MCAEL

Montgomery Coalition for
Adult English Literacy

Montgomery Coalition for Adult English Literacy

FY09 Community Report

August 2009

TABLE OF CONTENTS

APPENDIX 1

A View of the System: Montgomery County Adult English Literacy Programs

APPENDIX 2

Grantee Data

INTRODUCTION

The Montgomery Coalition for Adult English Literacy (MCAEL) is a vibrant network of adult English language and literacy providers in Montgomery County, Maryland, who collectively help over 20,000 adult learners annually to improve their English literacy and workforce skills. Founded in 2006, MCAEL is part of a national movement of literacy coalitions and was formed to bring a community-wide, collaborative focus to building awareness and infrastructure to support adult English language learning in Montgomery County, Maryland. MCAEL's mission is to strengthen the county-wide adult English literacy network with resources, training, collaboration and advocacy to support a thriving community and an optimal workforce. Our vision is a community where all adult residents are employable, engaged, and empowered by literacy to achieve their full potential, and where all local businesses have access to an English literate workforce. To achieve this vision, MCAEL focuses on building capacity, leveraging resources, and promoting English-language learning and literacy as key to creating a just, vibrant and equitable community.

MCAEL PROGRAM ACTIVITIES AND ACCOMPLISHMENTS

Throughout FY09, MCAEL achieved the following results:

Community Grantmaking	
Objective: Increase the availability of high-quality adult ESOL and literacy services through program grants that support programs that address identified community needs and improve the quality of services offered to diverse populations.	**Activities/Accomplishments:** Administered **20 grants totaling $520,000 to 15 organizations** to support Adult English Literacy programming and capacity building. O**ver 5,000 learners** were enrolled in programs funded under these grants, with **over 3,600 unique individuals** served throughout the year. Established a mentoring program, pairing new grantee programs with more experienced programs to benefit from additional support and guidance. **Leveraged matching support of approximately $4,000** for three innovative site-based pilots, described in further detail below, and further expanded services through a **federal grant partnership** with the Housing Opportunities Commission through which an **additional $40,000** over three years was leveraged.
Capacity Building	
Objective: Strengthen the capacity of adult English literacy service providers to deliver high quality, effective programs that meet the needs of	Launched a **TESOL Program Standards project,** through which all MCAEL grantees were required to conduct a self-assessment based on national program standards and, through a series of workshops, develop a strategic action plan to identify goals and objectives to improve their programs according to these standards. 86% of providers reported implementing new program improvement practices as a result. **Professional Development Institute** Helped instructors to advance their professional skills through 10 training workshops, which provided 175 seats and 46 hours of

learners.	instruction.
	- 90% of attendees rated professional opportunities as very good or outstanding and 100% of those surveyed agreed that material would have direct application in classes they teach. - 88% rated MCAEL-sponsored trainings as above-average to excellent. - 74% identified that MCAEL trainings would have a strong to significant impact on their teaching - 79% agreed that the training made them more confident in their teaching Based on recommendations made by MCAEL's Professional Development workgroup - which identifies needs and offers expert resources - introduced four newly-developed courses as part of MCAEL's annual curriculum. They include: Spoken English, ESOL 100-Basics; ESOL for Seniors; and Addressing Student Goals. Created an Instructor Toolkit to orient new instructors to topics and resources on adult English language instruction. Supported professional development through stipends to 64 instructors for attendance at MCAEL and Montgomery College trainings, as well as professional conferences. **Provider and Instructor Networks** Helped instructors and providers to network, collaborate and share resources and best practices by hosting 10 large group network meetings for providers and instructors, and six smaller workgroup meetings, with a total of approximately 250 attendees. Topics including Workforce Development, Technology in the Classroom, and Assessing Learner Goals. Established a learning circle of five programs and provided training to 35 instructors focused on meeting the **unique needs of senior learners**. Circulated over 120 e-news announcements to over 140 provider program contacts and over 230 instructors on resources and opportunities such as professional development, ESOL best practices, advocacy and grant funding. Modified practice to send in newsletter format, rather than ad-hoc weekly emails. **Outcomes Project** Collected and analyzed demographic and enrollment data from 100% of grantees (as detailed below), some creating tracking systems for the first time with support from MCAEL. In Spring 2009, programs for the first time provided data on attendance; retention; and progression, key measures of student progress. **Conducted site visits** to assess the student record-keeping and data collection process of each grantee. Based on identified needs, began development of a simple but effective system for programs with limited capacity to track student progress. Also began development of a database for MCAEL to collect, manage and analyze this data. Convened an **Outcomes workgroup** to inform the development of standard performance measures and tools for collecting standardized data.

	Contracted with a nationally-recognized consultant to assist two providers in **developing appropriate assessment tools and practices.**
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.	Conducted an **expanded survey of over 60 existing providers**, identifying 8 new providers and establishing a data baseline that will be used to inform MCAEL, its providers, policy makers, and the broader community. Summary data is provided below, and an updated provider directory is attached as addenda. For the first time, the directory includes guidance on How to Make an Effective Referral. Maintained **community resource website, nearly doubling traffic to the site since Spring 2008 and** averaging 1,100 visits per month. **Leveraged over $40,000 through partnership with the Housing Opportunities Commission** to provide on-site classes administered by MCAEL and provided by a partner nonprofit grantee. Leveraged **$4,000 for on-site classes at a federal employer; a homeless shelter; and a mosque**. Also leveraged resources from Comcast and other private donors to support professional development and other activities. Participated in and engaged provider participation in national and statewide advocacy, professional development, planning, and nonprofit sector collaboration, such as through Funders Roundtable of Montgomery County and Nonprofit Montgomery! meetings. Promoted adult English literacy through presentations to local and national groups, including a presentation at the National Conference of Mayors, as well as **media appearances** in the last year in the Gazette, Washington Post, Comcast Newsmakers and Montgomery Week in Review and the development of a film to be aired as a **PSA** on local cable. Launched a **Corporate Leaders for Literacy Circle** at a breakfast hosted by Marriott International and Adventist Healthcare, and received generous support from the Lockheed Martin Foundation. Received approval as one of first tenants at the **Nonprofit Village**, a multi-tenant nonprofit office space. **Leveraged in-kind resources** including free space for provider meetings and trainings; university support; over **$5,000 in pro-bono services**; and **over 1,500 hours of volunteer time, at a value of over $30,000** (*Independent Sector*)

Ongoing Evaluation of Needs

MCAEL is also working to identify barriers to service delivery that may require additional intervention. In fall 2008, site visits conducted by MCAEL staff identified the following challenges:

- Limited capacity for student record-keeping, creating a challenging barrier to implementing assessment and evaluation.
- On-going need for instructor training
- Continuing high demand for services and waitlists, particularly at larger providers
- Concerns regarding the potential impact of the recent economic downturn.

OVERVIEW OF PROGRAMS FUNDED: GOALS AND PROGRESS ON KEY MEASURES

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 in earlier reports.

In September 2008, MCAEL launched a **Program Standards Project** for grantees. With guidance from MCAEL and additional technical assistance from Montgomery College, each funded organization was required to develop a self-evaluation and strategic action plan based on national TESOL (Teachers of English to Speakers of Other Languages) Program Standards. Over the course of the year, and with support from MCAEL, grantees identified and implemented program improvements aligned with the standards. This process ensures that each funded program is continually making progress in improving the quality of services offered, based on nationally established practices.

Programs Making a Difference

The Literacy Council of Montgomery County's new English for Daily Living program, launched during 2008, conducts 8-week "life-skills" English classes in partnership with area public elementary schools. The classes, which meet two hours per week for 8 weeks, teach contextualized English -- vocabulary and dialogues for common daily tasks such as shopping, banking, and communicating with children's teachers.

The classes are open to LCMC wait-listed learners as well as parents of children enrolled in the partner school. The program has proven to be very popular with partner-school parents, who often have little time to attend any ESL class.

School administrators report that parents participating in "EFDL" have been more likely to sign up for PTA and are more engaged in their children's school activities as a result.

OVERVIEW OF PROGRAMS FUNDED

Provider	Program Funded	Program Accomplishments
African Immigrant and Refugee Center ($24,785)	Promote integration of Montgomery County's African immigrant community through appropriate language, literacy, and adult education activities.	• Updated and finalized an in-house placement assessment, to be combined with one of three standardized assessment measures to expand its procedures for collecting and reporting data on gains and outcomes. • 80% of AIRF's ESOL staff have completed MCAEL's 10-week Instructor's Course; 100% have participated in more than one of MCAEL's professional development activities. • Level Two students developed personal strengths profiles to enhance their job interview skills and highlight their previous professional status in their countries of origin. • **21 students found full, part-time or seasonal employment; four students enrolled at Montgomery College and three students are taking coursework to become nurses**. See page 14 for further student outcomes data.
CASA de Maryland ($99,000)	Provide ESOL instruction to low-income immigrants from francophone Africa and Central/South America	• Increased service levels, adding an additional class and reducing the waitlist by 142 students • Increased program intensity from 72 to 80 instructional hours • Improved student: teacher ratio from 27:1 to 23:1; established teacher standards and hired more qualified instructors, as well as volunteer classroom assistants. • Exceeded target retention of 60% by achieving a 77% retention rate, due to the implementation of new processes. • Exceeded goal of number of continuing students by 14% • **74% of students advanced one competency level, as compared with 66.7% in FY08**. CASA currently uses an assessment developed in-house, but is exploring the use of a normed instrument in the future.
Chinese Culture and Community Services Center (CCACC) ($20,000)	Provide adult ESOL program at seven locations	• Expanded classes to 24 at 8 locations, broadening to serve diverse populations. Offered students the option to take additional classes to supplement base two-hour sessions. • 59% of registered students are retained • 80% of instructors attended MCAEL trainings. Program has focused on helping instructors utilize communicative and student-centered activities and offering multi-level instruction and activities to meet the needs of every student. • Implemented new student record-keeping system developed in prior year • **35 students passed the citizenship test and 52 found jobs.** In process of establishing assessment process.

Community Ministries of Rockville ($62,500)	Provide a program of ESL classes to Hispanic adults, with tutoring available for their children	• Implemented new curriculum in Fall 08, integrating oral and written skills and adjusting instruction to normed levels. • Through TESOL Standards project, developed program mission statement and established advisory council that includes learners and instructors. • Implemented a standardized assessment throughout the program provided by Side by Side. **On average, 66% of students advanced to the next level as measured by passage of this standardized exam**
Families Foremost Center ($25,000)	ESL services to low-income families with children under the age of 4	• Expanded program to offer two additional classes, serving 26 additional students. 75% of 22 students completed the fall session; 54% of 24 completed the spring session. • 100% of students received case management and 90% participated in family literacy activities. 100% have a library card; two students obtained employment; and one student obtained citizenship. Ten students participated in other center services such as computer classes, employment readiness and parenting classes. • Through self-assessment and support from MCAEL consultant, are improving assessment methodology to better address student goals. • Of those who were tested using the CASAS, **on average 90% improved their listening skills and 74% improved their reading skills.**
Hughes United Methodist Church ($1,746)	Strengthen program capacity and conduct outreach for existing adult ESOL program	• Purchased new classroom materials and scaled up program to offer six weeks of instruction at five levels and conducted successful outreach to increase enrolment, reaching capacity in Fall 08 and tripling number of students from Spring 08 to Spring 09 • While goal for recruitment was met, attendance posed a significant challenge and was the focus of action plan to implement volunteer follow up calls, with some success. Reasons offered were primarily related to job and child care issues. • **Saw an 8.64% increase in test scores across the board, with the highest gains at the lowest level (Level 1, 42%) in the fall. 69% of those students completing the spring session moved to the next level.**

Korean-American Senior Citizens Association ($10,000)	Teach Korean adults basic English, with an emphasis on services to seniors	• Leveraged donated space, thereby freeing up funds to add a third class • Two of three instructors attended 8 hours of MCAEL instructor training, for the first time • The Basic Class worked on teaching the English alphabet. Students learned the most basic writing tasks. The Intermediate Class focused on pronunciation, to facilitate spoken English competence. In the Conversation Class, oral fluency was stressed. • 79% of learners completed the session. • **80% of learners in the Basic level class achieved the course goal for language learning (able to read and repeat simple phrases).**

Linkages to Learning
 	
($20,000)
	Provide adult ESL program for parents of students from selected MCPS schools	• Maintained expansive program in partnership with eight critical need MCPS schools, serving parents in 14 communities.
		• Successfully transitioned to a standardized adult ESOL class (both in terms of scheduling and curriculum).
		• Revised intake process to better identify and address student goals.
		• Based on utilization of the Ready to Go Assessment for pre- and post-testing, **levels of student achievement and improvement ranged from 37% to 100%**, **with average improvement for all students at 84%.**
		• The program also administered a satisfaction survey which identified that, out of the participants responding:
		    89% strongly agreed or agreed *My class helped me work with teachers and others at my child's school*
		    86% strongly agreed or agreed that *Because of my class I am better at helping my child with reading*
		    95% strongly agreed or agreed that *My class helped me improve my reading*

Literacy Council of Montgomery County ($50,000)	Provide beginning-level ESL classes for adult learners	• Funds supported new program of adult ESOL classes designed to meet State adult education standards. Classes are offered throughout the county, serving an unmet need for several levels of classroom instruction in those areas. 30% of students were identified as beginning level learners. • Exceeded goal of numbers served by 42% through additional state resources, expanded to serve 340 students. • Added additional class sites in underserved up-county areas and expanded use of volunteers as tutors and teaching assistants to assist with attendance and learning support. • Instituted new practices to reach out to One-Stop and other workforce partners. • **88% of students achieved one or more of their stated goals.** • **Of the students who were post-tested, 39% of learners in the winter session advanced to the next higher educational functional level**.

Montgomery Housing Partnership ($8,400)	Expand current program and offer multiple level classes	• Continued to offer programming to reach residents in their housing communities, including an expansion through partnership with Silver Spring Team. • Hired a new instructor and established a single multi-level class, requiring a flexible curriculum to reflect both learners' varying English skills as well as their diverse goals. • Exceeded registration goal by 30%; however, struggled with retention of students. • Revised process of intake and student goal assessment and implemented nationally-normed CASAS test for placement purposes • Opened computer literacy programming to offer 64 complementary computer sessions • At the end of the class, students reported greater confidence in using English for simple daily life activities.
Rockville Seniors Inc ($13,000)	Formalize program, including development of a new curriculum and assessment procedures and hiring of a part-time coordinator	• Identified and implemented the use of textbooks to enable greater coordination of classes • Increased instruction skills: 80% of instructors attended one or more MCAEL training and program coordinator presented on efforts at statewide professional conference. • Piloted the use of the nationally-normed BEST literacy Test as part of the Intake assessment for placement purposes, helping to identify challenges in teaching methodology and better meet student needs. In 2010, will move toward implementing BEST Literacy Test to assess student progress. • 75% of instructors implemented class goal identification process. **In most cases, 100% of class participants met these goals.**
Silver Spring Team, Foreign Student Program ($9,225)	Enable ESL learners to use computer-assisted learning at the Long Branch Tech Center	• Established a Tech Center at Long Branch Community Center, using the software Rosetta Stone to reinforce regular classes through 68 3-hour sessions throughout the year. • Exceeded recruitment goal, nearly doubling attendance through use of the Tech Center. Tech Center learners' attendance for the regular classes found to be nearly 20% higher than those who did not use the Tech Center. It is suspected that the bonds formed between Tech Center learners and the instructors who monitor the Center are significant in maintaining higher attendance rates. • Implemented a nationally-normed assessment instrument, CASAS, for the first time. • **85% of those tested demonstrated learning gains. 40% advanced one CASAS level and 60% advanced two CASAS levels.**

Spanish Catholic Center ($55,258)	Provide linguistically appropriate and culturally competent ESOL instruction to the immigrant community	• Expanded options to create a more flexible system where students can attend class from one to five times a week. • Program saw an average of 66% completion rate. • Transitioning gradually to use of only paid instructors • Used the CASAS test to evaluate student progress, **75% of students progressed to a higher level.**
Spanish Education Development (SED) Center ($95,000)	Provide adult ESOL to low-income immigrant residents of Montgomery County, including a 15 hour job-readiness program	• Improved attendance and completion rates by maintaining class size of 15 and requiring that learners attend a 6 hour Orientation program. • Maintained a high attendance and completion rate of 82%. • Students improved job-readiness through a 15 hour program. • Created a corps of volunteer teacher aides to assist learners who fall behind in the classroom. • Working to address learner transition, marketing and outreach as part of TESOL standards. • Using the CASAS test, **learners who began in September 2008 gained an average of 3 grade levels.**

Program Support and Pilot Grants
In addition to funding direct service programs, MCAEL also launched the following pilot ventures over the prior year. Because of the timing of these awards, results will be shared in our next report.

Underserved and Pre-Literate Adults ($9,000)	To provide three classes targeting currently underserved populations in Montgomery County, with one class designed for preliterate adult learners. Lead provider: Spanish Catholic Center
Pathways Out of Poverty ($2,375)	Launched in partnership with the Montgomery County Coalition for the Homeless, who provided matching funding; this project supports English language instruction for transitional housing residents with a focus on job skills and job counseling supports. Lead provider: Community Ministries of Rockville
ESOL for the Muslim Community ($2,000)	Launched with matching funds from a local mosque, this program targets the underserved Muslim community with culturally appropriate services offered on site. Lead provider: African Immigrant and Refugee Foundation

Workbased ESOL – NIH VPEP Program ($1,624)	MCAEL supported seed funding for a volunteer-led worksite English language learning program at the National Institutes for Health (NIH), the county's largest employer. Funding supports classroom materials for 45 adults among the housekeeping community who are non-native English speakers. In addition, 14 NIH volunteers received professional development training from MCAEL. The program will be publishing and disseminating a toolkit on creating workplace programs at other federal agencies. The program also received contributing support from the NIH Recreation and Welfare Association and leverages more than $24,000 in in-kind contributions, including the support of 20 volunteers.
TESOL Standards Grants ($1,000)	Based on the TESOL standards program described earlier, MCAEL provided technical assistance and financial support to organizations to develop appropriate learner assessment instruments. MCAEL is also supporting a learning circle that will convene over the summer to address the challenge of transitioning from community based programs to the community college or other advanced or work-related programs.

In FY09, MCAEL initiated a **TESOL Standards Program** for grantees, described above. Two providers shared their experience on the value of the process:	*When MCAEL mandated all its grant recipients to complete the TESOL Standards for Adult Education ESL Programs Self-Evaluation, the news was received with apprehension…. I was concerned about finding the time to complete the process, finding funding to pay the instructors for their participation in the process and finding resources to follow up on any action plans derived from the self-evaluation. However, after completing this process, I realize and value its usefulness. This process has allowed us to review and critique the procedures we currently have in place and to take a hard look at areas of deficiencies. Having the instructors' unique perspective in the evaluation and action planning process proved invaluable. **Through this process we realized that we were moving away from utilizing assessments for their true purpose – to gauge comprehension and progress of the student** - and instead we were merely using assessments as method of communicating student gains to funders. **It was definitely a challenging process that provoked many hours of exploration and problem-solving**.* Shari Waddy, Program Director, Families Foremost Center *The focus on TESOL Standards this year enabled us to look at the **Rockville Senior Center (RSC) English program** from both a larger perspective and a more focused one. Until we attended the MCAEL TESOL Workshop in September 2008 we didn't even know there were program standards. After completing the exercise in the book,* Standards for Adult Education ESL Programs*, evaluating the administrative, instruction, recruitment, intake and assessment areas, we concluded that although the RSC has very popular English classes and very good teachers, the lack of a cohesive structure means that we don't actually have a "program." As a result, we began looking at the factors that would define our program as well unify the classes. We found this process very valuable. It allowed us to step back and take a critical look at the big picture.* Dunya Hecht, Program Director, Rockville Senior Center

It Takes More Than Letters to Spell C- O-M-M-U-N-I-T-Y:
How Community-Based Programs Collaborate and Add Value to English Language Learning

When adults attend English literacy classes offered by community-based organizations (CBOs), they benefit from more than simple vocabulary and grammar.   The knowledge and networks of organizations rooted in the community provide a richer experience that enables students to not only learn English and develop their literacy skills, but to do so in the context of the communities in which they live and work. The chance to apply their English skills in a relevant community setting, and to benefit from other intensive wrap-around services offered by CBOs, ensures that learners leave programs not only with an understanding of how to communicate, but with the skills, knowledge and resources to become more effective parents, workers, life-long learners, and citizens.

Two examples illustrate the value of a network of CBOs:

Strong Community Networks Help Families

Thanks not only to the availability of community resources and programs, but to the strong networks that connect them, a mother and her child are learning English and thriving as community members and citizens.

Ana started attending beginning ESOL classes at the **Families Foremost Center (FFC)** in September 2007. Her children had never been cared for by anyone outside the home and were very attached to her. Neither of the children spoke English.

The Center takes its participants on field trips to the library. On one of the field trips, Ana obtained her library card and was told about the English conversation clubs held at her local library. She started attending them regularly, and bringing her kids to story time at the library. Center staff showed her how to set up an e-mail account and how to access the library's online English learners. She informed staff that she uses the program on a weekly basis.

Ana was taught how to use the metro during a field trip to the Air and Space museum in D.C. She later reported that she now frequently takes her kids to tour museums and the zoo. Ana also reported that, because the Center requires participants to read to their children, she started reading the books provided by the Center in English to her children every day. She also commented on how much English the children had learned since coming to the Center.

Ana expressed interest in citizenship, so an FFC family support worker provided her with a listing of local programs. She was able to find a convenient class on her own. This fall, Ana passed her citizenship test!

Out of the Classroom and Into the Community

The African Immigrant and Refugee Foundation's Adult ESOL program measures outcomes to include student goals in four key areas, which reflect the positive and intensive nature with which AIRF works holistically with its learners. This past fall;

Economic/Employment:
- 21 students found full, part-time or seasonal employment.
- Four students enrolled at Montgomery College and three students are taking coursework to become nurses.

Parenting:
- Students learned vocabulary to speak with their child's teachers. Students practiced writing "notes" to their child's teacher, engaged in parent-teacher conference role plays, and practiced calling their teachers.

Health Consumers:
- After learning health and wellness vocabulary, AIRF ESOL students visited a CVS Pharmacy and were able to ask the pharmacist questions.
- Students were taught to call the free nationwide Ask-a-Nurse hot line and practiced asking health questions about themselves and their families.

Access to community resources through referrals:
- Eight students were referred to health or mental health care providers; six students were referred to food pantries; and two students were referred to pro-bono counsel, including one for domestic violence.

Citizenship/Community Participation:
- 100% of students signed up for library cards.
- One student voted in the Presidential Election for the first time, although she has been a citizen for 12 years.
- Four students wrote Letters to the Editor of the Post.

APPENDIX 1
A View of the System:
Montgomery County Adult English Literacy Programs

Number of programs offering services to the public   56

Students enrolled at any given time

13,367

Annual total student enrollments

43,184
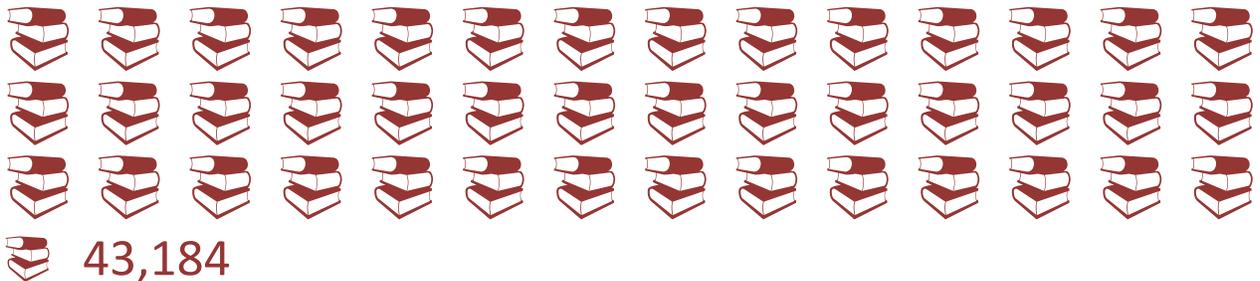
Annual estimated number of unique students served

22,055

Number of instructors

1,548

(612- paid; **936 volunteer**)
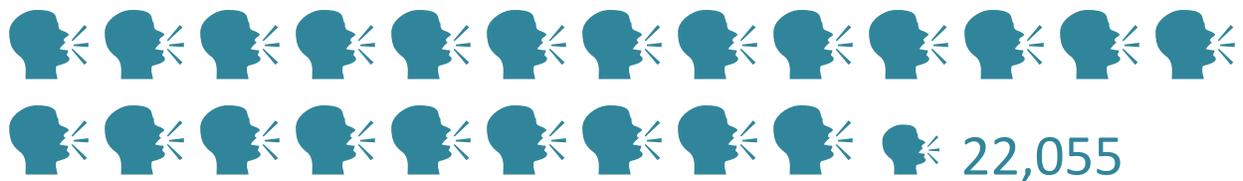
=1,000 people   =1,000 seats   = 100 instructors

As reported by programs surveyed through MCAEL's fall 2008 Provider Directory update. Total number of students served annually is estimated by assuming an average of 65% persistence rate between semesters.

APPENDIX 2
GRANTEE ENROLLMENT DATA

In fall of 2008, MCAEL conducted an intensive survey of all known providers of adult English literacy programming in Montgomery County in order. Preliminary data from this survey of the larger system is provided as Appendix 1. In addition, in fall 2008 and spring of 2009, MCAEL collected and analyzed a subset of more detailed enrollment and demographic data (fall 08 only) from subset of programs receiving grant funding from MCAEL. Findings are detailed below.

Improving Data Collection Capacity
MCAEL staff met individually with each grantee to review current data collection systems and make recommendations for improvements. In order to meet MCAEL's requirements, several newly-funded programs established student record-keeping systems for the first time. MCAEL is also completing a database for providers that will enable historical records of learners, including their progress in acquiring English language skills and achieving other language-dependent outcomes. The limited capacity of a number of providers requires that we move incrementally and provide tools and support, particularly as we continue to raise the bar and establish standards on performance reporting.

Enrollment

During the FY09 fiscal year (July 1, 2008-June 30, 2009), providers funded under this contract **enrolled 5,917 students**, and provided **over 365,900 scheduled hours of instruction**. (Figure 2)

Of students enrolled, **a total of 71% completed their course and 54% advanced to the next level of study.** This compares well with state-funded program averages of 65% for completion and a range of between 40 and 55% for promotion. (Table 1; Figure 1-3)* FY09 was the first year in which providers were required to collect and report on this data to MCAEL.

Because the mix of grantees and our data collection requirements have changed since previous funding cycles, we cannot fairly present this data in detailed comparison to previous cycles.

However, it is noteworthy that total enrollment during the fall period alone reflected a more than three-fold increase (from 831 to 3,020) from fall 2006, the first period in which MCAEL recorded data.

TABLE 1 – ENROLLMENT	
Provider Name	**Total Enrollment**
CASA of Maryland	1,522
Literacy Council of Montgomery County	1,139
Chinese Culture and Community Services Center (CCACC)	582
Community Ministries of Rockville	560
Linkages to Learning: Adult English Literacy Program	544
Spanish Education Development (SED) Center	470
Spanish Catholic Center	295
Silver Spring Team for Children and Families	199
Hughes United Methodist Church	123
African Immigrant and Refugee Foundation	105
Korean-American Senior Citizen's Association	105
Rockville Seniors Inc	75
Families Foremost Center	73
Montgomery Housing Partnership	64
Pilot Grants reporting	61
TOTAL GRANTEE ENROLLMENT FY09	**5,917**
Total Grantee Enrollment –Fy08	*4,031*
Total Grantee Enrollment – Fy09	*4,198*

However, some providers experienced declines in enrollment or struggled with retention challenges, in some part due to the current economic downturn and the many pressures on adult learners to attend to work or family obligations.

Student Demographics

In the attached charts, we present information on the age and country of origin of students enrolled in funded programs during the fall 2008 period. As in the past, the diversity of learners served is evidenced by the **more than 80 countries** of origin identified through our enrollment survey. Latin America continues to be the predominant region of origin, followed by Asia. (Figures 4-6)

Learners are also **diverse in their age**. While more than half of all learners are between the ages of 25-45, approximately 18% are senior learners, defined as age 55 and older. Given the special needs of older learners, MCAEL recently brought together program directors for an ongoing technical assistance program and learning circle that will focus on the unique challenges of serving seniors. (Figures 6-7)

For the first time, MCAEL asked providers to track learner gender and home zip code. The attached chart indicates that learners are **majority female** (66%), and live throughout the county. Close to 30% of learners live in the **five zip codes identified as high-risk** by the Montgomery County Department of Health and Human Services. (Figure 8)

FIGURE 1

Total Enrollment - FY09

Provider	Enrollment
CASA of Maryland	1,522
Literacy Council of Montogmery County	1,139
Chinese Culture and Community Services Center…	582
Community Ministries of Rockville	560
Linkages to Learning: Adult English Literacy Program	544
Spanish Education Development (SED) Center	470
Spanish Catholic Center	295
Silver Spring Team for Children and Families	199
Hughes United Methodist Church	123
African Immigrant and Refugee Foundation	105
Korean-American Senior Citizen's Association	105
Rockville Seniors Inc	75
Families Foremost Center	73
Montgomery Housing Partnership	64

FIGURE 2

Scheduled Hours of Instruction

Organization	Scheduled Hours
CASA of Maryland	156,330
Literacy Council of Montogmery County	57,500
Community Ministries of Rockville	34,150
Linkages to Learning	20,764
Spanish Catholic Center	20,526
Chinese Culture and Community Services...	20,080
Spanish Education Development (SED) Center	19,540
Silver Spring Team for Children and Families	13,656
African Immigrant and Refugee Foundation	6,300
MHA - Families Foremost Center	5,320
Korean-American Senior Citizen's Association	4,896
Montgomery Housing Partnership	3,520
Hughes United Methodist Church	1,722
Rockville Seniors Inc	1,618

Does not include summer enrollment. Scheduled hours of instruction is calculated by multiplying the number of enrolled students by the number of hours of scheduled class time

FIGURE 3

Average Program Participation Outcomes

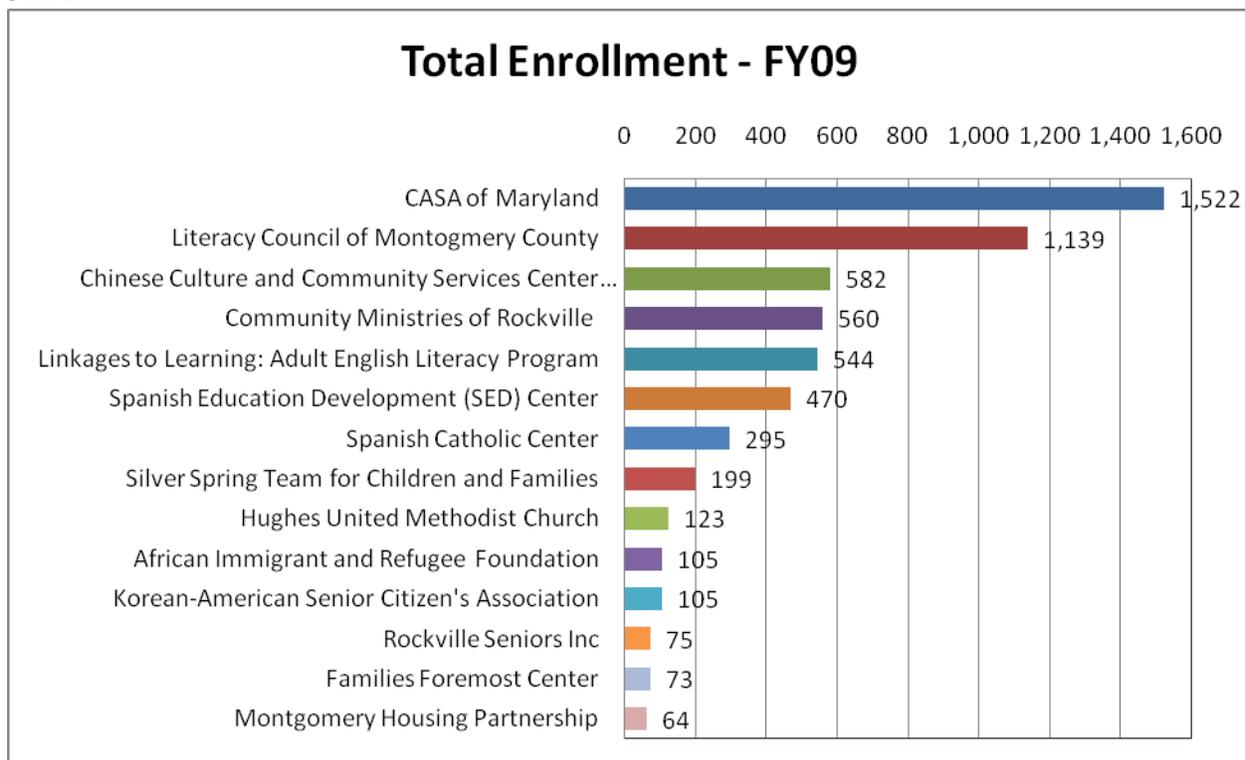(Bar chart comparing State Benchmarks* and MCAEL across: promotion, retention, attendance)
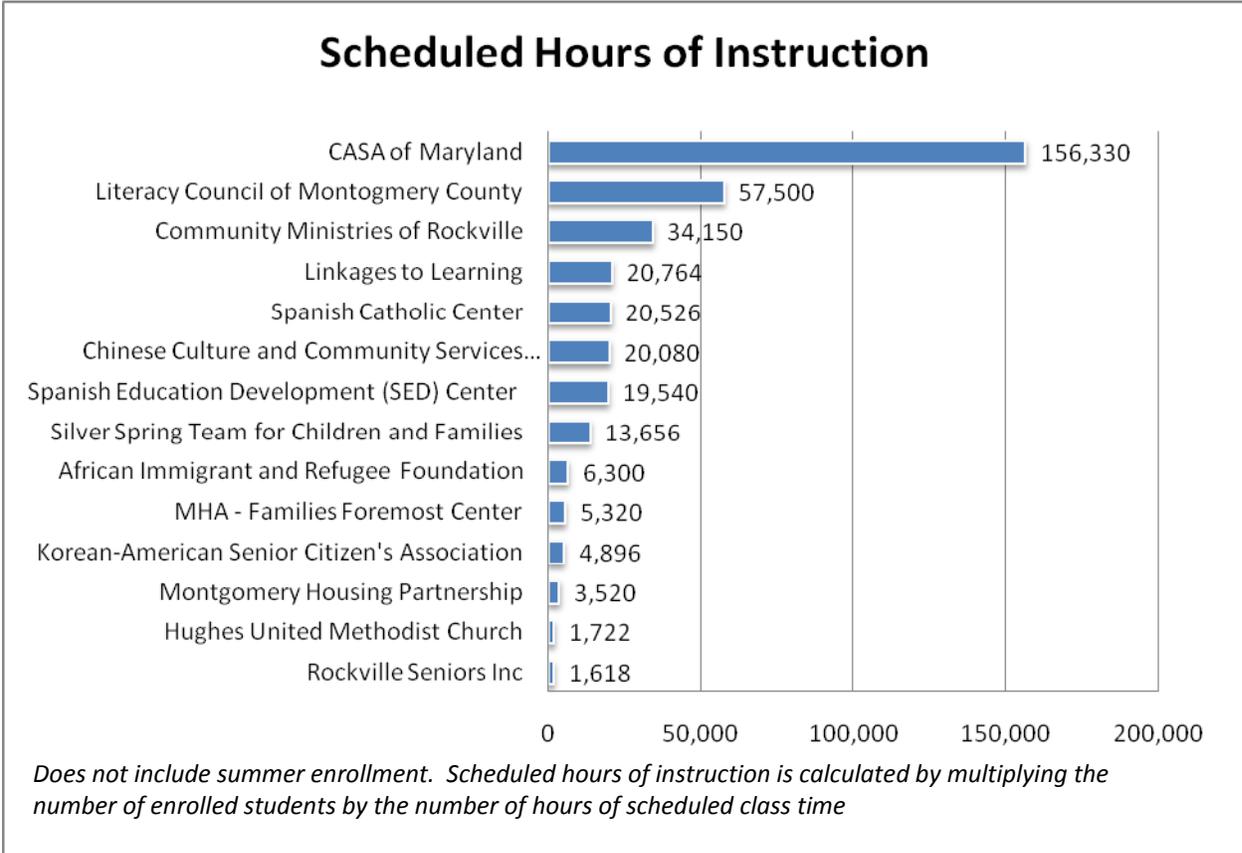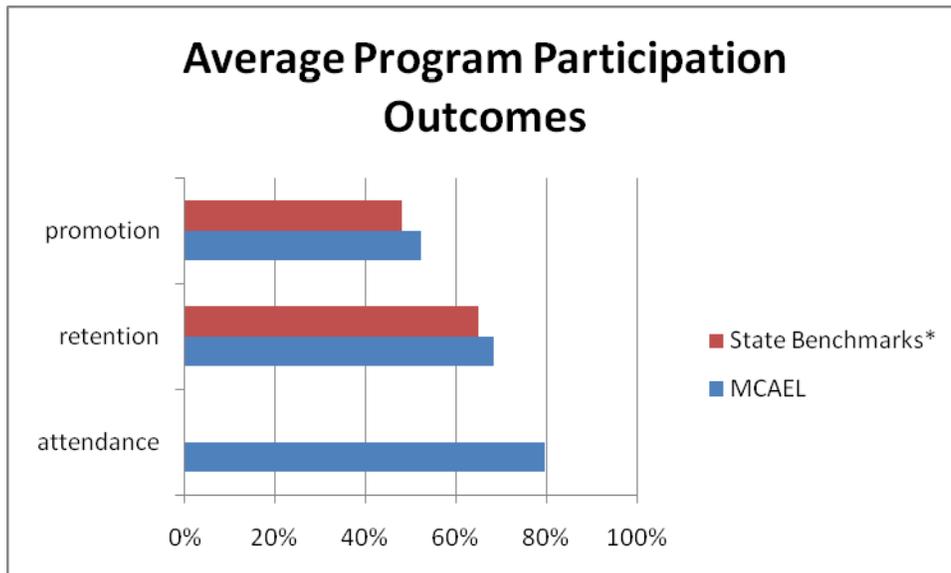
- State Benchmarks*
- MCAEL

Attendance: Total attended hours divided by total scheduled hours
Retention: % of registered students who complete course
Promotion: % of registered students promoted to next level

*based on benchmarks provided by State Dept of Adult Ed. However, state funded programs may be subject to different requirements than those funded locally.
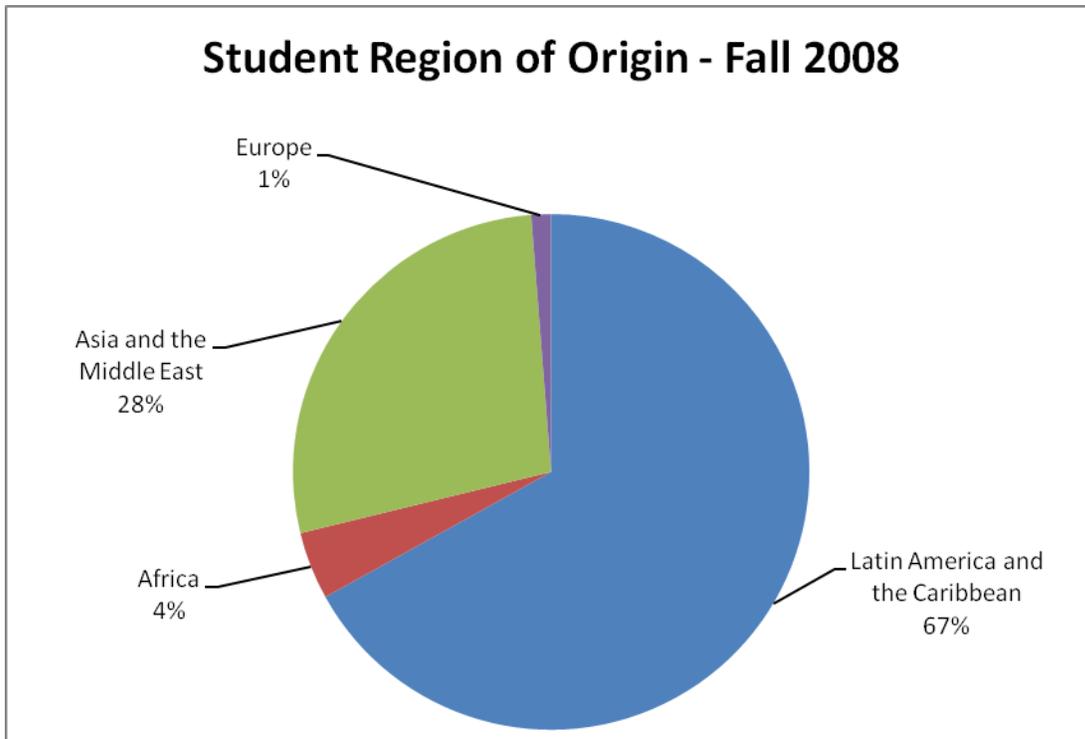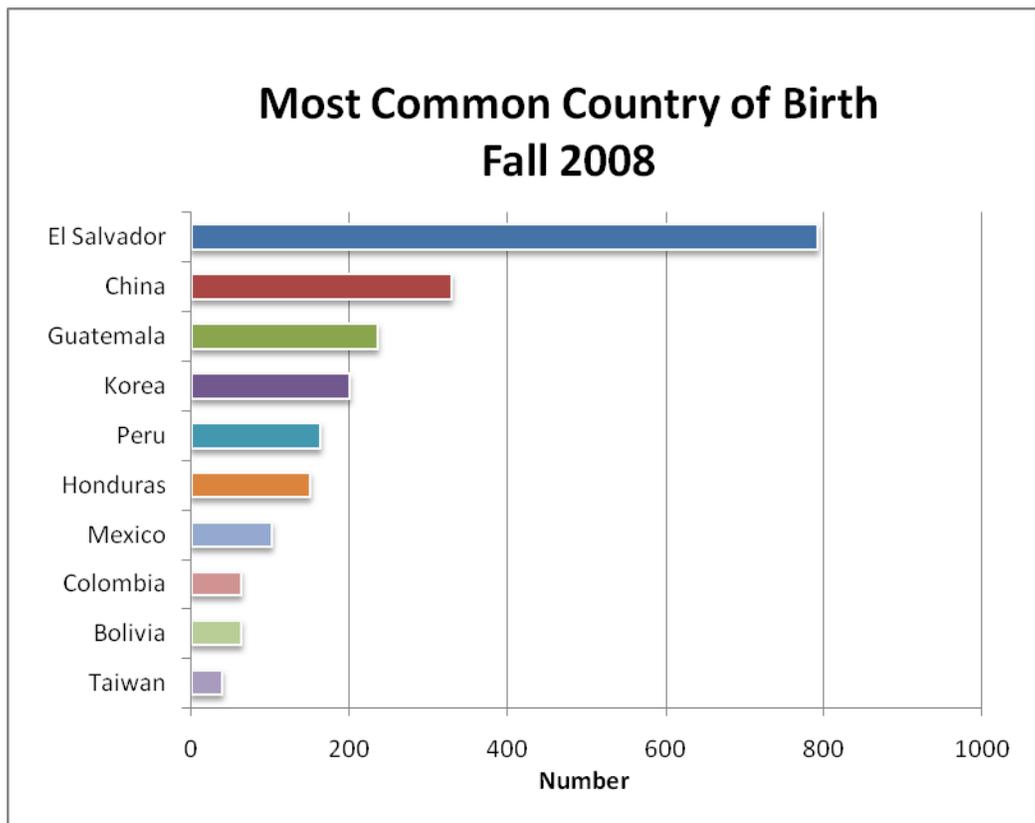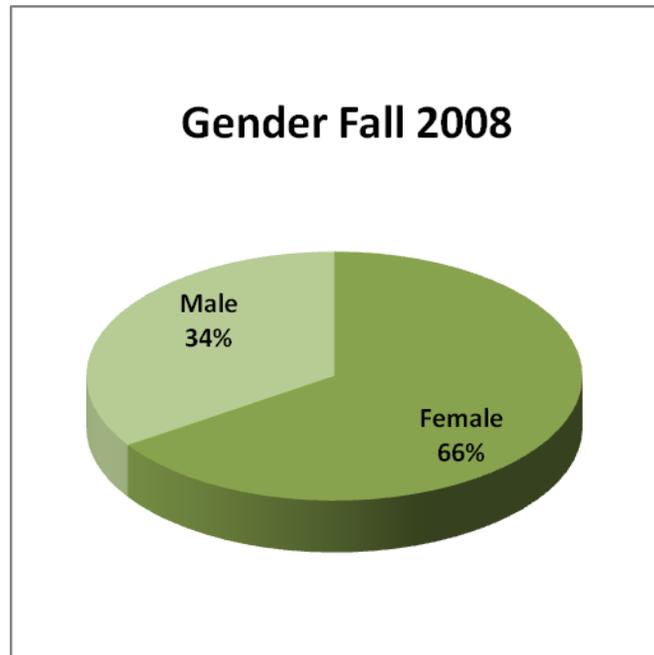
FIGURE 4

Student Region of Origin - Fall 2008

Europe
1%

Asia and the
Middle East
28%

Africa
4%

Latin America and
the Caribbean
67%

FIGURE 5

Most Common Country of Birth
Fall 2008

Country	Number
El Salvador	~790
China	~330
Guatemala	~235
Korea	~200
Peru	~160
Honduras	~150
Mexico	~100
Colombia	~65
Bolivia	~65
Taiwan	~40

Number

FIGURE 6

Gender Fall 2008

Male 34%

Female 66%

FIGURE 7

Age Fall 2008

FIGURE 8

Most Common Learner Home Zip Codes
Fall 2008

Red lines represent those zip codes identified by Montgomery County Health and Human Services as "**neighborhoods at greater economic risk.**" Close to 30% of learners live in these five zip codes.
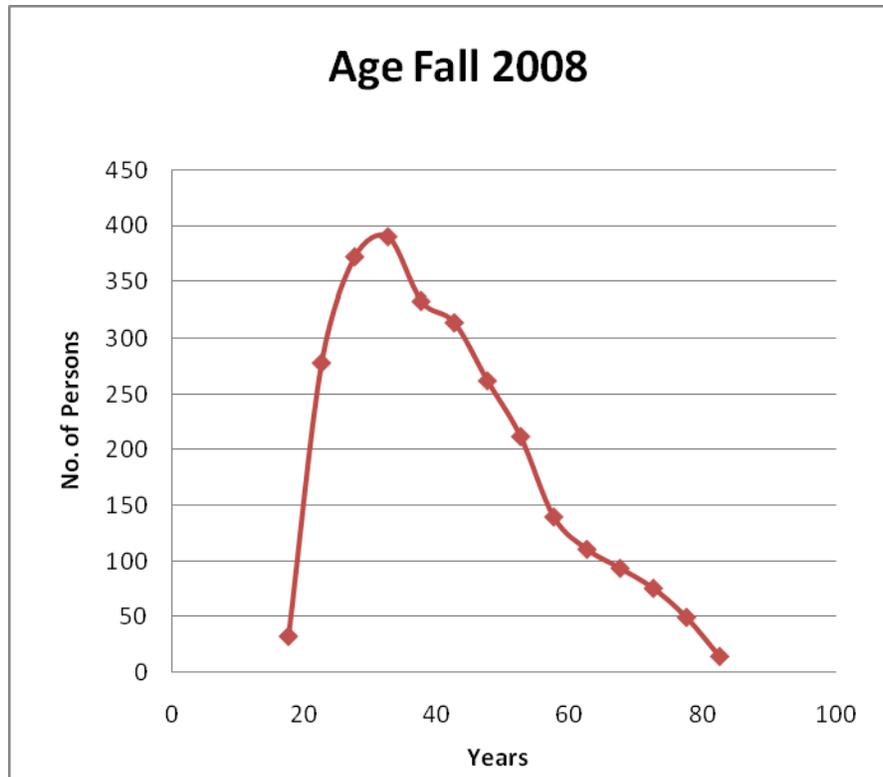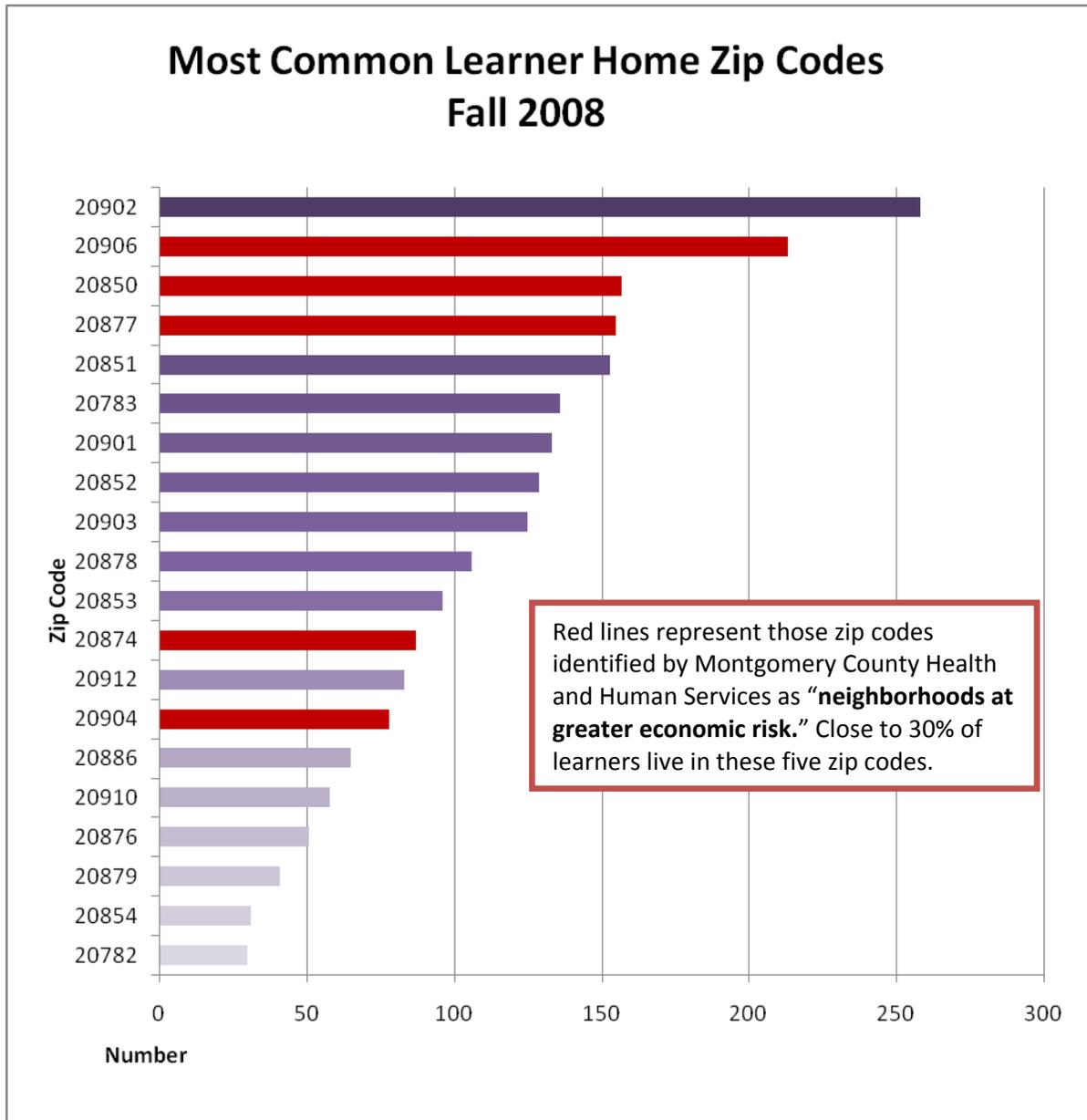
An additional 1,000 learners came from scattered zip codes not reflected in the table above