

Some Things Do Make A Difference: Results from the CEPS Evaluation

Patricia B. Campbell, PhD

Tom R. Kibler

Jennifer L. Weisman, PhD



The CEPS Model

Youth Development Principles

- Safety and Belonging
- Continuity
- Engaging Activities
- High Expectations
- Competence & Mastery
- Youth Voice

Social Supports & Career Exploration

- Primary Person Approach
- Use of Data for Program Improvement
- Goal Setting and Follow Up

CEPS Blended Approach

Instruction

- Literacy/Mathematics
- Tested and Structured Curricula

CEPS and Student Success

In 2008/09 CEPS CBOs:

- increased student literacy skills from 6.0 to 7.7 GEs in less than 5 months;
- increased student math skills from 5.1 to 6.3 GEs in less than 5 months;
- had 30% of their students move to GED programs.

Between 2006/07 and 2008/09, CEPS CBOs:

- increased retained students from 85-247;
- increased average literacy gains from 1.4 to 1.7 GEs;
- increased average math gains from 0.9 to 1.2 GEs.

Some CEPS Student Stories

The first year Jamal had difficulties coming to the program, he dropped out but then came back. He was in CEPS for 3 months , got promoted to a GED program, and got his GED that same year.

James is reading and he finished his first book. He had it for 3-4 weeks and was reading it outside class. James works from 3:00 to midnight every night and helps support his family. It's hard for him to get to CEPS in morning. When he comes and he finishes his book that's a success.

CEPS and CBO Institutionalization

- **8 of 8** CBOs institutionalized case conferencing and a structured literacy curriculum for CEPS students.
- **7 of 8** CBOs institutionalized the primary person model for CEPS students.
- **5 of 8** CBOs use the primary person model with non-CEPS youth.
- **3 of 8** CBOs use the CEPS model with GED classes.
- **2 of 8** CBOs do case conferencing with-non CEPS youth.

CEPS and CBO Capacity Building

First year CEPS implementation can be challenging; but by the end of their second year, CBOs became more effective and more efficient:

- Between their 1st and 2nd years in CEPS, CBOs significantly increased student retention rates.
- In one year, experienced CEPS sites almost doubled both the number of students served and those retained while keeping the same level of increase in literacy and math scores.

Implementing the CEPS Model

In the second year of one CBO's participation in CEPS, three times as many students were served and almost half of them went on to GED programs. Student literacy gains went from a slight decrease to a large increase.

The changes were due to the CBO more fully implementing the CEPS model- adding a student "buddy system", increasing the time the primary person spent working with students, adding a new, enthusiastic instructor, doing more case conferencing, and using student data more effectively.

Implementing the CEPS Model

Initially one CBO was able to retain only 8 students. The following year 32 students were retained, 12 of whom went on to GED programs.

A new instructor, better monitoring of the students by their “primary person,” more case conferencing and additional retention efforts all seemed to make the difference.

Recommendations

The CEPS model be widely expanded but implemented **ONLY** as a whole, not as individual pieces.

Sufficient time (~2 years) be spent to build CBO capacity and allow for institutionalization of CEPS components.

Greater attention be focused on math and science skill development including the types of skills needed to move into college.

Student success be defined by multiple variables including: the number and percent of students retained in the program, academic gains, and the amount of time to make those gains.

For Electronic Copies of the Full Report

E-mail Pat at: campbell@campbell-kibler.com

Download from: <http://www.campbell-kibler.com>

Google on: “Community Education Pathways to Success (CEPS) Final Evaluation Report”



The CEPS Model

Youth Development Principles

- Safety and Belonging
- Continuity
- Engaging Activities
- High Expectations
- Competence & Mastery
- Youth Voice

Social Supports & Career Exploration

- Primary Person Approach
- Use of Data for Program Improvement
- Goal Setting and Follow Up

CEPS Blended Approach

Instruction

- Literacy/Mathematics
- Tested and Structured Curricula