET participants about their own children. CBET instructors explained that if they did not have their own children, participants could think about other children they may be helping as they responded to the survey.

Since the CBET participants were different each year, survey data were analyzed separately according to year. Using a constant comparative analysis as described in Chapter 3, the survey questions were grouped into common themes. The three themes that emerged were: (1) parent involvement at home, (2) parent involvement at school, and (3) CBET participant outcomes. Demographic data were also analyzed in order to discern whether there was a relationship between the demographics of participants and their parent involvement. The next section discusses the demographic data findings for the participant surveys.

### **CBET Survey Demographic Data Results**

Each year the CBET participant surveys collected demographic information. The researcher charted (see Appendix F) all the demographic data for the four year period of this investigative study and identified patterns. Analyses of student surveys from 2001-2005 showed that on the average, 95% of the participants were Mexican or Latino. The primary age group of respondents was 31-40 years old. During the 2001-2002 school year, 86% of the CBET adult learners had from one to four children. This number decreased in the 2004-2005, with 80% of the CBET adult learners having one to four children. These demographic results are explained as they relate to data in this chapter.

There were noticeable links between the demographic data and the themes that emerged from analysis of the survey data. These links occurred in three areas from 2001-2005: (1) employment data of participants, (2) educational level of participants, and (3) the number of years living in the United States. This is noteworthy because employment is related to socioeconomic status; participants' educational level has an effect on their

children's learning; and the amount of years that participants have lived in the United States relates to their knowledge about the United States educational system.

For example, in the 2001-2002 school year there were 61% fulltime homemakers in the program, and in the 2004-2005 school year 51% were fulltime homemakers. Additionally, in the 2001-2002 school year, CBET participants reported that 92% had less than a high school education, and in the 2004-2005 school year 74% had less than a high school education. There were 18% more participants with a high school diploma or GED in the 2004-2005 school year. The CBET surveys indicate that in 2001-2002 there were 57% CBET participants who had lived in the United States for six years or more and then in 2004-2005 this percentage changed to 50%. It is interesting that there was a 7% increase in participants who had been in the United States fewer than 6 years in 2004-2005. One of the reasons for this may be because the CBET program helps participants learn about the educational system in San Diego. A clear finding in the demographic survey data was that there was an increase in participants receiving their high school diploma or GED from 2001 to the last year of the study.

### **CBET Survey Data 2001-2002**

The CBET survey questions for 2001-2002 were categorized into three themes: (1) parent involvement at home, (2) parent involvement at school, and (3) CBET participant outcomes.

#### **PARENT INVOLVEMENT AT HOME**

This theme included CBET participants reading to children, taking children to the library, and helping children with homework. The post survey responses shown in Table 4 indicated an increase in participants reading to their children during the 2001-2002 program years.

Participants responded to the question about how often they read to children. Results on Table 4 show that there was an increase of 12% in the number of adults who were reading to children everyday. There were 12% of the participants who had never read to children before attending CBET classes, and at the end of the CBET year there were 6% who had never read to children. This finding was explicit, indicating CBET participants increased their reading regularity by the end of the 2002 CBET school year.

**Table 4. 2001-2002 Survey-Parent Involvement at Home (Reading)**

<b>Question – Do you read to your child?</b>	<b>Before CBET</b>	<b>After CBET</b>
Every school day	36%	48%
Once or twice a week	43%	41%
One or more times a month	6%	3%
Once or twice a year	2%	1%
Never	12%	6%

\*Percentages may not add up to 100% due to incomplete surveys.

There were more participants taking their children to the library at the end of the CBET program in 2002 than when they started the program in 2001, according to responses to the question in Table 5. The CBET participants were asked to respond about any child they took to the library, even if they did not have children. Some of the CBET participants do not have children in the program, but they live with nieces, nephews, grandchildren or other children whom they take to the library. The CBET program is intergenerational with two generations of family members reading together at home.

**Table 5. 2001-2002 Survey-Parent Involvement at Home (Library)**

<b>Question-Do you take your child to the library?</b>	<b>Before CBET</b>	<b>After CBET</b>
Every school day	4%	6%
Once or twice a week	31%	42%
One or more times a month	21%	25%
Once or twice a year	10%	7%
Never	32%	17%

\*Percentages may not add up to 100% due to incomplete surveys.

Table 5 notes the changes in the participants' parent involvement relating to the frequency of going to the library with their children. Survey data show an increase of 11% of CBET participants who took their children to the library at least once or twice a week. Before attending CBET classes, 32% of the participants never took their children to the library, and the post surveys for this year revealed that 17% never go to the library. These data illustrate that 15% more participants took their children to the library at the end of the 2001-2002 school year than the beginning of the school year.

CBET participants were increasingly involved with helping their children with homework after attending CBET classes. Data (see Table 6) confirm that the CBET classes influenced participants to help their children more frequently with their homework. Findings as shown on Table 6 indicate there were 9% more participants who reported that they helped children with homework every school day.

**Table 6. 2001-2002 Survey-Parent Involvement at Home (Homework)**

<b>Question-Do you help your child with homework?</b>	<b>Before CBET</b>	<b>After CBET</b>
Every school day	54%	63%
One or more times a week	23%	21%
One or more times a month	2%	4%
Once or more times a year	2%	1%
Never	15%	9%

\*Percentages may not add up to 100% due to incomplete surveys.

Additionally, the pre survey indicated that 15% of the participants never helped their children or other children with homework. At the end of 2001-2002, this percentage changed to 9%, suggesting that the CBET classes taught participants homework strategies to help their children.

## **PARENT INVOLVEMENT AT SCHOOL**

According to participants' responses to survey questions, there were gains in all areas of their parent involvement at school. The parent involvement theme at school includes participants tutoring children at their children's elementary school, talking with their child's teacher, going to school events or activities, and using English to speak to teachers and staff at their child's school.

Tutoring is the main focus of the CBET program, and participants sign a pledge (see appendix G) that they will tutor children who are English Language Learners as participants' English proficiency improves, in addition to logging their tutoring time on the back of the pledge. The CBET instructor sets up a tutoring model at the elementary school where the CBET class is located and prepares participants to be tutors by teaching them reading strategies. CBET instructors attend workshops on how to train participants to tutor, using various tutoring models currently being used in the San Diego City Schools/San Diego



Continuing Education (SDCCD) CBET Program. The findings from the tutoring data for 2001-2002 are shown in Table 7.

**Table 7. 2001-2002 Survey-Parent Involvement at School (Tutoring)**

<b>Question-Do you tutor children at your child's school?</b>	<b>Before CBET</b>	<b>After CBET</b>
Every school day	3%	6%
One or more times a week	8%	17%
One or more times a month	9%	14%
Once or more times a year	6%	9%
Never	58%	39%

\*Percentages may not add up to 100% due to incomplete surveys.

CBET pre survey data in Table 7 show that in 2001-2002, 20% of the participants were tutoring one or more times a month, and post surveys indicated that this percentage increased to 37%. Survey data suggest that the San Diego City Schools/ San Diego Continuing Education (SDCCD) CBET Program has successfully implemented tutoring models at participating elementary schools. Interestingly, the pre survey noted that 58% of the participants had never tutored children, and the post surveys reported this number was 39%. There were 19% more participants tutoring at the end of the 2002 school year. Data suggest that the CBET program is having an impact on the number of participants who have started tutoring as participants' English proficiency improves.

Other types of parent involvement at school increased, such as going to school events or activities, parents speaking with their child's teacher, and participants using English to speak to staff and teachers at their child's school. Table 8 summarized the results of these sub-themes. CBET participants collectively increased their participation at school events or activities by 8% according to the 2001-2002 surveys. Data for 2001-2002 suggest that participants increased their parent participation activities at the school while attending the CBET classes.

Data in Table 8 regarding CBET participants talking with their child's teacher indicate that 16% of the parents never talked to their child's teacher before taking the CBET class. These percentages dropped on the post-surveys to 10%, demonstrating that 6% more of

the participants were communicating with their child's teacher. On the 2001-2002 survey, participants were asked if they called the school when their children were going to be absent. There was an increase of 4% more participants calling the school (see Table 8). At the end of the 2001-2002 school year, the researcher and CBET coordinator analyzed this question and decided to change the question because the question did not specify using the English language, and also did not include speaking to school staff or other teachers. The question regarding calling the school when a child is sick was changed on the 2002-2003 CBET survey to: How often do you use English to speak with teachers and staff at your child's school? An important goal of the CBET programs is to increase the English proficiency of the CBET participant; therefore, the CBET coordinator decided to add an additional CBET survey question to determine the English being spoken at the elementary school their children attended.

**Table 8. 2001-2002 Survey-Parent Involvement at School**

<b>Do you go to school event or activities?</b>	<b>Before CBET</b>	<b>After CBET</b>
Every school day	6%	8%
One or more times a week	13%	20%
One or more times a month	32%	33%
Once or more times a year	20%	18%
Never	26%	18%
<b>Do you talk with your child's teacher?</b>		
Every school day	11%	19%
One or more times a week	39%	44%
One or more times a month	25%	21%
Once or more times a year	6%	5%
Never	16%	10%
<b>Do you call your child's school when child is absent?</b>		
No	12%	8%
Yes, When my child was sick.	82%	86%

\*Percentages may not add up to 100% due to incomplete surveys.

The surveys also collected data regarding CBET participants English proficiency skills and other participant outcomes. These results are discussed in the next section.

### **CBET PARTICIPANT OUTCOMES**

Participant outcomes include language development in reading, writing, listening and speaking. Other outcomes include additional skills learned by participants in the CBET classes, such as communication, self-confidence, parenting skills, problem solving, food/health skills, employment skills, tutoring, and computer skills.

CBET participants were surveyed at the beginning of the CBET class in 2001 about their reasons for learning English. The question was stated as follows: Why do you want to learn English? The CBET pre-survey for 2001-2002 gave instructions to mark two of their most important reasons (see appendix B). The reasons listed on the 2001 pre-survey were to communicate better, attend college, earn a high school diploma, prepare for a better job, train for a job, acquire citizenship, help children with school, and prepare for a job. The researcher analyzed the response data to this question, and found that the top three reasons clustered at the top, leaving a large gap between those three and the other responses. According to data (see Table 9), the top three reasons selected on the 2001-2002 pre-CBET survey were as follows: (1) 33% of the respondents reported helping children with school, (2) 13% reported they wanted to prepare for a better job, and (3) 11% said they wanted to prepare for a job.

**Table 9. 2001-2002 Survey-Participant Outcomes**

<b>Reason for Learning English</b>	<b>CBET pre-survey</b>	<b>Other Skills Learned in CBET Class</b>	<b>CBET post-survey</b>
Help children with school	33%	Communication skills	29%
Prepare for a better job	13%	Self confidence	17%
Prepare for a job	11%	Parenting skills	13%

\*Percentages may not add up to 100% due to incomplete surveys.

One change subsequent to the 2001-2002 survey was adding the question about achieving a personal goal. This answer was added to all surveys after 2001-2002 due to the San Diego Continuing Education's (SDCCD) research interest in learner persistence, with a primary focus on goal setting. The process of goal setting begins even before an adult enters

the CBET program. It is important to help adult students make progress toward reaching their goals, and the CBET program data revealed increased learning outcomes for participants.

The CBET post survey for 2001-2002 asked participants to identify other skills, besides speaking, reading, writing, and listening skills in English that they improved in as a result of taking CBET classes (see Table 9). The choices were communication skills, computer skills, problem solving skills, tutoring, parenting skills, self confidence, health/nutrition knowledge, job/employment skills, math skills, and other. After analyzing data on this question on the post-survey, the researcher noticed that the top three choices totaled 59% of responses and that there was a gap between those and the other selections. The top three responses were (see Table 9) the following: (1) 29% of participants selected communication skills, (2) 17% chose self confidence, and (3) 13% of the participants felt their parenting skills had improved. Analysis of the 2001-2002 participant outcome data in Table 9 showed that there was a relationship between why students wanted to learn English, and the skills they learned as a result of taking the CBET class.

For example, 33% of the CBET participants wanted to learn English to help their children, and the results of the post survey reported that 13% of the participants acquired parenting skills. This is important to note because the majority of the CBET learners in 2001 set a goal to learn English to assist their children in school, and learning other skills such as parenting indicates that they reached their one of their goals. Interestingly, 24% of CBET participants wanted to prepare for a job or get a better job, and the findings show that 46% of the adult learners revealed they had gained self confidence and communication skills. These types of skills are necessary for acquiring a better job or job interviewing. The reasons for wanting to learn English indicated that CBET participants were goal setting on the pre survey, and the post survey responses about other skills learned suggest that CBET participants reached their goals.

One of the goals of the CBET program is to increase English proficiency skills of participants; including listening, reading, speaking, and writing. CBET participants rated their own language skills on the pre and post surveys. These data are important for program evaluation in the area of adult learner outcomes. At the end of 2002, 17% of participants reported gaining self confidence which is an important factor in adult learner persistence.

As mentioned earlier, based on changes to the survey, the pre existing survey data were not consistent each year. The question about English Language skills on the 2001-2002 pre and post survey (see appendix B) had a scale of 10 ratings from poor to excellent. That was the first year of the study, and this scoring system was changed on the 2002-2005 surveys. The survey was changed to have fewer responses because students could not distinguish between some of the scaled scores. In order to analyze the data consistently throughout this study the researcher, converted the 10 scaled rating score to the 6 scaled rating score that was used the last three years of the study. The 6 scaled ratings included excellent, very good, good, average, below average and poor (see Table 10). The results for 2001-2002 revealed that CBET participants reported gains in all areas of English language skills (see Table 10).

**Table 10. 2001-2002 Survey-English Language Skills**

Self-Ratings	Listening		Reading		Speaking		Writing	
	pre	post	pre	post	pre	post	pre	post
Excellent	2%	4%	1%	3%	0%	2%	0%	2%
Very Good	2%	10%	2%	10%	2%	7%	2%	12%
Good	11%	22%	10%	21%	8%	18%	10%	20%
Average	25%	33%	23%	31%	21%	37%	22%	29%
Below	21%	17%	19%	21%	22%	20%	17%	19%
Poor	33%	3%	38%	3%	41%	5%	43%	7%

\*Percentages may not equal 100% due to incomplete survey responses.

Participants in the CBET classes were asked on the pre and post surveys to rate their English language skills in listening, speaking, reading and writing. The data on Table 10 document an increase in all these areas. For example, 33% of the participants rated their listening skills as poor, but after attending classes for a year, their post survey revealed that only 3% felt they had poor listening skills. Additionally, 30% more participants at the end of the year thought their listening skills had improved. Data showed that 38 % of CBET participants felt their reading skills were poor, in comparison to only 3% who reported poor reading skills on the post survey. This is important to note as it concurs with data showing that 35% of the participants responded that their reading had improved. Additionally, 36% of

participants felt their speaking level had improved and 36% indicated their writing skills had increased. The next section discusses CBET survey data collected during the 2002-2003 school year.

### **CBET Survey Data 2002-2003**

The CBET survey questions for 2002-2003 were categorized into three themes: (1) parent involvement at home, (2) parent involvement at school, and (3) CBET participant outcomes.

#### **PARENT INVOLVEMENT AT HOME**

This theme included CBET participants reading to children, taking children to the library, and helping children with homework. The results on Table 11 showed that CBET participants were reading more frequently to children after attending the CBET class.

**Table 11. 2002-2003 Survey-Parent Involvement at Home (Reading)**

<b>Question – Do you read to your child?</b>	<b>Before CBET</b>	<b>After CBET</b>
Every school day	32%	38%
Once or twice a week	42%	44%
One or more times a month	6%	7%
Once or twice a year	6%	1%
Never	14%	9%

\* Percentages may not equal 100% due to incomplete responses.

CBET participants were surveyed about how frequently they read to children (see Table 11). Analysis of data confirmed an increase of 6% in the number of participants that were reading to children everyday at the end of the 2003 school year. Additionally, data reported there were 14% of the participants who never read to children before attending CBET classes, and at the end of the CBET year there were 9% who never read to children. This was an increase of 5% more adults reading to children that attended the CBET program at the end of the 2003 school year. The results from year one and two of this study were similar in reading gains with just a 1% difference.

Thirty five percent of the participants never took their children to the library before attending CBET classes, and at the end of the CBET school year in 2003 there were twenty one percent who never read to children. This was an increase of 14% more participants who took their children to the library at the end of the 2002-2003 school year (see Table 12). The 14% increase in the number of participants that started going to the library with their children while attending CBET program, relates to increases in reading since participants take their children to get more books to read at the library.

**Table 12. 2002-2003 Survey-Parent Involvement at Home (Library)**

<b>Question-Do you take your child to the library?</b>	<b>Before CBET</b>	<b>After CBET</b>
Every school day	4%	5%
Once or twice a week	25%	26%
One or more times a month	25%	36%
Once or twice a year	11%	12%
Never	35%	21%

\* Percentages may not equal 100% due to incomplete survey responses.

CBET instructors teach curriculum about going to the library and getting a library card. CBET participants are also allowed to check out books in some of the elementary school where their children attend. Elementary schools that participate in the CBET program are given a collection of books for their school library. They are coded with the reading level, so that CBET participants can find a book at their own reading level. The findings suggest that the CBET classes are encouraging participants to go to the library more often, and as a result of this participants have increased their reading regularity.

According to findings, CBET participants were more involved helping their children with homework after attending the CBET classes. Table 13 notes an increase of 7% more participants who helped their children with homework every school day. The researcher compared the homework question from year one and two of the study. There were a higher percentage of participants reading one or more times a week during the second year of the study. This is a definite gain and will be discussed in the summary at the end of the chapter. The data discussed above are relevant because they show that the CBET program has had an impact on the use of literacy at home. The CBET classes teach participants homework

strategies, so they are able to help their children with homework. Results from this study, indicate that CBET program strategies are influencing participants to regularly help their children with homework.

**Table 13. 2002-2003 Survey-Parent Involvement at Home (Homework)**

<b>Question-Do you help your child with homework?</b>	<b>Before CBET</b>	<b>After CBET</b>
Every school day	54%	61%
One or more times a week	16%	18%
One or more times a month	8%	4%
Once or more times a year	6%	2%
Never	16%	14%

\* Percentages may not equal 100% due to incomplete survey responses.

### **PARENT INVOLVEMENT AT SCHOOL**

The parent involvement theme at school includes CBET participants tutoring children at their children's elementary school, talking with their child's teacher, going to school events or activities, and using English to speak to teachers and staff at their child's school. According to participants responses to the survey questions, there were gains in all areas of parent involvement at school. For example, the post survey reported that 11% more CBET participants were tutoring at their child's school, along with an 8% increase in participants who were tutoring one or more times a month (see Table 14). The increases in the amount of participants tutoring, suggests that they are increasing their English proficiency which in turn is enabling them to tutor. The findings from the tutoring data indicate that the participants are fulfilling the requirements of the pledge (see Appendix G) they signed at the beginning of the school year that states: as the participants English proficiency improves, they are required to tutor students at the elementary schools that are English Language Learners.

Findings suggest that CBET participants are gaining tutoring experience at the participating elementary schools. As the CBET participants progress with their English proficiency, they become tutors on a regular basis at the elementary school. CBET participants fill out a volunteer form in order to tutor at the elementary school, so tutoring gives them experience working with children. CBET participants are tutoring children at the elementary school that are not their children. This experience prepares them to read to their



own children at home by practicing reading strategies with the aid of the teacher in the CBET class.

**Table 14. 2002-2003 Survey-Parent Involvement at School (Tutoring)**

<b>Question-Do you tutor children at your child's school?</b>	<b>Before CBET</b>	<b>After CBET</b>
Every school day	11%	10%
One or more times a week	10%	10%
One or more times a month	10%	18%
Once or more times a year	6%	10%
Never	63%	52%

\* Percentages may not equal 100% due to incomplete survey responses.

Other types of parent involvement increased, such as going to school events or activities, parents speaking with their child's teacher, and using English to speak to staff and teachers at their child's school. Part of the CBET curriculum is preparing CBET participants to get ready for a parent-teacher conference in English. Participants practice the dialogue in class and then prepare for the conference. This curriculum is a focus of the CBET program. One goal of the CBET classes is teaching participants about the elementary school their children attend.

Data in Table 15 regarding participants talking with their child's teacher, from pre survey responses, revealed that 13% never talked to their child's teacher before taking the CBET class. This percentage decreased on the post surveys to 9%, indicating that 4% more participants were communicating with their child's teacher. Another question on the CBET survey, asked the participants if they were speaking English to teachers and staff at their children's school. This piece of data for the 2002-2003 school year showed a noticeable increase in the participants speaking more English after attending CBET classes. Before attending CBET classes, there were 49% of the CBET participants who never spoke English at their child's school, but this number dropped to 36% at the end of the 2002-2003 school year. After attending CBET classes in 2003, 13% more of the participants spoke English at their child's school to teachers and staff (see Table 15). CBET participants increased their participation at school events or activities by 8% at the end of the 2003 school year. Data

suggests that participants are increasing their parent involvement at the school while attending the CBET classes.

**Table 15. 2002-2003 Survey-Parent Involvement at School**

<b>Questions:</b>	<b>Before CBET</b>	<b>After CBET</b>
<b>Do you go to school event or activities?</b>		
Every school day	11%	10%
One or more times a week	13%	13%
One or more times a month	36%	43%
Once or more times a year	21%	23%
Never	19%	11%
<b>Do you talk with your child's teacher?</b>		
Every school day	17%	16%
One or more times a week	30%	31%
One or more times a month	28%	36%
Once or more times a year	12%	8%
Never	13%	9%
<b>Do you use English to speak to teachers &amp; staff at child's school?</b>		
Every school day	10%	15%
One or more times a week	15%	16%
One or more times a month	11%	19%
Once or more times a year	14%	15%
Never	49%	36%

\* Percentages may not equal 100% due to incomplete survey responses.

### **CBET PARTICIPANT OUTCOMES**

CBET participants were surveyed at the beginning of the CBET class in 2002 about their reasons for learning English. The question was stated as follows: Why do you want to learn English? The CBET survey for 2002-2003 gave instructions to mark two of their most important reasons (see appendix C). The responses to this question were analyzed, and the top three responses totaled 75%, leaving a large gap between the third and fourth responses.

There were 1227 participant responses to this question and the top three reasons selected were as follows: (1) 26% help children with school, (2) 25% achieve a personal goal, and (3) get a better job. The survey was modified in 2002-2003, adding the question about achieving a personal goal. Adults who enter a family literacy program may have specific goals that enable them to persist with their education. The data in this study reported that the participants persisted in completing their goals. For example, the findings in Table 16, state that 26% of the participants plan on learning English to help their children with school. The first two years of the study documented an increase in CBET participants' reading and helping children with homework, along with taking children to the library with more regularity. Interpretations of the participant's outcomes will be discussed in further detail in the next chapter.

**Table 16. 2002-2003 Survey-Participant Outcomes**

<b>Reason for Learning English</b>	<b>CBET pre-survey</b>	<b>Other Skills Learned in CBET Class</b>	<b>CBET post-survey</b>
Help children with school	26%	Communication	23%
Achieve a personal goal	25%	Self Confidence	16%
Get a better job	24%	Parenting skills	13%

\*Percentages may not equal 100% due to incomplete survey responses.

The reasons for wanting to learn English year one and two of this study were very similar with one difference. CBET participants responded both years that they wanted to learn English to help their children with school, and get a better job. One of the differences between year one and year two, was that in 2002-2003 participants desired to achieve a personal goal. This was the second highest response with 25%, and this was the first year the question was put on the survey. In 2001-2002 the third reason for learning English was participants desire to prepare for a better job. Preparing for a better job could be a participants' personal goal therefore both of these responses were similar in nature. In comparing the other skills learned, to reasons for learning English on the pre survey, the researcher concluded that participants fulfilled their expectations in the CBET classes (see Table 16). The CBET program prepares participants to help their children with school by

teaching English language skills in the CBET class including listening, reading speaking and writing.

Participants in the CBET classes were asked on the pre and post surveys to rate their English language skills in the areas of listening, speaking, reading and writing. The data for 2002-2003 show a considerable increase in all these areas (see Table 17).

**Table 17. 2002-2003 CBET Survey-English Language Skills**

Self-Ratings	Listening		Reading		Speaking		Writing	
	pre	post	pre	post	pre	post	pre	post
Excellent	4%	6%	1%	3%	1%	5%	2%	4%
Very Good	11%	16%	8%	15%	6%	10%	7%	12%
Good	21%	35%	16%	32%	14%	32%	16%	28%
Average	20%	27%	28%	27%	28%	31%	26%	31%
Below	22%	12%	23%	15%	24%	13%	23%	16%
Poor	21%	5%	23%	7%	26%	9%	25%	9%

\* Percentages may not equal 100% due to incomplete survey responses.

For example, 21% of the participants rated their listening skills as poor, but after attending classes for a year their post survey revealed that only 5% felt they had poor listening skills. According to this data participants reported the following gains in English proficiency: (1) 16% more participants thought their listening skills had improved, (2) 17% more participants reported being at a higher speaking level, (3) 16% more participants reported an increase in reading levels, and (4) 16% of participants increased their writing skills. The next section reports the findings on the 2003-2004 CBET survey data.

### **CBET Survey Data 2003-2004**

The CBET survey design for 2003-2004 (see appendix D) was the same as the 2002-2003 CBET survey (see appendix C) analyzed in the previous section. The questions for 2003-2004 were categorized into three themes: (1) parent involvement at home, (2) parent involvement at school, and (3) CBET participant outcomes.

## PARENT INVOLVEMENT AT HOME

CBET participants responded to a survey question about reading to children, and analysis of the data show an increase of 5% increase more participants' who were reading to children everyday (see Table 18).

**Table 18. 2003-2004 Survey-Parent Involvement at Home (Reading)**

<b>Question – Do you read to your child?</b>	<b>Before CBET</b>	<b>After CBET</b>
Every school day	38%	43%
Once or twice a week	39%	38%
One or more times a month	10%	13%
Once or twice a year	4%	2%
Never	9%	4%

\* Percentages may not equal 100% due to incomplete survey responses.

There were 9% of the participants who never read to children before attending the CBET classes, and at the end of the 2004 CBET school year there were only 4% that never read to children. This was an increase of 5% more participants reading to children that attended the CBET program at the end of the 2004 school year. The results for year three of the study, were consistent with year one and year two of the study. In all three years, there were 5% to 6% more of the CBET participants reading at the end of each year according to the post survey. Additionally, data documented that collectively participants were reading more to children everyday during the first three years of the study.

Twenty six percent of the participants never took their children to the library before attending CBET classes, and at the end of the CBET year in 2004 there were sixteen percent who never took their children to the library (see Table 19). This was an increase of 10% more participants taking their children to the library at the end of the 2003-2004 school year. Additionally, there was an increase of 9% more participants who took their children to the library one or more times a week (see Table 19). CBET participants who never took their children to the library starting going as reported on the CBET post surveys. The majority of the participants frequented the library with their children once or twice a week. Due to the survey results regarding the library question the first three years of the study, it was changed on the 2004-2005 surveys. This change will be explained in the 2004-2005 CBET survey

data section. The first three years of this study have shown that the CBET program has had an impact on participants helping their children more with homework.

**Table 19. 2003-2004 Survey-Parent Involvement at Home (Library)**

<b>Question-Do you take your child to the library?</b>	<b>Before CBET</b>	<b>After CBET</b>
Every school day	4%	3%
Once or twice a week	23%	32%
One or more times a month	29%	34%
Once or twice a year	17%	15%
Never	26%	16%

\* Percentages may not equal 100% due to incomplete survey responses.

CBET participants were more involved helping children with homework after attending the CBET classes in 2003-2004. According to survey data for 2003-2004 (see Table 20), there was an increase of 5% more parents who helped children with homework one or more times a week. There were only 6% who reported that they never helped children with homework according to the post survey (see Table 20). The data for the third year of the study regarding the homework question was different than year one and two of the study. In the first and second year of the study, the most noticeable increase in homework frequency was CBET participants helping their children every school day. During 2003-2004 the third year of this study, Table 20 shows the largest increase was with participants helping children one or more times a week.

**Table 20. 2003-2004 Survey-Parent Involvement at Home (Homework)**

<b>Question-Do you help your child with homework?</b>	<b>Before CBET</b>	<b>After CBET</b>
Every school day	59%	62%
One or more times a week	19%	24%
One or more times a month	7%	6%
Once or more times a year	3%	2%
Never	12%	6%

\* Percentages may not equal 100% due to incomplete survey responses.

The researcher and CBET coordinator discussed the surveys at the end of each school year, and decided to change the responses to the homework question. The reason for this change was clarify the post survey responses and collect more accurate data. The modification of the survey for the last year of the study will be explained in the 2004-2005 survey data section.

## **PARENT INVOLVEMENT AT SCHOOL**

The CBET participants reported gains in all areas of their parent involvement at their child's school. The parent involvement theme at school includes CBET participants tutoring children at their children's elementary school, talking with their child's teacher, going to school events or activities, and using English to speak to teachers and staff at their child's school.

The 2003-2004 post survey reported continued gains in tutoring for the third year of the study. For example, the post survey reports that there were 17% more participants tutoring at their child's school, along with a 9% increase in participants who were tutoring one or more times a week. According to Table 21, CBET participants tutored more regularly with a frequencies of one or more times a month, and one or more times a week. These findings suggest that the CBET program has an impact on preparing participants to tutor. After analyzing this question the first three years of the study, the CBET coordinator and researcher deleted the every school day response. Due to budget cutbacks in 2003-2004, CBET classes were reduced to three days a week therefore it was not possible to tutor everyday. The majority of the classes did tutoring one or more times a week, one or more times a month, or once or twice a year during year three and four of this study, so the responses for the tutoring question reflect these frequencies. CBET participants are required to tutor as their English proficiency increases, and findings indicate that participants were collectively tutoring more the first three years of the study.

Other types of parent involvement increased, such as going to school events or activities, parents speaking with their child's teacher, and using English to speak to staff and teachers at their child's school.

**Table 21. 2003-2004 Survey-Parent Involvement at School (Tutoring)**

<b>Question-Do you tutor children at your child's school?</b>	<b>Before CBET</b>	<b>After CBET</b>
Every school day	11%	12%
One or more times a week	11%	20%
One or more times a month	12%	19%
Once or more times a year	9%	10%
Never	57%	40%

\* Percentages may not equal 100% due to incomplete survey responses.

Data shown in Table 22 regarding participants talking with their child's teacher data, reported that 11% of the participants never talked to their child's teacher before taking the CBET class. This percentage decreased on the post-surveys to 1%, indicating that 10% more of the CBET participants were communicating with their child's teacher. Another question on the CBET survey asked the CBET participants about speaking English to teachers and staff at their children's school. This piece of data for the school year 2003-2004 showed more participants were speaking English after attending CBET classes. For example, before attending CBET classes there were 48% of the participants that never spoke English at their child's school, but this number noticeably dropped to 33% at the end of the 2003-2004 school year (see Table 22). Data indicate that after attending CBET classes, 15% more of the CBET participants spoke English at their child's school to teachers and staff. Participants increased their participation at school events or activities with a 7% of CBET participants involved one or more times a month.

The researcher analyzed the three questions from Table 22, with the previous year of the study since the surveys were the same. The patterns of data from 2002-2003 and 2003-2004 (see Tables 15 and 22) suggest that parents are increasing their parent involvement at the school while attending the CBET classes. There were definite gains in CBET participants attending school events and speaking English at the elementary school to teachers and staff in school year 2003-2004.



**Table 22. 2003-2004 Survey-Parent Involvement at School**

<b>Do you go to school event or activities?</b>	<b>Before CBET</b>	<b>After CBET</b>
Every school day	15%	15%
One or more times a week	17%	18%
One or more times a month	36%	43%
Once or more times a year	21%	17%
Never	11%	7%
<b>Do you talk with your child's teacher?</b>		
Every school day	17%	21%
One or more times a week	30%	34%
One or more times a month	31%	32%
Once or more times a year	11%	9%
Never	11%	1%
<b>Do you use English to speak to teachers &amp; staff at child's school?</b>		
Every school day	5%	9%
One or more times a week	14%	23%
One or more times a month	19%	23%
Once or more times a year	14%	12%
Never	48%	33%

\* Percentages may not equal 100% due to incomplete survey responses.

### **CBET PARTICIPANT OUTCOMES**

CBET participants were surveyed at the beginning of the CBET class in 2003 about their reasons for learning English. The question was stated as follows: Why do you want to learn English? The CBET survey for 2003-2004 gave instructions to mark two of their most important reasons (see Appendix D). The reasons listed on the survey were to achieve a personal goal, attend college, earn a GED certificate, earn a high school diploma, get a better job, get a job, get citizenship, and help children with school and train for a job. There were 1660 CBET student responses to this question, and the top three reasons were selected for analysis because they clustered together with 76% of the total responses leaving a gap

between the other responses. The top three reasons for wanting to learn English in 2003-2004 were as follows: (1) 31% reported wanting to help children with school, (2) 27% said they wanted to achieve a personal goal, and (3) 18% reported they wanted to get a better job. The top three reasons reported in the 2002-2003 data were the same as the data for the third year of the study reported in Table 23. The number one reason for wanting to learn English the first three years of the study was to help children with school. Additionally, the pre surveys for the first three years of the study revealed that CBET participants wanted to get a better job. The data collected about reasons CBET participants want to learn English are important for program and curriculum planning.

**Table 23. 2003-2004 Survey-Participant Outcomes**

<b>Reason for Learning English</b>	<b>CBET pre-survey</b>	<b>Other Skills Learned in CBET Class</b>	<b>CBET post-survey</b>
Help children with school	31%	Communication	24%
Achieve a personal goal	27%	Tutoring	20%
Get a better job	18%	Food/Health Skills	17%

\*Percentages may not equal 100% due to incomplete survey responses.

The post survey for 2003-2004, asked CBET participants to identify other skills they learned as a result of taking CBET classes (see Table 23). The post surveys at the end of the school year 2003-2004, indicate that 61% of the student's top three responses were communication, food/health skills, and tutoring. The reasons for wanting to learn English were different in 2003-2004 than the first two years of the study. In 2001-2002 and 2002-2003 the top three responses were as follows: (1) communication skills, (2) self confidence, and (3) parenting skills. For 2003-2004 the top three reasons were as follows: (1) communication, (2) tutoring, and (3) food/health skills. The research documented this data as a definite difference in the study, and it will be interpreted in the next chapter. Comparing data with the reasons students listed for wanting to learn English in 2003-2004 (see Table 24), and other skills learned on the post survey indicates that the CBET students fulfilled their expectations in the CBET classes.

**Table 24. 2003-2004 Survey-English Language Skills**

Self-Ratings	Listening		Reading		Speaking		Writing	
	pre	post	pre	post	pre	post	pre	post
Excellent	4%	3%	2%	3%	1%	3%	1%	2%
Very Good	7%	12%	4%	12%	3%	5%	3%	7%
Good	19%	32%	18%	28%	13%	23%	15%	27%
Average	32%	32%	29%	34%	29%	38%	27%	35%
Below	21%	15%	26%	15%	31%	21%	30%	18%
Poor	17%	6%	21%	8%	23%	10%	24%	11%

\*Percentages may not equal 100% due to incomplete survey responses.

Participants in the CBET classes were asked on the pre and post surveys to rate their English language skills in listening, speaking, reading and writing. The data shows a self reported increase in all these areas. For example, 17% of the participants rated their listening skills as poor, but after attending classes for a year their post survey revealed that only 6% felt they had poor listening skills. According to this there were 17% more participants at the end of the year that thought their listening skills had improved to a rating of good to excellent. Data documented gains speaking skills with an increase of 23% more participants rating themselves at an average or above speaking level, an increase of 24% in reading levels reported by participants at average or above, and additionally a 23% increase in writing skills as reported by participants at average or above. The self reporting data on English language skills for this study will be summarized at the end of the findings section.

### **CBET Survey Data 2004-2005**

The CBET survey questions for 2004-2005 were categorized into three themes: (1) parent involvement at home, (2) parent involvement at school, and (3) CBET participant outcomes. This was the last year of the study and the question about reading to children reported continued gains in the amount of time CBET participants were reading with children.

#### **PARENT INVOLVEMENT AT HOME**

CBET participants responded to the data about reading to children (see Table 25). The survey data reported that there was a 3% increase in the number of participants who

were reading to children everyday at the end of the 2005 school year. Eight percent of the participants never read to children before attending CBET classes, and at the end of the CBET year in 2005 there were only 3% who never read to children. This was an increase of 5% more participants reading to children who attended the CBET program at the end of the 2004- 2005 school year. The CBET program has increased parent involvement in reading at home according to findings from the study.

**Table 25. 2004-2005 Survey-Parent Involvement at Home (Reading)**

<b>Question – Do you read to your child?</b>	<b>Before CBET</b>	<b>After CBET</b>
Every school day	40%	43%
Once or twice a week	39%	43%
One or more times a month	11%	9%
Once or twice a year	3%	2%
Never	8%	3%

\* Percentages may not equal 100% due to incomplete survey responses.

The question about taking children to the library was changed on the 2004-2005 CBET survey (see Table 26). The reason for this change was that after the first three years of the study, data documented the majority of responses were never, once or twice a year, one or more times a month, and one or more times a week. There was a 10% increase in the number of CBET participants who took their children to the library one or more times a month in 2004-2004 (see Table 26). Before attending CBET classes, 33% of the participants never took their children to the library, and the post surveys for this year revealed that 21% never went to the library. This data shows there were 12% more participants, taking their children to the library at the end of the 2004-2005 school year. The researcher compared the never responses for the four year study, to find out how many more CBET adult learners were taking their children to the library. Over the four year study collectively as a group, there was an average yearly gain of 13% more CBET participants taking children to the library.

**Table 26. 2004-2005 Survey-Parent Involvement at Home (Library)**

<b>Question-Do you take your child to the library?</b>	<b>Before CBET</b>	<b>After CBET</b>
One or more times a week	23%	24%
One or more times a month	27%	37%
Once or twice a year	16%	17%
Never	33%	21%

\* Percentages may not equal 100% due to incomplete survey responses.

CBET participants were more involved helping children with homework after attending the CBET classes. The responses on the 2004-2005 CBET survey about how often CBET participants helped children with homework were never, once or twice a year, one or more times a month and one or more times a week. After analyzing the 2003-2004 data, the CBET coordinator re-designed the survey for 2004-2005, and deleted the helping children with homework everyday response. Analysis of the 2004-2005 pre survey data (see Table 27), showed there were 13% of the participants who responded they never assisted their children with homework, and the post survey reported 9% never helped their children with homework. Over the four year study there was an average increase of 5% more CBET participants helping their children with homework at the end of the each CBET year.

**Table 27. 2004-2005 Survey-Parent Involvement at Home (Homework)**

<b>Question-Do you help your child with homework?</b>	<b>Before CBET</b>	<b>After CBET</b>
One or more times a week	71%	73%
One or more times a month	12%	15%
Once or twice a year	5%	3%
Never	13%	9%

\* Percentages may not equal 100% due to incomplete survey responses.

## **PARENT INVOLVEMENT AT SCHOOL**

The CBET participants reported gains in all areas of their parent involvement at their child's school. The parent involvement theme at school includes CBET participants tutoring children at their children's elementary school, talking with their child's teacher, going to

school events or activities, and using English to speak to teachers and staff at their child's school. The participants reported gains in tutoring at their child's school.

For example, data analyzed from 2004-2005 noted a definite increase in tutoring at the end of the CBET year (see Table 28). This year was also the last year of the study. Results showed (see Table 28) that before taking CBET classes, 67% of the participants' never tutored at their children's school, and after attending classes 40% never tutored. The post surveys reported that there were 27% more CBET participants tutoring at their child's school, along with a 15% increase in participants who were tutoring one or more times a week(see Table 28). Other types of parent involvement increased such as going to school events or activities and participants speaking with their child's teacher.

**Table 28. 2004-2005 Survey-Parent Involvement at School (Tutoring)**

<b>Question-Do you tutor children at your child's school?</b>	<b>Before CBET</b>	<b>After CBET</b>
One or more times a week	6%	21%
One or more times a month	16%	28%
Once or twice a year	17%	11%
Never	67%	40%

\* Percentages may not equal 100% due to incomplete survey responses.

Data analysis (see Table 29) indicated an increase of 7% more participants who were communicating with their child's teacher one or more times a month. Another question on CBET surveys from 2002-2003 and 2003-2004 asked the CBET participants about speaking English to teachers and staff at their children's school. This piece of data for the school year 2004-2005 was omitted from the survey. The 2004-2005 survey design (see appendix E) was modified to collect more relevant data for the CBET program. The reason it was changed was because the researcher and CBET coordinator, concluded that there needs to be more of an assessment of what CBET participants want learn. There was a new question added to the 2004-2005 survey and one of the selections was similar to the question that was changed. The new question that was added will be discussed at the end of the 2004-2005 school involvement section.

**Table 29. 2004-2005 Survey-Parent Involvement at School**

<b>Do you go to school event or activities?</b>	<b>Before CBET</b>	<b>After CBET</b>
One or more times a week	31%	26%
One or more times a month	37%	44%
Once or twice a year	21%	21%
Never	11%	9%
<b>Do you talk with your child's teacher?</b>		
One or more times a week	45%	42%
One or more times a month	31%	38%
Once or twice a year	13%	13%
Never	11%	8%

\* Percentages may not equal 100% due to incomplete survey responses.

Interestingly, participants included their responses about talking with teachers and staff in other survey questions such as: How often do you talk with your child's teacher, and how often do you go to school events or activities? It was concluded that deleting one of the school involvement questions was the result for a larger response to the question regarding going to school activities. Results from the first year of the study noted that 33% of the CBET participants attended school activities, and the last year of this study showed that 44% of the participants were involved with events or activities. This 10% increase may signify that the CBET program is having an impact on participants talking more with teachers and staff while they were attending these school events.

The CBET coordinator and researcher discussed the CBET surveys each year of this study, and made changes according to the needs of the San Diego City Schools/ San Diego Continuing Education (SDCCD) Program for data collection. There was an average 4% increase in the number of CBET participants who attended school activities each year of the study. The survey data for 2004-2005 suggests that participants are increasing their parent involvement at the school while attending the CBET classes.

### **CBET PARTICIPANT OUTCOMES**

CBET participants were surveyed at the beginning of the CBET class in 2004 about their reasons for learning English. The question was written as follows: Why do you want to

learn English? The CBET survey for 2004-2005 gave instructions to mark two of their most important reasons (see appendix E). The reasons listed on the survey were to achieve a personal goal, attend college, earn a GED certificate, earn a high school diploma, get a better job, get a job, become a citizen, help their children with school, and train for a job. There were 77% of the CBET participants who responded to the top three reasons (see Table 30). They were as follows: (1) 33% of the participants wanted to help children with school, (2) 28% of the participants wanted to achieve a personal goal, and (3) 16% of the participants responded to get a better job.

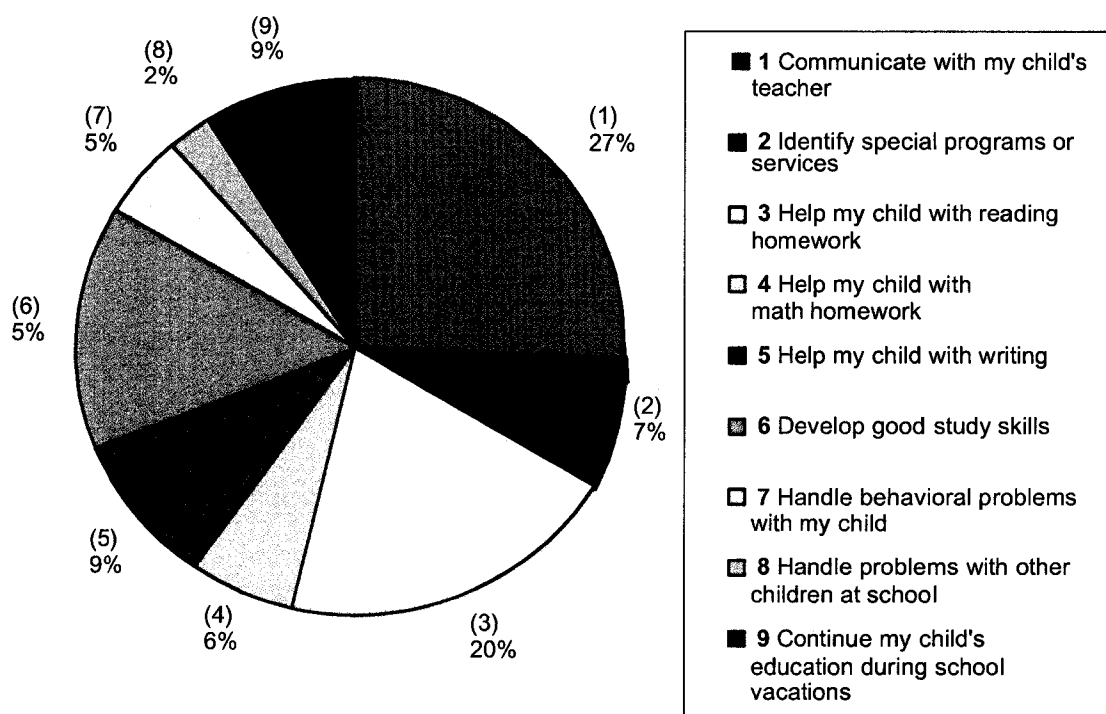
**Table 30. 2004-2005 Survey-Participant Outcomes**

<b>Reason for Learning English</b>	<b>CBET pre-survey</b>	<b>Other Skills Learned in CBET Class</b>	<b>CBET post-survey</b>
Help children with school	33%	Communication	23%
Achieve a personal goal	28%	Self confidence	22%
Get a better job	16%	Parenting skills	13%

\* Percentages may not equal 100% due to incomplete survey responses.

These data were collected by the CBET program to address the CBET participants' educational needs. The post survey for 2004-2005 asked participants to identify other skills they learned as a result of taking CBET classes (see Table 30). The post surveys at the end of the school year 2004-2005 indicate that 58% of the student's top three responses were as follows: (1) they learned how to have better communication skills, (2) they gained self confidence, and (3) learned parenting skills. The other skills participants learned relate to some of the reasons they wanted to learn English. For example, participants wanted to help children and according to data 13% increased their parenting skills. Another example is that participants desired to achieve a personal goal, and there were 45% that gained self confidence and communication skills. This may have been a personal goal for some of the CBET participants. Both questions concerning participant outcomes on Table 30 did include information about needs assessment. The 2004-2005 survey was changed to add a question about students needs. The question was as follows: What do you need to study to help your children succeed in school? The pie chart in Figure 1 below lists the findings from this new question for 2004-2005.





**Figure 1. 2004-2005 Survey Question: What do you need to study to help your children succeed in school?**

The new question for the 2004-2005 survey in Figure 1 was added to the pre survey to find out what the needs are of the CBET participants. Participants attend family literacy classes for many reasons. It is important for program planning to do need assessment of why the adults are attending family literacy classes. According to data collected (see Figure 1) the last year of the study, the primary need for the CBET participants was communicating with their child's teacher. The second and third highest responses clustered around the top percentage. There were 20% of the participants who replied they need to help their children with reading homework. This finding was important to note since the first years of the survey did not have this question. The surveys from 2001-2004 asked about helping children with homework, but did not specify what type. Participants responded to the new question concerning what they need to help their children succeed in school, and indicated that they need to attend the CBET class to learn how to teach their child to read at home. The third

highest response was 15% of the participants responding that they need to develop study skills.

The researcher compared the new survey question with the data from the first three years of the study, and found that there were gains in reading with children at home, communicating with the child's teacher, and participants' study skills improved in various areas. This additional question to the survey will help evaluate the CBET program to find out if participants did learn what they needed to help their children succeed in school.

**Table 31. 2004-2005 Survey-English Language Skills**

Self-Ratings	Listening		Reading		Speaking		Writing	
	pre	post	pre	post	pre	post	pre	post
Excellent	2%	2%	1%	2%	1%	2%	2%	1%
Very Good	4%	9%	3%	8%	2%	6%	3%	7%
Good	10%	25%	13%	24%	8%	18%	9%	22%
Average	28%	38%	27%	30%	22%	37%	22%	34%
Below	24%	18%	24%	28%	29%	26%	24%	24%
Poor	31%	8%	32%	8%	38%	11%	40%	12%

\* Percentages may not equal 100% due to incomplete survey responses.

Participants in the CBET classes rated their English language skills in listening, speaking, reading and writing on the pre and post surveys. For example, 31% of the participants rated their listening skills as poor, but after attending classes for a year their post survey revealed that only 8% felt they had poor listening skills. According to this data, there were 23% more participants at the end of the year that thought their listening skills had improved. There were also major improvements in all areas as self reported by CBET participants. For example, participants reported an increase of 27% in speaking skills, an increase of 24% in reading levels, and additionally an increase of 28% in writing skills. The next section summarizes the results for the four years of survey data, and findings will be discussed in the next chapter.

## **SUMMARY OF CBET SURVEYS 2001-2005**

This four year period of survey data documented gains in parent involvement at home, parent involvement at school, and CBET participant learner outcomes. There was an average yearly gain of 5% CBET participants reading to their children at home, and a 4.5% yearly increase in the number of participants helping children with homework from 2001 to 2005. The researcher analyzed the data for each year separately since this investigative study was not longitudinal, and some of the CBET participants may have attended multiple years, responding to more than one survey. Parent involvement at school showed noticeable gains, especially in the area of tutoring. In 2001-2002 school years, 19% more CBET participants tutored at their child's school. In 2004-2005, 27% more CBET participants tutored at the school. This suggests the CBET program is successfully implementing tutoring models into the participating elementary schools.

CBET participants were surveyed as to why they wanted to learn English. In 2001, the primary reason was to help children with school, and in 2005 the answer was the same. Participants indicated in 2001 that they improved in communication skills, self confidence, and parenting skills, and in 2005 the answers were the same. One important finding of this study was that each year the researcher and CBET coordinator were able to make changes to the survey in order to provide for increasingly better program evaluation.

The CBET survey data findings closely relate to the CBET interview data, described in the next section.

## **CBET PARTICIPANT INTERVIEWS**

Fifteen CBET participants were interviewed in this investigation. Participants were asked if they wanted the interview in Spanish or English, and all of the participants indicated that they wanted the interview in Spanish. Therefore, they were interviewed in Spanish, and the recorded transcripts were transcribed into English. The CBET participants felt that they could express their opinions better in their native language. Interviewees were asked to respond to the following questions using the critical incident interview technique described in Chapter 3. The two interview questions were (1) could you describe your CBET experience in class? and (2) could you tell me what happened at home during and after your CBET experience? Prompts for both questions were the following: Tell me more about this, or

could you give me an example of this. Interview responses were sorted, and four themes emerged from both interview questions. Specific examples are given in this chapter. Interviewees discussed their CBET class experience and their CBET experience at home. The following themes were identified: (1) parent/child relationships, (2) CBET-based influence at home, (3) CBET-based influence at school, and (4) CBET-based participant outcomes.

### **Parent/Child Relationships**

Fifteen responses were categorized under this theme. CBET participants reported that the CBET experience helped them have better relationships with their children. Two sub-themes that emerged were: (1) parent role model and (2) parent/child interaction. Several of the respondents associated their own parental role modeling with influencing their children as to the importance of attending school and getting an education. Additionally, the interviewees remarked that the CBET experience enhanced their parent-child interactions at home and school.

#### **PARENT ROLE MODEL**

One of the sub-themes that emerged from the interviews was the CBET participants as parent role models for their children. Participants' parental behaviors influenced their children's attitudes about school and provided motivation for their learning. For example, participants attended school regularly, and this affected their children's motivation for attending school. The children had better attendance when their parents attended the same school.

According to the interviews, participants said that the children were motivated because they were attending the same school. Ruby said the following during her interview: "When I registered my children here in school, I asked myself what I was going to do if I did not understand. What am I going to do when my children tell me, 'Mami, I don't understand the homework?' Now it is my turn to go to school with them, so that I can motivate them into going to school" because in Mexico, children sometimes say "I won't go." When my children ask me, "Mami, are you going to school? Yes? Ok then, I will too". If they are sick, they ask if I am going to school. I say, "Yes, you stay home with grandma." They say, "No, I want to

go too.” Even though my children are sick, they want to come to school. As she reported, the CBET class helped Ruby motivate her children and, as a result, they have good attendance.

Cecilia also mentioned that being at the same school and interacting with her children encourages them. She responded, “It gives my children a happy face and it is something that motivates them when we come to school together.” Rosio also commented on going to the same school with her children. She said that her children feel secure because they know their mother is in the same school, and she thinks this has helped their relationship. Like Cecilia and Rosio, Sulema responded similarly that her children are more motivated to attend school when she’s attending CBET class and they like the fact she is in the same school. She noted that her children ask her everyday, “Mami, are you coming to school?” or “Mami, do you have homework?”

### **PARENT/CHILD INTERACTIONS**

CBET participants responded in their interviews that the CBET experiences at home and school, helped them interact better with their children. Examples of the type of interaction were: connecting with children through school projects, being involved more with child’s school work, understanding their children more, and paying more attention to their children. Carla responded to her CBET experience by saying, “I feel that it helped me a lot to relate more to my child and have a better relationship especially more interaction with her.” Another CBET parent, Cecilia said that the CBET class helped her interact with her children and explain things better when they ask questions. Cristina felt that the CBET class helped her learn how to pay more attention to her children’s educational needs.

Some of the participants gave specific examples of how the CBET experience helped them. For example, Sulema gave a concrete example of how the CBET experience helped her. She said that her children are more involved with her now after school at home and tell her, “Mami, is this said this way?” or they want her to get involved with them when they speak English. Another example was given by Lety who is in a CBET class. Lety’s youngest daughter teaches her many things that she has learned. Her daughter tells her “Mami, you taught me about this” and she says this helps them have better interaction. Her daughter also asks her, “Mom, do you speak Spanish or English?” Lety further responded by saying, “My daughter tells me that I must speak English to her because I’m studying it in the CBET class.

In this way the CBET class has provided me the opportunity to have better interaction with my children”.

### **CBET-Based Influence at Home**

When asked about their CBET experiences at home before and after attending the CBET class, responses reflected a high value of the importance of the CBET class increasing their parent involvement at home. The interviewees’ responses about their CBET experience at home were categorized under CBET-based influence at home. The majority of the respondents concurred that the CBET class has helped them learn strategies in the CBET class that transferred into their parent involvement skills at home. The CBET based strategies used at home that emerged from the interviews were as follows: (1) homework strategies, (2) reading strategies, and (3) vocabulary strategies.

#### **HOMEWORK STRATEGIES**

In the interview with Betty, a CBET participant who graduated a two year college program in Mexico, an understanding of CBET strategies in class that helped her as a parent was reflected in her following comment, “I have learned many strategies in the CBET class that have assisted me in helping my children with homework. I have organized my son’s study area at home, and I’ve organized books by level and category. I have learned that helping my children at an early age with homework is very important for them, so that they can have a better future and have more success in school.” Esther responded with a similar perspective. “The CBET class has taught me some strategies to help my children with homework. For example, we have an area to do homework and display work. My son Jose likes his projects that he does at school or if we do some at home displayed on the walls. He has the entire project displayed on the walls and this motivates him.”

The idea that the CBET class provided homework strategies was commented during other interviews. Karen mentioned that she could assist both her youngest and oldest child. She stated, “the CBET program has been very important for me because I can help my children more, especially the younger one, and with my older one I can help with homework or sometimes with whatever he needs help in.” Marisol commented specifically on one homework strategy she learned in the CBET class. “I put the homework on the refrigerator, so she sees what needs to be done. She (my daughter) was in a newspaper photo when she

was in preschool because of this strategy. She asked me who the girl was, and I told her it was her and that the newspaper took a photo of her studying the alphabet. A reporter wrote a story about my homework strategy that I learned in my CBET class.”

## **READING STRATEGIES**

Interviewees reported that their CBET experience influenced them to read more with their children, and that reading helped build confidence in their children. Esther gave an actual example of how the CBET class has helped her learn reading strategies to use with her son. She responded: “For example, my son is in kindergarten and I help him with reading. When we read, we have learned to read over and over, so that we comprehend the story. We review. He is very timid and he doesn’t like to talk, so I try to help him so that he can express himself about what we read or see in the books. This is so that he can understand what he reads and to give him some more confidence.” Karen concurred with Esther that the CBET class has also taught her reading strategies. Karen went on to explain reading strategies she learned when reading to any child. She responded, “They have taught us that when you read to the kids, you need to pay close attention, in other words, see how they are reading. For example, I sometimes read and I would make a mistake on the pronunciation and I would ask the child, how you pronounce this word and he would tell me. First of all, pay a lot of attention to the child, notice if he is reading or just playing. These are things I learned in the CBET class and many other things also.” Another CBET parent Monserate supported Esther’s and Karen’s statement, adding: “I have learned different reading strategies in the CBET class that I use at home. I have encouraged and help my children read. When there’s a word they do not understand and it has not been explained to hem, we look for it in the dictionary.” Monserate commented on the reading strategies that she learned in her CBET class and how she has the ability to use them at home with her children.

Carla discussed that she knows how to identify the needs of her child, and explained that she was a preschool teacher in her own country graduating from the university with a credential in preschool education. She replied that she taught her daughter to read using strategies learned in the CBET class. The CBET class has helped her motivate her daughter increase the frequency of reading at home. Carla noted an increase in her listening to her daughters needs as a result of their reading time together. While Carla has a college

education another CBET parent Crystal has a sixth grade education. Both Carla and Crystal have been in the CBET program at least two years and have learned reading strategies from their CBET experience. Crystal mirrored Carla's remarks by saying that she has learned reading strategies in the CBET class. For example, she has learned how to take turns when reading with her child, and if there is a word that they do not understand then she uses other words to explain it. Ruby a student in the CBET class for 2 ½ years remarked that the CBET class has taught her how to read to her children, which is not done in Mexico according to her response.

In addition to learning reading strategies in the CBET class, some of the CBET participants discussed how it motivated them to be more involved than they had previously been with their children's learning. Esmeralda pointed out that the CBET class has helped her get involved with her children's reading because she has more knowledge of the English language after taking the class. She said that neither of her sons liked to read very much before she was in the CBET class. She linked her CBET experience to her children wanting to read more now, by saying "Every evening before bedtime I started sitting down with them to read. I ask questions about the characters, For example: What they are doing? and change my voice to sound like each character in the book. Now, they are starting to like reading and every night before going to bed they always want me to read to them."

Esmeralda's sentiment was supported by Cristina's interview response. Cristina felt that the CBET class encouraged her to read and pay more attention to her children. She has started a regular routine for reading, and she says, "This daily reading routine has increased my reading time with my children and given them more encouragement to learn. The word 'routine' was mentioned several times during the interviews. Rosio another CBET student in the program for two years also explained how the CBET class has influenced her to have a regular reading routine each night with her children.

In the interview with Betty, a CBET participant with a college education, there was an understanding that study habits are important. Betty's response discussed reading strategies which included organization of the home. She answered, "I have organized my son's study area at home, and I've organized the books by level and category. I have learned in the CBET class that reading to children at an early age is very important for them, so that they can have a better future and have more success in school. I have done that with my



youngest son, who is now 2 years and 9 months old. It has helped me a lot now that I can help my 5<sup>th</sup> grade son with reading.”

Cecilia, who has been a CBET student for three years and has a sixth grade education, summed up this category by describing her CBET experience. Cecilia is reading more to her children after attending the CBET class. She feels like reading gives them family time together.

## **VOCABULARY STRATEGIES**

There were nine interviewees who discussed the vocabulary strategies they learned from their CBET experience. Some of the strategies identified were labeling items in the house in English, looking up new words in the dictionary, making grocery lists in English and discussing English vocabulary during activities inside and outside the house. Each of the CBET participants described the strategies they use at home with their children. For example, Crystal a with a sixth grade education and Monserate with a high school education, both explain what words mean to their children, and if they do not know, they look up the new words in the dictionary together. Sulema another CBET participant goes to the library with her children to find different books with new vocabulary. They study new vocabulary and read the meaning in the dictionary. This helps them spend time together building up their vocabulary.

Two of the interviewees acknowledged that the CBET experience reminded them to use different strategies at home, such as labeling items in English or writing lists in English. These two participants have been in the class at least two and a half years and come from different educational backgrounds. Ruby has an eighth grade education, and Maya has a high school diploma with one year of college. Even though they have different educational backgrounds, both of these CBET participants learned the same vocabulary strategies from their CBET experience. The interview data support this based on the following response: Ruby puts cards around the house labeling everything in English. Ruby stated, “I remember that I label things in my house and place them on things, so that my son can see them and learn what it is called in English. This way, he is learning what the word is.”

In her interview, Maya shared that she learned vocabulary strategies from her CBET class. In describing her CBET experience she stated, “I have tried many different learning

strategies. For example, ever since my children were little, I have put up signs of the names of things in English. We make lists together of all the things we need to get at the store and everything we write in English. We read one by one, I learn from them and they learn too from me.”

In examining the data, the researcher felt that four of the interviewees’ responses clustered into connecting learning vocabulary into their own daily routines. The CBET participants had learned how to incorporate the vocabulary strategies learned in the class and apply them to their everyday lives. The following four responses support this idea. Cecilia goes to the store with her children and discusses in English the name of things in the store. She sometimes will buy things to teach them the alphabet, colors and the animals. Another CBET student, Lety, said, “The CBET class has helped me a lot. I have helped my youngest daughter learn letters and numbers and we learn together everywhere we go.” Cristina and Esther, both CBET participants discussed specific times when they had interactions with their children teaching them vocabulary. This response by Cristina reflects the everyday interaction with her children. She remarked, “When I am cooking, I ask questions about the names of fruit. When we are out on the street, we look at different cars, the different colors, and the different types of houses. We try to learn new words.” Additionally, Esther also described a specific situation that occurred, she linked her daughters questions to a comparison strategy by saying, “When my daughter sees something of the same color, say her shoes are pink, and she sees something else that is pink, she compares that it is the same color. She tells me the color in English or sometimes in Spanish. The same with other colors, like when she finds color pencils or marks, she shows them to me, ‘look mother, they are the same, they are green’, so she is learning how to compare.”

### **CBET-Based Influence at School**

There were fewer responses categorized into this theme than the CBET-based influence at school theme. Five of the participants discussed their CBET-based experience at school. Four of the interviewees in this study have a high school diploma or higher and all of them explained their school involvement after taking the CBET class. Interestingly, the fifth response under this theme was from Karen who has been a CBET participant for three years. Karen is has a fourth grade education, but responded about her tutoring experience at the

elementary school. All of the CBET participants must sign a pledge that they will tutor children with reading as their English improves. All fifteen of the interviewees signed a pledge, and have tutored children at the elementary school although only five of them associated the CBET experience to school involvement.

The interviewees associated their CBET experience at school with tutoring children, communicating and helping teachers, volunteering at school, going to school meetings, and using the library. Carla recalled doing classroom activities with the teachers. She stated, “I tutored children at the school. We participated in activities with the children such as writing, drawing, playing games and different activities that were to help the children. We participated in activities with the children such as writing, drawing, playing games and different activities that were to help the child.” Like Carla, Monserate also made an association between the CBET experience and school involvement, as revealed by her comments, “Personally, the CBET experience has helped me a lot because I have had the opportunity to directly communicate with the teachers of my kids. I have been a school volunteer. I have knowledge of all the teachers and how I can help the teachers as a volunteer. At school meetings, I sign up to be a volunteer with the teachers to help the children.”

The CBET based experience influence at school was evident in Betty and Maya’s answers: Betty replied, “I’m able to help in the school. I help in the library or on the internet or asking teachers here at school. I ask teachers how to help my son with projects and we go to the library and use the internet.” Maya learned how to fill out her son’s application for a particular school he was applying for using CBET strategies learned in class. Even though Karen remarked that she tutored at the elementary school every Thursday, she did not describe the actual tutoring experience.

### **CBET-Based Influence on Participant Outcomes**

There were eight CBET study participants whose responses were categorized under this theme. Two sub-themes emerged from the CBET-based influence on adult personal learning outcomes: adult basic skills and parenting skills. The interviews described participant outcomes according to these two clusters of responses. Adult basic skills refer to

reading, learning the English language, study strategies, writing and math. Additionally, the CBET participants reported learning parenting skills that improved their parent involvement.

### **ADULT BASIC SKILLS**

One of the basic skills reported by various interviewees was developing reading skills. Crystal verbalized that she has developed her own reading as a result of her CBET experience. Like Crystal, Esmeralda, had a similar response about her CBET experience as far as improving her own basic skills. She replied during her interview, “I am able to get more involved with my children in reading. I have more knowledge of the English language. I have learned how to give more information on books, not about the story, but help them understand the literature and that way they know how to take more advantage of the reading and about what they read, and above all, that they like it and find it interesting. I have learned reading strategies that help me when I do my bedtime reading with my children.”

Esther concurred with Esmeralda’s in this response: “The CBET class has helped me a lot learning strategies to improve reading, homework and understand what my children are doing in school. I can help my daughter now and guide her to do things correctly; we learn together and do work correctly.” Another interviewee Maya felt that the CBET experience helped her. She commented, “I have been able to help my children with what I can. They have been at this school since kindergarten, and I think it has helped me that I have studied English because I’ve been able to help them very much. The class has also taught me how to help my children with homework and writing.” She continued and gave this specific example of a CBET experience in class. “In class I remember writing a letter to President Bush. We wrote it in class, and I used all the strategies that I had learned in class. So when my son applied to this particular school, we also needed to fill out an application in English and I used the same strategies I learned for writing the letter.”

Other students mentioned teaching their children the importance of reading and homework. In the interview with Ruby, a CBET participant for two years, an understanding of the importance of reading and homework was evident in her response: “The CBET class has helped me understand my children better, helping them more with homework, it has helped me a lot with my children’s homework. The CBET class has helped me realize the importance of homework at school and being involved with them because in Mexico that is

not done. I have learned the importance of reading also because in Mexico that is not done either. Over there, if you read, good, if not, good. The class has taught me how to understand English and speak it in the home.”

Marisol began her interview by saying, “I have learned many things I did not know while attending the CBET class. I learned how to read with my girls. When I was there in school, I learned how to help them do their school work. I’m learning too. You know before the CBET class I did not know anything, now at least I know several words in English.” Marisol has been in the CBET class for three years and has a second grade education. She gave two or three responses during her interview that mentioned her own learning along with her children’s school progress.

### **PARENTING SKILLS**

The following remarks by Rosio reveal a change in CBET participants’ own parenting skills, including their parent involvement. Rosio started the conversation regarding her CBET experience by stating, “It has had a good impact on me because I have improved a lot as a mother. I have learned a little English and now I can write too. It has helped me so that I can help my children with their school homework. The CBET class has taught me how to understand English and Math, also how to help my child who is in third grade, now I understand better and I can help him with that. I think that taking the English classes have been the best way for me to learn.”

The word “impact” also was implied in Betty’s interview as she replied, “The CBET class has had a great impact on me as a parent. It has helped me do more when I need to resolved personal problems in my everyday life. It has helped me in school a lot. The class has helped me organized my life and confront everyday problems. This has helped me with my children at school. I have learned so much from the CBET class and strategies. I remember many strategies because I have many experiences that I have learned, and they have taught me here at school. One of them was recently when my son had many projects, like science projects and projects of any topics. One of them was an investigation of why there is so much violence in children’s programs. We investigated a lot and I remember my son and I would get together to look up information on this topic. My son looked in the library, he asked his teacher, and I looked up information on the internet. We worked well

together to do this assignment. I think it went well. I believe that when one connects with their children, one learns to have that connection with their children and it's a rewarding experience for us and as parents and an unforgettable experience for the children. We should learn to support our children, because sometimes one wants to support the children but in reality we don't know how or how to deal with it in that moment or how to support them. I try. If I don't know, I investigate it. There always has to be an answer.”

### **SUMMARY OF FINDINGS**

The participants in the interviews came from different educational backgrounds, and had been in the CBET program at least two years. The researcher did not want to lead the interviewees to specific responses by using the research questions as the interview questions. Therefore, the respondents were interviewed using the critical incident technique by asking open-ended questions with follow-up prompts. CBET participants were asked to describe their CBET experience in class and at home. Themes that emerged from the interviews are parallel to the themes that evolved from the CBET survey data.

The data from both interviews and surveys indicate that the CBET program has increased parent involvement at home and school, assisted participants in learning parent support strategies for student learning, and influenced CBET participant outcomes. Additionally, the demographic information of the participants, based on the survey and interview data, shows a direct relationship to parent involvement. A critical element of this research is the narratives of the CBET participants. Through the interviews, themes emerged that were supported by anecdotal information and associated with the CBET survey data. These findings will be discussed in the next chapter.

## **CHAPTER 5**

### **DISCUSSION OF FINDINGS**

#### **INTRODUCTION**

The purpose of this study was to evaluate the San Diego City Schools/San Diego Continuing Education (SDCCD) Community-Based Tutoring Program's (CBET) effect on parent involvement, and identify CBET program strategies that have influenced parent involvement. The first four chapters of this dissertation presented the purpose of the study, research questions, importance of the study, review of relevant literature, the research design and methodology, and results. This chapter contains the interpretation of the data results presented in Chapter 4, including demographic data from both surveys and interviews. Chapter 4 presented the data collected from surveys and interviews with CBET participants. It also presented an analysis of transcribed responses from the critical incident interviews, which were categorized into themes. CBET survey data from 2001-2005 similarly were clustered into themes and compared with the interview data. This chapter integrates these data and discusses implications for the CBET Program.

#### **Discussion of Findings**

##### **SURVEY RESULTS**

Since there are significant state resources dedicated each year to funding this type of family literacy program in California, it is important to document the success of CBET Programs. In this current research, the survey findings documented the value of school-based family literacy classes for not only improving English proficiency and basic skills of participants, but also for increasing their parent involvement at home and school. According to data collected in this study, the CBET-based experience had an effect on parent involvement at home and at school. Results showed participant gains in the following areas: reading with children, helping them with homework, taking them to the library, speaking to teachers and staff at the school, attending school activities, and tutoring at the participating elementary schools. These findings indicate that the San Diego City Schools/San Diego

Continuing Education (SDCCD) CBET Program has been effective in promoting parent involvement. Given that family involvement in education may be one of the most effective means of improving students' achievement in school (Chavkin & Gonzalez, 1995; Morrow, 1995; Osher, 1997), the CBET program evaluated in this study has the potential to lead to children's academic achievement.

The San Diego City Schools/San Diego Continuing Education (SDCCD) CBET Program goals are to provide English language instruction to adults to enable them to help their children succeed academically. Post survey responses each year of the study showed that participants felt they had increased their English language skills in all areas including reading, speaking, listening and writing. According to these results, the CBET program in this study has had an impact on increasing the literacy skills of participants. Interestingly, this concurs with recent studies indicating that family literacy programs increase participants' literacy skills, so they can help their children succeed. The assumption guiding many family literacy programs is that adults who participate in basic education services will develop the skills and knowledge they need to enhance their children's education and their own literacy (Alamprese, 2004). Research findings from this study suggest that participants learned the necessary skills and knowledge to support their children's academic lives.

Surprisingly, demographic data from the 2004-2005 surveys revealed that 74% of the participants had less than a high school diploma although they reported increases in all areas of parent involvement. Participants reported increases in reading regularly with their children, along with improving their own reading skills. Results from this study challenge the research studies that report parent's educational level will inevitably dictate the degree of parental involvement in their children's school. According to research, the parents' education level also has been found to correlate with their personal and parental reading habits (Paratore, 2003). Data indicate that parents who did not complete high school are less likely to read books (NCES, 2001), and they are less likely to read to their children (NCES, 2000). Findings from this study challenge these existing research studies. This study adds to the literature by reporting that participants in the CBET program without a high school diploma are likely to read to their children.

Based on demographic data from the surveys from 2001-2005, 95% of the CBET participants were Mexican or Latino. The survey data indicate that these Hispanic CBET



participants are getting involved with their children at home through CBET-based experiences. This contradicts the myth that Hispanic parents are not involved with their child's education. An example of this myth is seen in a 1993 national survey of teachers that cited the most frequently stated educational problem was Hispanic parents' lack of interest and support for their children's education (Hyslop, 2000). While such views remain relatively common, a number of researchers, educators, and parents have begun to seriously challenge them (GRC, 2005). The data collected in this study documents that participants have increased their parent involvement at home and school, thus illustrating that minority parents are concerned about their children's education, and given the opportunity, have the potential to contribute to it. This is important because there has been little research conducted on Latino parents' beliefs about education (Hammer & Miccio, 2004).

There are clear program implications for CBET participants, their children, and teachers based on survey data from this study. Two important findings from the CBET program are that (1) participants from all educational backgrounds have the ability when provided with support and guidance to read regularly to their children and (2) Latino parents have a desire to be involved with and are concerned about their children's education. These results will be shared with CBET instructors, elementary school teachers and staff at the CBET elementary school sites, along with community members. Researchers and educators concur that the optimal environment for children's learning is where the school, home, and community work together to support children's literacy development (Sheldon & Epstein, 2005).

## **INTERVIEW RESULTS**

This study included 15 interviews designed to allow the researcher to collect in-depth information data regarding the participants CBET experiences at home and school. The researcher felt that the pre and post CBET surveys given in the CBET classes were not enough data to evaluate the impact of parent involvement, so narrative interviews were included. The critical incident interviews provided detailed literacy incidents that happened at school or home between the CBET participants and their children. The participants reported increases in home and school involvement, use of learning strategies learned in the

CBET class to help their children, increase in their own basic skills, and ways to enhance parent/child relationships that have a positive effect on their children's education.

Surprisingly, there were 15 responses that clustered under the parent/child relationship theme. The participants in this study reported that their CBET experience enhanced their relationships with their children and increased their interactions. These findings are important, given the literature that shows relationships between children and adults play a prominent role in children's learning to read and are a central focus of family literacy activities intended to promote literacy in a range of circumstances (Pianta, 2004). This study found that the CBET program is successful in influencing parent/child interactions. These data are also important because it can be used to expand the CBET programs definition of family literacy. In research, parent/child interactions are quite often referred to as a type of parent involvement (Jacobs, 2004).

This study adds to the limited research on the definition of CBET programs. As a result, the researcher recommends that San Diego City Schools/San Diego Continuing Education's CBET Program should expand the definition of their family literacy program to include parent involvement. Findings are in line with other research studies. For example, based upon their synthesis of 51 recent reports on family and community involvement in education, Henderson and Mapp (2002) concluded that the studies found "positive and convincing relationship between parent involvement and benefits for children" (p. 24), including higher grades and test scores. It may be important to note that researchers have used different conceptualizations of parent involvement. "The definition of parent involvement is multi-dimensional, and research results vary according to different meanings attached to the term" (Trivette & Anderson, 1995, p. 300). Research on parent involvement definitions for the middle schools and high schools is very limited. According to Wherry (2002), "Experts say that the two times when parent involvement has the most impact on children's learning are during early childhood and middle school" (p. 6).

The interview results indicate that the San Diego City Schools/San Diego Continuing Education (SDCCD) CBET Program is an intergenerational program. Since there is a limited amount of research on the CBET program, it is important to document it as an intergenerational family literacy model. The interviewees reported that the CBET experience provided them with skills and strategies to help their children with school, and that they

became parental role models for their children while attending the CBET classes. These interview responses revealed the concept of intergenerational transfer of literacy within the family unit. These findings link to the research discussing the intergenerational transfer hypothesis.

For example, Wolfendale and Topping (1996) state that the primary challenge for family literacy researchers and practitioners is to look at the nature of the transmission of educational behaviors and values within the family. The critical incident technique described in Chapter Three provided in-depth responses from the interviewees regarding the transfer of information within their own family unit. For example, the interviewees connected their CBET experience with learning parent involvement skills and practices that participants were then able to teach their children.

The majority of interviewees in this study reported that their interactions and influence had a direct affect on their children's success in school, attendance, and motivation, and also improved their own relationship with their child. Additionally, the interviews concluded that the participants had learned skills and strategies to help their children succeed in school. This is a direct correlation between the studies done over two decades ago and this investigation of the CBET program. For over two decades, family and intergenerational transfer research studies conducted relative to emergent literacy have reported that a parent's skills and practices influence the school achievement of their children (e.g., Sticht & McDonald, 1989; Teale, 1982). This study provides recent research on intergenerational family literacy programs such as the CBET program, and provides a successful model for other school districts. According to research, providing an intergenerational program for parents with low literacy skills, offers them an opportunity to enhance their literacy skills and help their children in school (Wasik & Herrmann, 2004).

All 15 of the interviewees reported learning reading, homework, and vocabulary strategies in their CBET class that facilitated their efforts to help their children at home. It may be important to note the total number of references to specific reading strategies. Findings in Chapter Four as shown in Appendix H indicate there were 23 responses, categorized into themes, regarding using the CBET class reading strategies at home. All 15 of the CBET interviewees mentioned that they learned some type of reading strategy in the CBET class. Teaching reading strategies is a major focus of the CBET class curriculum, and

interview data indicates that the CBET program is successful in this area. Results from this study indicate that the participants are learning literacy strategies in the CBET class that are influencing their CBET-based home experience. These homework, reading, and vocabulary strategies (see Appendix H) described by interviewees in Chapter Four add to the value of a previous study by Dolores Durkin in 1966. Durkin's conclusion that home literacy experiences play an important role in children's eventual school success received additional support in many subsequent investigations (Paratore, 2004). Another noteworthy finding is that 11 of the 15 participants were all Mexican mothers living in a high-poverty environment with less than a high school diploma, but all were able to read with their children using CBET strategies.

This study, and the CBET intervention program, challenges the perception that parents without a high school diploma are not likely to read with their children (Paratore, 2003). Interviewees reported increasing their own English proficiency skills as a result of attending the CBET class. Responses from the interviews in Chapter Four clearly indicated that participants from all educational backgrounds, including those with less than a high school diploma, felt confident reading to their children using strategies learned in the CBET class. This study's results support the research that show that when parents with low incomes and low levels of education perceived themselves as influential in helping their children learn to read, they became directly involved in their children's education and had a direct impact on the outcomes (Goldberg, 1987). In this study, data showed that participants of all educational backgrounds were able to learn reading, vocabulary, and homework strategies and incorporate them effectively into their CBET-based experience at home.

Several implications emerge from these interview findings. The first implication gleaned from this study is that participants learned CBET class strategies that enabled them to help their children. It is important for the CBET coordinator to share these strategies in training workshops, so CBET instructors are aware of the fact that the program has a growing research base. The second implication is that the survey responses provided a more detailed definition of the CBET program. There are two groups of researchers that disagree on the definition of family literacy. Gadsden (1994) summarized the disagreement and dissension that characterizes the work in family literacy and states that they have emerged from two seriously conflicting foundational premises: One that perceives the family's lack of school-

like literacy as a block to learning and the other which capitalizes on home literacy practices as a bridge to school learning.

After interpreting findings of this study, the researcher recommends that the CBET program in this study consider using the following definition: *The San Diego City Schools/San Diego Continuing Education's (SDCCD) CBET Program is an intergenerational family literacy program that provides participants with English language instruction and parent involvement opportunities, in order to assist them with integrating home and school literacy activities that help children succeed academically.* This definition is a hybrid perspective that links participants home and school literacy activities to their CBET experience. This definition is closely related to the group of researchers that agrees that families already have some type of home literacy present. This can be viewed as a hybrid definition of family literacy because it highlights an interaction between literacy that directly relates to learning in school, but also capitalizing on literacy skills within the home.

The third implication is that participants without a high school diploma were able to help their children with school, and many of them were involved at the school. The researcher recommends that the CBET program disseminate these findings to all educators to change the perception that parents without a high school diploma cannot help their children. Finally, it is recommended that the critical incident interview method be utilized in CBET research to continue testing its effectiveness on collecting comprehensive data for future program evaluation.

### **Similarities and Differences Between Survey and Interview Results**

The survey and interview data showed both similarities and differences. The greatest similarities were in the areas of parent involvement. For example, responses from both the survey questions and interview prompts indicate similar findings regarding the effect of the CBET program on participants' parent involvement. Both data sets revealed that participants in the CBET program increased in the following areas: (1) reading with their children, (2) taking their children to the library, (3) helping their children with homework, (4) tutoring at their children's elementary school, and (5) communicating with teachers and staff at the school.

Analyses of the surveys showed there was an increase in participants' tutoring frequency at the end of each CBET school year in the study. Although some of the interviewees mentioned tutoring, as they did the survey, the differences in the way the interviewees responded to the prompt that generated tutoring responses was surprising. The critical incident interview technique (CIT) was used to give the participants an opportunity to give detailed responses about their CBET experiences at school. The prompt for the interview question was: Tell me about your CBET based experiences at school. Even though all fifteen CBET interviewees tutored at the school as a requirement of the CBET program, not very many responses discussed tutoring. There were only four interviewee responses that connected tutoring to their CBET-based school experience.

These findings are interesting, showing that the data collection methods generated different results regarding tutoring. This is an important finding, indicating that the critical incident interviews provide more detailed responses than the surveys. Participants' narrative interviews are a way to connect to other areas of research. For example, the CIT resulted in responses that related to participants' levels of education. Data revealed that four of the CBET participants who are mothers have a high school diploma or higher, and mentioned that they tutored at their children's elementary school. These four participants' responses indicated that tutoring children at their children's elementary school was important to them. These results correlate with research about mothers who have higher educational levels view of their role in parent involvement. Research by Moreno and Lopez (1999) found that the higher the educational achievements of the mothers, the more the mothers viewed their direct involvement in education as important. This difference indicates that the critical incident interviews provide a more in-depth response that can be in line with current research, as well as add to the limited research on the CBET program.

Participant outcomes were very similar when comparing the survey and interview data, indicating that the participants are increasing their own education while attending CBET classes. For example, both survey and interviews reported increases in the areas of English language skills, parenting skills, employment skills, communication skills, and helping their children with school. One reason that the participant learning outcomes are important is that demographic survey data in 2004-2005 showed 74% of participants had less than a high school diploma the last year of the study. Also in line with this were the

interviews that reported 33% of the participants had less than a high school diploma. These similarities regarding participants' educational background are noteworthy for the CBET program to understand that participants' need to learn basic skills. One definite finding from both the surveys and interviews is that participants of all educational backgrounds learned basic skills in the CBET program and were able to help their children succeed in school. These results indicate that the CBET program is helping parents become more educated by learning English language skills and parent involvement strategies. These findings are in alignment with research by Kohl, Lengua, and McMahon (2000) who noted that "Dauber and Epstein (1989) found that better educated parents are more involved at school and at home" (p. 502).

There are clear implications from comparing the survey and interview findings. The first implication is that the CIT method was effective in collecting more comprehensive data than the surveys alone and should be used for future data collection. The second implication is that the interviews generated unexpected data that is significant for future studies. It was found that participants are persisting, and this aids them in helping their children succeed. The CBET program should conduct a family literacy persistence study using the CIT method in order to contribute to the limited literature on the CBET program. In summary, the interviews provided in-depth narrative responses that added to the research design by providing extensive findings regarding the CBET program.

## CONCLUSION

The purpose of this study was to investigate the San Diego City Schools/San Diego Continuing Education's (SDCCD) CBET Program as a family literacy program that impacts parent involvement. The other goals of this study were to research CBET program strategies influencing parent involvement along with analyzing the relationship between the demographic of CBET participants and parent involvement. The findings of this study revealed that the CBET program (1) has an effect on parent involvement, (2) introduces strategies that influence parent involvement, (3) increases participant outcomes, (4) promotes parent/child relationships, and (5) provides demographic information that shows relationships between the demographics of CBET participants and their parent involvement.

There has been a lack of priority placed on evaluation of the CBET program in California, yet ongoing assessments of participants and evaluations are necessary to ensure future funding and that the programs meet families' literacy needs. The majority of CBET programs in California over the past ten years have collected self-reporting data mainly consisting of surveys. This study collected survey data along with CBET participant interviews that proved effective in evaluating the San Diego City Schools/San Diego Continuing Education (SDCCD) CBET Program. The critical incident technique used in this study has not been used family literacy studies, and was used in this investigation to provide an improved research design for collecting CBET data.

Furthermore, this study adds to the recent literature featuring the involvement and aspirations of Latino parents. Survey demographic data show that 95% of the CBET participants in this study were from the Mexican or Latino ethnic group. The interviewees in the study were all Mexican mothers who, as a result of the CBET experience, were able to help their children with reading, math and other school subjects. These findings challenge research stating that Mexican mothers are more likely to view their mothering role as their primary responsibility and do not assume the responsibility for their children's academic success (Garcia, Perez, & Ortiz, 2000). Additionally, Latino parents, citing their own lack of English proficiency and low levels of schooling, tend to believe that they cannot support their children's literacy learning (Rodriguez-Brown, 2004). The findings of the critical incident interviews contradict this perception. This is important because there has been little research conducted on Latino parents' beliefs about education (Hammer & Miccio, 2004).

According to the Civil Rights Project (2005) report, in California there was a 52.1% dropout rate for Latino students in the 2000-2001 school year, and this percentage increased to 54% at the end of the 2004-2005 school year (CDE, 2005). With the graduation rate crisis in California for Latino high school students, it is important to research all avenues to increase student achievement and help children succeed in school, obtaining a high school diploma. Latino participants' high levels of documented parent involvement in the CBET program in this study, illustrate that language minority parents are concerned about their children's education and have the potential to help their children succeed academically. An unexpected finding in the study was in the area of participants' persistence. According to research by (Padak & Rasinski, 2003), when parents persist in family literacy programs, that



persistence leads to their literacy achievement, which in turn has the potential to affect their children's low achievement and high school drop out rates.

Interestingly, all 15 of the interviewees' had been in the CBET program at least two years or more at the time of the interviews. Teachers in family literacy programs hope that their adult learners will persist in learning until they reach their educational goals. Persistence means that participants stay in the program for as long as they can, continuing to stay engaged with learning when they cannot attend, and the returning to a program as soon as they can (Comings, 2004). One support to persistence is establishing clear participant goals. The process of goal setting begins even before an adult enters a family literacy program. Results from the survey data revealed that the participants did set clear goals, and their number one goal each year of the study was to help their children succeed in school. The data collected in the interviews regarding the students' persistence in the CBET class has important implications for the program since persistence is a good measure of family literacy program quality (Comings, 2004).

Since the beginning of this study, there have been very few studies published on the CBET Program in California. The results of this study show that the San Diego City Schools/San Diego Continuing Education (SDCCD) CBET Program has designed a successful family literacy program and has taken on the challenge of educating CBET participants in order for them to help their children succeed in school. Furthermore, the literature of this study on family literacy indicates that parent involvement has an impact into middle school and beyond. CBET is geared toward elementary school students, but that could be expanded by developing CBET-type classes at the middle schools.

This study can be used as a research design for other CBET programs in the process of collecting future comprehensive data, and provide a useful definition of the San Diego City Schools/San Diego Continuing Education's (SDCCD) CBET Program.

Results of this research lead to recommendations for future investigations. In the future, it would be important to:

1. Investigate how programs such as CBET build persistence and the relationship of persistence to feelings of self efficacy.
2. Investigate the links between CBET-kind of programs and student achievement.
3. Study the intergenerational aspect of findings by conducting home visits. This would be ethnographic work with families and communities.

4. Follow participants' fifth graders into middle school to find out if the CBET participants are able to help their children when they enter middle schools. This is an important avenue of research because parents are often not as comfortable working with middle schools when their children exit elementary school.

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**APPENDIX A**

**CRITICAL INCIDENT INTERVIEW TECHNIQUE**

## **Critical Incident Interview Technique**

The critical incident technique was employed as the primary method of data collection for interviews in this study. This interview technique involves asking participants to recall a specific event and to explain the circumstances surrounding the incident. Participants in this study were asked to describe family literacy interactions in the CBET class, at school, or at home. Participants were not limited in their responses, they could recall both positive and negative incidents, as many times as they desired.

The first step of the CIT process involves developing detailed plans and specifications for collecting factual incidents. The following types of decisions need to be made:

1. What is the purpose of the investigation?
2. From whom should information/data be collected?
3. What is the most appropriate method of use? Observations? Interviews?
4. What questions should be asked?
5. Who should collect the data?
6. Should the data collectors receive training on how to conduct the interview?
7. What instruction (s) need (s) to be developed for collecting the data?
8. Should details about collecting data be provided to data collectors in written form?

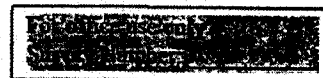
**APPENDIX B**

**CBET SURVEY (PRE AND POST) 2001-2002**

**Figure 2. CBET Survey (pre and post) 2001-2002. Source: San Diego City Schools/San Diego Continuing Education (SDCCD) CBET Program. (2005). CBET participants' surveys. San Diego: SDCS/SDCCD.**



Date: \_\_\_\_\_



### **CBET Student Profile Questionnaire**

Instructor: \_\_\_\_\_

CRN: \_\_\_\_\_

Directions: Please answer each question carefully. There are no right or wrong answers. We need your information so that we may improve our programs and services. This information is confidential and will NOT be given to anyone without your permission.

#### **Personal Information**

1. Name: \_\_\_\_\_

2. Birthdate: \_\_\_\_\_ 3. Zip code: \_\_\_\_\_

4. What is your age? (please X) (optional)

 Below 18     18-21     22-25     26-30     31-35     36-40

 41-45     46-50     50 and over

5. What is your race or ethnic group? (please X) (optional)

 African American/Black     Alaskan Native     Asian     Latino/Hispanic

 Native American     Pacific Islander     Caucasian/White

 Other: \_\_\_\_\_

6. Where were you born? \_\_\_\_\_

7. How long have you been in the United States (total time)? \_\_\_\_\_ years \_\_\_\_\_ months

8. How many children do you have? \_\_\_\_\_

#### **Educational Information**

9. How many years of schooling have you completed? \_\_\_\_\_ years (optional)

**Employment Information**

10. I am (please X):

 a full-time worker

Job title: \_\_\_\_\_

 a part-time worker

Job title: \_\_\_\_\_

 a full-time homemaker unemployed

11. Are you currently looking for work? \_\_\_\_\_yes \_\_\_\_\_no

**Additional Information**

12. How did you hear about this program? (please X as many as needed)

 Another Student Children Relatives Child's School Friends CBET Flyer Adult School Teacher Others (who?) \_\_\_\_\_13. Why do you want to learn English? (please X the **TWO most important** reasons) Help children in school Communicate better Prepare for a job Prepare for a better job Train for a job Earn a GED Earn a high school diploma Attend college Personal goal Acquire citizenship Other: \_\_\_\_\_

### Involvement with Own Child

Directions: Please answer these questions for one of the children in your family.

Child's Last Name: \_\_\_\_\_ Child's First Name: \_\_\_\_\_

Male: \_\_\_\_\_ Female: \_\_\_\_\_ Age: \_\_\_\_\_ Does this child live with you? \_\_\_ yes \_\_\_ no

Grade: Pre-school Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12  
(please circle one)

Name of School: \_\_\_\_\_

Before CBET Class		After CBET Class	
Date: _____		Date: _____	
How often did you do these activities? (please X one)		How often do you do these activities? (please X one)	
1. Talk to child about school	Every school day _____ 2-3 times/week _____ At least 1/week _____ 1 or 2/month _____ 1 or 2/year _____ Never _____	1. Talk to child about school	Every school day _____ 2-3 times/week _____ At least 1/week _____ 1 or 2/month _____ 1 or 2/year _____ Never _____
2. Help with homework	Every school day _____ 2-3 times/week _____ At least 1/week _____ 1 or 2/month _____ 1 or 2/year _____ Never _____	2. Help with homework	Every school day _____ 2-3 times/week _____ At least 1/week _____ 1 or 2/month _____ 1 or 2/year _____ Never _____
3. Talk to child's teacher	Every school day _____ 2-3 times/week _____ At least 1/week _____ 1 or 2/month _____ 1 or 2/year _____ Never _____	3. Talk to child's teacher	Every school day _____ 2-3 times/week _____ At least 1/week _____ 1 or 2/month _____ 1 or 2/year _____ Never _____
4. Read to child in your native language	Every school day _____ 2-3 times/week _____ At least 1/week _____ 1 or 2/month _____ 1 or 2/year _____ Never _____	4. Read to child in your native language	Every school day _____ 2-3 times/week _____ At least 1/week _____ 1 or 2/month _____ 1 or 2/year _____ Never _____
5. Read to child in English	Every school day _____ 2-3 times/week _____ At least 1/week _____ 1 or 2/month _____ 1 or 2/year _____ Never _____	5. Read to child in English	Every school day _____ 2-3 times/week _____ At least 1/week _____ 1 or 2/month _____ 1 or 2/year _____ Never _____

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**School Involvement**

**Before CBET Class**

**After CBET Class**

Date: _____		Date: _____	
How often did you do these activities? <i>(please X one)</i>		How often do you do these activities? <i>(please X one)</i>	
1. Take child to library	Every school day ____ 2-3 times/week ____ At least 1/week ____ 1 or 2/month ____ 1 or 2/year ____ Never ____	1. Take child to library	Every school day ____ 2-3 times/week ____ At least 1/week ____ 1 or 2/month ____ 1 or 2/year ____ Never ____
2. Tutor children at children's school	Every school day ____ 2-3 times/week ____ At least 1/week ____ 1 or 2/month ____ 1 or 2/year ____ Never ____ Not applicable ____	2. Tutor children at children's school	Every school day ____ 2-3 times/week ____ At least 1/week ____ 1 or 2/month ____ 1 or 2/year ____ Never ____ Not applicable ____
3. Volunteer in child's school	Every school day ____ 2-3 times/week ____ At least 1/week ____ 1 or 2/month ____ 1 or 2/year ____ Never ____	3. Volunteer in child's school	Every school day ____ 2-3 times/week ____ At least 1/week ____ 1 or 2/month ____ 1 or 2/year ____ Never ____
4. Use a computer	Every school day ____ 2-3 times/week ____ At least 1/week ____ 1 or 2/month ____ 1 or 2/year ____ Never ____	4. Use a computer	Every school day ____ 2-3 times/week ____ At least 1/week ____ 1 or 2/month ____ 1 or 2/year ____ Never ____
5. Go to school events or activities (awards assembly, carnival, plays, PTA meetings, etc.)	Every school day ____ 2-3 times/week ____ At least 1/week ____ 1 or 2/month ____ 1 or 2/year ____ Never ____	5. Go to school events or activities (awards assembly, carnival, plays, PTA meetings, etc.)	Every school day ____ 2-3 times/week ____ At least 1/week ____ 1 or 2/month ____ 1 or 2/year ____ Never ____
6. Call child's school when child is absent	No ____ Yes, when my child was sick ____	6. Call child's school when child is absent	No ____ Yes, when my child was sick ____

Complete this page when your CBET class ends.

### Self Improvement Questionnaire

Please circle one number on the scale for each question.  
1 (one) = poor up to 10 (ten) = excellent.

Date: \_\_\_\_\_

<b>BEFORE</b> attending class	<b>AFTER</b> attending class
How well did you understand spoken English? 1 2 3 4 5 6 7 8 9 10	How well do you understand spoken English? 1 2 3 4 5 6 7 8 9 10
How well did you speak English? 1 2 3 4 5 6 7 8 9 10	How well do you speak English? 1 2 3 4 5 6 7 8 9 10
How well did you read English? 1 2 3 4 5 6 7 8 9 10	How well do you read English? 1 2 3 4 5 6 7 8 9 10
How well did you write English? 1 2 3 4 5 6 7 8 9 10	How well do you write English? 1 2 3 4 5 6 7 8 9 10

Mark all the areas you think you have improved in during the semester (please X):

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Communication skills   | <input type="checkbox"/> Parenting skills           | <input type="checkbox"/> Job/Employment skills |
| <input type="checkbox"/> Computer skills        | <input type="checkbox"/> Self confidence            | <input type="checkbox"/> Math skills           |
| <input type="checkbox"/> Problem solving skills | <input type="checkbox"/> Health/Nutrition knowledge | <input type="checkbox"/> none                  |
| <input type="checkbox"/> Tutoring               | <input type="checkbox"/> Other skills: _____        |  |

Other Comments:

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**APPENDIX C**  
**CBET STUDENT SURVEY (PRE AND POST)**  
**2002-2003**

**Figure 3. CBET Survey (pre and post) 2002-2003. Source: San Diego City Schools/San Diego Continuing Education (SDCCD) CBET Program. (2005). CBET participants' surveys. San Diego: SDCS/SDCCD.**

As a student of our CBET English classes your opinion will help us to improve the quality and quantity of our class offerings. Please complete this survey, answering each question carefully. There are no right or wrong answers. Please use a No. 2 pencil and shade in your choices completely. Ask your teacher to explain anything that you do not understand. Thank You.

Please tell us something about yourself.

1. What is your age? (mark one)  Below 21  21 to 25  26 to 30  31 to 40  Over 40

2. What is your race or ethnic group? (may be more than one)

African American/Black  Latino/Mexican  
 African Continental  Latino/Central/South American  
 Asian  Native American  Other  
 Caucasian/White  Pacific Islander  Declined to state

3. What is Your Native Language? (mark one)

Arabic  French  Russian  Other  
 Cambodian  Hmong  Spanish  
 Chinese  German  Tagalog  
 English  Korean  Vietnamese  
 Farsi  Lao

4. What is your current state of employment? (mark one)

Full-time worker  Part-time looking for more work  
 Part-time worker  Unemployed looking for work  
 Full-time homemaker  Unemployed not looking for work  
 Retired not looking for work

6. How long have you been in the United States? (mark one)

Less than 6 months  
 More than 6 months but less than 2 years

From 2 to 5 years  
 From 6 to 9 years  
 10 or more years

7. How many children do you have? (mark one)

None  
 One or two  
 Three or four  
 Five or six  
 Seven or more

8. How much schooling have you completed? (mark one)

Less than six years  
 More than 6 years but less than high school

H S diploma or GED  
 AA degree  
 College or graduate degree

9. How did you hear about our CBET classes? ( mark as many as needed)

Adult school counselor  CBET flyer  My children  
 Adult school teacher  Child's school  Relatives  
 Another student  Friends  Other

10. Why do you want to learn English? (mark the two most important reasons)

Achieve a personal goal  Get a job  
 Attend college  Get citizenship  
 Earn a GED certificate  Help children with school  
 Earn a High School diploma  Train for a job  
 Get a better job

Please complete the other side and tell us how you participate in your child's learning activities.

Student's Name (Please print)

CRN

SURVEY OF CBET STUDENTS





Please tell us how often you participate in school related learning activities with your child. We would also like to know how often you participate in activities provided by your child's school and what you think of your child's school performance. Your answers will help us plan our CBET classes for both your benefit and that of your children. If you do not understand some of the questions or answers, please ask your teacher. Remember to use a No. 2 pencil in completing this survey. Thank you.

**How often do you do these activities?** (mark one in each category)

1. Take your child to the library?

- Every school day
- One or more times a week
- One or more times a month
- One or more times a year
- Never

2. Tutor children at your child's school?

- Every school day
- One or more times a week
- One or more times a month
- One or more times a year
- Never

3. Read to your child?

- Every school day
- One or more times a week
- One or more times a month
- One or more times a year
- Never

4. Help your child with homework?

- Every school day
- One or more times a week
- One or more times a month
- One or more times a year
- Never

5. Talk with your child's teacher?

- Every school day
- One or more times a week
- One or more times a month
- One or more times a year
- Never

6. Go to school events or activities?

- Every school day
- One or more times a week
- One or more times a month
- One or more times a year
- Never

7. Use English to speak to teachers and staff at child's school?

- Every school day
- One or more times a week
- One or more times a month
- One or more times a year
- Never

AFTER CBET SURVEY

**Please rate your participation in each of the following. (mark one)**

8. How would you rate your child's school performance?

- Excellent
- Very good
- Good
- Average
- Below average
- Poor

9. How would you rate your English language listening skills?

- Excellent
- Very good
- Good
- Average
- Below average
- Poor

10. How would you rate your English language speaking skills?

- Excellent
- Very good
- Good
- Average
- Below average
- Poor

11. How would you rate your English language reading skills?

- Excellent
- Very good
- Good
- Average
- Below average
- Poor

12. How would you rate your English language writing skills?

- Excellent
- Very good
- Good
- Average
- Below average
- Poor

13. Please identify any other skills that you have learned as a result of taking your CBET classes

- Communication
- Job getting skills
- Self confidence
- Other
- Computer skills
- Parenting skills
- Tutoring
- None
- Food/Health skills
- Problem solving

Thank you for completing this survey. We hope that these CBET English classes have helped you and your children. Please think about taking regular ESL classes.

**APPENDIX D**

**CBET SURVEY (PRE AND POST) 2003-2004**

**Figure 4. CBET Survey (pre and post) 2003-2004. Source: San Diego City Schools/San Diego Continuing Education (SDCCD) CBET Program. (2005). CBET participants' surveys. San Diego: SDCS/SDCCD.**

**BEFORE CBET**

Please tell us something about yourself. Please bubble the correct box.

Date \_\_\_\_\_

SURVEY OF CBET STUDENTS

1. What is your age? (mark one)

<input type="checkbox"/> Below 21	<input type="checkbox"/> 26 to 30
<input type="checkbox"/> 21 to 25	<input type="checkbox"/> 31 to 40
	<input type="checkbox"/> Over 40

2. What is your race or ethnic group? (may be more than one)

<input type="checkbox"/> African American/Black	<input type="checkbox"/> Latino/Central/South American
<input type="checkbox"/> African Continental	<input type="checkbox"/> Native American
<input type="checkbox"/> Asian	<input type="checkbox"/> Pacific Islander
<input type="checkbox"/> Caucasian/White	<input type="checkbox"/> Other
<input type="checkbox"/> Latino/Mexican	<input type="checkbox"/> Declined to state

3. What is Your Native Language? (mark one)

<input type="checkbox"/> Arabic	<input type="checkbox"/> French	<input type="checkbox"/> Russian
<input type="checkbox"/> Cambodian	<input type="checkbox"/> Hmong	<input type="checkbox"/> Spanish
<input type="checkbox"/> Chinese	<input type="checkbox"/> German	<input type="checkbox"/> Tagalog
<input type="checkbox"/> English	<input type="checkbox"/> Korean	<input type="checkbox"/> Vietnamese
<input type="checkbox"/> Farsi	<input type="checkbox"/> Lao	<input type="checkbox"/> Other

4. What is your current state of employment? (mark one)

<input type="checkbox"/> Full-time worker	<input type="checkbox"/> Part-time looking for more work
<input type="checkbox"/> Part-time worker	<input type="checkbox"/> Unemployed looking for work
<input type="checkbox"/> Full-time homemaker	<input type="checkbox"/> Unemployed not looking for work
	<input type="checkbox"/> Retired not looking for work

5. How long have you been in the United States? (mark one)      6. How many children do you have?

<input type="checkbox"/> Less than 6 months	<input type="checkbox"/> From 2 to 5 years	<input type="checkbox"/> None
<input type="checkbox"/> More than 6 months but less than 2 years	<input type="checkbox"/> From 6 to 9 years	<input type="checkbox"/> One or two
	<input type="checkbox"/> 10 or more years	<input type="checkbox"/> Three or four
		<input type="checkbox"/> Five or six
		<input type="checkbox"/> Seven or more

7. How much schooling have you completed? (mark one)

<input type="checkbox"/> Less than six years	<input type="checkbox"/> H S diploma or GED
<input type="checkbox"/> More than 6 years but less than high school	<input type="checkbox"/> AA degree
	<input type="checkbox"/> College or graduate degree

8. How did you hear about our CBET classes? ( mark as many as needed)

<input type="checkbox"/> Adult school counselor	<input type="checkbox"/> CBET flyer	<input type="checkbox"/> My children
<input type="checkbox"/> Adult school teacher	<input type="checkbox"/> Child's school	<input type="checkbox"/> Sign
<input type="checkbox"/> Another student	<input type="checkbox"/> Friends/relatives	<input type="checkbox"/> Other

9. Why do you want to learn English? (mark the two most important reasons)

<input type="checkbox"/> Achieve a personal goal	<input type="checkbox"/> Get a job
<input type="checkbox"/> Attend college	<input type="checkbox"/> Get citizenship
<input type="checkbox"/> Earn a GED certificate	<input type="checkbox"/> Help children with school
<input type="checkbox"/> Earn a high school diploma	<input type="checkbox"/> Train for a job
<input type="checkbox"/> Get a better job	

Please complete the other side and tell us how you participate in your child's learning activities.

Student's Name (Please print) \_\_\_\_\_

CRN \_\_\_\_\_

**BEFORE CBET**

How often do you do these activities?

(mark one in each category)

1. Take your child to the library?

2. Tutor children at your child's school?

Every school day  
 One or more times a week  
 One or more times a month  
 One or more times a year  
 Never

Every school day  
 One or more times a week  
 One or more times a month  
 One or more times a year  
 Never

3. Read to your child?

4. Help your child with homework?

Every school day  
 One or more times a week  
 One or more times a month  
 One or more times a year  
 Never

Every school day  
 One or more times a week  
 One or more times a month  
 One or more times a year  
 Never

5. Talk with your child's teacher?

6. Go to school events or activities?

Every school day  
 One or more times a week  
 One or more times a month  
 One or more times a year  
 Never

Every school day  
 One or more times a week  
 One or more times a month  
 One or more times a year  
 Never

7. Use English to speak to teachers and staff at child's school?

Every school day  
 One or more times a week  
 One or more times a month  
 One or more times a year  
 Never

8. How would you rate your child's school performance?

Excellent  
 Very good  
 Good  
 Average  
 Below average  
 Poor

**Please rate your own English skills in each of the following. (mark one)**

9. How would you rate your English language listening skills?

10. How would you rate your English language speaking skills?

Excellent  
 Very good  
 Good  
 Average  
 Below average  
 Poor

Excellent  
 Very good  
 Good  
 Average  
 Below average  
 Poor

11. How would you rate your English language reading skills?

12. How would you rate your English language writing skills?

Excellent  
 Very good  
 Good  
 Average  
 Below average  
 Poor

Excellent  
 Very good  
 Good  
 Average  
 Below average  
 Poor

Student's Name (Please print)

CRN

Thank you for completing this survey.

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**AFTER CBET**

How often do you do these activities? (mark one in each category)

1. Take your child to the library?

- Every school day
- One or more times a week
- One or more times a month
- One or more times a year
- Never

2. Tutor children at your child's school?

- Every school day
- One or more times a week
- One or more times a month
- One or more times a year
- Never

3. Read to your child?

- Every school day
- One or more times a week
- One or more times a month
- One or more times a year
- Never

4. Help your child with homework?

- Every school day
- One or more times a week
- One or more times a month
- One or more times a year
- Never

5. Talk with your child's teacher?

- Every school day
- One or more times a week
- One or more times a month
- One or more times a year
- Never

6. Go to school events or activities?

- Every school day
- One or more times a week
- One or more times a month
- One or more times a year
- Never

7. Use English to speak to teachers and staff at child's school?

- Every school day
- One or more times a week
- One or more times a month
- One or more times a year
- Never

8. How would you rate your child's school performance?

- Excellent
- Very good
- Good
- Average
- Below average
- Poor

**Please rate your own English skills in each of the following. (mark one)**

9. How would you rate your English language listening skills?

- Excellent
- Very good
- Good
- Average
- Below average
- Poor

10. How would you rate your English language speaking skills?

- Excellent
- Very good
- Good
- Average
- Below average
- Poor

11. How would you rate your English language reading skills?

- Excellent
- Very good
- Good
- Average
- Below average
- Poor

12. How would you rate your English language writing skills?

- Excellent
- Very good
- Good
- Average
- Below average
- Poor

13. Please identify any other skills that you have learned as a result of taking your CBET classes

- Communication
- Computer skills
- Food/Health skills
- Job getting skills
- Parenting skills
- Problem solving
- Self confidence
- Tutoring
- Other
- None

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**APPENDIX E**

**CBET SURVEY (PRE AND POST) 2004-2005**



**Figure 5. CBET Survey (pre and post) 2004-2005. Source: San Diego City Schools/San Diego Continuing Education (SDCCD) CBET Program. (2005). CBET participants' surveys. San Diego: SDCS/SDCCD.**

**BEFORE CBET**

1

Please tell us something about yourself. Please bubble the correct box.

1. What is your age? (mark one)

<input type="checkbox"/> Below 21	<input type="checkbox"/> 26 to 30
<input type="checkbox"/> 21 to 25	<input type="checkbox"/> 31 to 40
	<input type="checkbox"/> Over 40

2. What is your race or ethnic group? (may be more than one)

<input type="checkbox"/> African American/Black	<input type="checkbox"/> Latino/Central/South American
<input type="checkbox"/> African Continental	<input type="checkbox"/> Native American
<input type="checkbox"/> Asian	<input type="checkbox"/> Pacific Islander
<input type="checkbox"/> Caucasian/White	<input type="checkbox"/> Other
<input type="checkbox"/> Latino/Mexican	<input type="checkbox"/> Declined to state

3. What is your current state of employment? (mark one)

<input type="checkbox"/> Full-time worker	<input type="checkbox"/> Part-time looking for more work
<input type="checkbox"/> Part-time worker	<input type="checkbox"/> Unemployed looking for work
<input type="checkbox"/> Full-time homemaker	<input type="checkbox"/> Unemployed not looking for work
	<input type="checkbox"/> Retired not looking for work

4. How many children do you have? 5. How long have you been in the United States? (mark one)

<input type="checkbox"/> None	<input type="checkbox"/> Less than 6 months	<input type="checkbox"/> From 2 to 5 years
<input type="checkbox"/> One or two	<input type="checkbox"/> More than 6 months but less than 2 years	<input type="checkbox"/> From 6 to 9 years
<input type="checkbox"/> Three or four		<input type="checkbox"/> 10 or more years
<input type="checkbox"/> Five or six		
<input type="checkbox"/> Seven or more		

6. How much schooling did you complete in your country? (mark one)

<input type="checkbox"/> 6 years or less	<input type="checkbox"/> H S diploma or GED
<input type="checkbox"/> More than 6 years but less than high school	<input type="checkbox"/> AA degree
	<input type="checkbox"/> College or graduate degree

7. Why do you want to learn English? (mark the two most important reasons)

<input type="checkbox"/> Achieve a personal goal	<input type="checkbox"/> Get a job
<input type="checkbox"/> Attend college	<input type="checkbox"/> Get citizenship
<input type="checkbox"/> Earn a GED certificate	<input type="checkbox"/> Help children with school
<input type="checkbox"/> Earn a high school diploma	<input type="checkbox"/> Train for a job
<input type="checkbox"/> Get a better job	

8. What do you need to study to help your children succeed in school? (mark 3 most important)

<input type="checkbox"/> How to communicate with my child's teacher
<input type="checkbox"/> How to identify special programs or services
<input type="checkbox"/> How to help my child with reading homework
<input type="checkbox"/> How to help my child with math homework
<input type="checkbox"/> How to help my child with writing homework
<input type="checkbox"/> How to develop good study skills
<input type="checkbox"/> How to handle behavioral problems with my child
<input type="checkbox"/> How to handle problems with other children at school
<input type="checkbox"/> How to continue my child's education during school vacations

Please complete the other side and tell us how you participate in your child's learning activities.

Student's Name

(Please print)

Date

CRN

**BEFORE CBET**

2

**How often do you do these activities?** (mark one in each category)

1. Take your child to the public library?

One or more times a week  
 One or more times a month  
 Once or twice a year  
 Never

2. Tutor children at your child's school?

One or more times a week  
 One or more times a month  
 Once or twice a year  
 Never

3. Read to your child?

Every school day  
 One or more times a week  
 One or more times a month  
 Once or twice a year  
 Never

4. Help your child with homework?

One or more times a week  
 One or more times a month  
 Once or twice a year  
 Never

5. Talk with your child's teacher?

One or more times a week  
 One or more times a month  
 Once or twice a year  
 Never

6. Go to school events or activities?

One or more times a week  
 One or more times a month  
 Once or twice a year  
 Never

7. How would you rate your child's school performance? Poor                      Excellent

**Please rate your own English skills in each of the following. (mark one)**

Poor                      Excellent

8. How would you rate your ability to listen in English?

9. How would you rate your ability to speak in English?

10. How would you rate your ability to read in English?

11. How would you rate your ability to write in English?

Thank you for completing this survey.



**APPENDIX F**  
**DEMOGRAPHIC DATA 2001-2005**

**Table 32. Survey Demographic Data 2001-2005**

<b>Demographics</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>
<b><u>Ethnic Group</u></b>				
Asian	1.4%	1.2%	.4%	1%
Latino/Mexican	96.8%*	94%	94.8%	88%
Latino/Cen./So.		4%	3.9%	8%
Other	1.8%	2.8%	.9%	3%
<b><u>United States Living Status</u></b>				
Less than 6 months	12%	6%	10.2%	9%
More than 6 months	11%	13%	14.8%	13%
2-5 years	24%	23%	23.8%	28%
6-9 years	25%	21%	16.6%	19%
10 or more years	27%	36%	34.6%	31%
<b><u>Amount of Schooling</u></b>				
Less than 6 years	41%	11%	26.5%	27%
More than 6 years but less than high school	51%	64%	51.8%	47%
HS Diploma or GED	8%	17%	16.3%	21%
AA Degree	NA	3%	3.5%	2%
College or Graduate Degree	NA	3%	1.8%	3%

\*2001-2002 survey combines the Latino/Mexican and Latino/Cen./So. ethnic groups into the Latino/Hispanic ethnic group.

**APPENDIX G**  
**CBET PLEDGE**

**Figure 6. CBET Pledge. Source: San Diego City Schools. (2005). CBET pledge. San Diego: San Diego City Schools.**



**San Diego Unified School District  
Community-Based English Tutoring  
Personal Pledge**



2004-2005

I \_\_\_\_\_  
Parent/Community Member's Name

**Do hereby pledge, that as my own skills in English improve, I will provide personal English language tutoring and academic encouragement to a school-age child who is also an English language learner.**

\_\_\_\_\_  
*Parent/Community Member's Signature* \_\_\_\_\_  
*Date*

Name \_\_\_\_\_ Phone Number (\_\_\_\_) \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ Zip \_\_\_\_\_

School Site \_\_\_\_\_

_____ <i>Instructor's Name</i>	_____ <i>Instructor's Signature</i>	_____ <i>CRN# Fall</i>	_____ <i>Date</i>
_____ <i>Instructor's Name</i>	_____ <i>Instructor's Signature</i>	_____ <i>CRN# Spring</i>	_____ <i>Date</i>
_____ <i>Instructor's Name</i>	_____ <i>Instructor's Signature</i>	_____ <i>CRN# Summer</i>	_____ <i>Date</i>
		_____ <i>CRN# Summer</i>	_____ <i>Date</i>

*"The mission of the San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom."*

**San Diego City Schools  
Community-Based English Tutoring  
Tutoring Record**

Date	Total Time	Grade	Description	Subject
			<input type="checkbox"/> K-12 Individual <input type="checkbox"/> K-12 Small Group	<input type="checkbox"/> English <input type="checkbox"/> Math
			<input type="checkbox"/> K-12 Individual <input type="checkbox"/> K-12 Small Group	<input type="checkbox"/> English <input type="checkbox"/> Math
			<input type="checkbox"/> K-12 Individual <input type="checkbox"/> K-12 Small Group	<input type="checkbox"/> English <input type="checkbox"/> Math
			<input type="checkbox"/> K-12 Individual <input type="checkbox"/> K-12 Small Group	<input type="checkbox"/> English <input type="checkbox"/> Math
			<input type="checkbox"/> K-12 Individual <input type="checkbox"/> K-12 Small Group	<input type="checkbox"/> English <input type="checkbox"/> Math
			<input type="checkbox"/> K-12 Individual <input type="checkbox"/> K-12 Small Group	<input type="checkbox"/> English <input type="checkbox"/> Math
			<input type="checkbox"/> K-12 Individual <input type="checkbox"/> K-12 Small Group	<input type="checkbox"/> English <input type="checkbox"/> Math
			<input type="checkbox"/> K-12 Individual <input type="checkbox"/> K-12 Small Group	<input type="checkbox"/> English <input type="checkbox"/> Math
			<input type="checkbox"/> K-12 Individual <input type="checkbox"/> K-12 Small Group	<input type="checkbox"/> English <input type="checkbox"/> Math
			<input type="checkbox"/> K-12 Individual <input type="checkbox"/> K-12 Small Group	<input type="checkbox"/> English <input type="checkbox"/> Math
			<input type="checkbox"/> K-12 Individual <input type="checkbox"/> K-12 Small Group	<input type="checkbox"/> English <input type="checkbox"/> Math
			<input type="checkbox"/> K-12 Individual <input type="checkbox"/> K-12 Small Group	<input type="checkbox"/> English <input type="checkbox"/> Math

*"The mission of the San Diego City Schools is to improve student achievement by supporting teaching and learning in the classroom."*

**APPENDIX H**

**INTERVIEW RESULTS REGARDING READING,  
HOMEWORK AND VOCABULARY STRATEGIES  
LEARNED**

**Table 33. CBET Class Strategies Used at Home by Interviewee's As Reported in the Critical Incident Interviews**

<b>Reading Strategies</b>	<b>Vocabulary Strategies</b>	<b>Homework Strategies</b>
Joint storybook reading (builds confidence)	Using a dictionary for new words	Having an organized study area
Reading routine	Making grocery lists	Motivating children
Reciprocal teaching	Labeling items in English	Displaying homework
Prediction – asking questions	Parents asking children the names of things	Having a homework routine
Motivating children to read	Comparing colors	