MEMORANDUM

November 15, 2012

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 MCAEL representatives are expected to participate in the briefing:

- Kathy Stevens, Executive Director
- Heather Ritchie, Program Manager
- Tiffany Heath, Board Co-Chair

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 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 FY13, the Council approved $716,058 for MCAEL to fund their administrative costs, for promoting English literacy, and for grants, an increase of $34,098 over the approved FY12 funding level.

REPORT UPDATES

The FY2012 Final Year Report for MCAEL is attached at ©1-24. Their objectives and activities/accomplishments in meeting those objectives are summarized on pages 2-8. FY12 grants are on pages ©10-21.

MCAEL has also submitted two-page fact sheet (©25-26) entitled "Building a 21st Century Montgomery Through Literacy."

Some highlights of the information submitted by MCAEL include the following:

- **County Grants:** MCAEL awarded $500,000 in County grants along with an additional $8,225 in funds leveraged from Verizon supporting 16 organizations and 17 programs and serving approximately 2,000 learners. Grants included 3 pilot micro-grants for smaller/emerging programs. 100% of grantees participated and are working toward improving the quality of their programs. The following table summarizes the grants awarded, the enrollment for Winter/Spring FY12, and the total hours attended for FY12.

Organization	Grant Amount	Enrollment Winter/ Spring FY12	Total Hours Attended FY12
Casa de Maryland-Evening ESOL	$122,770	683	43,456
Thomas Shortman Training Fund	$82,853	410	17,109
Community Ministries of Rockville	$55,700	210	6,304
Spanish Catholic Center	$51,740	498	12,937
Literacy Council of MC - ESOL Classes	$42,500	194	10,611
Silver Spring Team for Children and Families	$27,678	111	3,769
Mental Health Asso.-Families Foremost	$22,379	24	993
Casa de Maryland-Workers' Center ESOL	$22,000	94	13,328
MCPS Foundation-Linkages to Learning	$21,013	200	3,654
Workforce Solutions Group of Montgomery Cty	$18,525	12	857
Rockville Seniors, Inc	$15,860	112	1,322
Muslim Community Center	$9,000	22	329
Boat People SOS	$6,151	34	773
Korean-American Senior Citizen's Association	$5,056	34	1,676
Caribbean Help Center	$2,000	60	1,460
Seneca Creek Community Church	$2,000	53	610
Korean Community Service Center	$1,000	7	168

- **Executive Director and Board Member Transition in FY12:** The Executive Director stepped down in April 2011, and the Director Stevens began full-time at the end of May 2012. The MCAEL board added two new members and transitioned a new Treasurer. Several founding board members left in FY12.

- **Literacy Promotion:** MCAEL promoted literacy through a variety of public forums and local media including distributing the State of Literacy Report; displaying a photo exhibit entitled the Faces of Literacy online; presenting at national and regional literacy conferences; and engaging in national and state advocacy and coalition building efforts.

- **Information Dissemination:** MCAEL maintained an online, searchable directory of local adult English literacy service providers and circulated information on resources and opportunities to approximately 2,000 providers, instructor contacts, and community members.

- **Professional Development:** MCAEL provided comprehensive supports to community-based ESL providers including: (1) sponsoring a half-day orientation for grantees that covered best practices and the use of data to improve programming; (2) providing ongoing technical assistance to individual providers and potential providers; (3) hosting daytime and evening gatherings that provided opportunities for networking, collaboration, and sharing best practices; (4) launching an improved community resource website including downloadable information on literacy and resources for instructors and providers; (5) funding 10 instructors/program staff to attend local and regional conferences; (6) assisting programs in selecting appropriate instructional material; and (7) developing an in-house library enabling providers to access resources that can be used in the classroom.

- **Data and Outcomes Collection:** MCAEL has continued to work on building an evaluation/data tracking system. It has worked with grantees to collect demographic and performance data to measure the quality and effectiveness of services. The work with providers has progressed from tracking inputs and outputs to identifying outcomes for ESOL programming. Programs are developing tools to track identified outcomes for the next year. Information on the system of outcomes and outputs being implemented is attached at ©22-24.

- **Leverage Additional Resources:** MCAEL leveraged additional resource totaling 31% of county operating support to fund capacity building and other activities. The Board is also working to build the fundraising capacity of the entire literacy community by adopting the Benevon individual fundraising model.

- **Ongoing Evaluation Needs:** MCAEL is working to understand barriers to service delivery and summarizes program challenges and learner challenges identified through site visits, reports, and informal feedback from literacy advocates. See ©9.

DISCUSSION ISSUES

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

- The 2-page fact sheet at ©25-26 includes some general statistics that suggest the demand for ESOL services, e.g., the number of County residents who are Limited English Proficient from 1990-2010 and the number of MCPS students who received ESOL services. Does MCAEL collect any specific information that shows the actual demand for English language literacy programs, e.g., waitlist information, wait time for accessing ESOL classes, etc.?

- A graph on ©26 shows the most common zip codes for learners in MCAEL funded programs. One of the zip codes is not located in Montgomery County (20782 Hyattsville). To what extent is MCAEL funding supporting non-County residents? Do these non-County residents have some other connection to Montgomery County, e.g., work in the County?

- In FY12, MCAEL piloted a Micro Literacy Access Grant program to support a class or conversation club in (1) accessing and leveraging new partnerships and new resources; (2) creating access to English classes for underserved populations; and (3) developing access points to link individuals to the larger ESOL system. The Committee may want to hear about how the pilot programs performed; the continuing service delivery plans for the programs that received the micro-grants in FY13; and whether the micro-grant program will continue and expand in FY13.

- The report indicates that MCAEL has continued to support strategies to help programs and learners in transitioning from community-based program to Montgomery College, workforce programs, and/or the workforce itself. The Committee may be interested in hearing about the strategies being implemented. Is study at Montgomery College and workforce-related experiences the preferred or recommended pathway for learners in community-based programs?

MCAEL

Montgomery Coalition for

Adult English Literacy

Montgomery Coalition for Adult English Literacy

FY12 Final Report

Contract #9711000042-AA
Purchase Order #10009508

July 13, 2012

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INTRODUCTION

MCAEL is a community coalition of public, nonprofit, and business partners that support more than 70 adult ESOL (English for Speakers of Other Languages) and literacy service programs, 1,500 instructors and staff, and over 20,000 adult learners. Together, the Coalition works to strengthen the community by helping adults gain the English literacy skills needed to reach their potential as parents, workers and community members.

In July 2011, the Montgomery Coalition for Adult English Literacy (MCAEL) was awarded an extension of Contract #9711000042 to continue to promote English literacy, leverage private and public dollars for Adult English as a Second Language (ESL) services, and assist ESL providers in building their capacity to increase the quality of ESL services they provide. Under this contract, 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 is dedicated to strengthening the county-wide adult English literacy network with resources, training, collaborations and advocacy to support a thriving community and an optimal workforce.

MCAEL has been going through a staffing transition throughout FY12. The Executive Director (ED) stepped down in April of 2011, and the MCAEL board engaged an outside consultant to develop and assist with implementing an ED search process and serving as Interim ED. A new ED began full-time at the end of May 2012. Additionally, MCAEL had an Administrative Assistant (P/T), who went on maternity leave in September 2011, and, afterwards, resigned in order to spend more time with family. MCAEL filled the position in the summer of 2012. During the transition, MCAEL was able to continue to maintain the services MCAEL provides through the dedicated work of board members, volunteers, one full-time staff member, a few contract administrative assistants and one P/T ED, who also volunteered hours above the contracted level.

MCAEL PROGRAM ACTIVITIES AND ACCOMPLISHMENTS

Throughout FY12, MCAEL undertook the following activities in line with the Scope of Services identified in Section II of the contract, with the following results:

1. **Maintain a database of ESL providers, teachers, advocates and advocacy groups that serve the residents in Montgomery County or could be of benefit to ESL providers that serve Montgomery County residents.**

- Conducted annual revision of provider programs database via survey, emails and individual follow-up calls - **contacted over 80 ESOL programs/sent emails to 249 provider staff. Collected information through 34 data points** (e.g. name, location, # of volunteer instructors, assessment tools).

- Staff and board continued to build a network of advocates, providers and instructors by promoting literacy through various public fora, individual meetings and local media appearances:
  - Attended several events/meetings including the Committee for Montgomery Legislative Breakfast, WATESOL Fall Conference, World of Wheaton, SCUP conference, County Legislative Breakfast, Wheaton & Community Service Day/Pledge 25, regional meeting of Montgomery County Librarians;
  - Participated in a show for Linea Directa TV programa (aired spring 2012);
  - Provided information for a Montgomery County Gazette article (12/21/11);
  - Participated in wrapping for literacy at 3 Montgomery County Barnes and Nobles – connected with 100+ community members (12/2011);
  - Continued to distribute State of Literacy Report at meetings around the county (ongoing);
  - Promoted literacy with the *Faces of Literacy* photo project online (ongoing);

- o Presented at National Literacy Conference (ProLiteracy) on "Successes and Challenges of a Coalition/Building a Coalition" and locally on "What does MCAEL do?" in Baltimore at a regional conference (MAACCE) (fall 2011);
  - o Met with and continue to partner with other nonprofits/organizations in area including MCPL, Montgomery College Foundation (MCAEL staff and provider member attending Nonprofit Bootcamp through generosity of Foundation), and Collaboration Council (ongoing).
- Completed 2nd phase (community members, provider and instructors) of migrating from Excel to new MCAEL database in Salesforce (for nonprofits), which allows staff to maximize efficiency through a no-cost database platform. Partnered with Gandhi Brigade and MVMA in working on Salesforce creation and leveraged funds Maryland Vietnamese Mutual Association had secured for database creation.

2. Provide notice of funding and grants opportunities, national and state policy issues, best practices and professional development by e-mail alerts to County ESL providers.

- **Circulated 70 electronic announcements** (July-June) to approximately 249 provider and 499 instructor contacts 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 grant funding. Also, communicated with an additional 1,252 individuals through the MCAEL community e-list. **Total individuals touched by e-mail equal approximately 2,000 individuals.**

- Supported grantees and other providers with access to data to use in their fundraising grants and information as well as letters of recommendation.

- Participated in and engaged providers to participate in national and statewide advocacy, such as through MAACCE postcard campaign to governor and through NCL campaign at the federal and state level.

3. Administer grants to providers of adult English literacy services, with the purpose of supporting existing activities, expanding activities, and improving the capacity of providers to deliver high-quality services.

- MCAEL received applications from 17 organizations for 18 programs totaling $679,294 in requests. **MCAEL awarded $500,000 in County grants along with an additional $8,225 in funds MCAEL leveraged from Verizon.** The funding supported **16 applicants and 17 programs** – 3 are pilot micro grants for smaller/emerging programs. The list of grantees/providers starts on page 21.

- Grants Management FY12: MCAEL publicized County support for literacy; worked with grantees to develop Letters of Agreement; collected and collated reports from grantees at midyear and end of the year; provided technical assistance to grantees on a one-on-one basis; submitted invoices and reports to County.

- **Approximately 2,000 learners were served in the programs funded by MCAEL.** Thousands of additional learners were supported in non-funded programs through the larger coalition network and supported by MCAEL's services including trainings and technical assistance.

- Capacity Building FY12: 17 grantee program staff participated in a half-day orientation that centered on expectations of grantees and how using data can improve programs – both for fundraising and quality of programming. Also, staff reflected on best practices and performance improvements to programs and provided opportunity for individuals to begin/continue building

relationships among a cohort. New grantees attended one hour session on history and purpose of MCAEL as well as introduction to TESOL standards. **100% of grantees participated and are working toward improving the quality of the programs.**

- MCAEL staff provided capacity building technical assistance by meeting with program manager for BPSOS and providing an introduction to program management. Staff also led organizational development meeting for staff and instructors of Spanish Catholic.

- Began FY13 Grant Process (January-June 2012) utilizing the following process to administer FY13 grants; **recruited and vetted new panel members;** revised/sent out Request for Proposals; Released/Publicized via email and meeting; supported applicants with proposal review/consultation in person and through email/phone; collected and collated proposals for committee; facilitated Grant Panel Orientation and Grant Panel all-day review meeting; collated Grant Panel results and submitted to MCAEL board for approval; released grants to grantees; publicized County support for literacy.

> **4. Conduct an <u>Outcomes Project</u> that measures the quality and effectiveness of ESL service delivery. Grantees/Providers receiving funds from MCAEL must submit demographic and performance data to MCAEL as a condition of their funding. MCAEL must ensure that grantees/providers comply with the established reporting requirements and all reporting deadlines.** ▣

- **Collected and analyzed demographic and enrollment data from 100% of FY12 grantees.**

- **Sent out and analyzed bi-annual Instructor Survey - 427 individuals - tracked 16 data points** (e.g. Experience Level, interest in topics, how instructors used knowledge/skills gained, and suggestions for future workshops). In the process of finalizing the bi-annual Provider Survey, which will be sent in FY13.

- MCAEL staff continues to work with new and previous providers to build evaluation/data tracking systems. **MCAEL and the providers have progressed to the point where the discussion is centering on identifying outcomes for ESOL programming through a combination of National, State, and Local resources.** (Note: Nationally recognized outcomes do not exist for Adult ESOL/Literacy.) The programs are also developing the tools to use to track the outcomes for the next year. **This process started with providers being unable to track inputs and outputs, and has now developed into a measurable system that is continuing to improve incrementally and at different rates among provider programs.** Attachment 2 is the current draft of what the providers will be working with over the FY13 year.

- MCAEL staff provided ongoing support for specific data collection and outcome measurement needs through targeted technical assistance. (All grantees are not at the same level, so grantees have required varying levels of support.)

- **Continued to support strategies to help programs and learners in transitioning from community-based programs to Montgomery College, workforce programs and/or the workforce itself.**

- Held Instructor Advisory Group and Provider Advisory Group meetings – one each in August and in January. Advisory groups developed out of several MCAEL workgroups, which have assisted MCAEL staff with reviewing compiled data to ensure programming remains useful, relevant, and a productive use of time for attendees. Groups also work to determine how to best support programs in achieving quality programming and measurable outcomes.

  o **The Instructor Advisory Group** - comprised of instructor trainers from Montgomery College and LCMC, along with instructors who have attended MCAEL trainings - focused

on providing better quality classes for the learners and ROI indicators for professional development.

- o **The Provider Advisory Group** - comprised of a diverse group of provider representatives, including large and small nonprofits and a Montgomery College representative - focused on the most strategic approaches for MCAEL to support staff within organizations and identify results of programs. **In FY12, the group focused on (1) identifying programming needs that will best assist programs with providing quality outcomes; (2) identifying how to measure/create indicators of outcomes.** (Note: This is challenging in education as it can be difficult given the long timeline for language achievement and the limited hours offered in some programs.)

5. Offer 10 meetings per year for the 50 active ESL providers (non-profit and for-profit, large and small, secular and faith-based) already in the Coalition and others as they are identified. These meetings are required for grantees/providers receiving funds from MCAEL. Meetings will offer all MCAEL grantees/providers the opportunity to share information; work collectively on issues facing the teaching and funding of ESL; leverage their combined resources for increased funding and more effective delivery of ESL services, as well as better purchasing power

- **Hosted seven daytime meetings/workshops** and **seven evening/weekend meetings/workshops** (open to all program staff and instructors) in order to help instructors and providers to network, collaborate and share resources and best practices. MCAEL provided a total of 36 hours of comprehensive professional development (facilitated space for grantees and providers to learn from one another and experts in the field) and offered 280 seats. Topics included:

  - o Launching an Individual Donor Campaign: The Literacy Event of the Year (Literacy Community Fundraising Opportunity)
  - o Indicators and Outcomes Part 1
  - o Resource Sharing
  - o Leveraging More Resources: Learning English – ROI – Common Goals & Indicators
  - o Grant Information Session/Using Data to Promote Programs
  - o Networking, Guest Speakers & Transitions: Providing Pathways, Levels and Exit Criteria

  - o Program Evaluation - TESOL Standards, Indicators and Beyond
  - o Exploring the MCAEL Teacher Toolkit and Investigating the World of ESOL
  - o More Learning, Less Teaching
  - o Teaching Low Literacy Learners Speaking and Listening
  - o Fun with Grammar Revisited
  - o Let's Talk- Speaking Activities and Strategies for Beginning ELLs
  - o Exploring and Delighting in the Group Dynamic

- Through these workshops and meetings, **MCAEL served/connected 137 instructors and provider staff throughout the year within 42 organizations and 46 programs**. 19 instructors and 10 providers attended a MCAEL meeting/workshop for the first time. Overall workshops/meetings scored **an overall 92% rating for being a good use of time and a good source of useful information.** Data is being analyzed as to the outcomes/use of the professional development.

- Leveraged connections to course instructors including national and local teaching staff and experts from Montgomery College, University of Maryland, Anne Arundel College and the Center for Applied Linguistics in order to conduct relevant, timely and the best quality professional development possible.

6. Provide information to the community and students seeking ESL and information resources through an electronically available Provider Directory listing ESL Providers in Montgomery County and their services, available on MCAEL's website. This website must also contain MCAEL's grant Requests for Proposals (RFPs) and links to other adult ESOL resources, such as advocacy, training, and other professional development and capacity building resources.

- **Published revised searchable database version of print Provider Directory,** listing local adult English literacy service providers and enabling searches by organization, name and location.

- **Completed launch of new and improved community resource website.** New website includes:
  - an option for providers to post their own flyers in PDF version online in multiple languages,
  - facts and data that community members can download for information on literacy,
  - online library of resources for instructors and providers, and
  - compelling visuals depicting the literacy community

- Website averaged 6,106 unique visitors since July 1st, with 10,131 visits since July 1st (60% new/40% returning) and 700-1000+ visits per month. The directory page, the training and events page and the job/volunteer page were the most visited. Sent out press release to 49 media contacts and all constituents to promote launch.

- Answered calls/emails from individuals interested in literacy services for themselves or acquaintances and in the field of ESOL – volunteer and paid opportunities. (ave. 2-3 per week)

1. Additional programs and support services offered through funding leveraged by MCAEL:

- Leveraged additional funds from Herb Block Foundation to promote use of best practices through **program-hosted workshops** (e.g. Chinese Culture and Community Service Center and Gilchrist). Staff also provided technical support to the Christian Life Center in Gaithersburg and Jewish Council for the Aging workforce ESOL program, Westmoreland Church ESOL Program, and Covenant Life Church.

- Continued to **connect individuals to services** through partnerships with the Housing Opportunities Commission, PTAs, employers, and other civic organizations.

- Represented coalition members and connected coalition members to meetings with the Community Use of Public Facilities in order to increase communication and assist providers with challenges for space.

- Advocating for Adult English literacy, **MCAEL printed 5,000 copies of the Provider Directory and distributed** several thousand across the County including to Gaithersburg Annual Breakfast for principals, counselors and PTA representatives, WATESOL, LCMC and other providers. Directories assisted individuals with finding initial classes and transitions.

- **Provided funds for more than 10 instructors/program staff to attend local and regional conferences** via the Dr. Deborah Bhattacharya Fund, (launched in memory of its former Program Manager). Award winners were required to share knowledge within their programs and share with MCAEL information learned along with how the individuals will use the information.

- Leveraged funds from the Verizon Foundation and Herb Block Foundation to assist programs in selecting appropriate instructional materials; implementing assessment tools; and utilizing other key elements of the TESOL Standards through continuing to distribute **MCAEL's Teacher Toolkit,** which was released in FY11 through support from the County and MCAEL's developing **Program Management Toolkit.** In FY12, MCAEL held one instructor observation workgroup meeting and

one textbook evaluation meeting utilizing these tools – meetings open only to grantees as tools are being piloted. Tools will be open to broader provider population in future.

- MCAEL continues to develop its **in-house library** through leveraged donations, enabling instructors and providers to access books and other multimedia materials that can be used in their classes.

- Held follow-up meetings with individual providers and as groups to support providers with fundraising needs/building of skills.

2. MCAEL's adherence to general nonprofit best practices activities:

- **Two new board members joined MCAEL's board** and several founding board members rolled off in FY12. New leadership was elected.

- The MCAEL board transitioned a new Finance Chair/Treasurer. Over the past few years, the finance committee has created internal controls policies, had the organization audited through an outside organization and followed other financial best practices.

- Board opened space at 2 board meetings to hear from representatives of the Instructor and Provider Advisory groups. The board explored the idea of provider seats on the board (considering coalition best practices and board best practices), and determined to set three seats on the board for providers (providers will be recused during discussions of allocation of grant funding). Board, in collaboration with provider advisory group, is working on a process for nomination/election.

- Board, in conjunction with a consultant, **revised and developed annual work plans for MCAEL board and committees**; constructed a budget tied to ROI, which includes three tiers of operations (baseline, (current), realistic, stretch) associated with different levels of impact achieved, and revised current development plan to reflect fundraising target goal.

- The board and staff reviewed three-year strategic plan, which will end this year. Given the transition, the organization will continue with the current strategic plan and begin a new process in 6mo-1yr.

- Staff set up off-site backup of files, created an administrative handbook, leveraged volunteer interns throughout summer, and changed email and web providers for cost savings and quality performance.

- **MCAEL is working to build the fundraising capacity of the entire literacy community** by adopting and adapting the Benevon individual fundraising model (www.benevon.com) and implementing it over the course of the next year. This model is a national, proven system of identifying and providing individuals an opportunity to give generously and over time to an issue they care deeply about. The Benevon model consists of four phases in a continuous loop of: introducing individuals to the issues of literacy, cultivating those who care about the issue, asking them to provide financial support and asking them to invite their contacts to learn more about literacy.

- MCAEL staff, volunteers and board worked on fundraising event, "Leaders for Literacy: Transforming People, Families and Communities" to be held in the Fall of 2012 - it will include all interested providers and will provide a source of funding for MCAEL as well as those providers who participate. MCAEL secured its first event sponsor –– Adventist Healthcare. The Interim ED also finalized a corporate sponsorship packet.

- **Leveraged additional resources totaling 31% of county operating support to fund capacity building and other activities.** Explored a number of grant and corporate opportunities. Submitted a number of grants for operating and program support totaling - approximately $160,000. Hosted third annual, "Wrap for Literacy" event in partnership with Barnes and Noble at three sites. 100%

of the board donated to MCAEL in the annual campaign. In addition, the board president hosted a fundraiser at her home.

- Continued to leverage resources through partnerships with local, regional and national nonprofits and organizations including extending lease with Non Profit Village, continuing to connect with state DLLR representatives and continuing membership with the Maryland Association of Nonprofit Organizations, COABE, and ProLiteracy as well as others.

- Staff members and board attended conferences and workshops including ProLiteracy Conference and FIRM (Financial Reporting and Management Institute hosted by Nonprofit Montgomery).

Stakeholder Quotes:

"During each provider meeting, we are challenged to analyze and enhance our programming. MCAEL, like many funders holds high accountability standards for its grantees. However, unlike any other funder, MCAEL offers providers (grantees or not) the tools, resources and expertise to make necessary programmatic improvements."
- Comment from MCAEL Grantee

"We have taken full advantage of the opportunity offered by MCAEL. We have been able to prepare our volunteer teachers with better teaching techniques and also to locate resources into other expenses while providing quality service."
- Comment from MCAEL Grantee

"MCAEL has an important role in all the ESL programs. The teacher trainings have a big impact tour program. MCAEL also provide multiple opportunities to connect with other organizations and share our experiences and lessons learned. We believe that if MCAEL continues to provide such a varied training opportunities to our teacher and administrators; our program will be more effective and helpful for the communities we serve."
- Comment from MCAEL Grantee

"We all have a great deal of respect for what you have created with MCAEL (I absolutely love your website and downloaded your resource guide not long after the spring conference)."

"Mrs. Ritchie's information was particularly interesting. It would be fantastic to start up a similar coalition in the Baltimore area."
- Providers/Instructors who attended MCAEL presentation.

"Thank you for this wonderful opportunity which allowed us to explore new teaching techniques and learn new activities. You guys did an extraordinary job and we can't thank you enough."

"Thank you for a wonderful couple of days...it's really effective the way you model the lesson flow in your presentations to us. So many of the things we learned will be useful to me."
- Providers/Instructors who attended meetings/workshops

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Ongoing Evaluation of Needs and Potential Solutions

MCAEL continues to identify barriers to service delivery that may require additional intervention. In FY12, site visits, reports and informal feedback from literacy advocates solicited by MCAEL staff identified the following challenges:

Need	Potential Solution
• Country's increased anti-immigrant sentiment; failure of immigration reform on learners seeking to improve lives; employers and managers have declined the opportunity to make changes in their schedule; pressure from the extended family to discontinue classes; unrealistic expectations as to rapidity that one can learn English; cultural differences among immigrant groups	• More publicity around benefits that immigrant population brings to Country/County. • Increasing dialogue with all stakeholders in the community • Increased network building
• Continued limited and imminently shrinking resources from the public sector.	• Encouraging the corporate sector to get involved and support literacy.
• Significant economic difficulties - Increasingly limited number of instructional hours due to organizations need to align with originally constrained and reduced budgets; limited offerings as to time of day and frequency of classes; cost of materials (some programs have started charging for materials or increased charges due to cuts)**; ability to find or offer childcare for school-aged children;** lack of reliable transportation (ability of programs to offer and cuts to public transportation such as Ride-On).	• Locating additional funding sources and developing more partnerships. Connecting groups and individuals to services in the area – sharing knowledge. (Challenge being that with cuts in funding, staff (paid and volunteer) is doing more work and has less time for networking.)
• Instructor turn-over: Instructors are often volunteer/paid minimally; economic situation caused some to go in search of better paying opportunities; learners' lack of confidence with regards to their speaking abilities and understanding of American workplace culture/American culture.	• Continued professional development of instructors, who can then better support learners as well as additional hours; financial support for programs to support volunteers/paid instructors.
• A continuous need for additional classes among the LEP immigrant population in Maryland.	• Better rental rates for groups renting multiple classrooms through CUPF; connections to other spaces that could be donated.
• Effects of recession: job loss, lack of health care, & fears of future or on other side working three or four jobs instead of two. Personal obligations/scheduling – job, health & family issues; extended travel to home country.	• Connecting to other community resources.
• Staff turn-over; **Increased need for assistance to providers learn how to apply for additional funds and creating the infrastruc**ture needed to apply for funding; Continued need for assessment tools and tracking systems, and the resources, technology and staffing to support their use.	• Continuing to support professional development – workshops and technical assistance – for staff of provider programs.

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 line with the Outcome Project and building capacity of providers, MCAEL has supported grantees with identifying and implementing program and classroom improvements that support learner needs/are learner centered and are also aligned with national TESOL (Teachers of English to Speakers of Other Languages) Program Standards. With guidance from MCAEL, each funded organization has participated in evaluations and ongoing reporting. Each has chosen to work to develop at least one area of their program. Over the year(s), through support from MCAEL, this process has ensured that each funded program is continually making progress in improving the quality of services offered, based on nationally established practices.

Organizations	Program Description	Mid-Year FY12 Achievements/Progress
Boat People SOS - Adult ESOL Program $6,151	To support ESOL classes for immigrant and refugee limited-English proficient adults in the Silver Spring area, so learners can become more self-confident and self-sufficient.	• Offered 9 classes (Conversation and Level 1 ESOL) to 45 learners at 4 locations in Silver Spring area • <u>Support Services:</u> healthcare access, financial literacy, micro-lending, legal support, and counseling referrals; individual support to adult learners who were seeking employment, needing job development support and transition assistance for individuals entering college, applying to scholarships, and learning to drive • <u>New/improved program elements:</u> curriculum development – selection and partial implementation of REEP Curriculum; revised job descriptions; Implemented learner goals-assessment process; evaluated program; learners provided feedback on program; drafted plans for recruitment, monitoring and evaluation; started Instructor's Handbook and Coordinator's Handbook; developed program structure and succession plan • <u>Partnership:</u> Referred learners to services provided by IRC, Montgomery College, Saint Camillus Catholic Church, and Montgomery County public libraries; Broad Acres Elem. School (87% of students qualify for free & reduced lunch); Leveraged AmeriCorps volunteer; Impact Silver Spring to offer a class to the women of El Rosal Sewing Cooperative • <u>Learner Feedback:</u> Strengths of the program include limited class size, frequent "field trips" into the nearby community, flexibility of class dates, and the conversational nature of many class sessions
Caribbean Help Center – English for All Classes (Micro Literacy Access Grant) $2,000	To support ESOL classes for new residents who are primarily French and Creole-speaking in order to enhance their quality of life.	• Offered 2 levels of classes – beginning and intermediate. 60 registered and 20 unduplicated learners • <u>Support Services:</u> Computer lab, as well as limited transportation and child care support • <u>New/improved program elements:</u> registration and a pre/post testing; conduct educational community trips; evaluated classes; focused on a learner-centered approach with topics that include ability to handle day-to-day business by overcoming language and money concept barriers. Addressed topics such as life skills: how to go to the bank, post office, how to integrate into community, housing and time and financial management • <u>Partnerships:</u> Tess Center, Holy Cross Hospital, Casa de Maryland, IMPACT Silver Spring, and Silver Spring churches

CASA de Maryland, Inc. - Evening ESOL Program $122,770	To support an evening ESOL program focused on improving participants' listening, speaking, reading, and writing skills, so they may become more financially independent, increase their employability, better integrate into American society, and achieve their personal goals.	• 5 distinct levels of instruction ranging from beginners (Basic) to intermediate (Level 5); Fall Session: 21 sections of classes (96 instruction hours per session); Winter Session: 18 sections of classes (96 instruction hours per session); Spring Session: 17 sections of class (84 instruction hours per session); 77% showed learning gains • Offered 12 week session of learner-focused ESOL instruction to 403 learners through 6 levels – basic to level 5 - **81% attendance rate and 87% of learners completed one level** (higher than ave. Adult Ed numbers); 111 scholarships were given to low-income students during the program year • Support Services: Francisco Acosta, President of El Camino Career Services spoke to ESOL students about the importance of English literacy - provided information on how to start a business & how to apply for higher skill jobs; benefits of CASA memberships explained to students during ESOL registration; orientation packet with information on all of CASA's programming; Childcare provided for learners at Eastern Middle School 4 nights a week • New/improved program elements: learner and teacher orientations offered, class observations conducted, and learner needs assessment conducted; improved hiring process & increased qualification for staff/instructors - screening for previous ESOL experience & adult education certification; used authentic materials in classroom; utilized partner and group exercises; Improved relations with the Inter Agency Coordinating Board – now program at one site – avoid challenge for learners of carpooling and only having capacity to offer childcare at one site • In FY12, CASA hired 13 new instructors with TESOL certifications. Professor Mike Long, University of Maryland, and PhD students provided 4 trainings for instructors which covered topics such as task-based language teaching, using authentic materials in lessons, and making quizzes useful • Learner Feedback: The most important task-based language needs include: communicating with supervisors and employers, opening a bank account, participating in parent-teacher meetings, navigating police stops, and understanding medical records
CASA de Maryland, Inc. - Workers' Center ESOL Program $22,000	To support the operation of the Welcome Centers ESOL program at three locations - Wheaton, Shady Grove and Silver Spring, so adult learners can improve their employment prospects and increase their earnings.	• Provided 2 levels of drop-in ESOL instruction at each of CASA's three Welcome Centers in Montgomery County: Silver Spring, Wheaton, Shady Grove - 263 adult learners • Curriculum: topics such as English vocabulary used in the workplace, communicating effectively with co-workers and employers, how to conduct a job search, workforce development and OSHA-related trainings on health and safety at the workplace • Other services: Employment placement services, financial literacy workshops, legal consultations, social services information and referrals, OSHA trainings on health and safety at work • New/improved program elements: CASA has worked on making classes more learner-focused, diversifying teaching tools, offering a graduation ceremony, and providing priority enrollment/scholarships for CASA's Evening ESOL program; tracked learner participation and enrollment in the employment placement program at each center; conducted a needs assessment to ensure that the ESOL program in addressing learners' literacy needs; offered a self-evaluation survey to identify learning gains. Offered workshops to address to the common needs of different populations. Offered one-to-one services for those with low literacy needs

Community Ministries of Rockville - Latino Outreach Program - Literacy Component $55,700	To support an ESOL program increasing adult Latino learners' ability to learn English skills, so learners can integrate into U.S. society and pursue GED's and/or vocational training at a local college and improve opportunities for job advancement.	• Offered 15 classes (including Spanish/English Literacy class) – 130 students completed the course • <u>Partnerships:</u> 3 Elementary Schools and the 3 churches in Rockville; participated in the PTA meetings and collaborated with Twinbrook Elementary School providing translation to the Latino parents • Support Services: 100 learners attended Informational Night, which promoted wellness and access to resources in the community – participating organizations: Montgomery College/ GED Program, Montgomery County's Vias de la Salud Health Promoter Program, Centro de Capacitacion Profesional (Professional Training Center), Community Ministries of Rockville, Emergency Assistance Program. Learner said they received valuable information, especially students from the High Intermediate levels expressed they were looking for information on continuing education. Also offered Citizenship class in summer and winter • <u>New/improved program elements:</u> Placement tests and learner orientation offered, instructor orientation held; conducted instructor training to create learner-centered, interactive ESOL lessons (choose activities that appeal to different learning styles and Incorporate LOP's objectives and competencies in their lessons); held monthly meetings to review appropriateness of curriculum and assessment tools • <u>Learner Feedback:</u> Learners stated satisfaction with program – noted dynamic teachers that engage learners in interactive activities and exercises. One student said she could talk to her boss, she felt confident because she understands what she said & she could respond. One student was able to write a complaint letter to her landlord
Korean-American Senior Citizens Association, Inc. - Korean Senior ESOL Program $5,056	To support an ESOL program for Korean-Amer seniors, to improve understanding of basic English and communicate with people in everyday lives.	• Offered ESOL classes, Basic and Intermediate, and Conversational Class to 33 learners; 86% showed learning gains. • <u>Support Services:</u> Computer programs, computer, nutrition, physical fitness, and e-list for conversation class • <u>New/improved program elements:</u> Worked with professional advisor, Professor Eunmee Lee (Ph. D in Multilanguage of the Midwest University in VA) - provided sample placement tests & teaching guide lines; program brought on a new program management associate at the end of FY12. • <u>Learner Feedback:</u> Students motivated to leave their homes and come together. They are much more comfortable participating in daily life in their communities, thanks to the language classes.
Korean Community Service Center of Greater Washington - Conversation Club (Micro Literacy Access Grant) $1,000	To support an English conversation club for Korean American stay-at-home mothers.	• Offered Conversation Club – Beginner and Intermediate level for 12 learners (half senior citizens and half mothers) • <u>Curriculum:</u> basic conversational skill and situational role-playing; learners learned how to make basic conversation with customers at their business (first session) and how to make conversation with teachers of their children and/or neighbors using idiom such as "pick up the tab" and "double standard" (second session) • <u>Learner Feedback:</u> revised curriculum received positive feedback

Literacy Council of Montgomery County, Maryland, Inc. - ESL Classes for Adult Learners **$42,500**	To support ESL classes, throughout the county, for adults who live or work in Montgomery County, so learners have the opportunity to improve their English skills.	- Offered 24 classes at 2 schools, 3 regional services centers & 2 public libraries in Germantown, Gaithersburg, Rockville, Silver Spring, Wheaton and Burtonsville; 75 hours of instruction (per class) offered to 361 (unduplicated) learners (High Beginning to Advanced) – 68% showed learning gains and 65% of learners met their short-term goals - Continued to focus a portion of ESOL instruction on workforce readiness skills by offering 4 Understanding the American Workplace classes at sites located near the One Stop Centers in Germantown and Wheaton and conducting Career Information Fairs at the multi-class sites at Rockville and Northwest High Schools. - Referral process between Literacy Council and MontgomeryWorks established - MontgomeryWorks referred clients to the Literacy Council for assessment of English literacy level and LCMC referred students (who completed class) to MontgomeryWorks for workforce development services - New/improved program elements: New instructional frameworks developed - all levels; hiring requirements for teachers increased; all teachers participated in 9 hours of pre-service orientation; and 23 volunteer Teaching Assistants supported the teachers in classroom instruction; Student Graduation Ceremony - conducting first ESL Ceremony July 15 for learners who successfully completed Advanced Level - celebration in conjunction LCMC's GEDi program and passing the GED exams. - A targeted goal-setting program implemented - learners identified short and long-term goals and given to the teachers for consideration in lesson planning. At mid-point, teachers talked with students about individual goals, and adjustments were made. At end, students reported on goal attainment and many provided written statements
Mental Health Association (MHA) - Families Foremost – Adult English Literacy Classes **$22,379**	To support ESOL classes for low-income parents to enable adult learners to complete their educational goals, become more self-sufficient and strengthen parent-child bonds.	- Offered 4 classes serving 30 learners, 9 students participated in Experiential Class; 57% showed learning gains and 60% met short term goals - Support Services: Childcare & transportation assistance offered; 23 attended at least 2 computer lab sessions; 100% of learners set personal and family goals and received case management services from family support coordinator; 2 ESOL learners completed parenting classes; 10 out of 12 learners completed computer lab requirements; 100% of children were screened for developmental delays - New/improved program elements: Offered 2-hr computer lab session once/month: 1st hr: basic computer class, 2nd hr: used computer-guided software that coincides with textbooks to reinforce lessons learned in class; Learners encouraged to use the Library English language program "Mango"; changed length of classes in an attempt to retain more learners; started classes in September after children have returned to public school and provided shorter but more intensive ESOL class semesters; Learners received speaking & writing CASAS post test. - As a result of using TESOL Standards, Center created more formalized educational goal setting procedures, a reporting system to inform students of progress/achievements,& are soliciting learner feedback more pragmatically. - Learners participated in educational community outings to reinforce ESOL lessons - to the public library and each student applied for a library card and learned about the resources the library contains; an experiential class focused on subject matter important to the learners such as: community resources, parenting, health-related topics and life skills. Class was very well-received

Montgomery County Public Schools Foundation - Linkages to Learning – Adult English Literacy Program **$21,013**	To support an ESOL program, offered during school hours at schools, to assist parents in achieving self-sufficiency in order to improve the well-being of children and their families.	• Offered 26 classes to 316 learners (Literacy and Basic level) across County; 121 showed learning gains of 10 points or higher against baseline; 165 students of the 188 (88%) who took both the pre and post assessments, met their goals. • Many learners who participated in the LTL program acquired enough speaking and listening ability to engage in a brief conversation with their child's teacher and participate in a parent/teacher conference. Instruction focused on real life situations like visiting a doctor's office and a bank, writing an absence note, reading a report card, asking for and filling out job applications, grocery shopping, and using public transportation. • New/improved program elements: Revised in-take and exit interview procedure; included instructor presence during the registration process to ensure accuracy of learner placement and orientation of learner goals; Learner needs assessed; instructor coaching was provided to ensure success for learners; program coordinator conducted a minimum of 2 observations with feedback to 100% of instructors; created and provided a self-reflection sheet for each instructor to reflect upon teaching in order to improve their practice; 9 of 13 submitted reflection to the program coordinator; program coordinator provided staff development training for both site coordinators and instructors during the fall session; offered learners trained and paid instructors, rather than volunteers; offered appropriate programming to support students' instructional levels of (Literacy, Basic 1, and Basic 11) and their personal goals; instructors received professional development from MCAEL, a college or university, or from the LTL program coordinator during or prior to the fall and spring sessions. • Support Services: Child care offered; classes offered in the local school at convenient times for parents to attend - addresses transportation issues/poverty
Muslim Community Center - MCC ESOL Program **$9,000**	To support an ESOL program for Muslims to learn English and gain enough U.S. cultural knowledge and confidence.	• Served 34 unduplicated students in FY12; offered Beginner and Intermediate levels for 40 hours/class; mini session was held in Summer upon student request; offered Preliteracy and conversation classes for a total of 10 hours possible per student - 67% showed learning gains • Support Services: trip to Marilyn Praisner Library; partial bus service; volunteer conversation group • New/improved program elements: Learners interviewed and assessed using BEST literacy test pre/post; discussed learning goals at start/end; offered evaluation form; new preliteracy and advanced volunteer tutors; 3 of 5 instructors accessed professional development training; a teacher/learner mini project developed web resources; instructors included in discussions re: curriculum, materials, intake, orientation, and assessment • Offered 3 field trips to: MCC Clinic, Marilyn Praisner Library, and St Andrew's Ukrainian Orthodox Cathedral - trips addressed basic needs including English learning and health; discussed Mango software freely available at Montgomery County public libraries, shown all the free or low cost medical and dental treatment as well as psychotherapy service available at MCC, met with pastor at St Andrews Ukrainian Orthodox Cathedral and participated in a short Q&A session about differences and similarities in religion - focused on cultural literacy • Hosted training information fair February 2012 called MCC Career Day (http://mccmd.org/careerday). 250 visitors and 18 vendors attended sharing information about housing, debt management, citizenship, childcare, foster caring, job finding, ESL classes and other low cost job training options

Rockville Seniors, Inc. - Rockville Senior Center English Program **$15,860**	To support an English program developed to help older immigrants (over age 60) learn practical speaking, listening, reading, and writing English skills that will enable learners to function independently in the community.	• 4 levels of ESOL classes met once a week for two hours, for three, 10-week sessions; (English 1 met twice a week for 1.25 hours each class.); 2 Conversation Classes: beginning and advanced, met for an hour each, once a week during fall, Winter and Spring sessions; During Summer 2011, 2 conversation classes met for 8 weeks each; Two, 1-hour Grammar Workshops were offered during the break between winter and spring sessions. • Served 51 learners – 75% showed learning gains and 85% met goals • New/improved program elements: A new form, a "Can-Do List," developed/administered in all classes to have learners self-evaluate skills; focused on assessment and learner gains – changed from standardized test to oral/listening test; student goals explored through can do lists; developed and implemented the student surveys • Support Services: Financial support was provided to offset class fees for all qualified learners including up to 75% of costs of books and free transportation was available for City of Rockville residents • Partnerships: A 2-day Travel Training Program was offered at the Senior Center by the Jewish Council on the Aging; learners attended a classroom session and took a Metrobus trip to a Metrorail station where they were given a tour and were able to obtain Senior SmartTrip cards • 3 classes (English 2, 3 and 4) took a community field trip to the Rockville Library where a tour was provided by a librarian, and some students got library cards and checked out books. Transportation was provided by the RSC. • Learners participated in the Senior Center's Grand Reopening International Day
Seneca Creek Community Church (Micro Literacy Access Grant) **$2,000**	To support an English conversation club dedicated to improving English literacy and language proficiency as part of the Seneca Creek Community Church community outreach efforts and focused in the Gaithersburg Area.	• 3 levels of ESOL class instruction offered in 4 sessions; Conversation Club (upper intermediate) and two additional lower-level classes; 38 learners served • New/improved program elements: BEST Plus oral assessment testing; 4 teachers attended **More Learning, Less Teaching** workshop provided by MCAEL, which provided us with the impetus to recruit more teachers and teaching assistants, schedule regular teacher conferences, review individual lesson plans for each class, organize internal ESOL Teaching Methods and Learner Strategies 101 workshop; introduced different technologies in the classes: CDs, DVDs, Digital Audio on iTunes and Media Players, Cassette Recorders, Digital Sound Recorders, MS Word, ProPresenter, MS Power Point, MS Excel, Internet browsers (IE Explorer, Google Chrome, Mozilla Firefox) and Windows Explorer; • Partnerships: SCC pastoral staff, office staff, facility manager, board members; the *Community Liaison for Faith Communities* in the *County Executive's Office of Community Partnerships;* the Principal of Brown Station Elementary School and its PTA president, Gilchrist Center as well as other community leaders such as the *N4N* Neighborhood opportunity network organizers • Curriculum: developed lesson plans and a curriculum at each level of instruction - partially based on Ventures textbook, but also integrates other ESOL materials, methods and community sources; practical communication skills: daily life, different cultures and work; offered learner-centered classes • Support Services: free child care; tickets to attend Malcolm Monroe's Job Hunter's Workshop on "How to Find a Job in A Tough Economy" - provided language support to ESOL learners during workshop; organized a field lesson on local public transportation system with guided tour from facility to DC; 2012 Chic-fil-A LeaderCast event

| Silver Spring Team for Children and Families, Inc. – Foreign Student Program Adult ESOL Program **$27,678** | To support an ESOL program, blending classes with computer-assisted learning and drop-in conversation groups, for low-income adult immigrants, so learners can improve English skills and achieve personal goals (economic, education, family) and become more integrated in the community. | Offered 14 classes serving 162 learners; two Low Beginning, one High Beginning, two Low Intermediate, one High Intermediate and one Advanced <u>Support Services:</u> childcare program - offered childcare for 20-30 children; offered about 70 hours of computer time for all learners at Long Branch tech center <u>Curriculum:</u> switched to *Step Forward* textbook series (OUP) - all levels; teachers at Low and High Beginning levels, which also use *Oxford Picture Dictionary*, appreciated ease of connecting between dictionary & textbook in planning <u>New/improved program elements:</u> leveraged new volunteers, including at least three current and/or retired MCPS teachers. All staff have benefitted from their organizational and teaching expertise <u>Partnerships:</u> After getting connected to our program through MCAEL, Dr. Catherine Shiffman of Shenandoah University became a familiar face in classes and at the Long Branch tech center as she explores how parents enrolled in adult education draw on their experiences to support their children's learning. She observed classes at many levels and interviewed teachers and learners. She plans to continue when classes resume <u>Closure Update:</u> There is certainly a general sadness among staff and students that the program, which got its start about 40 years ago and had been at its current location for 10 years, has closed. Program closed at end of FY12 due to organization losing funding for another program that covered most of overhead including support for childcare - As the year drew to a close and students were informed of the decision to close the program, teachers helped students find other classes, even if it meant losing them from the program before the end of the term. |
| Spanish Catholic Center, Inc. - English for Speakers of Other Languages (ESOL) **$51,740** | To support an ESOL program, located in Gaithersburg and Germantown, focused on increasing the language and literacy skills for low-income, limited English proficient members of the growing immigrant and Hispanic communities in Montgomery County. | Offered classes in Germantown and Gaithersburg and served 470 learners; 78% of the learners showed some positive language gain and/or improvement in their English skills; SCC offered Family Literacy Program 4 times per week to the children of the ESOL participants <u>New/improved program elements:</u> learner council started, new evaluation tool - goal assessment sheet utilized; orientation, intake form; initial assessment sheet to determine learner goals, language assessment Teacher training was offered at the beginning of the cycle - served as a bridge for staff and teachers; teachers connected yearlong with other training opportunities in the area <u>Support Services:</u> The Career Development workshop, which was started in September 2011 with 30 participants and ended in June 2012 with 15 participants, that means 50% of retention; offered Job Readiness, Life Skills and Financial Literacy workshops - Wachovia, Capital One and LEDC collaborated with financial information; Montgomery College brought support to the bridge, with higher education opportunities and gave information on scholarships and programs; shared information about other services at SCC; promoted Employment Referral Services and Immigration services; offered meals and clothes for those in need <u>Curriculum:</u> Classes cover areas such as grammar, reading comprehension, listening understanding, pronunciation, and life skills <u>Partnerships:</u> Developed stronger ties to Montgomery Works and Montgomery College establishing personal connections in both organizations; local parishes and the Catholic Charities network |

| Thomas Shortman Training Fund - Adult ESOL $82,853 | To support intensive ESOL classes designed to help low-income learners develop their English language literacy, life, and work skills in order to achieve greater self-sufficiency and increase participation in American community life. | • Offered 14 classes in summer and 15 in fall and 12 in winter – served 600 learners with 75% showing learning gains and 61% meetings their student goals

• New/improved program elements: teacher orientation; use of technology - use of technology has greatly enhanced the delivery of knowledge in the classroom - all class materials were converted to digital so instructors can take advantage of the technology available (great savings in paper, ink, and other consumables); strengthened curriculum and professional development for instructors; currently adapting curriculum according to needs of adult learners and to reflect the changing demographic breakdown. There is now a majority of female learners in the program. During all regular orientations for new learners, the program gauged the need of the learners and modified the curriculum accordingly; program field tested its online classroom survey during the spring-summer session

• Partnerships: SEIU and Montgomery Community College

• Support Services: Student ID's; complimentary transportation on Ride-On busses; free parking, computer training, GED, electricity, plumbing classes |
| Workforce Solutions Group of Montgomery County, Inc. - Workplace English for Hospitality $18,525 | To support an ESL program targeting jobseekers in the hotel and lodging industry who have intermediate level English and want to further develop their English-speaking/compr ehension skills in order to find a job or get a better job. | • Offered English instruction related to the understanding of the hotel and lodging industry for 21 participants over 3 sessions; duration for Workplace English for Hospitality was 100 hours; 73 % average completion rate for first 2 sessions (other data still being compiled)

• New/improved program elements: curriculum included hotel terminology and general use English in setting; a tool was developed based on feedback from the MCAEL Program Manager to determine learner gains; Program Manager increased efforts to outreach to local businesses to partner; assessments are continuously being improved to ideally evaluate what is really being taught; added component to evaluate participants verbal proficiency regarding English language learning specific to hospitality terminology; instructors followed the program's curriculum, and identified participant needs through informal conversations and, where possible, constructed customized activities to meet those needs

• Worked on 2 TESOL standards during the current fiscal year – Assessments and Staffing. The analysis of these standards extends beyond English language instruction and into other service areas within the organization.

• Support Services: 38 employers & local hotels and conference centers contacted; Recruited two (2) guest speakers for fall session; however, one cancelled due to scheduling conflicts

• Partnerships: met with representatives from Spanish Catholic Charities, LCMC and Montgomery College to discuss programs and potential partnerships in order to support learners' needs

• Learner Feedback: participants felt that they benefitted from program participation |

Learner Stories

"I came to Maryland after the 09' earthquake in Haiti.   I remember struggling to get employment because my English was so limited at the time. After realizing how difficult it was to operate without knowing English, I decided to enroll in an English Adult Literacy program at the Caribbean Help Center. After completing the summer session, I was able of passing a job interview and I landed a position. I am now able to take care of my family with my steady income, all because the Caribbean Help Center took the time to correctly and properly teach me the tools needed for English success. I still continue to take English courses offered at the center to improve my communication skills."

"Armed with a bachelor's degree and experience as an accountant in her native El Salvador, Maritza came to the United States seeking better opportunities; however, she found herself afraid to leave the house—even to buy groceries—because she could not speak a word of English. She attended LCMC's *Understanding the American Workplace* class and participates in conversation classes. "Now, thanks to my teachers, I am more confident. I can communicate with my children's teachers and other parents. I have gotten my driver's license and I can help my husband in his business. I never imagined I would speak another language."

"Kadija, 54, is a student from Sierra Leone who started 2 years ago in the pre-literacy class. She works night-shifts at a local hospital, and looks after her 5 children by day. Kadija had never ever attended any kind of school in her life until she joined the MCC program. She had no literacy whatsoever in English or her first language. Now she can read in English. She is immensely proud of this. This semester, Kadija attended the Intermediate class. Keeping up with the class was challenging for her, but Kadija has every intention of coming back next semester. Kadija is one of 5 mother tongue preliterate students that have benefitted from the MCC English Program."

"Lidia, who came to the U.S. from El Salvador in 1992, first signed up for ESL class in September 2010...she wanted to improve her English "for my children, for everything." Lidia's daughter Emely, an extremely shy 6th grader, started coming to school with her mother each night so she could volunteer in our childcare program. It quickly became clear to Lidia's teacher in the High Beginning class that Lidia's teenage son was causing the family a lot of anguish with repeated suspensions from school and brushes with the juvenile justice system. We realized that our program had become a kind of refuge from home troubles for both Lidia and Emely as their attendance was 100%! Through our partnership with Linkages to Learning we reached out to MCPS counselors and administrators and coached Lidia on how to work with the school system instead of continuing to defend her son's indefensible behavior. Meanwhile Emely thrived in her volunteer job coming out of her shell as the kids flocked to her. Lidia's English improved and her year-end test score placed her in the next level --Low Intermediate. Last August Lidia and Emely were the first to appear when we opened the doors for registration. They brought along Lidia's 18-year-old brother-in-law Jose who had arrived from El Salvador 10 days earlier to help her husband in his floor-refinishing business. Jose had only made it to 9th grade and spoke no English so he enrolled in our Low Beginning class. . Jose attended 70% of his classes and, according to his teacher, is at the top of his class.

MCAEL FY12 Adult English Literacy & Micro Literacy Grant Awards

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.

Additionally in FY2012, MCAEL leveraged funds provided by the Verizon Foundation. Resources for books and others supplies, provided by Verizon, were added to the funding available for distribution. MCAEL thanks the Verizon Foundation and Montgomery County for supporting literacy.

For FY2012, funding was made available to support Adult English Literacy Programs in Montgomery County in order to increase the availability of adult ESOL and literacy services that support identified community needs and diverse populations while also supporting the improvement of quality of services. In addition, MCAEL offered Micro Literacy Access Grants to support a class or conversation club in order to: (1) access and leverage new partnerships and new resources; (2) create access to English classes for underserved populations; and (3) develop access points to link individuals to the larger ESOL system that exists in the County. Eligible organizations must be or partner with a non-profit, 501(c) (3) or similar designation from the U.S. Internal Revenue Service organization.

Boat People SOS – Adult ESOL Program

To support ESOL classes for immigrant and refugee limited-English proficient adults in the Silver Spring area, so learners can become more self-confident and self-sufficient.
$6,151

Caribbean Help Center – English for All Classes
(Micro Literacy Access Grant)

To support ESOL classes for new residents of Montgomery County who are primarily French and Creole-speaking in order to enhance their quality of life.
$2,000

CASA de Maryland, Inc. - Evening ESOL Program

To support an evening ESOL program focused on improving participants' listening, speaking, reading, and writing skills, so they may become more financially independent, increase their employability, better integrate into American society, and achieve their personal goals.
$122,770

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

To support the operation of the Welcome Center/Day Laborer ESOL program at three locations - Wheaton, Shady Grove and Silver Spring, so adult learners can improve their employment prospects and increase their earnings.
$22,000

Community Ministries of Rockville - Latino Outreach Program - Literacy Component

To support an ESOL program focused on increasing adult Latino students' ability to learn English skills, so learners can integrate into U.S. society and pursue GED's and/or vocational training at a local college and improve opportunities for job advancement.
$55,700

MCAEL FY12 Adult English Literacy & Micro Literacy Grant Awards

TIMELINE: FY11 GRANT PROCESS

February 22nd	MCAEL issues RFP
February 24th	MCAEL grant preparation workshop
March	Optional staff reviews available
April 2nd	Final submissions due
May	Panel convenes: Reviews grants and Makes recommendations
June	MCAEL Board makes final approval
End of June	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.

TOTAL REQUESTS RECEIVED

18 applicants, 17 programs and approximately $700,000 in requests

TOTAL AWARDS

$508,225 in grants awarded to support
16 applicants and 17 programs

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

To support an ESOL program for Korean-American seniors, in, so learners can improve understanding of basic English and communicate with people in their everyday lives.
$5,056

Korean Community Service Center of Greater Washington - Conversation Club (Micro Literacy Access Grant)

To support an English conversation club for Korean American stay-at-home mothers.
$1,000

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

To support ESL classes, throughout the county, for adults who live or work in Montgomery County, so learners have the opportunity to improve their English skills.
$42,500

Mental Health Association (MHA) - Families Foremost – Adult English Literacy Classes

To support ESOL classes for low-income parents to enable adult learners to complete their educational goals, become more self-sufficient and strengthen parent-child bonds.
$22,379

Montgomery County Public Schools Foundation - Linkages to Learning – Adult English Literacy Program

To support an ESOL program, offered during school hours at schools, to assist parents in achieving self-sufficiency in order to improve the well-being of children and their families.
$21,013

MCAEL FY12 Adult English Literacy & Micro Literacy Grant Awards

Muslim Community Center - MCC ESOL Program
To support an ESOL program for Muslims to learn English and gain enough U.S. cultural knowledge and confidence.
$9,000

Rockville Seniors, Inc. - Rockville Senior Center English Program
To support an English program developed to help older immigrants (over age 60) learn practical speaking, listening, reading, and writing English skills that will enable learners to function independently in the community.
$15,860

Seneca Creek Community Church
(Micro Literacy Access Grant)
To support an English conversation club dedicated to improving English literacy and language proficiency as part of the Seneca Creek Community Church community outreach efforts and focused in the Gaithersburg Area.
$2,000

Silver Spring Team for Children and Families, Inc. – Foreign Student Program Adult ESOL Program
To support an ESOL program, which blends classes with computer-assisted learning and drop-in conversation groups, for low-income adult immigrants, so learners can improve their English skills and then achieve personal goals (economic, education, family) and become more integrated in the community.
$27,678

Spanish Catholic Center, Inc. - English for Speakers of Other Languages (ESOL)
To support an ESOL program, located in Gaithersburg and Germantown, focused on increasing the language and literacy skills for low-income, limited English proficient members of the growing immigrant and Hispanic communities in Montgomery County.
$51,740

Thomas Shortman Training Fund - Adult ESOL
To support intensive ESOL classes designed to help low-income learners develop their English language literacy, life, and work skills in order to achieve greater self- sufficiency and increase participation in American community life.
$82,853

Workforce Solutions Group of Montgomery County, Inc. - Workplace English for Hospitality
To support an ESL program targeting jobseekers in the hotel and lodging industry who have intermediate level English and want to further develop their English-speaking/comprehension skills in order to find a job or get a better job.
$18,525

Would you like to know if your program is working? Below are some ways to quantify how successful you have been through your program.

    1. How much did we do?

    2. How well did we do it?

    3. Is anyone better off? What difference in knowledge, skills, attitudes, and behaviors did it make?

Outcomes initiative is in the process of creating a set of general program performance measures for all ESOL programs in Montgomery County

	QUANTITY (outputs) How much did we do?	QUALITY (outcomes) How well did we do it?
Effort	• Number of learners enrolled (CSD) • Percentage of learners by demographics and other characteristics (CSD) • Number of program sessions (PRD) • Program duration and intensity (PRD)	• Learner participation rates (CSD) • Participant satisfaction (LSS) • Interest in next class (LSS) • Staff to participant ratios (PRD) • Program standards in place: TESOL Standards (PRD) • System coordination of services (PRD)

EFFECT
Is anyone better off?
Increased knowledge of English (LA)
Increased ability to use English in daily living situations (NGS)
Improved or maintained economic status through use of English (NGS)
Improved or sustained health/awareness of health access through knowledge of English (NGS)
Improved English communication with child's school/improved support for child's education (NGS)
Improved community connectedness utilizing English (NGS)
Increased confidence in self with speaking English (self-concept, sense of empowerment, and sense of purpose) (NGS)
Increased knowledge of opportunities (educational/economic), programs, and services in Montgomery County (NGS)

The measures are collected using the following processes:

1. Student Enrollment Data (CSD)

2. Class Data (CSD)

3. Language Assessment (baseline and at end of session/# of hours)

4. Program Reporting Data (PRD)

5. Learner Satisfaction Surveys (LSS)

6. Learner Needs Assessment/Goals Survey (NGS)

Outputs and Outcomes: Indicators Evaluation Tool

		Class/ Student Data	Learner Satisfaction Survey	Program Reporting	Language Assessment	Needs Assess/ Goal Survey
Active Participation	Ave. Session attendance	X				
Learner Satisfaction	% of learners very satisfied or satisfied with program		X			
	% of learners very satisfied or satisfied with instructor		X			
Quality Standards	% of programs submitting program improvements in line with TESOL standards (midyr/final reports)			X		
	% of programs participating in workshops and meetings - networking			X		
System Coordination/Collaboration	% of programs referring learners to other organizations (for support services, continuing learning etc.)			x		
	% of programs partnering to better serve the learners			x		
Language Gains	% of learners who increased score on baseline assessment by at least ...				x	
	% of learners who passed the course (determined by program)				x	
Goals/Needs achievement: % who Increased ability to use English in daily living situations	% who have obtained a library card					x
	% who can be a better shopper by reading labels					x
	% who can be a better shopper by comparing prices					x
	# of books, newspapers, magazines read weekly in English					x
	% communicating with English with neighbors					x
	% who can produce verbally in English and identify written street addresses					x
	% who can purchase an item/ complete transaction with store/ customer					x
	% who can write, read and send an email					x
	% who can answer the telephone in English					x
	% who can identify and read street signs (for walking and driving)					x
	% who can read a bus/metro schedule					x
	% who can complete a simple form					x
Goals/Needs achievement:	% who can communicate basic health/illness information in English					x

Outputs and Outcomes: Indicators Evaluation Tool

Improved or sustained health/awareness of health access	with doctor						
	% who can make a medical appointment using English.						x
	% who can read a prescription bottle						x
	% who can renew a prescription at the pharmacy						x
	% whose children ages birth and older will have updated immunization records						x
Goals/Needs achievement: Improved or maintained economic status	% who communicate better with boss, coworkers, customers						x
	% who completed Career Assessment						x
	% who have completed a Resume (in word)						x
	% of students who have a basic cover letter						x
	% who completed online Employment Application Form						x
	Number of applications/resumes submitted						x
	% who obtained an interview						x
	% who entered an apprenticeship program						x
	% who increased salary/obtained job promotion						x
	% of participants who have obtained employment while/after attending/participating in the program						x
	% placed in post-secondary education or training						x
Goals/Needs achievement: Improved communication with child's school/improved support for child's education	% of participants will report an increase in reading in English w/child						x
	% report that child responds to parent's efforts to learn by trying harder in school him/herself						x
	% of participants who practice their English with their child/children						x
	% who help child with homework						x
	% who talked with child's teacher in English						x
	% who called school in English and asked for a translator for parent/teacher conference						x
	% who understand child when he/she speaks English						x
Goals/Needs achievement: Improved community connectedness	% who achieved citizenship eligib./were able to enroll in citizen. class						x
	% who registered to vote or voted for the first time						x
	% who Increased involvement using English in neighborhood activities						x
	% who obtained driver's license or permit						x

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Montgomery Coalition for Adult English Literacy
"Building a 21st Century Montgomery Through Literacy"

MCAEL
Adult English Literacy

The Need:

39 % of **County residents ages five and up speak a language other than English at home.**

County Residents who are Limited English Proficient (LEP)

of Residents

100,000

50,000

0

1990 — 60,000 (7.9%)
2000 — 105,000 (12.9%)
2010 — 134,634 (15.2%)

In MCPS, almost 20,000 students receive ESOL services. It is likely that at least one of the parents is Limited English Proficient.

Community Response:

Montgomery County Literacy Programs

2012
2010
2005

0   80

5,000 Provider Directories printed and distributed

Literacy Orgs	•PT and FT professional staff •LCMC. Montgomery College, LADO (8%)
Social Service Orgs	•PT and / or FT professional staff •CASA, Spanish Catholic, Community Ministries (8%)
Small Programs	•Volunteer stipend program staff /instructors •Rockville Senior Center, KASCA (41% /29 programs)
Classes	•Volunteer instructors – no program staff/funding •mainly faith-based providers (41% /29 programs)

Grantee Program Outcomes:

Enrollment Winter/Spring FY12 MCAEL Grant Organizations

Organization	Enrollment
LCMC Tutor Program	698
CASA Evening	683
Spanish Catholic	498
Thomas Shortman	410
Community Ministries	210
Linkages to Learning	200
LCMC ESOL Classes	194
RV Seniors	112
Silver Spring Team	111
CASA Welcome Center	94
Caribbean Help Center	60
Seneca	53
BPSOS	34
KASCA	34
Families Foremost	24
Muslim Comm Center	22
Wrkforce Solutions Group	12
KCSGW	7

0   200   400   600   800

Total Hours Attended FY12 MCAEL Funded Organizations Winter/Spring

Organization	Hours
CASA Evening	43,456
Thomas Shortman	17,109
CASA Welcome Center	13,328
Spanish Catholic	12,937
LCMC ESOL Classes	10,611
Community Ministries	6,304
Silver Spring Team	3,769
Linkages to Learning	3,654
KASCA	1,676
Caribbean Help Center	1,460
RV Seniors	1,322
Families Foremost	993
Wrkforce Solutions Group	857
BPSOS	773
Seneca	610
Muslim Comm Center	329
KCSGW	168

0   10,000 20,000 30,000 40,000

25

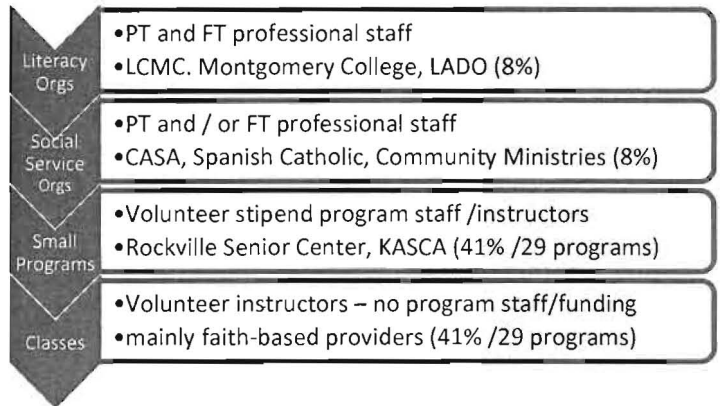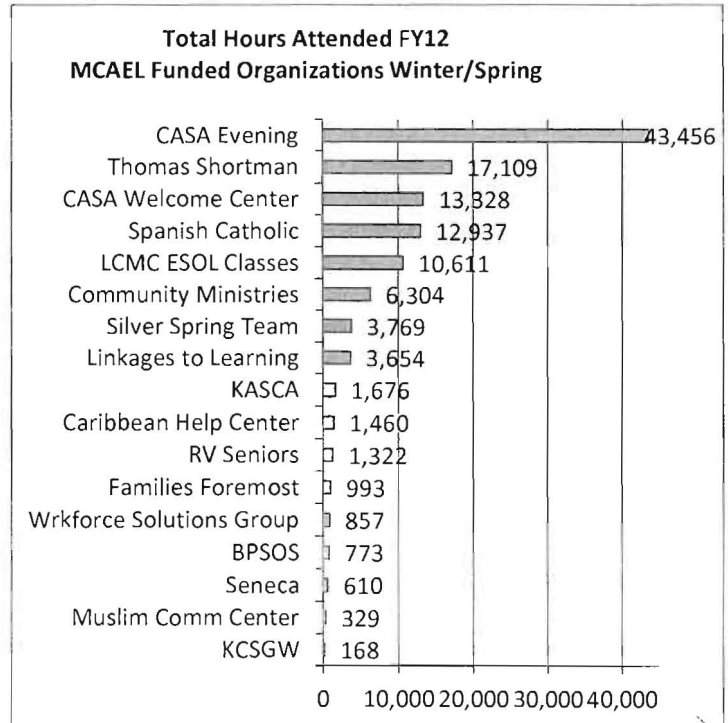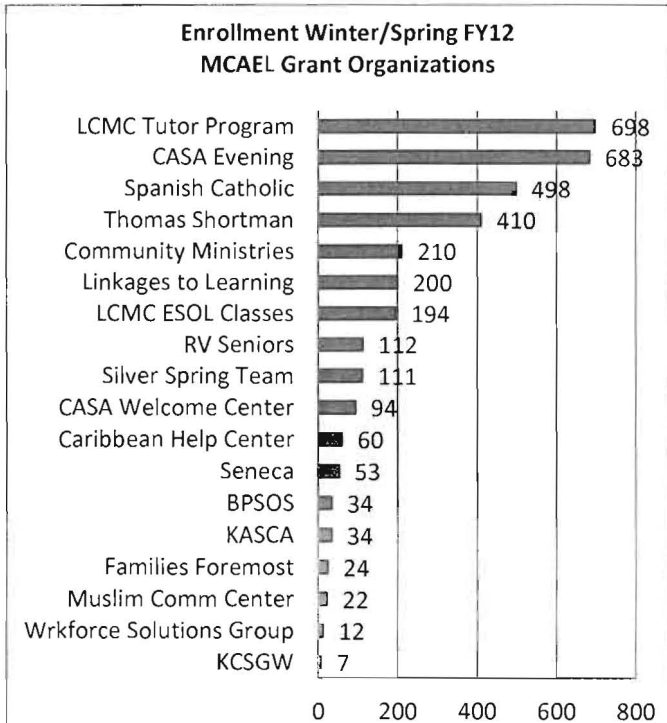# Montgomery Coalition for Adult English Literacy
"Building a 21st Century Montgomery Through Literacy"

Who are the Adult English language learners?
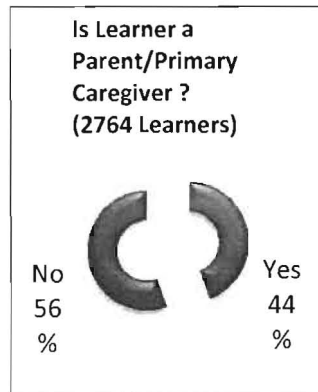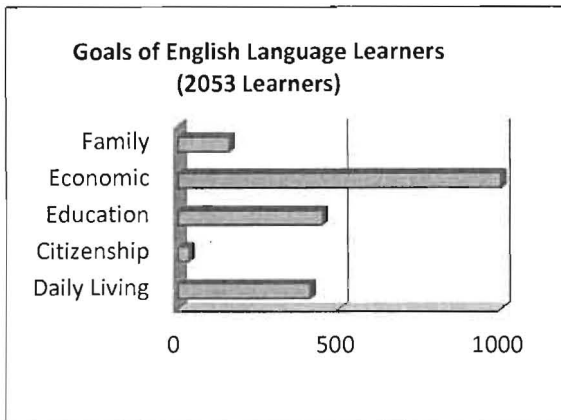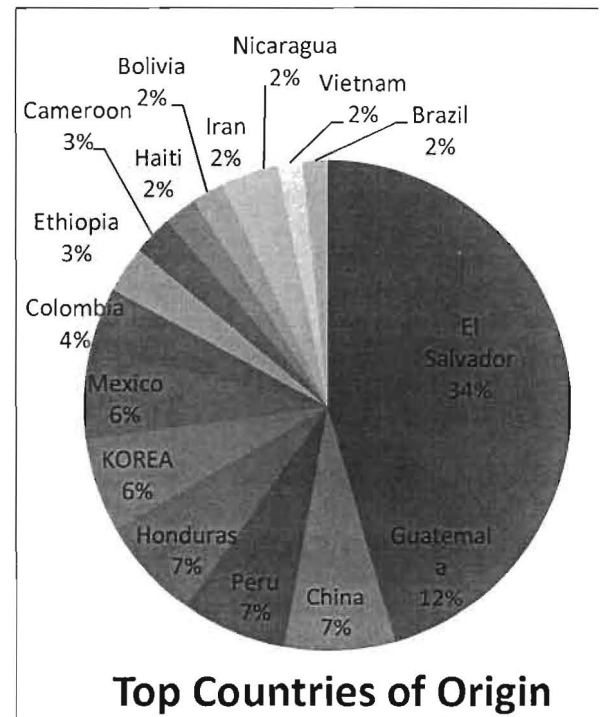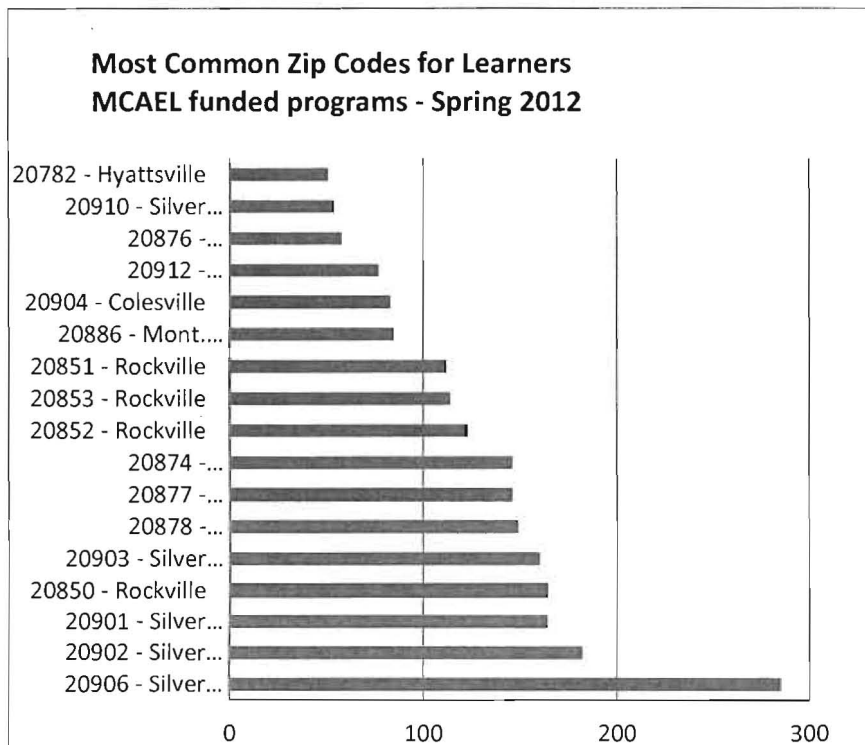
Goals of English Language Learners
(2053 Learners)

Family	
Economic	
Education	
Citizenship	
Daily Living	

0   500   1000

Is Learner a Parent/Primary Caregiver ?
(2764 Learners)

No 56%   Yes 44%

Age of Learners
(2548 Learners)

800
600
400
200
0

60+ 50-59 40-49 30-39 17-29
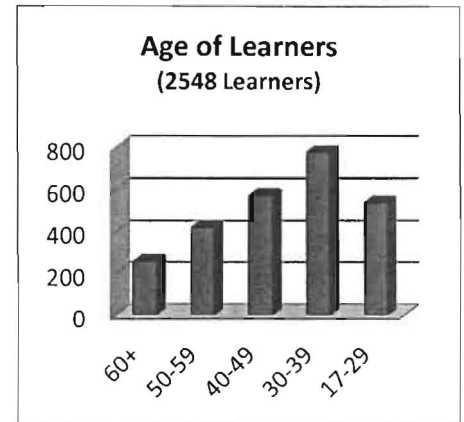
Where are Adult English language learners from?

Most Common Zip Codes for Learners
MCAEL funded programs - Spring 2012

20782 - Hyattsville	
20910 - Silver...	
20876 -...	
20912 -...	
20904 - Colesville	
20886 - Mont....	
20851 - Rockville	
20853 - Rockville	
20852 - Rockville	
20874 -...	
20877 -...	
20878 -...	
20903 - Silver...	
20850 - Rockville	
20901 - Silver...	
20902 - Silver...	
20906 - Silver...	

0   100   200   300

Top Countries of Origin

El Salvador 34%
Guatemala 12%
China 7%
Peru 7%
Honduras 7%
KOREA 6%
Mexico 6%
Colombia 4%
Ethiopia 3%
Cameroon 3%
Bolivia 2%
Haiti 2%
Iran 2%
Nicaragua 2%
Vietnam 2%
Brazil 2%

Success: Capacity Building & Public Engagement – MCAEL

137 instructors/staff (46 programs) attended MCAEL workshops/networking meetings.

21% of programs receive funding administered by MCAEL (17 of 80 programs)

92% rating for being good use of time/good source of information.

6,106 visitors to website & **700+ visits/month.**

100% of grantees participated in TESOL Standards/Outcomes project and are working toward improving the quality of the programs.