

# Montgomery Coalition for Adult English Literacy

**FY10 –Community Report**

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## MCAEL PROGRAM ACTIVITIES AND ACCOMPLISHMENTS

Throughout FY10, MCAEL achieved the following results:

### MCAEL Impacts Instructors

I just wanted to thank you again for offering such a wonderful program of workshops for teachers of ESOL for adults. I have used the deeper understanding and new techniques to good effect in the ESOL classes that I have taught since then. I have attended many MCAEL workshops, and I am glad that you have the resources to offer this type of training for ESOL teachers in Montgomery County, especially to teachers like me who volunteer our time. Keep up the good work!

- Deborah T. Smith, volunteer ESOL teacher, JCC Gateways

Community Grantmaking	
<p><b>Objective:</b> 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.</p>	<p><b>Activities/Accomplishments:</b> Administered <b>15 grants totaling \$617,420 to 14 organizations</b> to support Adult ESL programs and capacity building. <b>Over 5,700 learners</b> enrolled in programs funded under these grants, with <b>roughly 4,000 unique individuals</b> served throughout the year.</p> <p>Continued to oversee pilot project to serve learners through the faith community and create a program guide for “how to start an adult ESOL program within your faith-based organization”</p> <p>Continued to expand services and access to services through partnerships with the Housing Opportunities Commission; Impact Neighbors Campaign; local PTAs; employers; and other civic organizations.</p> <p>Worked with the NIH VPEP program to create and publish a manual, <a href="#">Establishing Adult Literacy Programs within Federal Agencies</a>, which will be presented and disseminated to other federal providers.</p> <p>Established a <b>Transitions Workgroup</b>, through which five providers and Montgomery College worked with MCAEL to identify and implement strategies to support learners in their transition from community-based programs to College and the workforce.</p>
Capacity Building	
<p><b>Objective:</b> Strengthen the capacity of adult English literacy service providers to deliver high quality,</p>	<p>Continued to facilitate a <b>TESOL Program Standards project</b>,</p> <ul style="list-style-type: none"> <li>• Through which all new MCAEL grantees were required to conduct a self-assessment based on national program standards and, through a workshop and subsequent meetings with MCAEL staff, develop a strategic action plan to identify goals and objectives to improve their programs according to these standards.</li> <li>• Through which previous MCAEL grantees were required to review their self-assessment based on national program</li> </ul>

<p>effective programs that meet the needs of learners.</p>	<p>standards and, through a workshop and subsequent meetings and/or conversations, continue their strategic action plan to fulfill their goals and objectives to improve their programs according to these standards.</p> <ul style="list-style-type: none"> <li>• 100% of grantees participated and worked toward improving the quality of their programs</li> </ul> <p><b>Professional Development Institute</b>  Helped 80+ unique instructors in the fall and 70+ in the spring to improve their skills. <b>MCAEL provided a total of 30 hours of instruction and 250 total seats</b> through eight training workshops. Through the instructor training, MCAEL reached approximately 45 unique organizations, including community and faith-based organizations and Montgomery College. <b>90-96% of attendees rated each professional development opportunity as very good or outstanding and 99% of those surveyed agreed that material would have direct application in classes they teach.</b></p> <p>Based on recommendations made by MCAEL’s Professional Development workgroup - which identifies needs and offers expert resources - and utilizing information gathered through a survey of Montgomery County instructors, continued to adapt the courses offered as part of MCAEL’s annual curriculum to meet the needs of the instructors. Courses offered include; ESOL 101-Basics (offered twice); Everyday Spoken English (offered twice)Teaching Pronunciation; and Multi-Level Classes; Communicative Activities; Written Word and Content Learning. Instructors included national and local teaching staff, and experts from Montgomery College, American University and the Center for Applied Linguistics.</p> <p>Launched a new <b>Training of Trainers program</b> to build greater professional training capacity and institutionalize professional knowledge within provider organizations, and to introduce research based practices into the classroom. Purchased “realia bags” for instructors, to complement intensive 20-hour training-of-trainers with a toolkit of real life materials for use in the classroom, including educational pamphlets produced by the County. Began implementation of pilot program with a 20 hour Master training-of-trainers was attended by 8 local trainers including a representatives from the State Adult Education office, Montgomery College, and local community-based programs. These trainers will work with MCAEL to offer the training in the FY11 year and create a new cohort of trainers that can serve as resources within their organizations.</p> <p>Supported professional development by <b>circulating information on local, state and national professional development organizations</b>, conferences and training opportunities. <b>Provided funds for instructors to attend local and national conferences.</b> Award winners were required to share knowledge within their programs – one instructor presented on the workshops she attended to a group of 20 instructors. MCAEL also opened an <b>in-house library</b> through leveraged donations, where instructors and providers can review books and other multimedia materials that can be used in their classes.</p> <p><b>Provider and Instructor Networks</b>  Helped instructors and providers to network, collaborate and share resources and best practices by <b>hosting ten provider meetings</b>, four of which were also opened to instructors. The meetings had over 220 attendees, with many attending a MCAEL meeting for the first time. <b>99% of those completing the survey agreed and strongly agreed that the meeting was a good use of their time.</b> Topics included Workforce Connections; Using Data to Manage Your Program; Learner Persistence; Creative &amp; Practical Strategies for Raising Resources, Information and Resource Exchange, TESOL Standards: and ESOL Program Management.</p>
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	<p>Circulated over <b>100 electronic announcements to 200+ provider program contacts and over 360+ instructors</b> 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.</p> <p><b>Outcomes Project</b>          Collected and are in the process of analyzing demographic and enrollment data from 100% of grantees. Staff and volunteers continue to assist grantees with creating tracking systems – some for the first time. In Spring 2009 and again in Fall 2009, required higher standards for student progress data which included demographic and class data. Also required grantees to review their own outcomes against proposed outcomes.</p> <p>Continued to work with a consultant to develop a database for grantees and for MCAEL to collect, manage and analyze this data. Some grantees began using database for the first time in Fall 2009. Information from grantees has been added to the MCAEL database for the first time as of December 2009.</p> <p>New Program Manager conducted informational site visits with 10 of the grantees to learn about grantees processes (teaching and programmatic) and learner population. Staff identified specific needs within the organizations and is working individually with organizations to support identified needs.</p> <p>Continued to convene an Outcomes workgroup to inform the development of standard metrics and tools for collecting standardized data. Several of the group members began using a MCAEL-developed student record-keeping database for their data as of this fall.</p>
<b>Public Engagement</b>	
<p><b>Objectives:</b>          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.</p> <p>Promote adult English</p>	<p>Promoted literacy through various public fora and local media appearances, and through a partnership with Barnes and Noble. Released first <a href="#">State of Literacy Report</a> and <i>Faces of Literacy</i> photo project at a community event. Distributed report and newly-release <a href="#">strategic plan</a> to a community list of over 1,000 contacts.</p> <p>Maintained <b>community resource website</b>, averaging over 800 unique visitors, 1,500 visits and 60,000 hits per month.</p> <p><b>Launched an online, searchable database</b> version of published Provider Directory, listing local adult English literacy service providers and enabling searches by organization name and location. Participated in local fairs to distribute information on services, such as the Asian American Resource Fair and Gaithersburg Book Festival. Participated as a <b>Census Partner</b>, circulating information and hosting a presentation on lesson planning offered by Montgomery College staff.</p> <p>Participated in the Greater Washington Workforce Leaders Academy and in ongoing meetings with One-Stop workforce staff in order to develop new approaches for <b>greater collaboration between education and workforce service providers</b>. MCAEL co-hosted with MontgomeryWorks and Montgomery College the county's first ever joint meeting of education and workforce providers with</p>

<p>literacy as a key investment opportunity that is central to family, community, and economic prosperity in Montgomery County.</p>	<p>over 50 attendees. Also conducted <a href="#">survey and data collection</a> on current providers.</p> <p>Participated in and engaged provider participation in national and statewide advocacy, professional development, planning, and <b>nonprofit sector collaboration</b>, such as through Funders Roundtable of Montgomery County and Nonprofit Montgomery.</p> <p>Leveraged new resources totaling 25% of county operating support to fund capacity building and other activities. Recent supporters include the Morris and Gwendolyn Cafritz Foundation; Lockheed Martin Corporation; Verizon; Barnes and Noble; Johns Hopkins University; Comcast; Chipotle Mexican Grill; Kendall Capital Management; Hailey Development; Cambridge University Press; and IQ Solutions. Launched the Dr. Deborah Bhattacharyya Memorial Fund for Teachers, in memory of MCAEL Program Manager, Debbie Bhattacharyya. Received approval as one of first tenants at the <b>Nonprofit Village</b>, a multi-tenant nonprofit office space. <b>Leveraged in-kind resources</b> including free space for provider meetings and trainings through continued partnerships with the Nonprofit Village and the Jewish Council for the Aging, and through in-kind donations from local businesses, such as IQ Solutions and Verizon.</p>
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**Letters from Our Students**      How English literacy has helped me in my daily life

"[In] my first years in US I didn't know any word of English. When people talk to me I said yes or no. One day I try to get a job at Target and [they] called me for interview When I go their I can not answer any question and they told me We are very sorry we can't hire you and I was very sad. After that I decide to go to English class at Crossway Community After two classes I'm more confidente. I applied again at Target and they hired me and later I got my driver license too. Now I'm more independente."

I can speak with my boss at work and I understand more English tv. English class helps me read the newspaper and read street signs.  
-Elvia

I understand more when I go to the doctor with my baby. English class has helped me speak with others and make more friends. I went to a place where they only speak English and I understood  
- Maria

I speak with my child's counselor at school in English.  
- Ruth

## Ongoing Evaluation of Needs

MCAEL is also working to identify barriers to service delivery that may require additional intervention. In 2009, site visits and informal feedback solicited by MCAEL staff identified the following challenges:

- Increased reliance on instructors and program staff to assist vulnerable clients access and navigate the social safety net, and negotiate challenges ranging from domestic violence to food insecurity.
- Attendance is frequently impacted by outside pressures such as unreliable work schedules, family health and childcare responsibilities, etc. Like many marginalized populations, learners may lack control over daily routine and circumstances in their lives and, as a result, their learning can be disrupted. These circumstances have become exacerbated by the economic climate, one example being the decreased public transportation services. As a result, the need for programs to be flexible and to support these multiple needs has become all the more important.
- Many providers are confronted by limited availability of classroom space that is local, appropriate, reliable, and affordable.
- There is a continued need for assessment tools and tracking systems, and the resources, technology and staffing to support their use.
- Illness and health issues have impacted both students and instructors.
- The economic recession has affected the student population. In some cases, it has led to learners taking jobs at times where they would otherwise be studying. In other cases, it has created greater demand on programs as more learners with available time or a greater sense of urgency seek classes.
- The economic recession has also affected the instructor population as some have had to find better-paying jobs in order to keep afloat financially. This has resulted in some programs losing instructors that had been with programs for multiple sessions and sometimes resulted in instructors leaving in the middle of the session, thus affecting the class and the learners.

## Program Testimonial

The Korean American Senior Citizens Association (KASCA) program is valuable in assimilating Korean Senior Adults with limited English speaking abilities into the life of the Montgomery County community. KASCA provides English classes, computer classes, paths to citizenship and social services on a daily basis. I have the privilege of teaching "Conversational English" and find that the Korean Senior adults are eager to learn the English language.

In August, Mr. Park and I visited the MCAEL new offices. We were offered the opportunity to review many teaching helps. I selected the series called "STAND OUT". While my classes in the past have gone well, I can see a noticeable difference in the students by using this specific material. Mr. Park ordered a teaching book and 1 student book for me to use. I am seeing better results than in the past and feel this program has aided in a successful classroom experience.

On Tuesday, I passed out a 3x5 card and asked the students to write one sentence about how learning English has helped them in their daily life.

7 responded that they have more ability now to "hear" the English words

4 responded that they feel more comfortable speaking English to others

2 responded that they like to listen to the radio and TV to hear English

3 responded that they enjoy reading books and magazines in English

1 responded that he can write better in English.

It is gratifying to see the progress of the students each week.

Lynda Shirlen  
Conversational English Teacher

## GRANTEE PROGRAM HIGHLIGHTS

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

In September 2008, MCAEL launched a **Program Standards Project** for grantees. With guidance from MCAEL and additional technical assistance from Montgomery College, each funded organization is 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 identify and implement 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.

Provider	Program Funded/Purpose	Program Accomplishments
<p><b>African Immigrant &amp; Refugee Foundation (AIRF)</b> \$10,000</p>	<p><b>English Language Learning for the African Community</b> to promote the integration of Montgomery County’s African Immigrant &amp; Refugee community through culturally appropriate language, literacy and adult education activities; to maintain and strengthen AIRF’s commitment to a flexible and learner-based professional approach in the delivery of ESOL services.</p>	<ul style="list-style-type: none"> <li>• Offered 3 sessions and 2 levels and worked with 46 unique students.</li> <li>• Improved efforts to let the community and the general public know about the classes, which resulted in increased interest in the program.</li> <li>• Through the support of MCAEL’s assessment initiative, AIRF teachers implemented a new component related to student goals. The teachers worked with a consultant to develop a process to identify short term learner goals related to language learning and its practical application. This application encouraged the learners to think critically and to become more invested in their classes.</li> <li>• Feedback from the learners was positive as to the usefulness of the new style of instruction. Learners also noted that their employers had noticed an improvement in their speaking abilities.</li> <li>• Implemented an assessment test to help place students in different class levels to maximize learning time. Also utilized alternative performance based assessments during sessions.</li> </ul>

<p><b>Career Transition Center, Inc./Workforce Solutions</b> \$20,280</p>	<p><b>Workplace English for Hospitality</b> To provide an intermediate-level ESL program for jobseekers in the hotel industry</p>	<ul style="list-style-type: none"> <li>• 21 participants enrolled in the program through 2 sessions with a completion rate of 90.5%.</li> <li>• Participants increased their language skills, their computer and job readiness and job search skills and 33% have already obtained employment.</li> <li>• Because all of the participants were unemployed, stressed, and seeking employment, WSG worked to develop a social support, as well as an instructional and employment network.</li> <li>• The program is focusing on 2 TESOL standards: (1) to ensure that culturally and linguistically appropriate recruitment and program information materials and activities reach the appropriate populations in multiple languages as needed and (2) The program provides learners with appropriate support for transition to other programs.</li> <li>• Implemented Best Plus Assessment</li> </ul>
<p><b>CASA de Maryland</b> \$144,420*</p>	<p><b>Evening ESOL Program for Low-Income Immigrants</b> To strengthen the evening ESOL program and develop it as a model for other county programs</p>	<ul style="list-style-type: none"> <li>• 75.4% of students demonstrated significant learning gains and were promoted to the next level. Student surveys showed that 90% of learners felt they could read, write, speak or understand English more often as a result of the classes.</li> <li>• 229 of 355 students who registered for classes were continuing students in the fall. The program served a total of 679 learners throughout the year. 55 classes were offered throughout the year with an average of 18 per session.</li> <li>• Increase in retention rate from 66% at the start of FY09 to 79% at the start of FY10 with an average of 71% for the year, which is in positive range of state standards.</li> <li>• Worked with a consultant in the fall, referred by MCAEL, to assess the program and provide recommendations for improving the program. Program began implementing suggestions in the spring including offering trainings; designating a lead teacher to assist others; requiring a bachelor's degree of new hires; and adapting curriculum and materials to better fit the learners goals and needs.</li> <li>• Began working with a 2<sup>nd</sup> consultant to continue to adapt curriculum</li> <li>• Provided four in-house instructor trainings facilitated by a consultant. Another training was offered by an individual who won a MCAEL award to attend the TESOL conference. She shared all the information learned at various workshops with the other instructors.</li> <li>• Provided recruitment materials in Spanish, French and English to be more inclusive.</li> <li>• Childcare was provided for 25 children on average per session</li> </ul>

<p><b>CASA de Maryland</b> \$22,000</p>	<p><b>Workers Center ESOL</b> To operate the ESOL program at CASA’s Workers’ Centers, combining English proficiency with other job-related skills</p>	<ul style="list-style-type: none"> <li>• Expanded day-workers program to be offered at 3 workers centers – Wheaton (250 hours offered), Shady Grove (200 hours offered) and Silver Spring (160 hours offered). Average daily attendance was 13-25 students.</li> <li>• Provided job referrals, answered information requests, &amp; helped learners open bank accounts</li> <li>• 83.9% of participants rated the program at least a 3 out of 5 in terms of helping them to better communicate in English.</li> <li>• 373 low-income immigrant workers participated in the program with 49 being promoted to the Evening ESOL program throughout the year.</li> <li>• Through work on the TESOL standards, a student record/reporting system was put in place as well as a self-assessment survey to measure learning gains.</li> <li>• CASA has selected a consultant to assess the program.</li> <li>• With support from the Ford Foundation, CASA created the 2<sup>nd</sup> edition of their “English in the lives of Day Laborers” curriculum.</li> </ul>
<p><b>Catholic Charities</b> \$80,000*</p>	<p><b>Spanish Catholic Center</b> To increase literacy skills in order to break down educational and linguistic barriers to self-sufficiency</p>	<ul style="list-style-type: none"> <li>• Offered over 37 classes at several locations in the underserved up-county area</li> <li>• Served 472 students with 114 having 80% attendance and above and 87.5% promoted to the next level.</li> <li>• Offered instructor trainings at the start of each session.</li> <li>• In accordance with TESOL standards, limited class enrollment to 15-20 students and focused on student goals.</li> <li>• Improved intake and orientation process to include not only pre-assessment with CASAS but also individual discussions. Also, continued to increase contact with classes through observations of learners and instructors throughout the year.</li> <li>• Noticed a growing number of individuals at the higher level (intermediate-level) of instruction this past year, demonstrating a progression of learners through the program.</li> <li>• Participated in MCAEL’s transitions workgroup and will be putting into place a counseling component to support students’ career and further educational goals.</li> </ul>

<p><b>Chinese Cultural and Community Service Center</b> \$10,000</p>	<p><b>Adult English Literacy Program</b> To provide adult ESOL classes to seniors and immigrants</p>	<ul style="list-style-type: none"> <li>• Enrolled 190 adult learners throughout the year.</li> <li>• Students learned English that helps them get by in daily life including filling out forms, how to answer the phone, how to call a health clinic to refill prescriptions, understand the importance of the Census and more. 85% of the learners met their goals in reading, writing, speaking and understanding English and 80% showed learning gains based on assessment. Seniors state that classes help them communicate with their grandchildren and their families and help them to become more independent.</li> <li>• Began charging students for books &amp; registration fee, which has resulted in increased attendance. Average attendance rate was 82% with 77% completing one level of instruction.</li> <li>• Also began providing learners with “student cards” so that the learners could attend classes in multiple locations.</li> <li>• Partnered with BCC to offer Citizenship classes and partnered with Rockville Senior Center to support senior ESOL classes.</li> </ul>
<p><b>Community Ministries of Rockville</b> \$65,000</p>	<p><b>Latino Outreach Program</b> For on-going adult ESOL activities using a unique family centered approach, for county residents whose native language is Spanish</p>	<ul style="list-style-type: none"> <li>• Offered 13 ESOL classes for 14 weeks/session with classes 2 hours each day, twice a week and 12 classes in the spring. Provided tutoring to children while the parents learn.</li> <li>• Enrolled a total of 387 students at 6 sites.</li> <li>• In the fall, 73% of the registered students took the midterm exam and 147 or 54% took the final exam. In the spring, 76% took the midterm exam and 66% took the final exam. Over 150 students moved to the next level throughout the year.</li> <li>• 12 of 15 teachers received 4-hr training before the fall semester.</li> <li>• The staff at the organization followed through on TESOL goals from FY09, with the following steps taken: created a mission statement; produced a waiver form; recorded minutes at meetings with internal stakeholders; and worked on a roster for their advisory group. The program is also developing a student goal measurement tool.</li> <li>• The program also worked on improving their reporting and data collection systems with their instructors, which led to less drop-outs.</li> </ul>

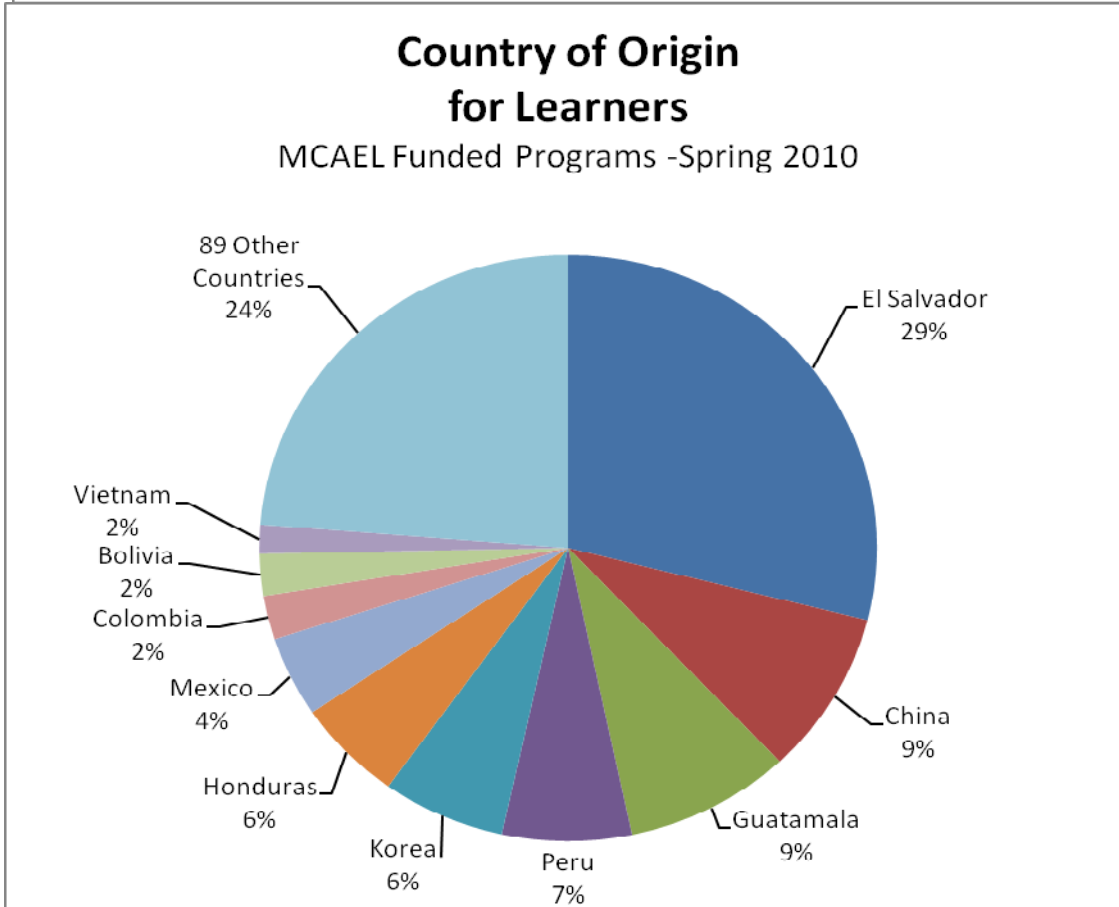
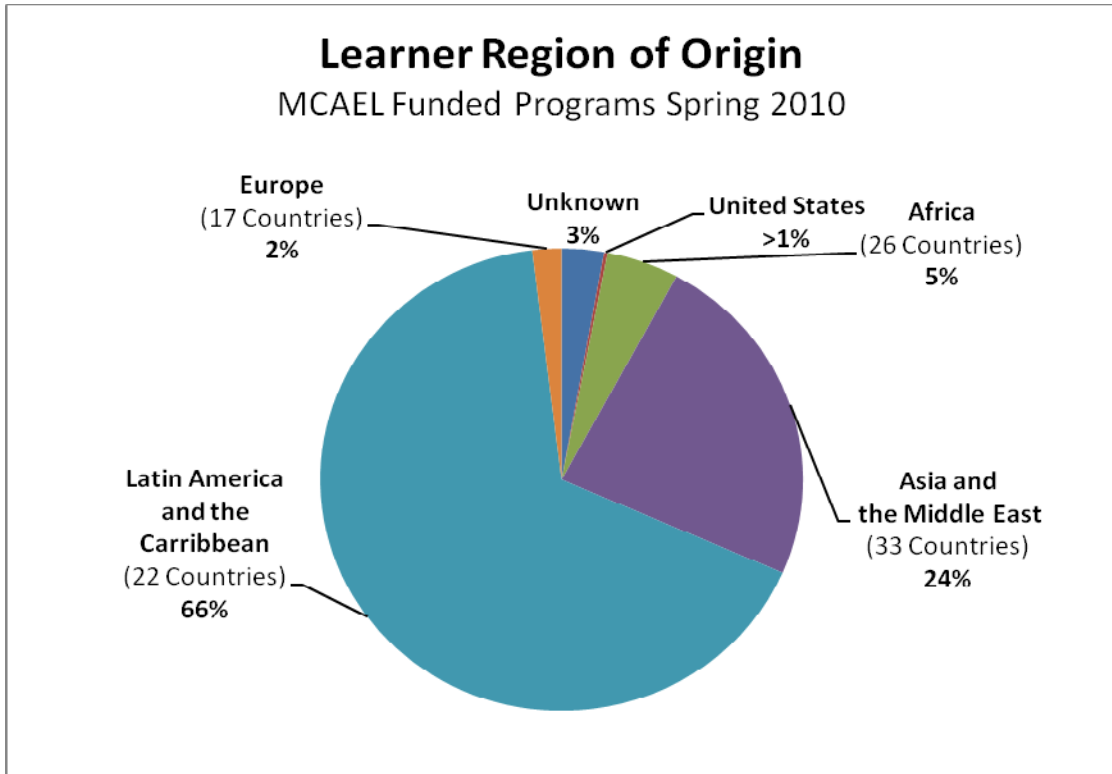
<p><b>Korean-American Senior Citizens Association</b> \$10,000</p>	<p><b>Korean Adults English Program</b> To provide ESOL classes to low income Korean seniors</p>	<ul style="list-style-type: none"> <li>• Offered classes to 41 seniors over the course of 3 semesters with an average attendance rate at 89%.</li> <li>• 11 out of 16 students completed beginner course, and 13 of 13 completed conversation course.</li> <li>• 9 out of 11 students learned to read, write and speak simple sentences or phrases and simple grammar.</li> <li>• Program staff and instructors participated in MCAEL meetings/workshops/instructor trainings.</li> <li>• Increasing advertising through language specific newspapers and through other churches</li> <li>• Increasing use of technology to maximize staff time – trained one instructor so far and have plans to continue training others.</li> </ul>
<p><b>Literacy Council of Montgomery County</b> \$50,000</p>	<p><b>ESL Classes for Adult Learners</b> To support ESL classes offered at four sites around Montgomery County</p>	<ul style="list-style-type: none"> <li>• 189 (65%) of learners who were post-tested throughout the year demonstrated gains in their English literacy, achieving the primary goal to improve their English. 1 learner reported obtaining U.S. citizenship. DLLR statistics on employment will be reported within the next month.</li> <li>• 284 students enrolled in classes with an average of 70% attendance. 24 classes were offered throughout the year.</li> <li>• Hosted a job fair in which more than 20 professionals spoke with students</li> <li>• 11 instructors and volunteers received pre-service induction training &amp; several of the instructors attended several MCAEL trainings throughout the FY10 year.</li> <li>• 2 orientation sessions were conducted per site, per session</li> <li>• Disseminated information in trusted environment about flu prevention, immunization, and treatment</li> <li>• Currently working to address learner persistence, including a more stringent orientation/intake process, and expectation setting. Also focused on better integration and partnership with workforce system.</li> </ul>

<p><b>Maryland Vietnamese Mutual Association</b> \$10,386</p>	<p><b>Vietnamese Parenting Enrichment Program - Literacy Component</b> To provide ESOL as part of the Parenting Enrichment Program for Vietnamese-American parents</p>	<ul style="list-style-type: none"> <li>• Enrolled 9 parents in home visit tutoring program, support by MVMA’s Family Support Specialist in collaboration with Literacy Council’s Tutoring program.</li> <li>• Provided over 461 hours of one-on-one literacy training.</li> <li>• 77% of students have completed the first level materials and 77% will be promoted to level two of instruction starting the next session.</li> <li>• In addition to gains in English skills, students have reported an increase in their confidence level when speaking English and greater bonding when engaging in family literacy activities. One student in particular was illiterate in both Vietnamese and English, and knew not one English word before entering the program. After six months, she can now identify and write the whole English alphabet. In addition, she can hold very simple conversations in English.</li> <li>• 3 staff members and 1 volunteer received training from the Literacy Council</li> <li>• 100% of parents reported a 25% or more increase in confidence in communication with their child’s teacher, principal or school counselor.</li> </ul>
<p><b>Mental Health Association</b> \$26,000</p>	<p><b>Families Foremost</b> To include adult ESOL in the Center's comprehensive program for low-income families with young children</p>	<ul style="list-style-type: none"> <li>• Served 44 students in 2 classes, complemented by free childcare and transportation.</li> <li>• ESOL participants have the opportunity to enroll in computer skills classes, parenting education classes, health education classes and employment readiness workshops – 32% participated in one or more of these services.</li> <li>• Parents were required to participate in daily parent-child activities and monthly family literacy events.</li> <li>• 88% or 24 out of 27 ESOL students obtained library cards while attending the Center in the fall.</li> <li>• 85% of learners reported an increase in family literacy activities throughout the year.</li> <li>• 63% of students reported completing personal and family goals including: read more to their children, increased visits to the library (particularly for story time for their young children), increased family outings to museums, one student completed her Child Development Associate certificate and 3 students obtained employment.</li> <li>• Used CASAS test to assess students.</li> <li>• Implemented a new self-assessment and goal sheet this spring.</li> </ul>

<p><b>MCPS Educational Foundation/ Linkages to Learning</b> \$25,000</p>	<p><b>Adult English Literacy Program</b> To support an adult ESL program for parents of students from selected MCPS schools</p>	<ul style="list-style-type: none"> <li>• Offered 31 classes focused on parents at nine elementary schools.</li> <li>• 420 registered - approx. 61% of students completed the course.</li> <li>• Improved instruction by providing more training, salary, and observational support to instructors.</li> <li>• Implemented survey document that has allowed instructors and site coordinators to determine the needs of their students so that instruction could be more targeted and goal oriented.</li> <li>• Partnered with Silver Spring Team to support childcare.</li> <li>• Launched a pilot program at one of the sites where parents requested more instructional time. Instead of attending two nights a week, parents attended three nights (Tuesday-Thursday). Both parents and instructors reported favorable results.</li> </ul>
<p><b>Rockville Seniors Inc</b> \$16,334</p>	<p><b>Rockville English Program for Seniors</b> To continue the re-structuring of the adult ESOL program at the Rockville Senior Center</p>	<ul style="list-style-type: none"> <li>• Offered instruction to 57 seniors for three sessions with an average attendance rate of 77%.</li> <li>• Implemented standardized assessment instrument to place and establish baseline for new students. 77% of students have completed the BEST Literacy Test Form B as a placement test.</li> <li>• Held 3 instructor meetings and 1 student meeting.</li> <li>• Program Staff and instructors attended several MCAEL trainings, meetings and workshops.</li> <li>• Implemented use of new instructional materials and developing multi-lingual advertising materials.</li> <li>• Through TESOL standards, improved the program including writing a mission statement and involving learners in the process of goal setting and assessment. Program defined program's objectives.</li> <li>• Created brochure and are in process of translating it into three to four languages.</li> </ul>

<p><b>SED Center / Thomas Shortman Training Fund (SEIU)</b> \$95,000</p>	<p><b>Adult ESOL Program</b> To provide intensive ESOL classes to low income residents</p>	<ul style="list-style-type: none"> <li>• Registered 473 students in 31 classes throughout the year.</li> <li>• 76% of learners increased at least 2 levels according to CASAS.</li> <li>• 86% of adult learners achieved one short-term goal – to improve one level of instruction.</li> <li>• The average attendance rate for all classes was 83%.</li> <li>• In the fall of 2008, the program experienced a reduction in learners, mostly due to the economic climate that has affected the United States. By the fall of 2009, the program was at capacity for the weekend morning program and close to capacity in the weekend afternoon program.</li> <li>• Through TESOL standards effort, focused on helping learners transition from the ESOL classes to work, vocational schools and/or college.</li> <li>• Modified curriculum to better serve learners and continued to use CASA to place learners and evaluate learning gains, which resulted in the knowledge that on average, “learners in the program increase 3 grade levels for every 2 sessions they take”.</li> </ul>
<p><b>Silver Spring Team for Children and Families</b> (\$33,000)*</p>	<p><b>Adult ESOL Program</b></p>	<ul style="list-style-type: none"> <li>• Enrolled a total of 249 students for the year, with a total of 134 students enrolled in fall 09 —an increase of 44 over fall’08.</li> <li>• Offered 7 classes in the fall that continued into the spring with additional enrollment.</li> <li>• Partnered with Linkages to Learning to offer onsite childcare, enabling both parents to enroll, thus making it more likely that they will encourage each other to attend.</li> <li>• Currently working with Impact Silver Spring to help residents of the Nob Hill Apartments with English language learning needs.</li> <li>• Engaged local businesses and the community to donate in-kind goods.</li> <li>• Implemented CASAS test; new instructional materials; and student goal identification process. Utilized CASAS testing for placement, which led to the program adapting its plan for classes and offering different levels. 73 students took the test – almost double the number from last year. Over 35 students gained at least one CASAS reading level.</li> <li>• Began volunteer-led conversation group as well as offered computer access for language learning.</li> <li>• Through MCAEL transitions committee, have also become more aware of referral possibilities for students and have helped some students to begin to prepare for medical and construction careers, and to access classes at Montgomery College.</li> </ul>

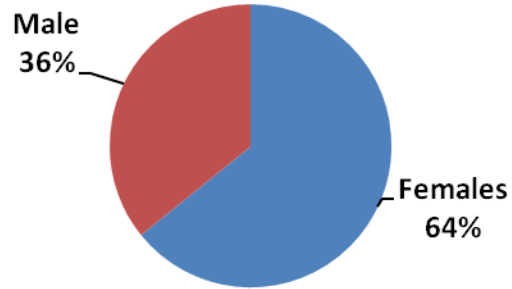
# GRANTEE DEMOGRAPHIC DATA



## Gender

MCAEL Funded Programs -Spring 2010

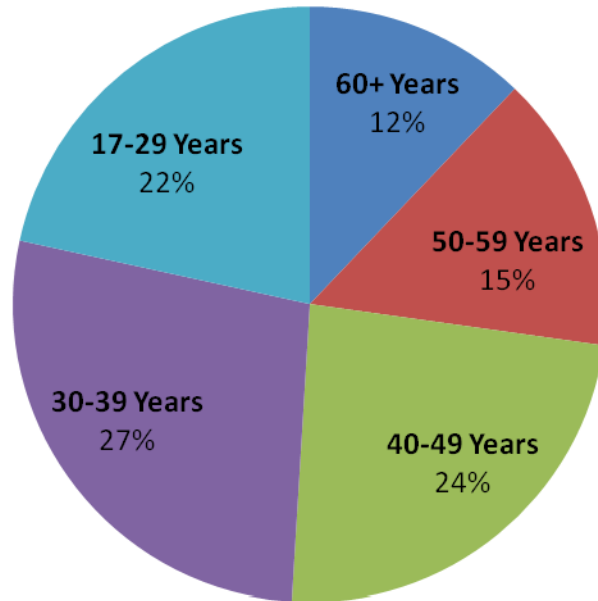
(Total Number 2980)



## Age Groups

MCAEL Funded Programs - Spring 2010

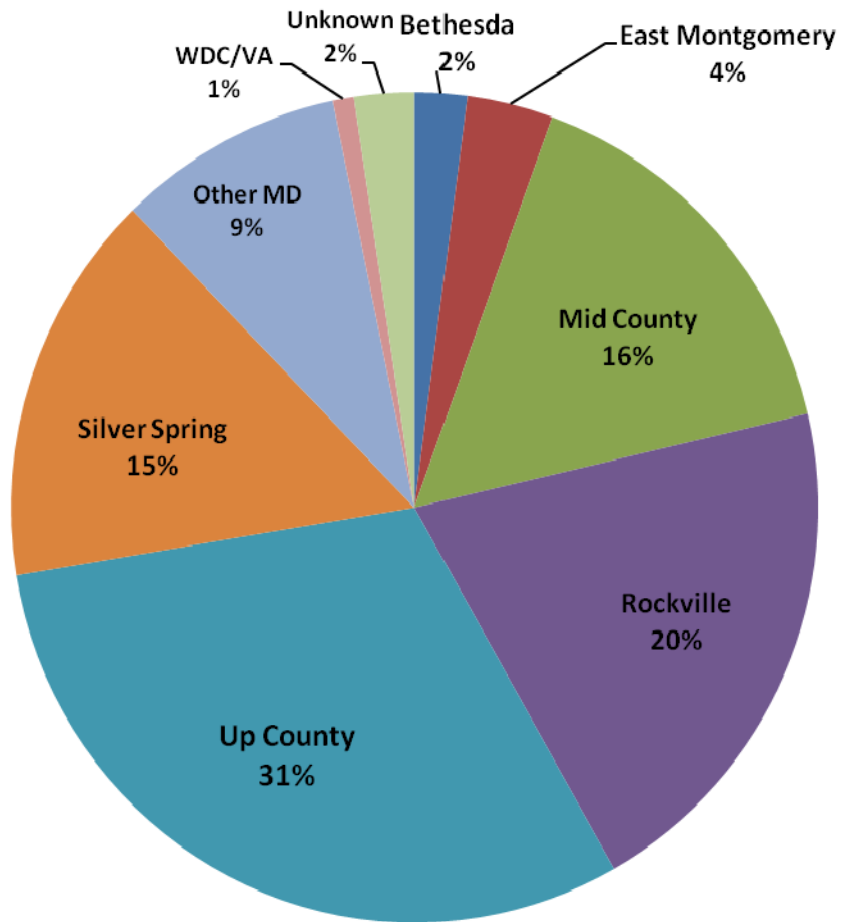
(Total Number 2980)\*



Information was not provided by 1.4% of learners.

## Region Where Learners Reside

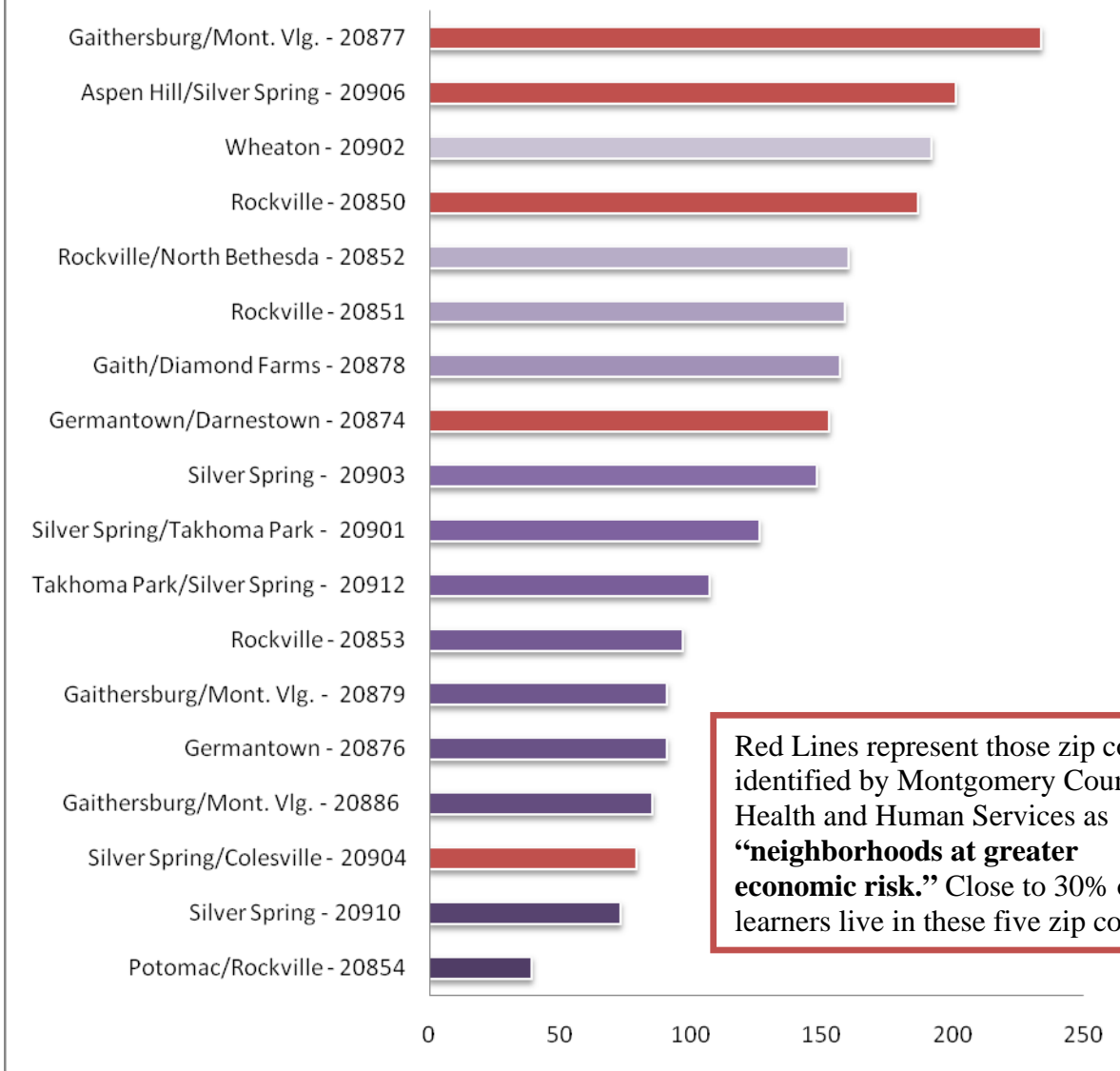
MCAEL Funded Programs-Spring 2010\*



\* Learners Live or Work in Montgomery County

## Most Common County Home Zip Codes for Learners

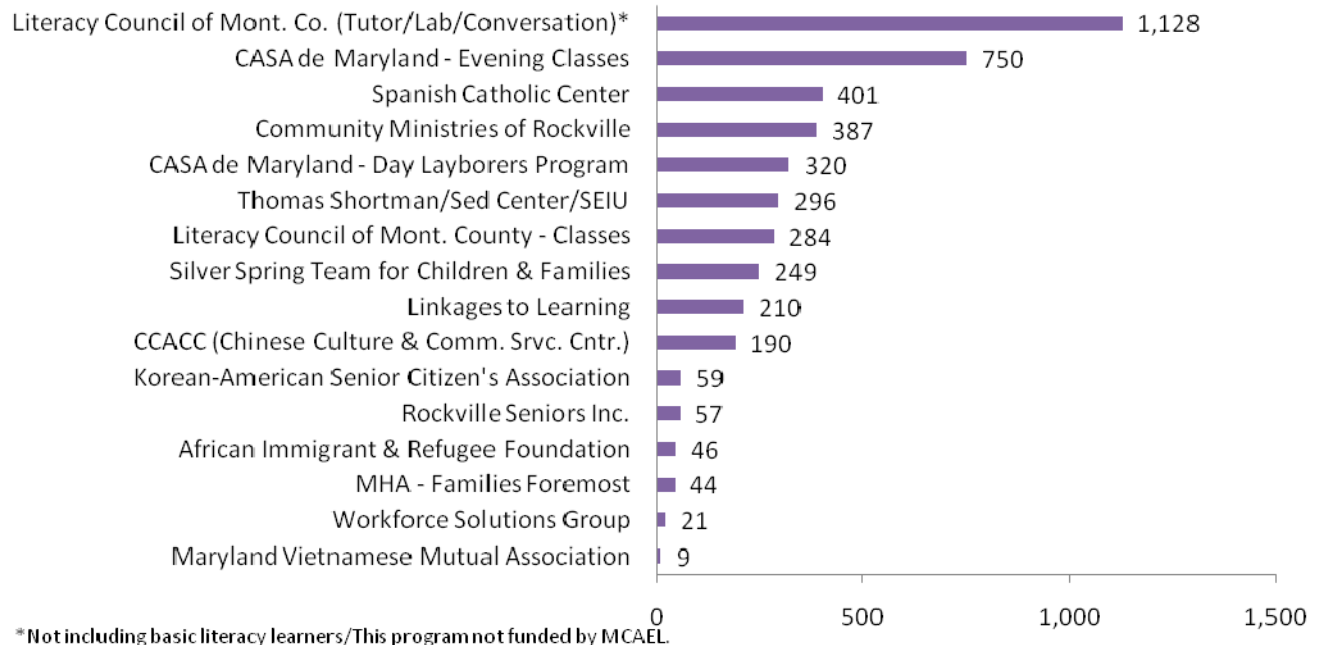
MCAEL Funded Programs -Spring 2010



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.

## Unduplicated Number of Learners Served - MCAEL Funded Organizations FY2010

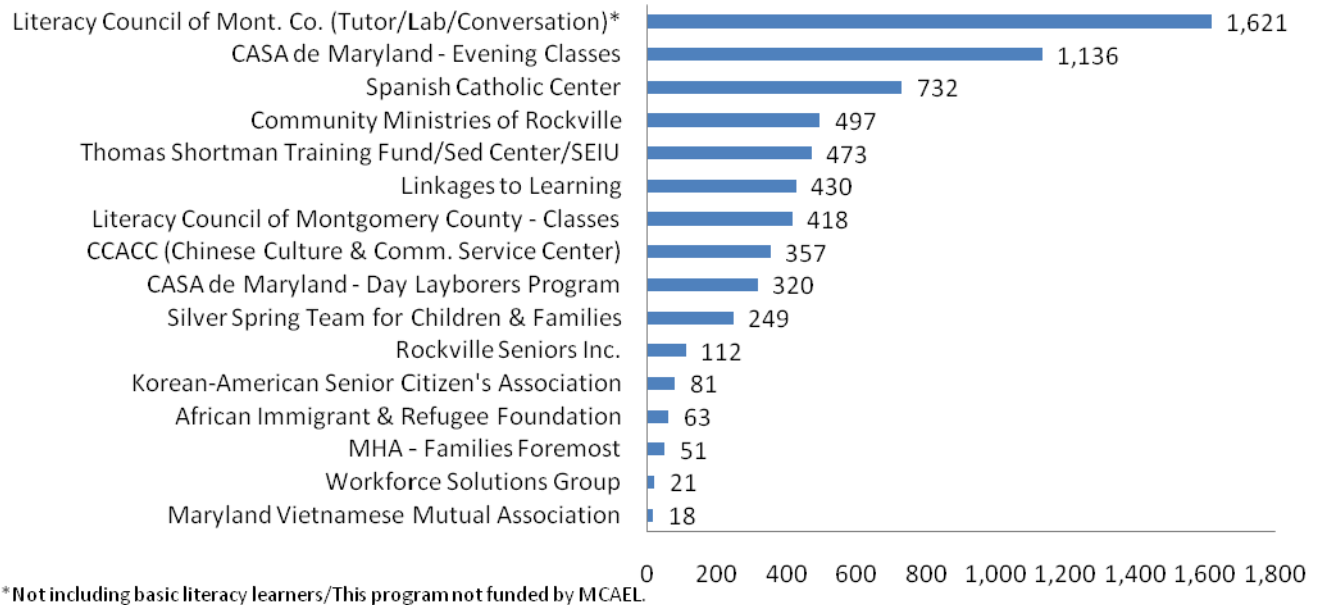
(Total Number: 4,451)



## Total Enrollment \*\*

### MCAEL Funded Organizations FY2010

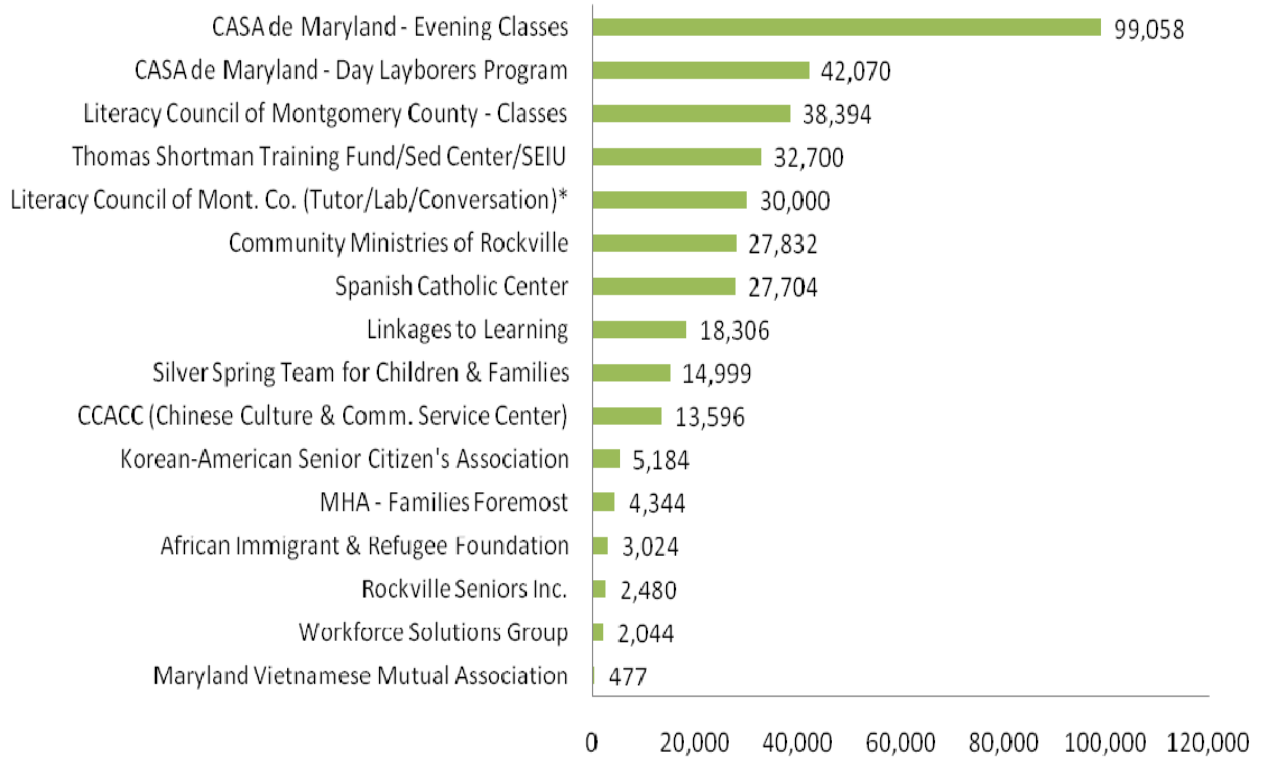
(Total Number: 6,579)



\*\*Total enrollment number equals sum of fall & spring enrollments (seats filled). Chart does not reflect unique students served as learners may enroll in more than one session.

## Scheduled Hours of Instruction MCAEL Funded Organizations FY2010

(Total Number of Hours: 362,212)



\* Not including basic literacy learners/This program not funded by MCAEL.

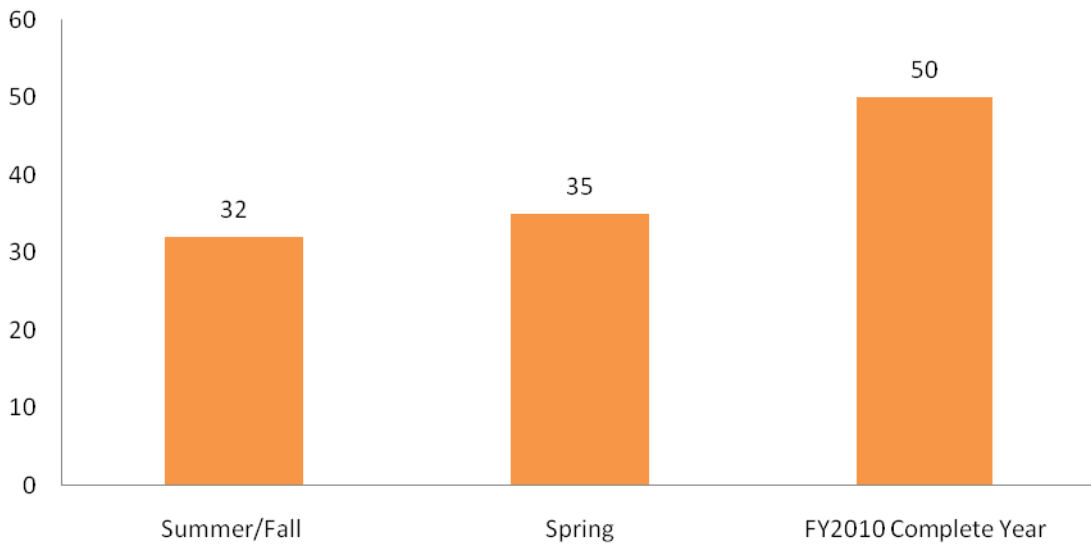
An estimated **70%** or 1,800 adults (per session) are parents/primary caregivers. <sup>\*/\*\*</sup>



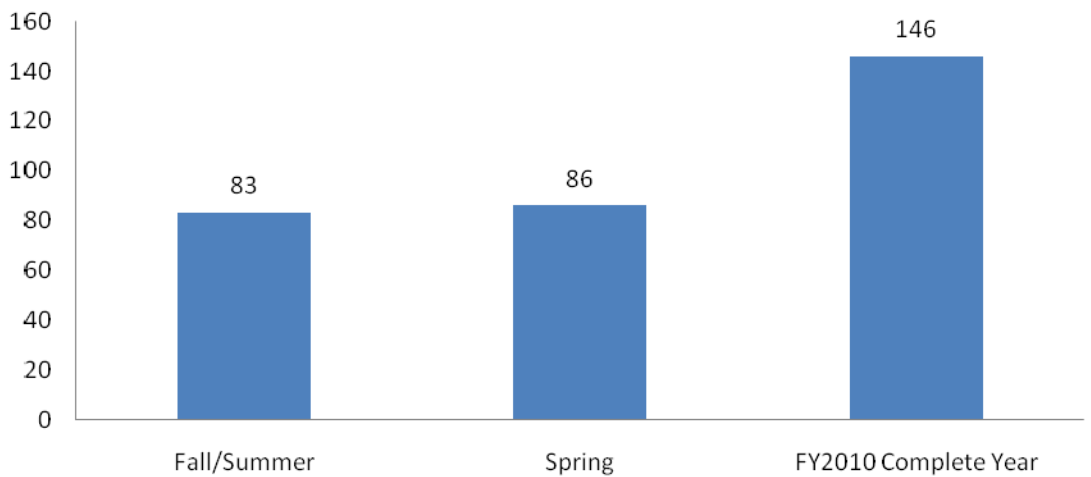
*\*Percentage among those programs that serve a parent-age population*

*\*\*In 2009, Council Education committee members requested information on this topic. The findings presented are based on self-reported estimates provided to MCAEL by its grantees. In Spring 2010, this information will be formally required by grantees through MCAEL's common measurements data collection.*

### Programs Represented in MCAEL Workshops/Meetings FY2010

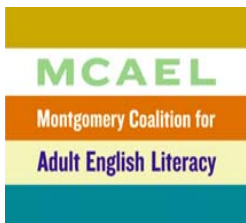


### Instructors Participating In MCAEL Trainings FY2010



**90-96%** of attendees rated each professional development opportunity as **very good or outstanding**

**99%** of those surveyed agreed that **material would have direct application** in classes they teach.



# MCAEL FY10 Adult English Literacy Grant Awards

## **African Immigrant & Refugee Foundation (AIRF) - English Language Learning for the African Community**

To provide ESOL classes to the African community as part of a learner-focused program  
\$10,000

## **Career Transition Center, Inc. - Workplace English for Hospitality**

To provide an intermediate-level ESL program for jobseekers in the hotel industry  
\$20,280

## **CASA de Maryland - ESOL Program for Low-Income Immigrants**

To strengthen the evening ESOL program and develop it as a model for other county programs  
\$100,000

## **CASA de Maryland - Workers Center ESOL**

To operate the ESOL program at CASA's Workers' Centers, combining English proficiency with other job-related skills  
\$22,000

## **Catholic Charities - Spanish Catholic Center**

To increase literacy skills in order to break down educational and linguistic barriers to self-sufficiency  
\$60,000

## **Chinese Cultural and Community Service Center - Adult English Literacy Program**

To provide adult ESOL classes to seniors and immigrants  
\$10,000

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

For on-going adult ESOL activities using a unique family centered approach, for county residents whose native language is Spanish  
\$65,000

### **PURPOSE**

In partnership with Montgomery County Government, MCAEL offers grant resources to support adult English literacy programs, with the objective of increasing the availability of services through program grants that support identified community needs and improve the quality of services offered to diverse populations. For FY2010, funding was made available to maintain, increase, and improve delivery of adult English literacy services to Montgomery County residents and workers. Funding was also available to strengthen provider infrastructure by supporting the improvement of management and organizational capacity. Eligible organizations must be or partner with a non-profit, 501(c)(3) organization.

### **TIMELINE – 2009**

**January 30** - MCAEL issues RFP

**February 18** – MCAEL offers grant preparation workshop; optional staff review

**March 13** – Final submissions due

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

**June 18** – 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.

**Korean-American Senior Citizens Association - Korean Adults English Program**

To provide ESOL classes to low income Korean seniors  
\$10,000

**Literacy Council - ESL Classes for Adult Learners**

To support ESL classes offered at four sites around Montgomery County  
\$50,000

**Maryland Vietnamese Mutual Association –  
Vietnamese Parenting Enrichment Program - Literacy Component**

To provide ESOL as part of the Parenting Enrichment Program for Vietnamese-American parents  
\$10,386

**Mental Health Association - Families Foremost**

To include adult ESOL in the Center's comprehensive program for low-income families with young children  
\$26,000

**MCPS Educational Foundation/Linkages to Learning: Adult English Literacy Program**

To support an adult ESL program for parents of students from selected MCPS schools  
\$25,000

**Rockville Seniors Inc - Rockville English Program for Seniors**

To continue the re-structuring of the adult ESOL program at the Rockville Senior Center  
\$16,334

**SED Center / Thomas Shortman Training Fund (SEIU) – Adult ESOL Program**

To provide intensive ESOL classes to low income residents.  
\$95,000

*In addition, MCAEL assumed three contracts that will receive continued support in FY10, so as to hold harmless the funded organizations. These include grants to support adult English language instruction and rental costs for the Silver Spring Team for Children and Families (\$33,000); CASA de Maryland (\$44,420) and Spanish Catholic Center (\$20,000).*

**TOTAL REQUESTS RECEIVED**

21 applicants and over \$1 million in requests

**TOTAL AWARDS**

\$617,420 in grants awarded to support 15 programs

**GRANT REVIEW PROCESS**

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

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

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

MCAEL has a strict conflict of interest and recusal policy for review panel members and Board members. MCAEL staff do not participate in the evaluation of proposals nor in determining funding.

For more information, please visit [www.mcael.org](http://www.mcael.org)