

ED COMMITTEE #1  
November 21, 2011  
**Briefing**

## MEMORANDUM

November 17, 2011

TO: Education Committee

FROM: Vivian Yao, Legislative Analyst 

SUBJECT: Briefing: Montgomery Coalition for Adult English Literacy (MCAEL)

The purpose of the meeting is for MCAEL to provide their annual update to the Education Committee. The following individuals are expected to participate in the briefing:

- Amanda Zinn, Acting Executive Director
- Heather Ritchie, Program Manager
- Tiffany Heath, Board Officer

Other MCAEL board members are also expected to attend the briefing.

### BACKGROUND

In 2004-2005, the Council and Montgomery College worked together to create a nonprofit organization to promote the teaching of English to adults whose native language is not English. That organization was named the Montgomery Coalition for Adult English Literacy (MCAEL), acknowledging "the critical need to advance literacy alongside English-language learning in the community."

In addition to helping to strengthen the capacity of adult English literacy providers to deliver high quality programs and serving as a community resource for information on adult English literacy, MCAEL also allocates funding to organizations seeking grant funding from the County. Starting in FY09, the Council decided to appropriate to MCAEL County funding for adult literacy programs, including ESOL (Resolution 16-354, approved on October 30, 2007). Organizations seeking grants for such programs must apply to MCAEL, and the Council forwards to MCAEL, without review or comment, any grant applications it receives. The County expects MCAEL to monitor its grantees to ensure that the County grants are well-used.

The Committee has previously expressed appreciation for the impressive work that MCAEL has performed and thanked MCAEL for taking on the additional responsibility of administering the entire grants program for adult literacy. The Committee noted the improved

accountability and oversight and the development of improved performance measurements provided by the organization. The Committee receives periodic status reports from MCAEL, usually in the fall, and reviews the budget the following spring.

For FY12, the Council approved \$681,960 for MCAEL to fund their administrative costs, for promoting English literacy, and for grants, which constituted a 5% reduction to the FY11 funded amount.

## REPORT UPDATES

The FY2011 Final Year Report for MCAEL is attached at ©1-21. Their objectives and activities/accomplishments in meeting those objectives are summarized on pages 3-8. FY11 grants are on pages ©9-21.

MCAEL has also submitted a report entitled "Statistics on Limited English Proficient Residents & Programs in Montgomery County: The Need ~ The Response," which is included at ©22-36.

Some highlights of the reports include the following:

- **County Grants:** MCAEL awarded 16 adult ESL and capacity building grants totaling \$526,000 to 15 organizations that served approximately 3,000 individuals throughout FY11. 100% of grantees engaged in program improvement efforts including the implementation of best practices. Programs varied in the type and level of best practices implemented.
- **Professional Development:** MCAEL provided comprehensive supports to community-based ESL providers including: (1) 54 hours of instruction serving over 50 instructors from approximately 34 organizations through training workshops; (2) circulating information on resources and opportunities from national, state, and local organizations; (3) hosting ten provider gatherings that provided opportunities for networking, collaboration, and sharing best practices; (4) continued efforts to expand data and outcomes collection; and (5) ongoing technical assistance to individual providers and potential providers.
- **Information Dissemination:** MCAEL promoted literacy through a variety of public forums and local media including developing the first State of Literacy Report; displaying a photo exhibit entitled the Faces of Literacy; providing a community resource website; maintaining an online, searchable directory of local adult English Literacy service providers; and engaging in national and state advocacy and coalition building efforts.
- **Leverage New Resources:** MCAEL leveraged new resource totaling 44% of county operating support to fund capacity building and other activities. A list of recent supporters is included at ©7.
- **Ongoing Evaluation Needs:** MCAEL is working to understand barriers to service delivery and summarizes program challenges and learner challenges identified through site visits and informal feedback. See ©8.

- **Data Highlighting Need:** MCAEL reports changes in Limited English Proficiency (LEP) students at the elementary school level by zip code at ©23-24 and reports an approximate 43% increase in this population from 2005-2011. Council staff notes that MCAEL omits some County zip code information in its report and does not include recent year trend data. Based on information compiled by MCAEL in 2010, it appears that from 2005-2009, there was an approximate 49% increase to the LEP elementary school population. This would indicate that there was an overall decrease to the LEP population between 2009 and 2011. **The Committees may be interested in requesting additional back up information from MCAEL on the status of LEP children/families in the County.**
- **MCAEL 2011 Provider System-Wide Survey:** According to this survey, Montgomery College serves the greatest percentage of learners in the County at 59%, and nonprofits serve approximately 32% of learners. A list of class locations is attached at ©29.

MCAEL is currently undergoing a transition in key leadership. The organization has initiated an executive director search, and several key board members will be cycling off the board in the coming year. Council staff understands that the presentation will touch on the strategies for moving the organization forward in this time of transition, in addition to summarizing key points from the reports.

## DISCUSSION ISSUES

The Committee may be interested in discussing the following questions with participants:

- Has the organization been able to quantify the need for adult English language literacy programs based on wait list data from providers? Within the last two years, what trends has MCAEL observed in the demand for specific programs?
- How has the recent economic climate affected adult literacy programs in the County? Have programs closed because of a lack of funding instead of a lack of demand for services? Is there a net reduction in the number of programs available to adults?
- Where is the organization in terms of developing a system for collecting standardized outcomes metrics, tools, and data for grant recipients?

**MCAEL**

**Montgomery Coalition for**

**Adult English Literacy**

# **Montgomery Coalition for Adult English Literacy**

## **FY11 – Final Year Report**

Contract 9711000142-AA  
Purchase Order PO1711000154

July 14, 2011

# TABLE OF CONTENTS

INTRODUCTION.....	3
MCAEL PROGRAM ACTIVITIES AND ACCOMPLISHMENTS.....	3
GRANTEE PROGRAM HIGHLIGHTS.....	9

## **APPENDIX 1**

FY11 Grant Awards

**INTRODUCTION**

Since July 2009, the Montgomery Coalition for Adult English Literacy (MCAEL) has been awarded a contract annually to promote adult English literacy, leverage private and public monies for services, and assist direct service providers by building their capacity and the quality of services they provide. Under these contracts, MCAEL allocates and manages grant funding to support direct services, through special authorization by the Montgomery County Council. In addition to providing direct financial resources, MCAEL works to strengthen the County’s adult English literacy system as a whole, through resources, training, collaboration and advocacy.

**MCAEL Impacts Instructors**

The More Learning training really gave me what I needed. I have used many things already and can see a difference in my classes. Not only did I learn new things, but I left feeling more secure that I was working in the right direction. I look forward to participating in other MCAEL opportunities.  
 - Kris Leary, Instructor who attended More Learning Training

**MCAEL PROGRAM ACTIVITIES AND ACCOMPLISHMENTS**

Throughout FY11, MCAEL achieved the following results:

<b>COMMUNITY GRANTMAKING</b>	
<p><u>Objective:</u>                      Increase the availability of high-quality adult ESOL and literacy services through program grants that address identified community needs and improve the quality of services offered to diverse populations.</p>	<p><u>Activities/Accomplishments:</u>                      Conducted Grant Application process that included issuing RFP, hosting grant preparation workshop for applicants, a staff review of grant applications in advance of submission (optional), collecting applications, convening a grant panel of community members to review grants and make recommendations for funding with final approval by MCAEL board.</p> <p>Awarded <b>16 grants totaling \$526,000 to 15 organizations</b> to support Adult ESL programs and capacity building. <b>Over 2,344 learners</b> enrolled in programs funded under these grants every fall and spring, with <b>roughly 3,000 unique individuals</b> served throughout the year.</p> <p>Grant administration included: supporting grantees in creating Letter of Agreement and defining scope of work; holding a grantee orientation where grantees self-assessed their programs against the TESOL standards; providing access to professional development workshops and meetings; collecting and reviewing mid-year reports; preparing mid-year reports and data for grant panel representatives; conducting site visits to observe classes and provide feedback for mid-year reports (on some site visits MCAEL staff were accompanied by a MCAEL board member or grant panel member); reviewing of final reports and providing e-feedback on final reports to grantees regarding ideas on how to help improve quality of programs. <b>100% of grantees participated and worked toward improving the quality of their programs.</b></p>

## CAPACITY BUILDING

### Objective:

Strengthen the capacity of adult English literacy service providers to deliver high quality, effective programs that meet the needs of learners.

### Professional Development Institute

Served over 50+ unique instructors in the fall and in the spring to improve their skills. **MCAEL provided a total of 54 hours of instruction and 120 total seats** through seven training workshops. Through the instructor trainings, MCAEL reached approximately 34 unique organizations, including community and faith-based organizations and Montgomery College.

Based on recommendations made by MCAEL's Instructor Advisory Workgroup - which identifies needs and offers expert knowledge of the field and community - and utilizing information gathered through surveys of Montgomery County instructors, continued to adapt the courses offered as part of MCAEL's annual professional development schedule to meet the needs of the instructors. Courses offered include: Exploring the Teacher Toolkit; More Learning, Less Teaching (offered three times); Pronunciation; Fun with Grammar; and a Train-the-Trainer More Learning, Less Teaching. Trainers included national and local teaching staff, and experts from Montgomery College, Prince George's Community College, and American University.

Implemented new *More Learning, Less Teaching* instructor training program. Through this training MCAEL built greater professional training capacity and institutionalized professional knowledge within provider organizations, as well as introduced research-based practices into the classroom. Purchased "realia bags" for instructors, to complement intensive 14-hour training with a toolkit of real-life materials for use in the classroom, including educational pamphlets produced by the County. Offered 2<sup>nd</sup> Training-of-Trainers workshop to support MCAEL in FY12 (four trainers have agreed to provide one 14-hour training at no cost to MCAEL after completing the TOT session – these include representatives from Montgomery College, LCMC and other local community-based programs). The trainers will work with MCAEL to offer the *More Learning* training in FY12 and can serve as resources within their organizations and also create a new cohort of trainers.

Supported professional development by **circulating information on local, state and national professional development organizations**, conferences and training opportunities. Financially supported 25+ attendees to attend local professional development conference. Award winners were asked to share knowledge within their programs. Through leveraged donations, MCAEL continued to develop an **in-house ESOL library**, where instructors and staff can review books and other multimedia materials that can be used in their classes. Library has been increasingly utilized by several provider staff members and instructors over the past year.

**Capacity Building Continued.**

Objective:

Strengthen the capacity of adult English literacy service providers to deliver high quality, effective programs that meet the needs of learners.

**Provider and Instructor Networks**

Helped instructors and providers to network, collaborate and share resources and best practices by **hosting ten provider meetings and workshops** - four general meetings, four workshops for 16 hours of programming and 2 advisory group meetings. The general meetings and workshops had over 90+ attendees and reached approximately 40 organizations. **Workshop Topics** included: Learner Assessment, Learner Goals, Using Data to Promote & Improve Programs, Contingency Planning: Financial Planning in an Uncertain Future. Meeting topics included: Connecting to the Community with a guest speaker from Health and Human Services, Holiday Wrap Up with guest speakers from Info Montgomery and Impact Silver Spring, Our Coalition: Why we need it and how we can improve it, Forming Stronger Partnerships – Collaborating to do More with Less. Topics were determined based on recommendations made by MCAEL’s Provider Advisory Workgroup, which met once in the summer and once in the winter.

Served as a communication and knowledge hub for literacy in Montgomery County, and circulated over **70 electronic announcements to 200+ provider program contacts, 400+ on the instructors list and 200+ on the community list.** Announcements communicated information on resources and opportunities, including but not limited to, professional development trainings, MCAEL and other community meetings, local, regional and national conferences, scholarships, additional funding opportunities, local and national membership organizations, ESOL best practices, online teaching tools, advocacy and grants.

Outcomes Project

Collected and are in the process of analyzing demographic and enrollment data from 100% of grantees. Staff and volunteers continue to assist grantees with creating and improving tracking systems. In fall and spring 2011, required higher standards for learner progress data which included demographic (added learner goals and parent data collection) and class data. Also required grantees to review their own outcomes against proposed outcomes.

Technical Assistance

Offered technical assistance to individual providers and potential providers through discussions and strategic planning conversations. Began distributing program support materials developed by a consultant in collaboration with MCAEL. Materials included assessment guides and materials (textbooks etc.) guides designed for nonprofits.

Continued to develop tools to support the concerns identified in FY10 by the Transitions Workgroup.

Partnerships

**Continued to expand services and access to services through partnerships** with the Housing Opportunities Commission; Impact Neighbors Campaign; Primary Care Coalition; Gilchrist Center, local PTAs; employers; and other civic organizations.

**PUBLIC ENGAGEMENT**

**Objectives:**

Serve as a community resource for information on adult English literacy in Montgomery County, including publication of a Provider Directory of Services and Learner Bookmark, which offer the County's primary resources for information on available programs.

Promote adult English literacy as a key investment opportunity that is central to family, community, and economic prosperity in Montgomery County.

Promoted literacy through various public fora and local media appearances (e.g. Montgomery Week in Review, El Pregonero, Gazette), and through a partnership with Barnes and Noble. Distributed first **State of Literacy Report** at local community meetings and organizations (e.g. Local Government Language Access Council, Nonprofit Montgomery, Social Services). MCAEL photo exhibit, **Faces of Literacy**, and statistics from State of Literacy were featured in exhibit cases during September 2011 at the Rockville Library, in partnership with the Literacy Council.

MCAEL hosted and publicized Right to Literacy scroll and participated in DC-based activities supported by national organizations. County Executive Ike Leggett signed the scroll. Other signatories included instructors, program staff, learners, board members, and other community leaders. Contributed articles on County homepage and as Montgomery College news feature.

Maintained **community resource website** and developed a new more user-friendly website during FY11 (to be released in FY12).

**Maintained an online, searchable database** version of published Provider Directory to complement re-designed print directory, listing local adult English literacy service providers and enabling searches by organization, name and location. Participated in local fairs to distribute information on services, such as the Gaithersburg Book Festival.

Participated in and engaged provider participation in national and statewide advocacy, professional development, planning, and **nonprofit sector collaboration**, such as through the Maryland Association for Adult Community and Continuing Education (MAACCE) Postcard Campaign and Nonprofit Montgomery.

MCAEL staff presented a workshop titled "Leverage Resources and Coalition Building" at MAACCE conference, which was well received by participating organizations from around the state including Prince George's County, Frederick County, Baltimore County, and the Eastern Shore.

Participated in MD Adult Learning Advisory Committee, Montgomery County Pledge 25 Campaign (literacy being showcased as one of eight lead anti-poverty efforts), and MD Adult Learning Advisory Council, convened by Annie E. Casey Foundation. Co-Hosted event with County and Embassy of El Salvador on planning for immigrant integration.

**PUBLIC ENGAGEMENT**



<b>Continued</b>	<p>Leveraged new resources totaling 44% of county operating support to fund capacity building and other activities. Recent supporters include the Morris and Gwendolyn Cafritz Foundation; Herb Block Foundation; Verizon; Barnes and Noble; Johns Hopkins University; Austin Grill; United Way of the North Capital Area; Charles Family Trust; Ritter Family Trust; Mayhan House of Kabob; Eastern Kabob and Sweets; Hassanein Law Group; Kids Villa Learning Center, LLC.; Pacific Financial Services, Inc.; Urbana Orthodontics, PA; Law Offices of Donald Mooers; Washington Gas Light Company.</p> <p>Continued the Dr. Deborah Bhattacharyya Memorial Fund for Teachers, in memory of MCAEL Program Manager, Debbie Bhattacharyya. Leveraged knowledge and resources available through the <b>Nonprofit Village</b>, a multi-tenant nonprofit office space. <b>Leveraged in-kind resources</b> including free space for provider meetings and trainings through continued partnerships with the Nonprofit Village and the Jewish Council for the Aging, and through in-kind donations from local businesses. Distributed donation of 100 packets of materials and kids snacks from a local MCPS PTA. Made connections with Shulman Rogers; Social and Scientific Systems; TW Perry; MD Hispanic Business Conference; HBI and others.</p>
------------------	---



## Ongoing Evaluation of Needs

MCAEL is also working to identify barriers to service delivery that may require additional intervention. Site visits and informal feedback solicited by MCAEL staff identified the following challenges:

### Program Challenges:

- Funding cuts have resulted in less seats being offered in the classroom.
- Less staff time exists to improve programs due to cuts in funding.
- Without multi-year funding, it is hard to do any long-range planning.
- Limited availability of classroom space that is local, appropriate, reliable, and affordable.
- Having to offer classes in more than one location due to limited space creates a challenge for the provider.
- More resources are needed such as textbooks, teacher materials, computers, and audiotapes/CDs.

### Learner Challenges:

- Lack of formal education & low literacy level in learner's first language.
- Pressures such as pregnancy complications, domestic violence, health issues, lack of available and affordable childcare or summer camps, unreliable work schedules, family health and childcare.
- Learners became homeless (all were eventually able to find housing).
- Economic Difficulties: learners unable to pay class or book fees.
- Limited class hours leading to limited opportunities to improve English
- Additional sites and class times needed for learners waiting to attend.

## Instructor Testimonial

*"I have been to two different MCAEL training sessions and each was extraordinary. Particularly, the training addressed some of the questions I had regarding the experiences of other instructors. I was able to not only connect with a network of other instructors, but I was also able to learn various classroom management techniques that could be immediately implemented. The trainers gave wonderful points about the pace of our speech as teachers, and I made sure to be attentive to that from that point forward. The MCAEL trainings were very useful and I hope to participate again in the future." - ESOL Instructor*

*"MCAEL has helped me in my experience as a first time teacher by making me take this class called "More Learning, Less Teaching." It has been a positive experience in the class with my students by keeping them attentive during class. The students get bored easily, so to help them stay attentive, MCAEL has taught me games and activities that I can apply in the classroom so the students can stay interested in the lesson. MCAEL has also been effective in helping me stay organized and know how to write a lesson plan in different and more creative ways. Also, they have showed me how to talk to students who know nothing in English and how to teach them using body language and other visual aids. With all these tools to help me, I just need to keep practicing and improving my teachings style and I'm looking forward to participating in future trainings and learn new skills." - ESOL Instructor*

## GRANTEE PROGRAM HIGHLIGHTS

Under this grant, MCAEL provides funding to support program services and capacity building activities. **Details of grantee activities are provided below.** An overview of MCAEL’s awards process is provided as part of Attachment 1.

In September 2008, MCAEL launched a **Program Standards Project** for grantees. With guidance from MCAEL, each funded organization is required to self-evaluate their program and develop action items based on national TESOL (Teachers of English to Speakers of Other Languages) Program Standards; in addition, through a series of meetings and workshops MCAEL assists the programs in achieving their objectives and improving their programs according to these standards. This process ensures that each funded program is continually making progress in improving the quality of services offered, based on nationally established practices.

Provider	Program Funded/Purpose	Program Accomplishments
Boat People SOS	Beginning ESOL for Health Providers	<ul style="list-style-type: none"> <li>• Program offered 15 classes serving 52 learners, from Vietnam and several other countries, in the Silver Spring area.</li> <li>• Created partnership with Broad Acres Elementary School and reached out to local businesses and nonprofits to recruit learners and for partnership opportunities.</li> <li>• Offered classes to parents during school hours as well as individuals focused on English for employment.</li> <li>• 91% of learners report that they are using English more often than before attending classes.</li> <li>• 9 learners have found jobs and noted that the classes have assisted them in acquiring employment.</li> <li>• In line with best practices, the program has focused on learner goals and being learner-centered in their choice of topics and skills.</li> <li>• Offered transition services to Montgomery College with 4 learners transitioning this summer.</li> </ul>

CASA de  
Maryland  
\$123,000

**Evening ESOL  
Program**  
To strengthen the  
evening ESOL  
program

- In line with best practices, conducted pre and post testing for learning gains as well as pre and post self-assessment surveys. Also conducted surveys with instructors and learners for feedback on program.
- Utilized feedback from learners, in collaboration with University of Maryland, to identify learner goals and adapt curriculum to fit the learners' needs.
- In line with best practices, offered new teacher orientation, conducted instructor observations, several instructor in-house trainings, promoted outside trainings and implemented a lead teacher to help support instructors throughout the year. Changed program to 100% English only.
- Learners noted appreciation of use of conversational activities in the classroom and that this process was most beneficial and rewarding.
- A majority of learners in basic class noted they were able to understand 25% more English outside classroom by the end of the semester.
- Certified 25 instructors as Best Plus Assessment Administrators to help assess learner progress.
- Learners who participated in two ESOL sessions and took the pre and post tests using the Best Plus Assessment tool showed 65% improvement and those who attended 3 sessions showed 75% improvement. 79% of learners met their short term goals.
- Program served a total of 731 learners in FY11. 51 classes were offered with about 17 per session.
- An average attendance rate of 82% for the year, which is in positive range of state standards.
- Childcare was provided at Eastern Middle School and learners had access to CASA's computer lab at CASA's Multicultural Center on other days.

CASA de Maryland  
\$22,000

**Day Laborer ESOL Program**  
To operate the ESOL program at CASA's Workers' Centers, combining English proficiency with other job-related skills

- Continued to offer ESOL classes at 3 workers' centers – Wheaton, Shady Grove, and Silver Spring. Served 257 learners and offered 618 hours.
- 58 learners received certificates (completed 25 hrs) and 11 received scholarships to Evening program.
- In line with best practices, conducted observations of instructors and needs assessments of learners.
- Adapted curriculum to fit needs of learners and address specific interests – job safety and health topics.
- Continues to develop Salesforce database to better report on outcomes related to the program.
- In conversations and surveys, learners noted that the ESOL program has helped them feel better able to adapt to American Culture, and that they learned vocabulary relevant to their jobs.
- Instructors have implemented ideas and activities that were presented in MCAEL trainings to help classes be more interactive and learners have expressed satisfaction with the changes.
- Partnered with University of Maryland, College Park to design needs assessment and explore more training opportunities.
- Learners participated in employment placement services, financial literacy workshops, *You're Your Rights* trainings, assistance with opening new bank accounts, and vocational trainings.
- 64% of learners who took the DC Learns self-evaluation survey stated that they had met their goal of improving English communication.
- Program has begun to hire more qualified teachers, and use better instructional materials.
- In line with best practices, classes are tailored to the learner's needs, supplemental materials are used in addition to the ESOL book. A pre and post test are administered to show learning gains.
- The program is in the process of reviewing the program in order to be more learner-centric – i.e. help learners achieve goals such as passing driving tests, obtaining citizenship.
- ESOL learners in the program are now able to take public transportation, to get on the bus to go to work, do volunteer work, and to go to church on Sunday.
- Worked with 144 learners over the year through 3 classes in the summer, 12 in the fall and 11 in the spring with an average of 70-80% attendance.
- Partnered with BCC to offer citizenship classes and with Rockville Senior Center to support ESOL classes.

Chinese Cultural and Community Service Center, Inc.  
\$8,500

**Adult ESOL Program**  
To provide adult ESOL classes to senior immigrants



<p><b>Community Ministries of Rockville</b> \$55,000</p>	<p><b>Latino Outreach Program</b> For on-going adult ESOL activities using a unique family centered approach, for county residents whose native language is Spanish</p>	<ul style="list-style-type: none"> <li>• Enrolled a total of 372 learners; approximately 59% of learners completed their courses over the two sessions and moved to the next level.</li> <li>• Instructors and program directors attended trainings, meetings and a local conference for ESOL professionals, which led to improvements in the program structure.</li> <li>• In line with best practices, the program offered learner orientation, the program staff aligned the objectives with the lessons offered in the texts, and teacher training was provided.</li> <li>• Learners, who are now taking college-level classes, agree the class content learned at LOP helped them gain the confidence and skills to take those classes.</li> <li>• Around 58% of learners met their goals over the year (e.g., get a better job, learn more about American culture, talk on the telephone, speak at the doctor's).</li> </ul>
<p><b>Korean-American Senior Citizens Association</b> \$8,870</p>	<p><b>Korean Senior ESOL Program</b> To provide ESOL classes to Korean seniors</p>	<ul style="list-style-type: none"> <li>• Offered classes to 69 seniors over the course of the year with an average attendance rate of 87%.</li> <li>• Over 40+ learners in the program passed the level and now know basic essentials of the English language such as the alphabet, numbers, basic words, and small sentence structure and/or have gained confidence to speak the English language at home, to neighbors, at the bank, grocery store, Post Office.</li> <li>• Seniors enrolled in program also participated/had access to other programs that help them become more self-sustaining, healthy and a part of the wider community—computer program, citizenship prep. and physical fitness classes.</li> <li>• Personal interviews of learners by teachers indicated that the program was very successful and they reported they were more confident in using English in their everyday life situations.</li> <li>• Began using MCAEL database to track learner data and class data.</li> <li>• Program staff and instructors participated in MCAEL meetings/workshops/instructor trainings.</li> </ul>

Literacy  
Council of  
Montgomery  
County  
\$42,500

**ESL Class Program**  
To support ESL  
classes offered at  
seven sites around  
Montgomery  
County

- LCMC offered 26 classes at 7 sites from Up County to Down County - 330 learners enrolled.
- 68% of learners post-tested showed gains in English literacy.
- Developed new short-term goal-setting procedure and piloted it in two classes in the spring semester with 69% of learners completing the survey stating that class met their short term goals.
- Referred 38 learners to the LCMC tutoring program for more individualized services.
- In line with best practices, held learner orientations, pre and post testing, learner and instructor feedback surveys, offered professional development for instructors - expanded to include 12 hours of professional development, a mandatory Pre-Service Orientation (6 hours), a Self-Directed Plan of Inquiry (SDPI) & attendance at workshops/conferences (MCAEL, WATESOL or Mont. Coll.).
- Offered four ESOL classes that were titled *Understanding the American Workplace* (UAW) near two of the county's workforce One-Stop Centers and included ESL instruction along with lessons oriented around workplace skills, worker rights and responsibilities, understanding paychecks and benefits, communicating on the job, working as part of a team and resume preparation.
- Partnered with Gilchrist Center, Eastern Montgomery Regional Service Center, and Montgomery County Public Libraries for space.
- Partnered with Montgomery College for learner referrals and information sharing as well as Montgomery County Workforce Investment Board for activities at One-stop and Montgomery County Commission for Women for counseling services.

13

for 8 or for others

**The Maryland Vietnamese Mutual Association**  
\$8,500

**Vietnamese Parent Enrichment Program - Literacy Component**  
To provide ESOL as part of the Parenting Enrichment Program for Vietnamese-American parents

- Enrolled 8 parents in home visit tutoring program & provided 300+ hours of one-on-one literacy training
- Collaborated with Literacy Council's Tutoring program.
- 100% of learners completed and passed level one of instruction and of those, 75% of learners completed and passed level two of instructions.
- 87% of learners' short-term goals have been met and 75% of learners' long-term goals have been met—  
Examples: Short-term: call school to request interpreter at parent/teacher conference; ask bus driver if the bus stops at a certain location; apply for a library card; place an order at a fast food restaurant. Long-term goals: pass citizenship exam/interview; fill out job application; attend a parent/teacher conference without an interpreter; obtain a driver's license.
- Changed to a group tutoring session; group atmosphere allowed parents to interact and gave them an opportunity to practice their English with one another. Parents in the program were also able to network, get to know each other and provide support to each other outside of our program.

**Mental Health Association of Montgomery County**  
\$22,100

**Families Foremost**  
To offer adult ESOL in the Center's comprehensive program for low-income families with young children

- Enrolled 38 learners in 4 ESOL classes; offered childcare & transportation at no/limited cost to learner.
- 15 ESOL learners completed a family literacy survey; 80% reported reading to their children daily and 93% reported that they take their children to the library after attending the Center.
- ESOL participants had the opportunity to participate in several visits to the library, an outing to the Unique Thrift Store, an outing to the grocery store, a trip to a museum and a trip to the zoo. Additionally, 3 ESOL learners participated in a four-session English workshop on nutrition; 5 learners attended a puppet show in English; 2 ESOL learners attended Employment Readiness & Computer Skills classes; 11 ESOL learners attended a 12-session parenting class & 10 received certificates of completion.
- 97% of learners receiving the CASAS post test increased reading post test scores.
- 96% of learners completing the class had a library card. Most obtained the card while in ESOL class.
- 71% of learners achieved short-term educational goals. Examples of goals for FY11: Interpret or write a personal note, invitation, or letter, Interpret medicine labels, Identify the difference between prescription, over-the-counter, and generic medications, Interpret product label directions and safety warnings, Identify information necessary to make or keep medical and dental appointments, Interpret general work-related vocabulary.

14

<p><b>MCPS Foundation/ Linkages to Learning</b> \$21,250</p>	<p><b>Linkages to Learning Adult English Literacy Program</b> To support an adult ESL program for parents of students from selected MCPS schools</p>	<ul style="list-style-type: none"> <li>• 284 learners served in 18 classes over two sessions and focused on parents at 8 elementary schools.</li> <li>• In line with best practices, all instructors have been observed and have received staff development training from Linkages' Program Coordinator.</li> <li>• Linkages to Learning is fortunate to have 70% (9 of 13) of instructors return for FY11, which provided consistency and stability to the program.</li> <li>• Leveraged additional material resources from principal and/ or PTA.</li> <li>• Partnered with Silver Spring Team to support childcare.</li> <li>• Almost 50% of learners met their short-term goals and 60% showed language gains.</li> <li>• Several learners stated that they were now able to help their children with homework and that they felt more comfortable participating in school activities. Some stated that their goals were partially fulfilled, while they could speak, read, and write with more confidence, they felt that much more work was needed in those areas.</li> </ul>
<p><b>Muslim Community Center</b> \$10,000</p>	<p><b>MCC ESOL Program</b> To support an emerging ESOL program for the Muslim community</p>	<ul style="list-style-type: none"> <li>• Majority of the learners self-assessed that they had learned new things in the course.</li> <li>• In line with best practices as outlined by TESOL standards, offered BEST assessment to track learning outcomes and introduced a learner goals survey in spring semester; appointed an ESOL coordinator.</li> <li>• Served as an entry point to the larger community by connecting learners through class trips to libraries and by connecting individuals to Montgomery College programs.</li> <li>• Set up a dedicated registration phone line and created a unique web address for ESOL classes.</li> <li>• Program engaged in private fundraising efforts to leverage funds.</li> <li>• MCC ESOL Steering Committee met 5 times to help support short &amp; long-term planning for program.</li> <li>• Provided partial bus service so learners could attend classes.</li> <li>• Leveraged book donations from Montgomery College, LCMC and MCAEL.</li> </ul>

**Rockville Seniors Inc .**  
\$16,000

**Rockville Senior Center English Program**  
To offer an adult ESOL program at the Rockville Senior Center

- Offered instruction to 70 seniors for three sessions with an average attendance rate of 70%.
- In line with best practices, worked on ways to help learners identify goals and success including Learner Report Cards, a Learner Survey, and continued work on learner placement (administered the CAL BEST Literacy Test Form B to all new, incoming learners).
- Over the past three years, program has moved from a loose coalition of classes to a more cohesive system – stakeholders are noticing.
- All learners given learner self-assessment survey noted that classes helped them speak and understand more English than when they entered class – uses include English to function better in stores, doctors offices and with neighbors.
- Teachers report across-the-board improvement in their learners’ use of English in classroom conversations and exercises.
- Held instructor meetings to offer space for instructors to provide feedback on the program.
- Distributed multi-lingual flyers for the classes.

**Thomas Shortman Training Fund/ SED Center (SEIU)**  
\$85,000

**Adult ESOL Program**  
To provide intensive ESOL classes to low income residents

- Registered 269 learners in 35 classes throughout the year as well as access to computer training, GED, basic trade classes, free parking and accessible by public transportation.
- Program launched its new LMS (Learning Management System) and it will soon be able to produce reports on learner attendance and retention by level, session, etc.
- Program has partnered with Montgomery College and now offers classes on-site at the College. Learners are able to take advantage of benefits provided by having a learner college card such as reduced fares on Ride On buses, access to the college library, gym, pool, and discounts at the college bookstore as well as having the opportunity to be connected to the college environment in a supported manner.
- In line with best practices, program offers learner and instructor orientation, conducts pre and post assessment using CASAS as well as surveys to identify and track learner goals.
- 72% of learners showed increased language gains according to CASAS & 64% met their short-term goals.
- The average attendance rate for all classes was between 54-72%.

16

<p><b>Silver Spring Team for Children and Families, Inc.</b> \$28,050</p>	<p><b>Adult ESOL Foreign Student Program</b> To provide adult ESOL classes in the Silver Spring area, complemented by computer-based learning</p>	<ul style="list-style-type: none"> <li>• Enrolled a total of 230 learners for the year.</li> <li>• Leveraged 5 paid instructors with 9 volunteers committed to teaching one night a week and 2 volunteer assistants.</li> <li>• In line with best practices, focused on identifying learner goals and administered CASAS test to determine language level.</li> <li>• In partnership with Linkages to Learning Silver Spring team continued to offer onsite childcare three evenings a week, enabling both parents to enroll, and leading to increased enrollment.</li> <li>• Offered supplemental conversation club and drop-in time in tech center where many learners chose to use the Rosetta Stone American English program.</li> <li>• 100% of FSP learners who attended between 50% and 80% of classes progressed at least one level on the CASAS post-test.</li> <li>• Majority of learners said their classes did a good or very good job of helping them improve their English skills and their knowledge of U.S. customs/culture. Several commented that they were now better able to speak with their bosses and coworkers.</li> </ul>
<p><b>Spanish Catholic Center of Catholic Charities</b> \$51,000</p>	<p><b>Spanish Catholic ESOL Program</b> To increase literacy skills in order to break down educational and linguistic barriers to self-sufficiency</p>	<ul style="list-style-type: none"> <li>• Expanded ESOL service to Germantown through partnership with DHHS and Gilchrist Center.</li> <li>• Offered a family literacy class that supported both parents and their children in developing literacy skills and a pre-literacy class for those unable to start in the basic class.</li> <li>• In line with best practices, adapted intake forms and orientation to better identify learner goals and then adapt the program to serve the learners' needs.</li> <li>• Provided 61 classes over three sessions at several locations in the underserved up-county area.</li> <li>• Served about 200 learners each session with an average of 60% attendance.</li> <li>• 80% of learners were shown to have increased their English as measured by the CASAS test.</li> <li>• Offered instructor trainings through a partnership with MCAEL at the start of each session.</li> <li>• Started at Career Development Workshop component for higher-level learners that focused on job readiness, resume writing, and financial literacy (partnered w/Montgomery College and Capital One).</li> </ul>

17

**Workforce Solutions Group of Montgomery County/ Career Transition Center, Inc.**  
\$17,500

**Workplace English for Hospitality**  
To provide an intermediate-level ESL program for jobseekers in the hotel industry

- 27 participants enrolled in the program through 3 sessions with a completion rate of 85%.
- In line with best practices, WSG implemented expanded orientation, additional tools to assess learner gains, *Passport to Success* job readiness packets, and questionnaires at the end of each chapter.
- In addition to the English-specific component, *Passport to Success* topics included identifying knowledge, skills, and abilities; building a résumé; answering typical interview questions; understanding American workplace culture; and more.
- WSG implemented questionnaires at the culmination of each chapter to make sure participants master the necessary concepts to better meet the needs of the participants.
- Learners stated that they felt more confident conversing in English, and in pursuing employment opportunities.
- Three local hoteliers participated in the program by providing presentations and/or tours of their facilities. Of the three hotels, one was a new business.
- 59% of participants' language scores increased and 100% met their short-term goals.

### Letters from Learners

#### How English Literacy helps me in my daily life...

I wat to study English because  
For my daughter  
For my Job, because,  
now working bus girl  
a need work a waiterss.  
For so much the better.  
future for  
my Daughter, For her  
studies.

- Lucila

I was so depressed,  
But my life was changing since,  
I started this program,  
because I learned very things  
from teacher,  
I am not afraid to meet and  
talk to people  
I want to a play for take  
volunteer job and I could open  
the acunte in the bank for  
myself.

- Mohsen

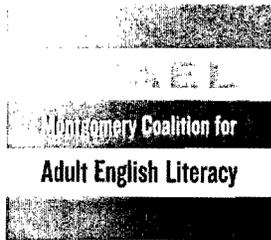
This class and my teacher hlp me so much, right now I  
can something do it like: go to doctor and grocery  
shopping.

- Masumah

My plan I go to colleg and learn  
dental assistant so this class help  
me to know how can I do for my  
goals. I need to speak, and I need  
to go to work then I have to learn  
English hard.

- Zahra

18



# MCAEL FY11 Adult English Literacy Grant Awards

## **Boat People SOS - ESOL for Healthcare Providers**

To provide a Beginning ESOL for Healthcare Providers course targeting the Vietnamese community that will transition learners to Montgomery College healthcare courses.

\$6,730

## **CASA de Maryland, Inc. - Evening ESOL Program**

To improve participants' listening, speaking, reading, and writing skills so that they may become more financially independent, increase their employability, better integrate into American society, and achieve their personal goals.

\$123,000

## **CASA de Maryland, Inc. - Workers' Center ESOL Program**

To provide ESOL instruction, complemented with other services (including employment placement and vocational training), so adult learners can improve their employment prospects and increase their earnings.

\$22,000

## **Chinese Culture and Community Service Center, Inc. (CCACC) - Adult English Literacy Program**

To assist seniors and immigrants (mainly Chinese Americans) in Montgomery County to overcome English barriers so that they will become active participants and contributors to the community.

\$8,500

## **Community Ministries of Rockville - Latino Outreach Program - Literacy Component**

To support primarily Hispanic immigrants who cannot speak English and who are struggling with language and cultural barriers to learning through a family centered approach to language skill development.

\$55,000

## **PURPOSE**

In partnership with Montgomery County Government, MCAEL offers grant resources to support adult English literacy programs. The objective of MCAEL's grants program is to increase the availability of adult English literacy services offered to diverse populations, and to improve the quality of those services.

For FY2011, funding was made available to maintain, increase, and improve delivery of adult English literacy services to Montgomery County residents and workers. Funding was also available to strengthen provider infrastructure by supporting the improvement of management and organizational capacity. Eligible organizations must be or partner with a non-profit, 501(c) (3) organization.

## **TIMELINE: FY11 GRANT PROCESS**

**February 22nd** - MCAEL issues RFP

**February 24th** – MCAEL offers grant preparation workshop; optional staff review available

**April 2nd** – Final submissions due

**April through June** – Review panel convenes to review grants and make award recommendations for MCAEL Board final approval

**June 24** – Final decisions announced to grantees; staff available for debriefings

## **OUTREACH**

MCAEL conducted targeted outreach to ensure a wide circulation to all Montgomery County adult literacy and ESOL providers, through MCAEL's provider list and local non-profit and government networks.

19

# MCAEL FY11 Adult English Literacy Grant Awards

## **Foreign Student Program, Silver Spring Team for Children and Families, Inc. – Adult ESOL Program**

To offer beginning through advanced life-skills English to the growing population of low-income adult immigrants who live and/or work anywhere in Montgomery County.

\$28,050

## **Korean-American Senior Citizens Association, Inc. - Korean Senior ESOL Program**

To assist the senior population (mainly Korean-American) to read, listen, speak, write and understand basic English, and to communicate in their everyday life.

\$8,870

## **Literacy Council of Montgomery County, Maryland, Inc. - ESL Classes for Adult Learners**

To assist English language learners with acquiring the level of skills (reading, writing, numeracy, problem-solving, and English-language acquisition) they need.

\$42,500

## **Maryland Vietnamese Mutual Association (MVMA) - Vietnamese Parenting Enrichment Project - Literacy Component**

To provide English literacy training for parents in the Vietnamese Parenting Enrichment Project, so that they are more empowered to participate in their child's education.

\$8,500

## **Mental Health Association - Families Foremost - Literacy Component**

To provide ESOL classes for low-income parents to encourage them to complete their education, become self-sufficient, and break the cycle of poverty and violence.

\$22,100

### **TOTAL REQUESTS RECEIVED**

17 applicants, 18 programs and approximately \$890,000 in requests

### **TOTAL AWARDS**

\$526,000 in grants awarded to support 15 applicants and 16 programs

### **GRANT REVIEW PROCESS**

All funding decisions were made by a diverse panel of knowledgeable community members with experience and expertise in local community needs; nonprofit management; adult ESOL and literacy; and government/non-profit grant making.

Each panelist is required to attend an in-depth orientation, and to read and evaluate all proposals based on a set of explicit criteria published as part of the RFP. During the review and scoring process, a significant emphasis is placed on demonstrating measurable outcomes.

The Review Panel meets in small groups with applicants to conduct interviews and later convenes as a whole to discuss each proposal and determine funding. Final recommendations are approved by non-provider members of MCAEL's Board of Directors.

MCAEL has a strict conflict of interest and recusal policy for review panel members and Board members. MCAEL staff does not participate in the evaluation of proposals nor in determining funding. For more information, please visit [www.mcael.org](http://www.mcael.org)

# MCAEL FY11 Adult English Literacy Grant Awards

**Montgomery County Public Schools Foundation –  
Linkages to Learning - Adult English Literacy Program**  
To provide literacy, basic, and intermediate ESOL classes.  
\$21,250

**Muslim Community Center - MCC ESOL Program**  
To provide ESOL classes to English language learners with a special focus on the Muslim population.  
\$10,000

**Rockville Seniors, Inc. - Rockville Senior Center English Program**  
To help older immigrants learn practical speaking, listening, reading, and writing skills.  
\$16,000

**Spanish Catholic Center, Inc. - English for Speakers of Other Languages (ESOL)**  
To assist Montgomery County's growing limited English proficient population in breaking down educational and linguistic barriers to self-sufficiency in order to improve their living situation and overall quality of life.  
\$51,000

**Thomas Shortman Training Fund - Adult ESOL**  
To provide intensive ESOL classes which are designed for a low-income population and which will allow participants to develop their English language literacy, life, and work skills in order to achieve greater self-sufficiency and participation in American community life.  
\$85,000

**Workforce Solutions Group of Montgomery County, Inc. - Workplace English for Hospitality**  
To provide an ESL program targeting jobseekers in the hotel and lodging industry who have completed intermediate level English and who want to further develop their English- speaking/comprehension skills.  
\$17,500



MCAEL

Montgomery Coalition for

Adult English Literacy



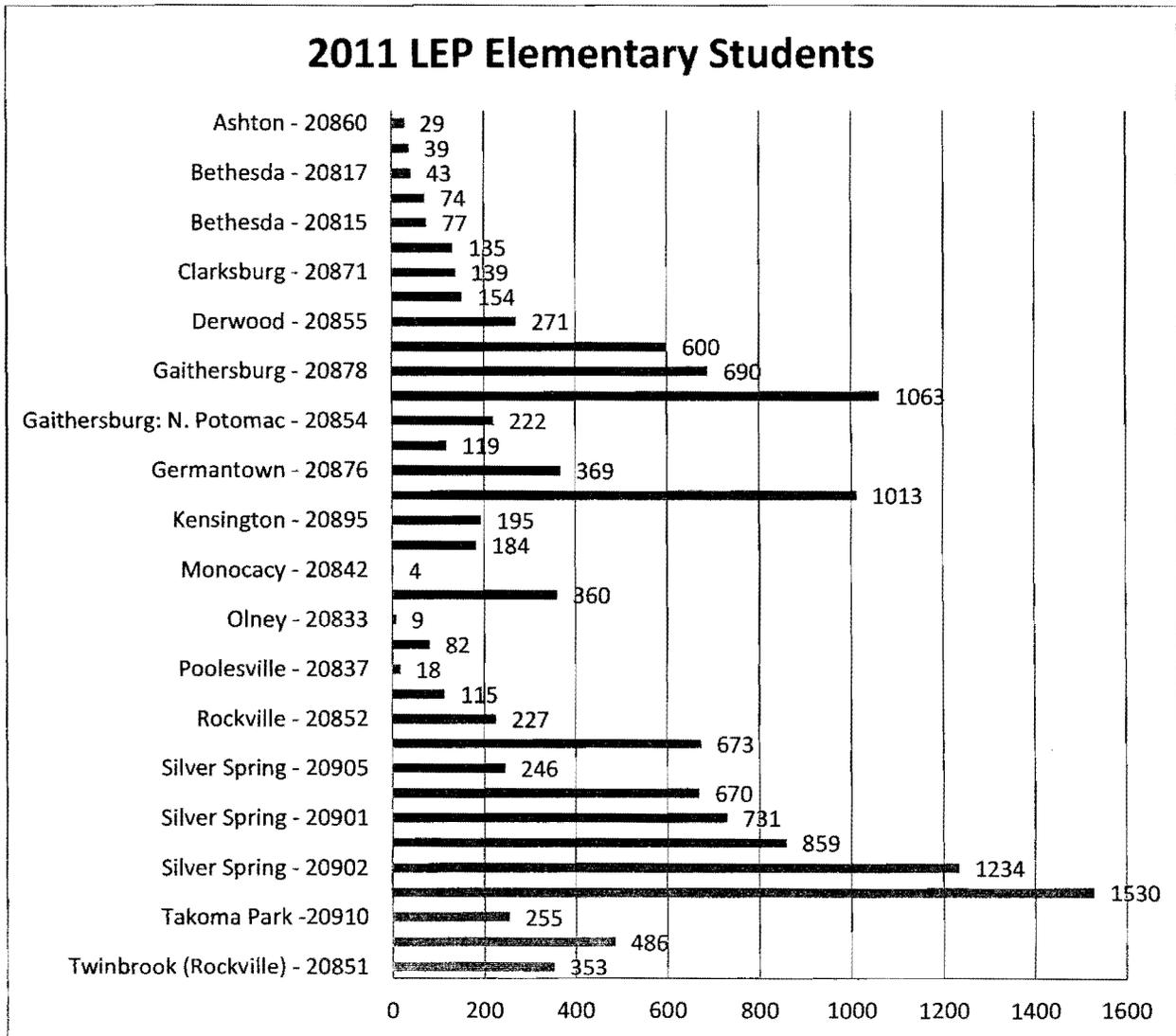
# Montgomery Coalition for Adult English Literacy

## Statistics on Limited English Proficient Residents & Programs in Montgomery County The Need ~ The Response

Compiled November 2011

## THE NEED: MCPS & CENSUS DATA

**Fast Fact:** A mother's reading skill is the greatest determinant of her children's future academic success, outweighing other factors, such as neighborhood and family income (NIH, 2010).



**Fast Fact:** It is likely that out of the 13,268 elementary students in Montgomery County at least one of each student's parents is LEP.\*



**Fast Fact:** Montgomery County as of 2010 is

- 49.3% White persons not Hispanic
- 17% Hispanic or Latino Origin
- 13.9% Asian\*\*

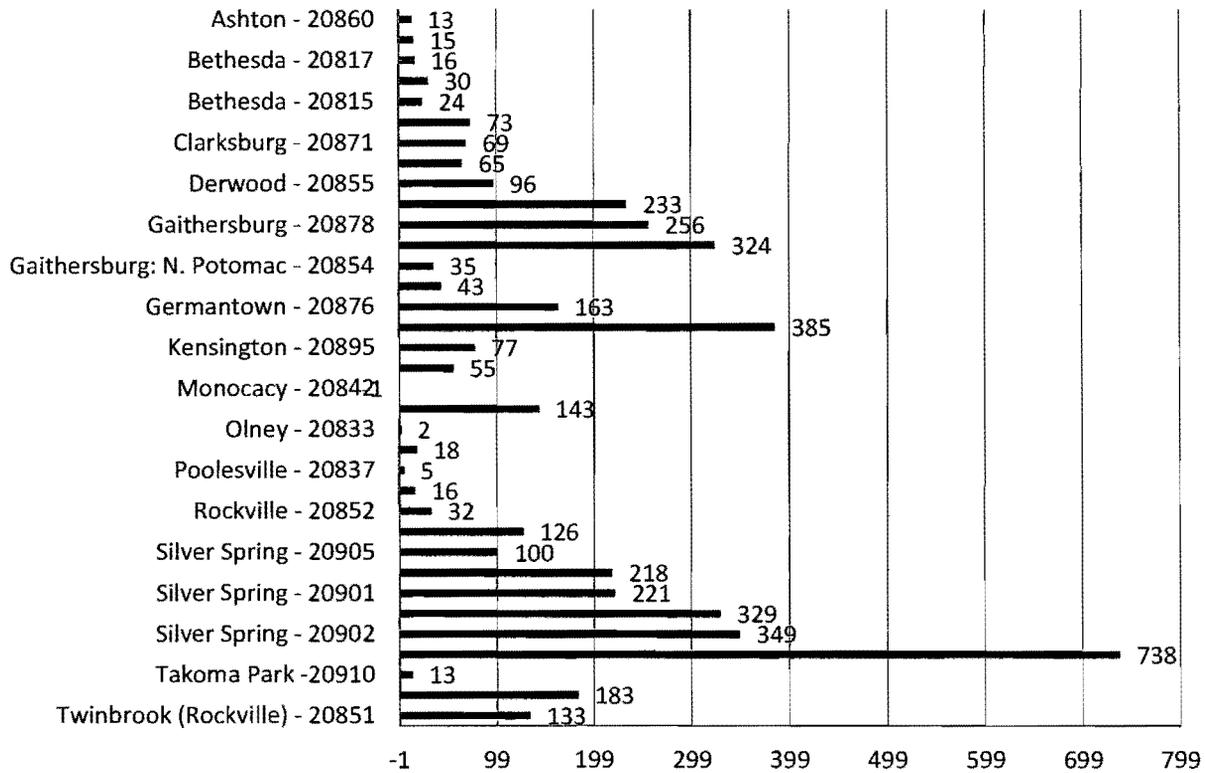
\*Data is approximate as some parents may have more than one student in the school system.

\*\*US Census 2010: <http://quickfacts.census.gov/qfd/states/24/24031.html>

## THE NEED: MCPS & CENSUS DATA

Fast Fact: The data shows an increase of approximately 43% from 2005 to 2011.

### Elementary School - Change in LEP by Zip (2005-2011/6 Year Increase)



### Percent of Foreign Born persons in Montgomery County 2005-2009: 29.6%

(US Census 2010: <http://quickfacts.census.gov/qfd/states/24/24031.html>)

“Participation in correctional education reduces re-arrest, re-convictions, and recidivism” (<http://www.national-coalition-literacy.org/advocacy/ffcorrections.html>)

For Calendar Year 2010 at the Montgomery County Correctional Facility, the following enrollments occurred:

ABE:155 ~ Pre-GED:204 ~ GED:211 ~ Adult Literacy: 21 \*\*

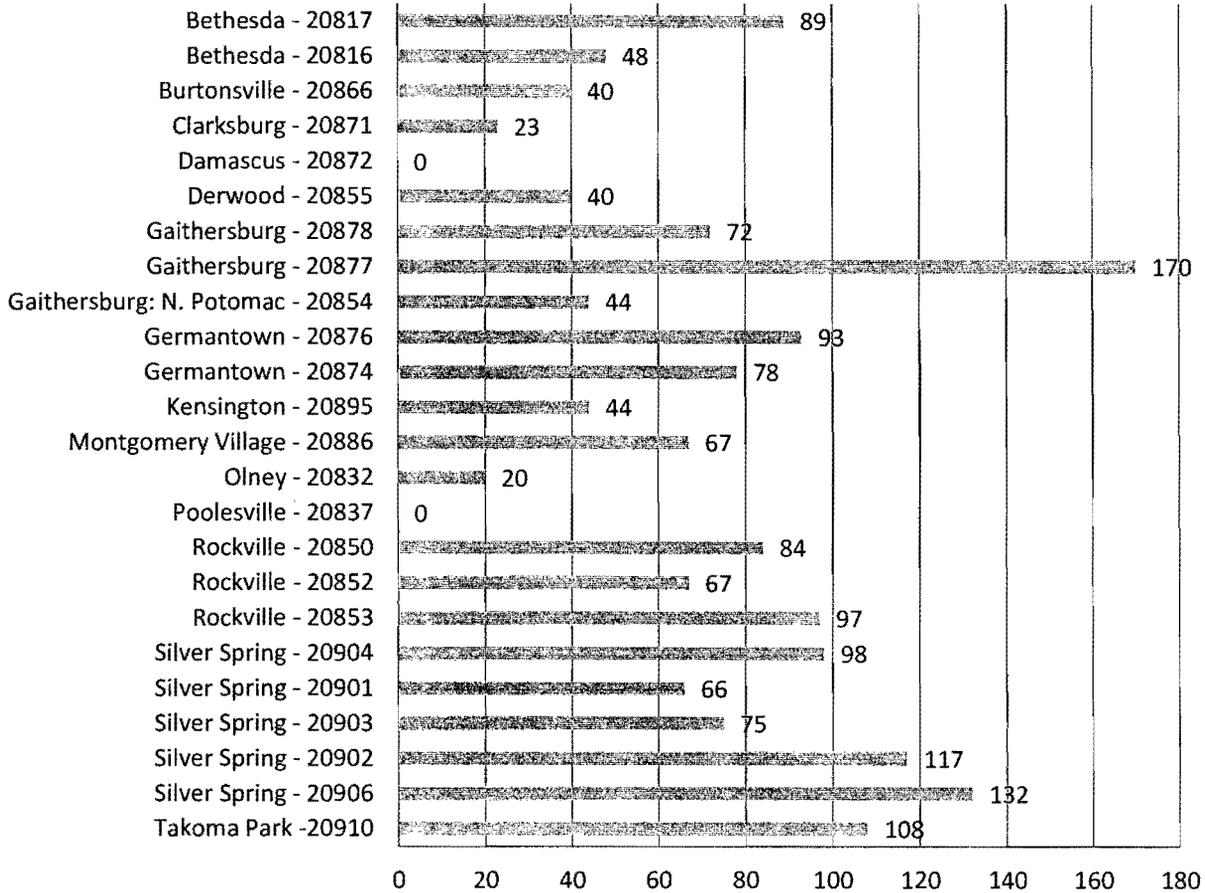
\*\* (class cut/only met for one quarter)



## THE NEED: MCPS & CENSUS DATA

**Fast Fact: Total number of Middle School LEP is 3683 – it is likely that at least one of each student’s parents is LEP.**

### Middle Schools - LEP by Zip Code 2011

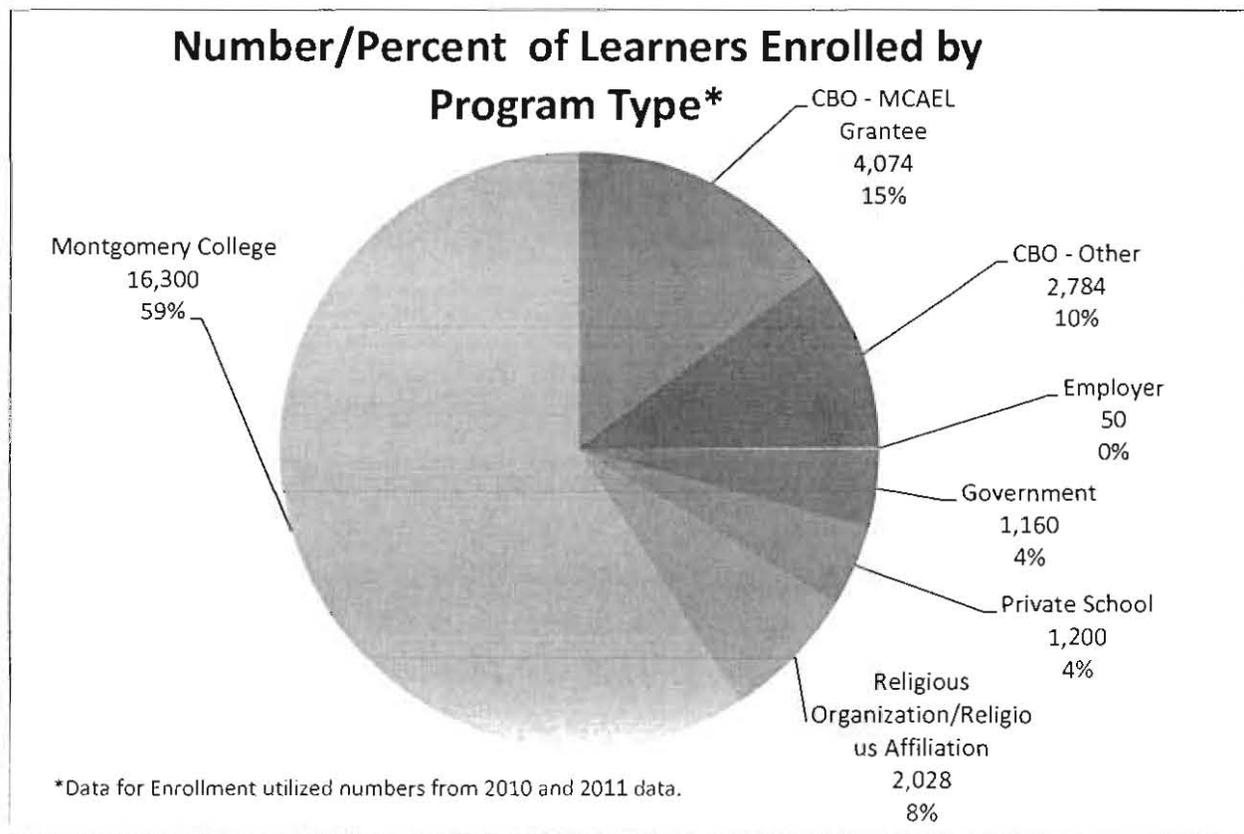
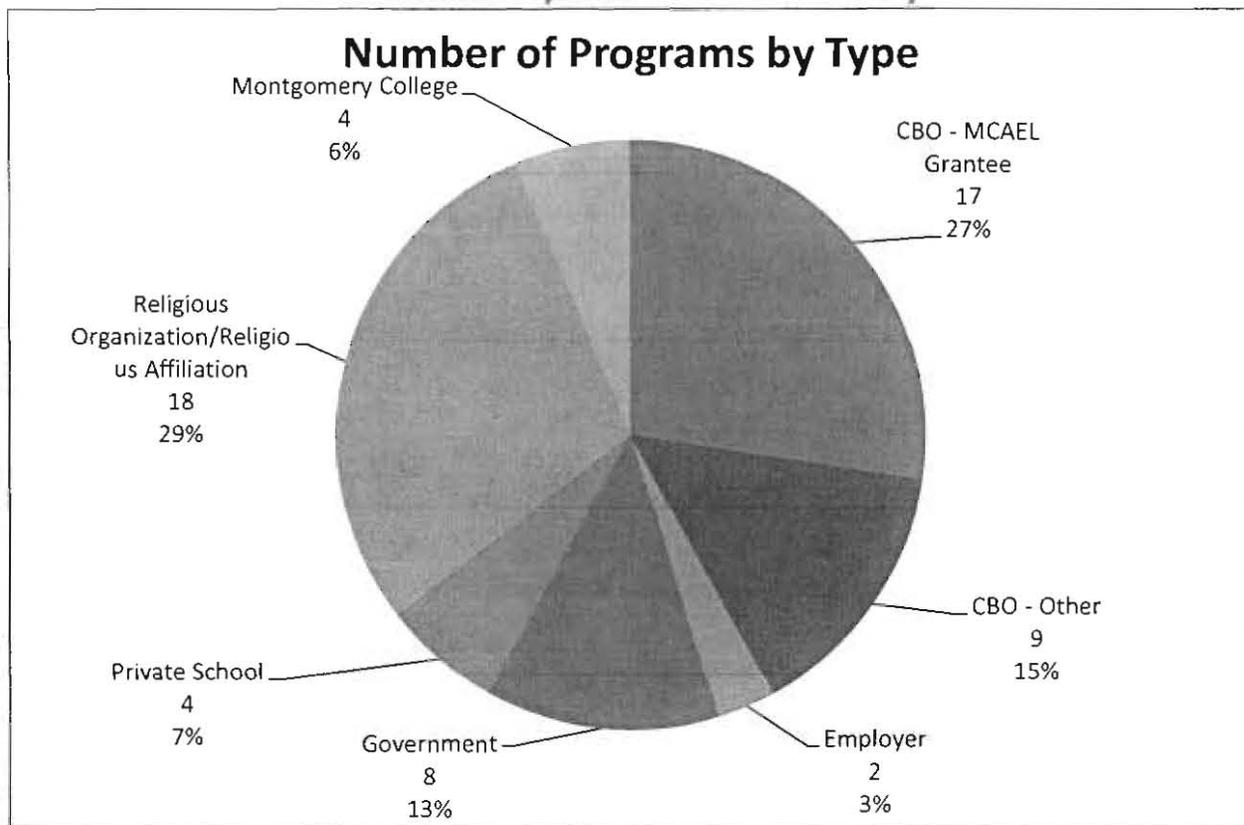


35.8% of persons in Montgomery County speak a language other than English at home (pct age 5+, 2005-2009).

Of the 971,777 people in Montgomery County, this equals **347, 896 people**. \*

\*\*US Census 2010: <http://quickfacts.census.gov/qfd/states/24/24031.html>

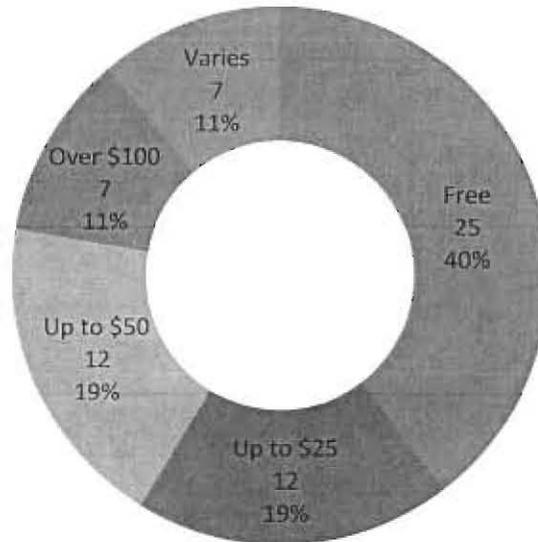
# Community Response: MCAEL 2011 Adult English Literacy Provider System-Wide Survey



**Fast Fact: 32% of approximately 27,600 are served by nonprofits in Montgomery County.**

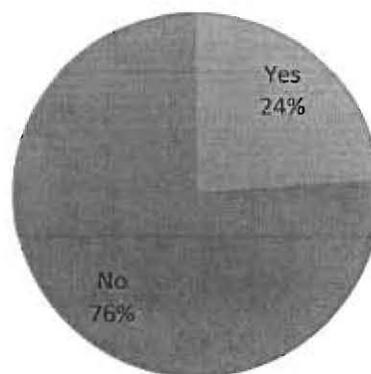
# Community Response: MCAEL 2011 Adult English Literacy Provider System-Wide Survey

## Cost Per Session to Learners



**Fast Fact:** Compared to last year, the number of programs charging "Up to \$50" has gone up 8%.

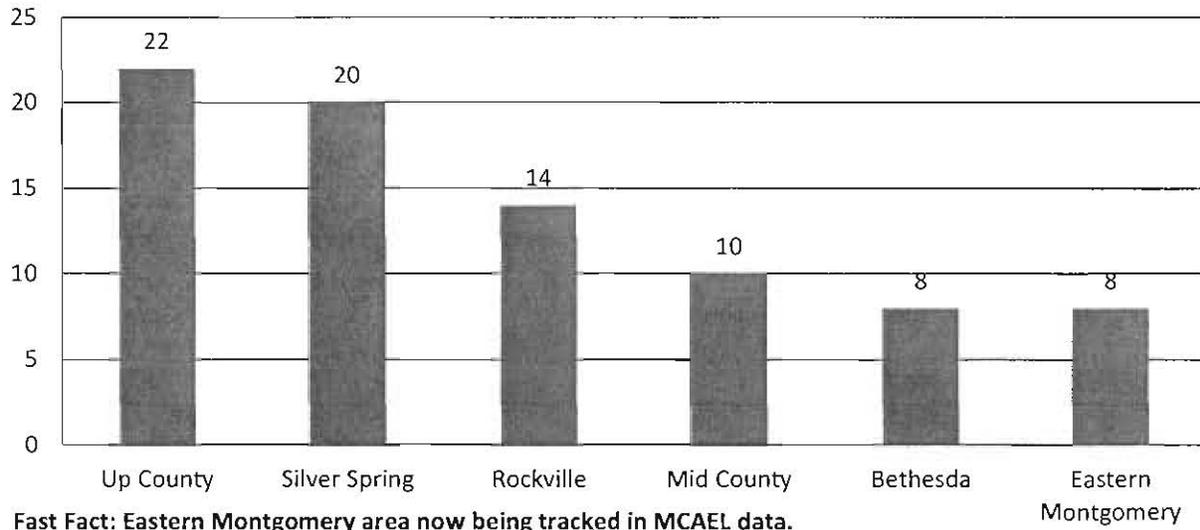
## Program Offers Childcare



\*\*Information presented based on data collected from 64 responses in 2011 unless otherwise noted.

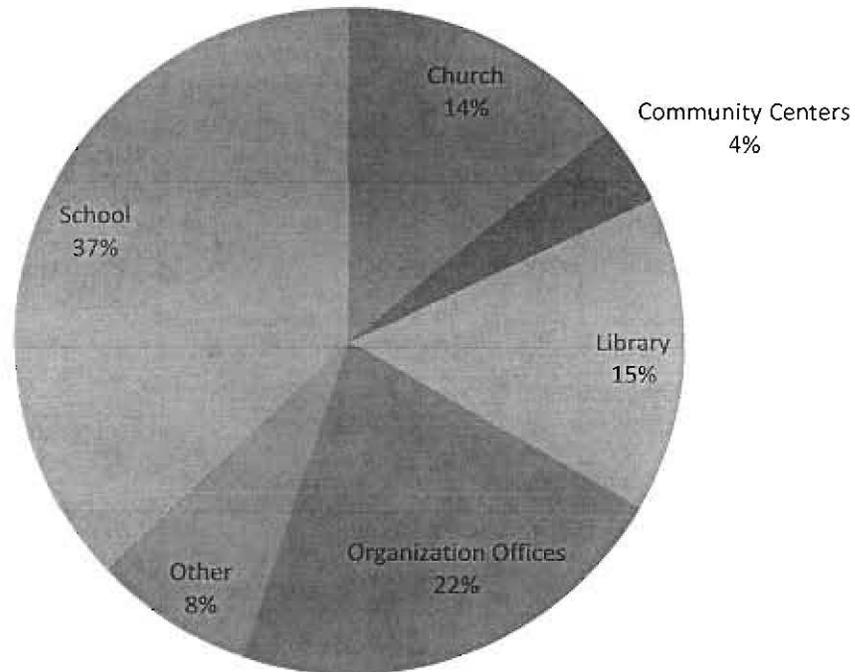
# Community Response: MCAEL 2011 Adult English Literacy Provider System-Wide Survey

## Programs by Region - Location for Classes



## Type of Locations for Classes\*

64 Providers - 78 Locations



\* Some locations have multiple providers offering classes in the same location. This is not a comprehensive list. It is a working list.

# Community Response: MCAEL 2011 Adult English Literacy Provider System-Wide Survey- Class Locations

## Church

Briggs Center For Faith & Action Baptist Church  
Cedarbrook Community Church  
Christ Episcopal Church  
Christ the Servant Lutheran Church  
Derwood Alliance Church  
Global Mission Church  
Hughes United Methodist Church  
Neelsville Presbyterian Church  
Seneca Creek Community Church  
St. Camillus Church  
Viers Mill Baptist Church

## Library

Aspen Hill Library  
Bethesda Library  
Davis Library  
Germantown Library  
Long Branch Library  
Potomac Library  
Praisner Library  
Quince Orchard Library  
Rockville Library  
Silver Spring Library  
Twinbrook Library  
Wheaton Library

## Organization Offices

Bohrer parent center  
BPSOS  
Caribbean Help Center  
CASA de Maryland Shady Grove Welcome Center  
CASA de Maryland Silver Spring Welcome Center  
CASA de Maryland Wheaton Welcome Center  
CCACC Office - 16039 Comprint Circle  
CCACC office - 9366 Gaither Center, MD,  
Crossway Community  
English Now  
Families Foremost Center  
ILI  
IRC  
Muslim Community Center  
NIH  
Rockville Senior Center  
Westfield South

## School

Blair High School  
Blake High School  
Broad Acres Elementary School  
Eastern Middle School  
Gaithersburg Elementary School  
Gaithersburg Middle School  
Germantown School  
Glen Haven Elementary School  
Harmony Hills Elementary School  
Highland Elementary School  
Kennedy High School  
Loiderman Middle School  
Mario Loiderman Middle School  
Montgomery College - Germantown  
Montgomery College - Rockville  
Montgomery College - Silver Spring/Takoma Park  
Montgomery College - Tahoma Park  
Montgomery Knolls Elementary School  
Northwest High School  
Northwood High School  
Quince Orchard High School  
Richard Montgomery High School  
Rockville High School  
Seneca Valley High School  
Silver Spring International Middle School  
Viers Mill Elementary School  
Wheaton School  
Wheaton Woods Elementary School  
White Oak Middle School

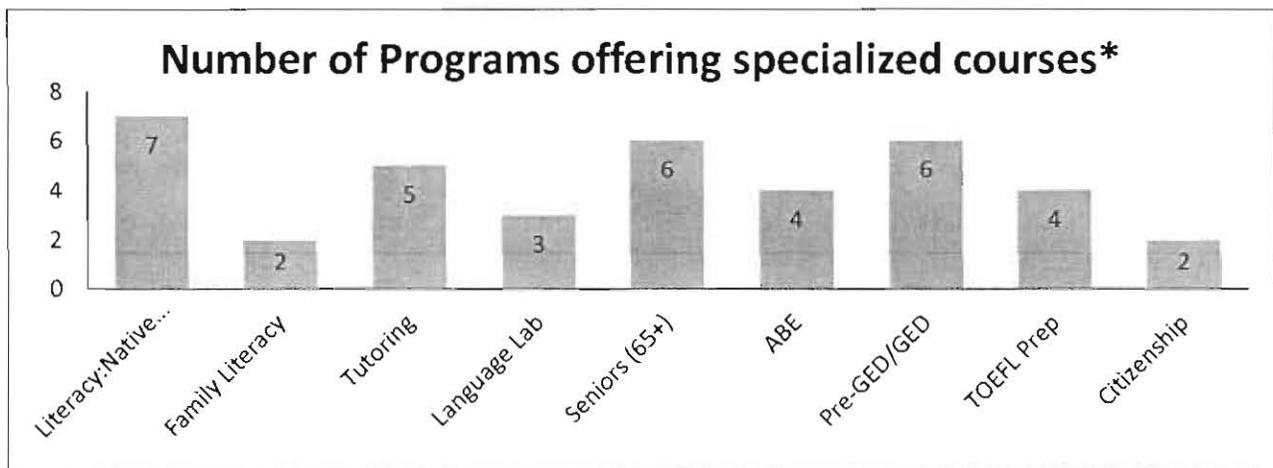
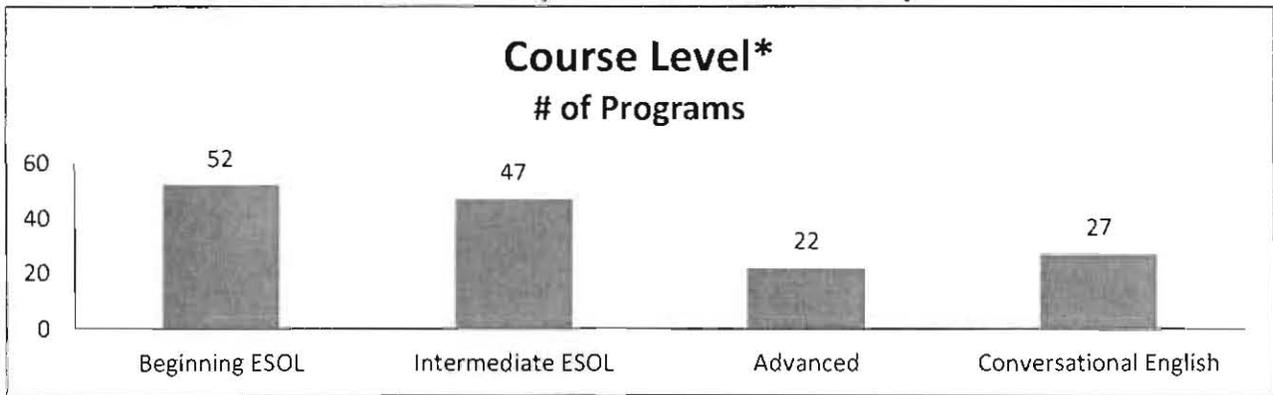
## Community Center

Coffield Community Center  
Lincoln Site Community Center  
Pembroke Community Center

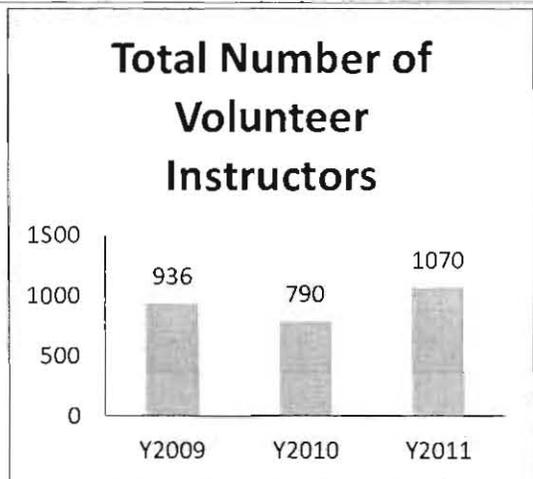
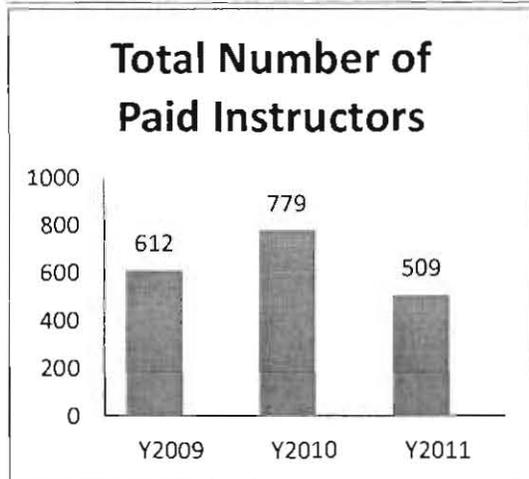
## Other

Bethany House  
Eastern Montgomery Regional Service Center  
Gaithersburg Judy Center  
Mid-County Regional Service Center, Wheaton  
Montgomery County Correctional Facility  
Upcounty Regional Service Center,  
Germantown, MD

# Community Response: MCAEL 2011 Adult English Literacy Provider System-Wide Survey



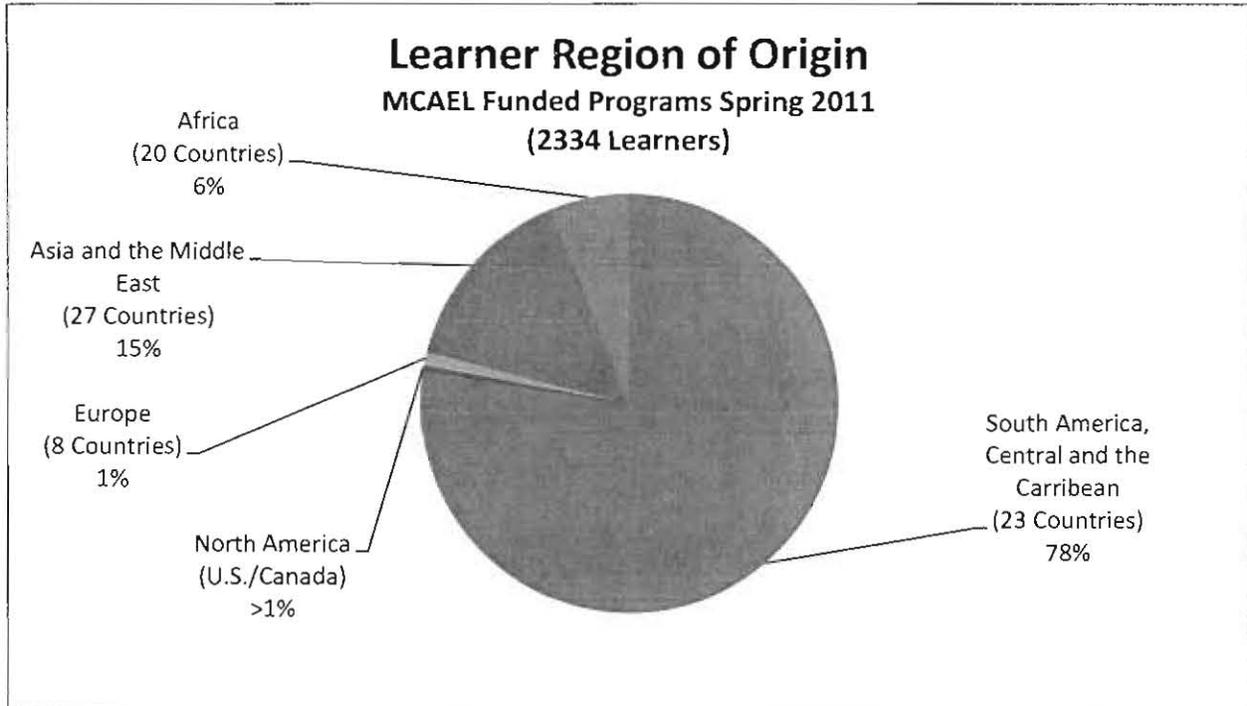
**Fast Fact: 68% of instructors are volunteers and 32% are paid. Pay ranges from \$11-\$28/hr.**



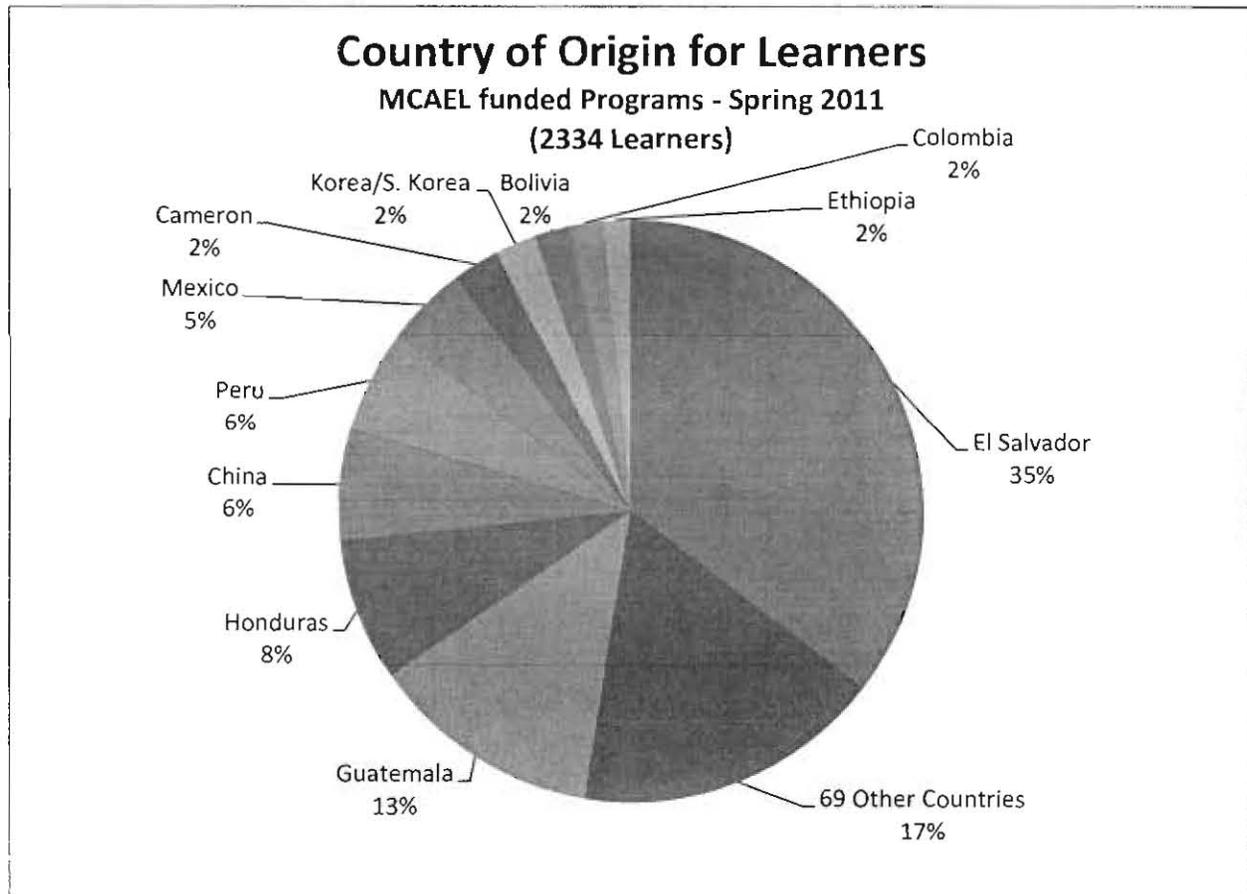
**Fast Fact #2: Volunteer value in Maryland is \$22.32/hr - if each volunteer worked 2 hours/wk for 35 weeks (many work more), then the MCAEL network leverages over \$1,671,768 in Montgomery County!\***

\*"Research Brief: Volunteering in America Research Highlights" published in 2010 by the Corporation for National and Community Service (<http://lambertdr1.wordpress.com/2011/04/02/monetary-donation-vs-value-of-volunteer-time/>)

# MCAEL 2011 FUNDED PROGRAM DATA



**Fast Fact: 80 Countries Represented in Total.**



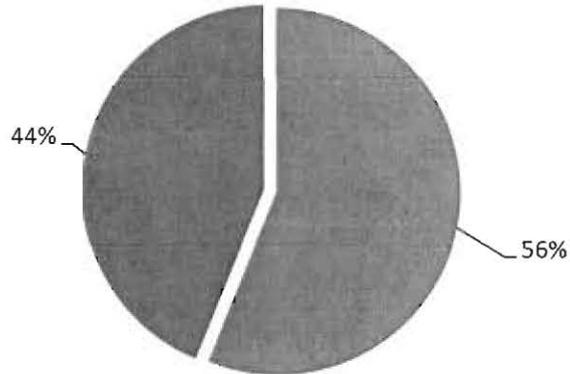
**Fast Fact: Top 11 Countries shown equal 76% learners.**

# MCAEL 2011 FUNDED PROGRAM DATA

## FY11 ESOL Classes Winter/Spring- Gender

Total of 2,344 Students

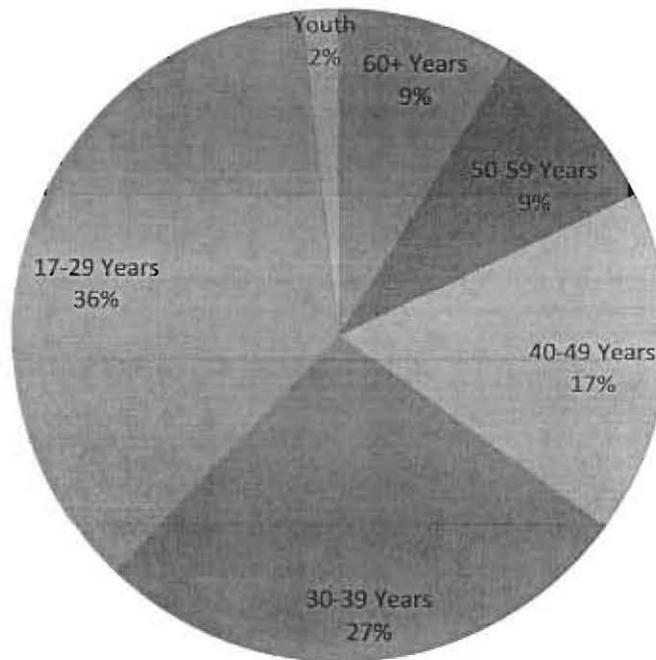
■ Female ■ Male



**Fast Fact: Data shows a 8% increase in Male Learners from 2010.**

## Age Groups

MCAEL Funded Programs - Spring 2011  
(Total Learners: 2305)

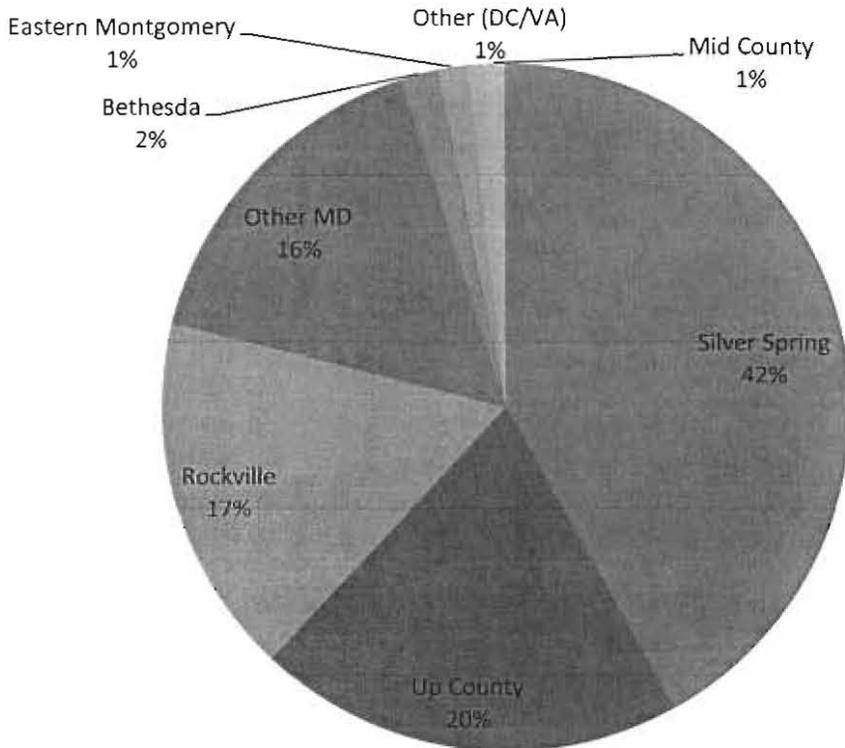


**Fast Fact: 80% of the learners in classes are between ages 17-39.**

# MCAEL 2011 FUNDED PROGRAM DATA

## Region Where Learners Reside

MCAEL Funded Programs - Spring 2011\* (2321 Learners)

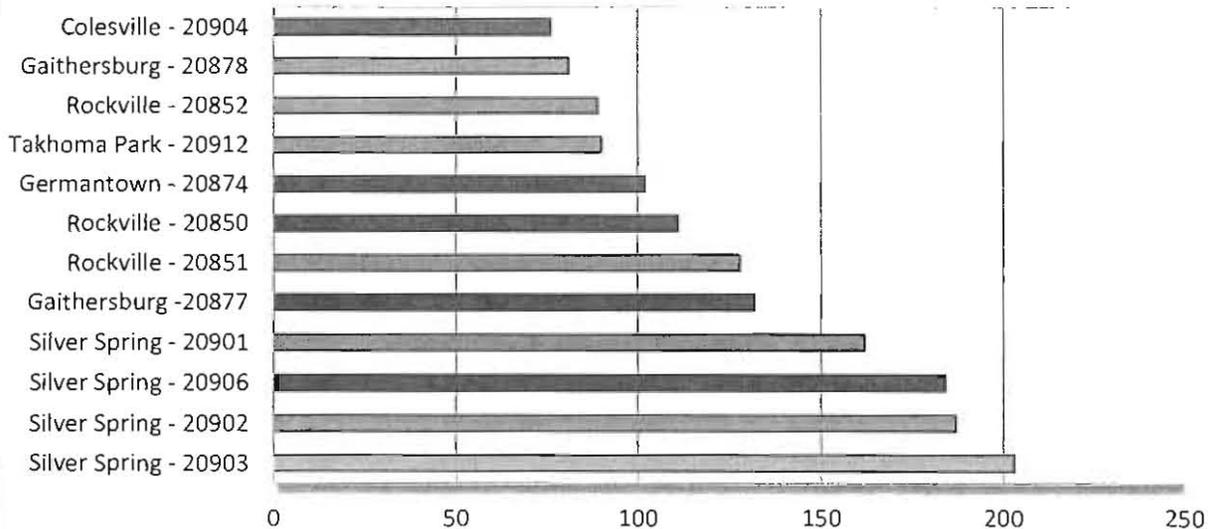


**Fast Fact: Graph shows individuals being served - not the need.**

\*Requirement for programs: Learners must live or work in Montgomery County.

## Most Common County Home Zip Codes for Learners

MCAEL funded programs - Spring 2011

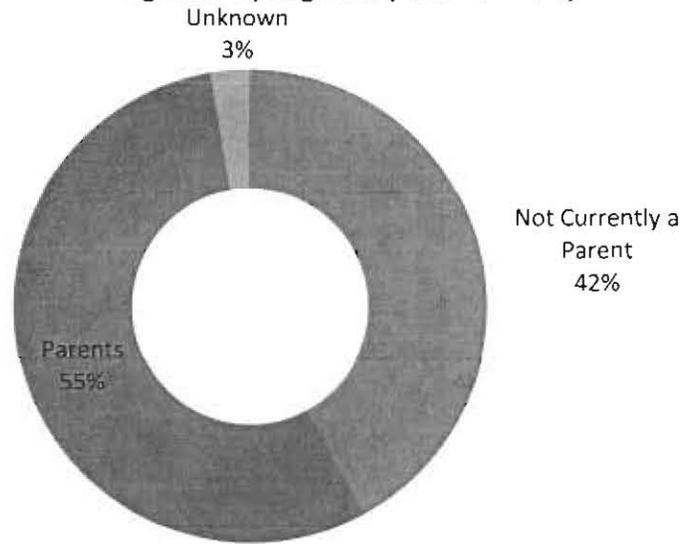


**Fast Fact: Red Lines represent zip codes at greater economic risk as identified by HHS. Close to 30% of learners live in these five zip codes.**

# MCAEL 2011 FUNDED PROGRAM DATA

## Learners who are Parents

MCAEL Funded Programs - Spring 2011 (2086 Learners)\*

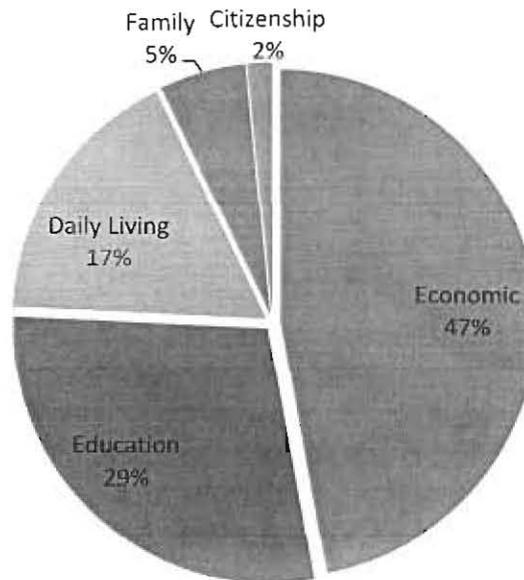


**Fast Fact:** FY11 was the first year MCAEL funded programs tracked parent data collectively.

\*Parent : "Someone who currently has a child under age 18 - is primarily responsible for child."

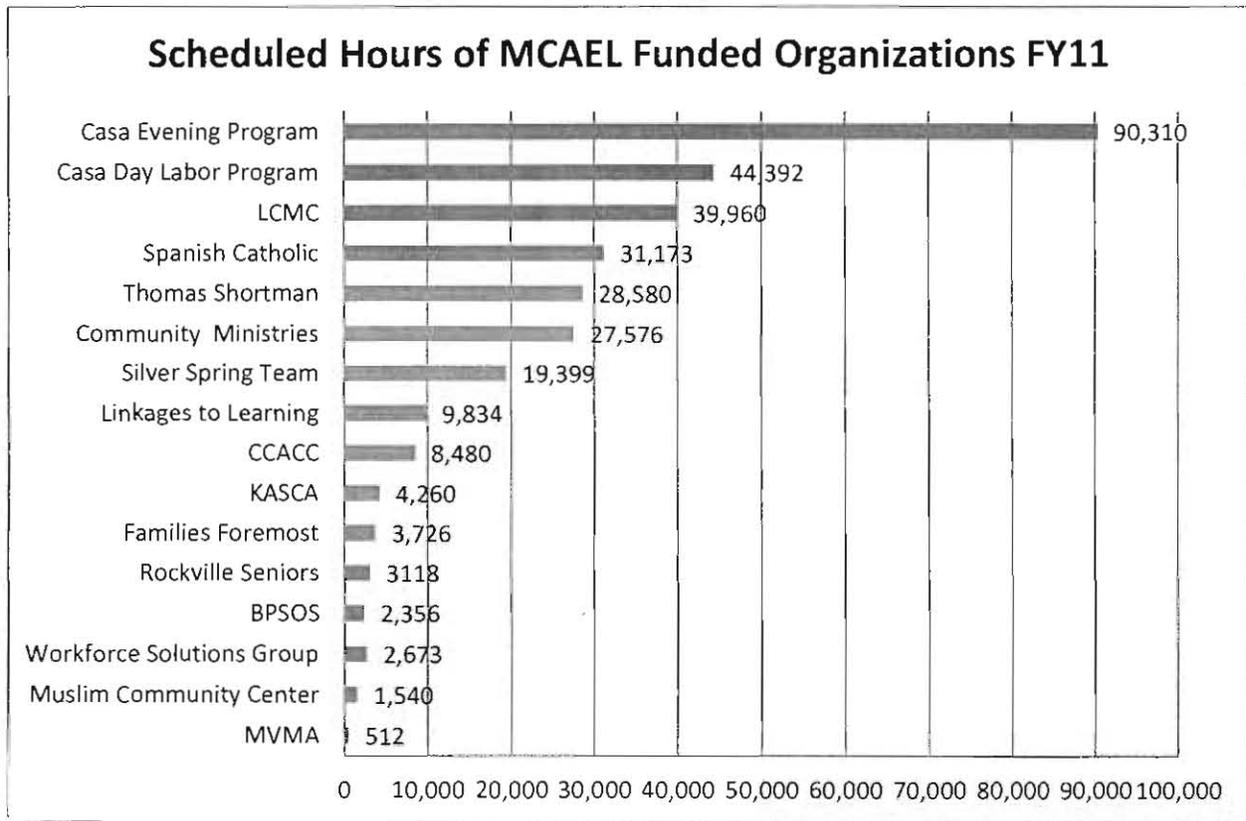
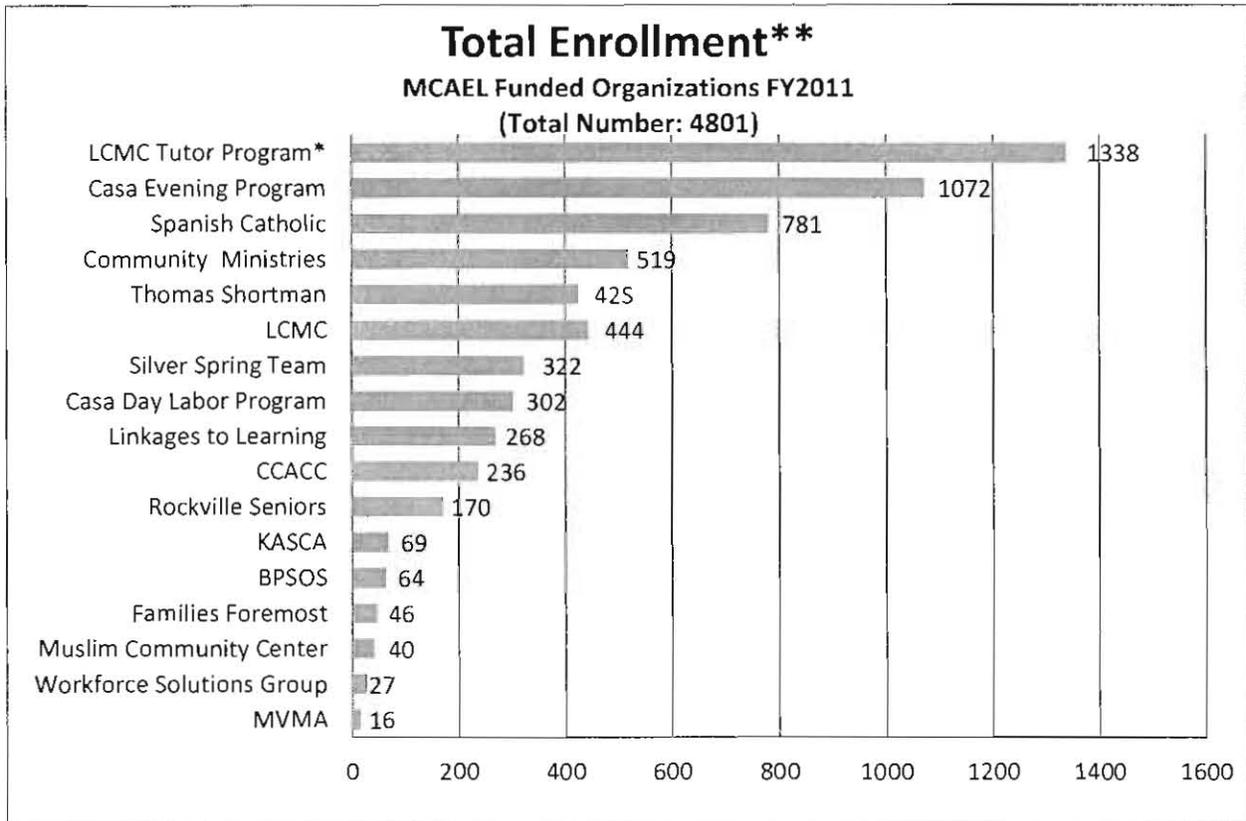
## Learners Goals for Learning English

MCAEL Funded Programs - Spring 2011 (2302 Learners)



**Fast Fact:** Programs began tracking Learner goals for the first time in FY11.

# MCAEL 2011 FUNDED PROGRAM DATA



**Fast Fact: MCAEL funded providers offered over 11,000 hours less in FY11 than in FY10 but were still able to offer 317,889 hours throughout the fiscal year.**