

EC COMMITTEE #1
February 11, 2019
Update

MEMORANDUM

February 7, 2019

TO: Education and Culture Committee

FROM: Vivian Yao, Legislative Analyst *MY*

SUBJECT: **Update:** Montgomery Coalition for Adult English Literacy (MCAEL)

PURPOSE: To receive an update on MCAEL.

Those expected to participate in the briefing:

- Kathy Stevens, Executive Director, MCAEL
- Marta Brito Perez, MCAEL Board Chair

Materials accompanying the update include the February 4 memorandum with attachments from the MCAEL Executive Director and Board Chair to the Education and Culture Committee (©1-13); MCAEL Strategic Plan 2018-2021 Summary (©14); MCAEL FY18 Final County Report (©15-21); and MCAEL 2019 Grant Awards Report (©22-28).

Synopsis

In 2004-2005, the County Council and Montgomery College collaborated to create the Montgomery Coalition for Adult English Literacy, to promote the teaching of English to adults whose native language is not English. 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.¹ The Committee receives an annual update from MCAEL prior to reviewing its operating budget in the spring.

MCAEL's budget has seen consistent growth for a number of years because of the recognized importance of these services to County residents. The approved FY19 MCAEL Non-Departmental Account budget for the organization of \$1,757,098 is approximately 158% higher

¹ The Council appropriates funding for adult literacy programs, including English for Speakers of Other Languages (ESOL) to MCAEL, and organizations seeking grants for such programs must apply to MCAEL. The Council forwards any grant applications it receives without comment or review. MCAEL monitors grantees to ensure that County grant funding is well-used.

than the FY12 budget of \$681,960. Despite these increases, MCAEL has reported that coalition providers (funded and non-funded programs) are serving about 10-12% of the Limited English Proficient (LEP) population in the County.²

Ms. Stevens reports that the MCAEL Board “has developed a bold goal to significantly increase the number of adult learners served each year from about 15,000 to 21,000 by 2021.” The organization will be surveying current providers and instructors to develop a coordinated approach to instructor recruitment; identifying new programs, especially to serve members of the Muslim community and in the East County and Up-County; and expanding workplace based English programs through a matrix of options for classes and services with different levels of commitment and outcome measures.

Strategic Plan

The MCAEL Board completed work on a Strategic Update and finalized its 2018-2021 Strategic Plan (see ©14 for the strategic plan summary). While the organization’s mission and vision remain constant, Ms. Stevens reports that the board “has developed a bold goal to significantly increase the number of adult learners served each year from about 15,000 to 21,000 by 2021.”

The goals articulated in the Strategic Plan include the following:

- Continue empowering providers to offer quality programs and instruction that lead to learning gains;
- Increase the number of high-quality instructors;
- Expand partnerships to enable access to a range of new workplace and community-based classes;
- Strengthen MCAEL’s branding and outreach to potential partners and learner populations; and
- Expand funding streams.

Strategies that accompany these goals are detailed on ©14. Some main areas of work to meet the targeted increase in adult learners by 2021 include surveying current providers and instructors to develop a coordinated approach to instructor recruitment; identifying new programs, especially to serve members of the Muslim community and in the East County and Up-County; and expanding workplace based English programs through a matrix of options for classes and services with different levels of commitment and outcome measures.

MCAEL Grants

For FY19, MCAEL has awarded \$1,190,000 in grant funding, an increase of \$70,000 from grant funding in FY18. The 20 organizations and 27 programs, including 9 program grants

²LEP population estimates are taken from American Community Survey data.

and 18 access grants, that received funding, along with the grants made in FY18 are detailed in the following table.

| Program Grant | FY18 Grant | FY19 Grant |
|--|--------------------|--------------------|
| Ana A Brito Foundation, Inc.-Adult English Literacy Program | \$33,290 | \$34,000 |
| Bender Jewish Community Center-Gateways (see Literary Access Grants below for FY19 funding) | \$21,316 | \$0 |
| CASA-Life Skills ESOL | \$166,873 | \$166,873 |
| Catholic Charities-English for Speakers of Other Languages | \$100,000 | \$103,223 |
| Ethiopian Community Center-African Immigrant Vocational ESOL | \$0 | \$22,650 |
| Community Ministries of Rockville-Language Outreach Program | \$113,018 | \$114,270 |
| Family Services-Family Discovery Center ESOL | \$35,000 | \$35,000 |
| Literacy Council of Montgomery County-ESOL Class Program | \$190,900 | \$194,123 |
| MCPS Educational Foundation-Linkages to Learning-Adult English Literacy | \$251,045 | \$270,597 |
| Rockville Seniors Inc.-English Program | \$47,375 | \$50,000 |
| Literacy Access Grant | | |
| Bender Jewish Community Center-Gateways Seniors | \$0 | \$8,250 |
| Bender Jewish Community Center-Gateways Workforce ESOL Program | \$0 | \$13,000 |
| Briggs Center for Faith and Action | \$15,000 | \$15,000 |
| CASA-Workforce ESOL Rockville | \$7,310 | \$7,500 |
| CASA-Workforce ESOL Silver Spring | \$7,310 | \$7,500 |
| CASA-Workforce ESOL Wheaton | \$8,000 | \$8,500 |
| Chinese Culture & Community Svcs Center-Adult English Literacy | \$11,000 | \$11,000 |
| Community Ministries of Rockville-LOP and LOP/Interfaith Clothing Center Conversation Groups | \$13,829 | \$14,398 |
| Community Services Foundation -ESOL Classes | \$2,500 | \$0 |
| Covenant Life Church-ESOL Classes | \$14,500 | \$14,500 |
| Family Services-Thriving Germantown Community HUB | \$8,600 | \$8,600 |
| George B Thomas, Sr. Learning Academy-Watkins Mill Saturday School Adult Literacy Classes | \$10,609 | \$7,500 |
| Housing Opportunity Community Partners-ESL Drop-in | \$4,700 | \$0 |
| Identity Inc.-English Literacy for Disconnected Young Adults | \$15,000 | \$15,000 |
| Impact Silver Spring-English Language Classes | \$9,825 | \$11,000 |
| International Rescue Committee-Beginner ESL with Childcare for Parents of Young Children | \$0 | \$5,500 |
| Muslim Community Center-English Language Program | \$5,000 | \$0 |
| Seneca Creek Community Church-ESOL Program | \$13,000 | \$15,000 |
| Service Workers Training and Education Partnership-Pathways to Citizenship | \$0 | \$8,816 |
| Vietnamese American Services-English Conversation Classes | \$15,000 | \$28,200 |
| Total | \$1,120,000 | \$1,190,000 |

Other Accomplishments and Priorities

- **Program Evaluation Efforts and Outcomes:** MCAEL measures progress and outcomes (1) by the increase in English skills of individual learners through specific indicators of success and (2) through international TESOL (Teachers of English to

Speakers of Other Languages) standards for adult ESOL programs. MCAEL has provided information on learners goals and indicators, including the following:

- **Increased ability to use English in daily living situations:** 4,964 learners, 82% achievement. The top indicator for this goal to “speak on the telephone and take a message” was chosen by 877 learners with 83% indicating achievement.
- **Improved or maintained economic statuses:** 1,970 learners, 77% achievement. The top indicator for this goal to “identify career/education options and plan goals in English” was chosen by 638 learners with 86% indicating achievement.
- **Improved or sustained health/awareness of health issues:** 1,233 learners, 84% achievement. The top indicator for this goal to “communicate basic health information in English” was chosen by 719 learners with 82% indicating achievement.
- **Improved community connectedness:** 1,004 learners, 77% achievement. The top indicator for this goal to “participate in community events (e.g., festivals, housing community meetings, etc.)” was chosen by 436 learners with 77% indicating achievement.
- **Improved communication with child’s school/improved support for child’s education:** 721 learners, 81% achievement. The top indicator for this goal to “practice English with children or grandchildren” was chosen by 309 learners with 79% indicating achievement.

Additional data on learner goals and indicators is provided on ©12-13. Some examples of program improvements from grantees in FY18 is described on ©3 with additional information on ©18-19.

- **Workplace Programs:** The expansion of workplace-based programs has been a priority for MCAEL. As the organization continues to build capacity in this area, it has developed a matrix of services to provide a range of options for employers to choose in terms of length of classes, tutoring options, and skills. MCAEL is working with one employer at two hotel locations and hosting three classes this year based on this model and has several other inquiries.
- **Website Revision and On-Line Training:** MCAEL has completed its first website revision in over 10 years. Ms. Stevens reports that the website is more interactive and easier to navigate. It also allows providers to add information about their classes so that learners can be more easily referred to other programs in a timely way. The organization is also testing training options on YouTube, and is awaiting grant funding to purchase a TV and camera to provide webinar training from the MCAEL office.
- **Recent Innovations:** A grant portal for applicants has been built and went live for the FY20 grant cycle last week. In addition, MCAEL is about to publish a hands-on, user friendly Program Administrators Toolkit.

Response to Issues Raised Previously in Committee

Council President Navarro had requested that MCAEL explore the offering of Spanish Literacy classes for adults and content-based ESOL instruction for family child care providers in collaboration with Montgomery College. Ms. Stevens reports that MCAEL has spoken with providers about their Spanish Literacy offerings and will be working on next steps. She also expects MCAEL to turn its attention to exploring opportunities to focus on the adult component of family literacy, including work with child care providers and other partners in the county.



February 4, 2019

Update to County Council Education Committee

Kathy Stevens, Executive Director

Marta Brito Perez, Board Chair

MCAEL is pleased to update the Education Committee on its work. As requested, this update includes:

1. Priorities, Selected Data and Work Plan Overview for Fiscal Year 19
2. Financial Update – FY19 Montgomery County investment allocation
3. Future Work and Conclusions

1. Successes, Priorities and Work Plan – FY 19

MCAEL continues to expand a strong network of adult English literacy providers that is thriving and coordinated to deliver quality classes to those in need. MCAEL, as a separately incorporated 501(c)(3) nonprofit, now is in its 12th year. The work of MCAEL staff and providers continues to support our mission, “to strengthen the countywide adult English literacy network to support a thriving community and effective workforce.”

2018-2021 Strategic Plan

The MCAEL Board completed its work on a Strategic Update and finalized the 2018-2021 Strategic Plan. The organization’s mission and vision remain constant; the board, however, has developed a bold goal to significantly increase the number of adult learners served each year from about 15,000 to 21,000 by 2021 (see side bar) (learners in both grant-funded and non-grant funded programs).

We have started working on a few main areas in order to meet this goal over the next 3 years. We know that more instructors will be needed in order to serve more learners. Thus, we have started by surveying the current providers and instructors to determine what is working for them, whether they could take on more work, etc. Additionally, we are actively working to identify new programs, especially to serve members of the Muslim community, and in East County and Up-County. Lastly, after analyzing the successes and

MCAEL Strategic Plan 2018-2021 (summary)

Mission:

The Montgomery Coalition for Adult English Literacy strengthens the countywide adult English literacy network to support a thriving community and effective workforce.

Vision:

MCAEL envisions a culturally diverse community where dreams are achieved through the power of English literacy.

2018-2021 Strategic Vision Statement

While the coalition of providers remains committed to maintain the quality of programs and instruction and the number of adult learners it serves has increased over the past 6 years, there continue to be tens of thousands of learners who are limited in their English proficiency. *By 2021, MCAEL will increase the number of learners who are on a pathway to proficiency from 15,000 to 21,000.*

Goals:

21,000 by 2021!

1. Continue empowering providers to offer quality programs and instruction that lead to learning gains.
2. Increase number of high-quality instructors.
3. Expand partnerships to enable access to a range of new workplace and community-based classes.
4. Strengthen MCAEL’s branding and outreach to potential partners and learner populations.
5. Expand funding streams.



challenges from our pilot workplace-based programs, we have developed a matrix of options for different classes and/or tutoring or shadowing arrangements in order to allow employers a range of choices to bring English classes to their workplaces. We are working with one employer now with staff at hotel locations in 3 places in Gaithersburg/Germantown, and have interest from at least one other employer to start classes this winter. This approach allows for different levels of commitment (and different options to measure outcomes) as well as a fee for service model which we can now offer thanks to initial county support to help with early pilots.

Selected Data

MCAEL continues to compare overall American Community Survey (ACS) data with coalition wide data.¹ These data figures continue to show that MCAEL coalition (including funded and nonfunded programs are serving about 10-12% of the LEP population.).

MCAEL's work (grant making, capacity building, training and technical assistance) is informed by data. MCAEL's output and outcomes data is included in our FY18 Report, [https://www.mcael.org/sites/default/files/mcael annual report fy18 .pdf](https://www.mcael.org/sites/default/files/mcael%20annual%20report%20fy18.pdf). MCAEL measures progress not only for the increase in English skills of individual learners through specific indicators of success, but also for programs using the international TESOL (Teachers of English to Speakers of Other Languages) standards for adult ESOL programs.

MCAEL continues to work with County Stat to analyze & present FY 18 grantee data. *(Note: This data analysis and presentation is provided IN -KIND by County Stat and MCAEL would be unable to provide the breadth and depth of data without at least another \$50,000-75,000. This data will be published (alongside the FY17, FY16 & FY15 data) on line via our website).* This provides a more robust platform for coalition and community members to use the data with interactive heat maps and several years of comparative information. The full data report will be available in our interactive Story Map on the MCAEL website in the coming weeks. County Stat has been working through the fall to analyzes and present our data and has had some staffing changes over the past few months.

Selected Learner Information & Outcomes

MCAEL grantees continue to track individual learner outcomes through indicators of success. The coalition continues to refine data collection and analysis on many levels; the following show some highlights of learner gains from FY18 grantee data reports: (see Appendix, slides 4,5,6)

- The top 4 indicators that were chosen by programs and learners to work on included (in descending order) and whether they had made progress:
 - Increased ability to use English in daily living situations – particularly to speak on the phone and take messages and reading in English (83% achieved progress in this area)

¹ Number of LEP adults in the county; remains about constant:
ACS 2014 (1 year) – 131,213 (from MCAEL baseline needs assessment)
ACS 2009-2014 (5 year) – 127,966 (see FY 16 data on MCAEL website 5 year estimate used because 2015 ACS year was not yet available)
ACS 2016 (1 year) – 126,445 (FY18 data presentation – see MCAEL website)

- Improved or maintained economic status – particularly to identify career/education options and plan goals in English and communicate in English with one’s supervisor, colleagues and customers (86% achieved progress)
- Improved or maintained health/awareness of health access (communicate basic health information (82% achieved progress)
- Improved community connectedness – (participate in community events or enroll in English citizenship classes (77% achieved progress) *(note: the data shows a increase in learners interested in improved English in order to participate civically, vote and get citizenship*

Selected Program Improvements & Outcomes

MCAEL collects program improvement information from its grantees each year. The following are selected program improvements from grantees in FY18.

- Ana A. Brito Foundation – To increase hours of instruction offered and to bridge the gap of programming over the summer, offered month-long conversation classes, which began on June 25th. The focus is on using vocabulary that students use in everyday conversations. The students are very appreciative of having more time to practice their English. There are three different conversation groups corresponding to students’ varying levels. (program structure and administration)
- CASA - Program staff designed and implemented a standardized series of pre/post-tests in which learner acquisition of the ESOL life skills taught in each course level could be assessed in an objective, data-based manner. Both the new syllabi and corresponding pre/post-tests were implemented during the winter 2018 session. During the first week of classes, a course-specific pre-test was administered to assess students’ initial knowledge of the life skills themes that were to be addressed during the eight-week session. At two-week intervals, as the course themes were taught, post-tests were administered to determine learner gains. Students’ cumulative scores on these pre and post-tests were used to determine overall rates of learner improvement while the scores from the individual tests were used to track acquisition of the specific life skills goals outlined on the updated list of MCAEL Learner Objectives. The updated pre/post-tests proved to be an accurate tool for measuring learning gains with 93% of students demonstrating improved knowledge of language themes during the second half of FY18 as compared to 90% during the first half of the year. (learner assessment and gains)
- Family Discovery Center - The Center made some simple changes to bolster attendance rates. The Center included more detailed information during orientation regarding attendance expectations and encouraged the participants to brainstorm babysitting options in advance. We also discussed the attendance policy at several parent advisory group meetings. FDC provided certificates of participation after each class session. We also provided incentives for perfect attendance. The FDC service coordinator called every student who missed a class to and provided case management services to any participant experiencing personal hardships. FDC offered summer camp for school-aged children and ensured that the FDC class schedule mirrored MCPS calendar. (Learner Retention)

FY19 Workplan and Priorities

In addition to continuing the ongoing capacity building and public education/engagement work to address the needs of the coalition and adult English literacy learners, MCAEL's priorities this year include:

- 1) Strategic Plan Implementation Year 1 – focus on understanding current cohort of instructors, provider needs and instructor interest in additional work. We hope to then develop a coordinated approach to instructor recruitment and perhaps expanded introductory training.
- 2) Workplace Programs –A matrix of services has ben developed to provide a range of options for employers to choose from in terms of length of classes, tutoring options. MCAEL has incorporated a level of class that will yield individual learner outcomes. We are working with one employer at two hotel locations hosting 3 classes this year based on this model and have several other inquiries. We are focusing on starting small as we determine staffing levels to scale this approach up and how different providers may want to be included.
- 3) Literacy Conference- Starting to plan for FY 2020. This was a new initiative last year. It was highly successful, and we decided to build on that success, but to manage workloads and implementation of our new strategic plan, we will be holding this, at least to start, on a bi-annual basis.
- 4) Website Revision & On-Line Training and Coalition Communications – MCAEL has completed its first website revision in over 10 years. It is now more interactive, easy to navigate, and members of the coalition have access to add information such as class registration dates. With this accessibility, we have empowered providers to share that information so that learners can more easily be referred to other programs and get registered for classes in a timely way. We are also testing providing training options on line via YouTube while we await grant funding to purchase a TV and camera to provide webinar based training from our office.
- 5) Grant portal – MCAEL has worked with a vendor to build a grants portal for applicants. It went live for the FY20 grant cycle last week. Not only will this increase efficiency for MCAEL and the grant panel, but organizations (which have staff turnover, etc.) have easier access to their data and applications. We also included facets to mine data in a more robust manner.
- 6) Data collection and reporting for Coalition and Individual Providers – we have developed a template that can capture each grantees basic data for them in visualizations so that they can track progress and provide reports to their boards, constituents and funders.

Recent Successes on Carry Over Projects from FY 18

- MCAEL is about to publish an hands on, user friendly tool, a Program Administrators Toolkit (An item that has been on the coalition 'wish list' for several years). We have submitted proposals to a national conference to show case this since there are no other models like it in the country.

2. Financial Update

Grants made in FY 19

FY19 Funds Allocation

In FY 19, MCAEL received \$1,757,098 from Montgomery County. That funding was divided as follows:

| | |
|---------------------------|------------------|
| MCAEL Grants | \$1,190,000 |
| <u>MCAEL Operating</u> | <u>\$567,098</u> |
| Total County Funding FY18 | \$1,757,098 |

MCAEL's FY 19 budget reflects planned additional fundraising of over \$120,000 to supplement the MCAEL operating budget.

County Funded MCAEL Grants:

| Funding year | Amount funded | Organizations Funded ² | Programs Funded | Classes Provided | Learners Served |
|--------------|---------------|-----------------------------------|---|------------------|-----------------|
| FY 19 | \$1,190,000 | 20 | 27 (9 program grants, 18 access grants) | 543 | Target - 8,197 |
| FY 18 | \$1,120,000 | 20 | 25 (9 program grants, 14 access) | 512 | 7,627 |

Additional information can be found at:

https://www.mcael.org/sites/default/files/fy19_grant_announcement.pdf

A few funding items to note:

- New grantees

² FY 19 -MCAEL had requests for funding from 21 organizations and 28 programs for a total of \$1,367,596 in requested funding. Most programs did not receive full funding. FY18 – Requests came from 23 organizations for 28 programs for \$1,270,958.

- Ethiopian Community Center -Classes offered at residents' apartment building. The classes are focused for low wage workers who need additional English to progress in jobs or find jobs. Classes are offered in the apartment building to provide easy access for African immigrants.
- International Rescue Committee Beginner ESL with Childcare for Parents of Young Children \$5,500 To support parents of young children, most frequently women, who are unable to access ESL classes and face barriers to employment due to childcare responsibilities. The ESL classes will offer life skills ESL and vocational ESL, with the intention of building English skills for community and workplace integration. Service Workers Training and Education Partnership (STEP) Pathway to Citizenship (ESOL- Civics) \$8,816 STEP aims to provide a comprehensive language and legal assistance citizenship program for Montgomery County African immigrants. STEP's free, ESOL citizenship with civics enrichment classes, which prepare learners to pass the citizenship exam and take leadership roles in the community, will be integrated with pro bono legal assistance to help with naturalization applications. The program will reach out to lower wage, Limited English Proficient African immigrants in the Silver Spring- White Oak area.
- Technical Assistance/Coaching Fund grants – MCAEL is providing targeted technical assistance to organizations on focused areas. Two examples for this year include working with Linkages to Learning on an assessment tool and providing a focused training for volunteer instructors in the Gaithersburg Beloved Community
- Continued work on the workplace based classes and continued support for classes held in MCPS locations, especially through the Linkages to Learning format.

Additionally, MCAEL increased the number of full-time employee equivalents due to the county's increased funding and staff interest and commitment. The organization now has 6 employees (5.25 FTE). This year we hired a Program Associate, Halima Ahmed, to support the two other program staff. Ms. Ahmed was an English Language learner herself when she came to Montgomery County at the age of 19. She found free classes for English and then GED prep at Montgomery College and went on to complete her bachelor's and master's degrees (out of the area) and has now returned.

MCAEL also had some board transition (2 members completed the end of their 2 terms, and one moved out of state). MCAEL onboarded 4 new members: 1 through the Leadership Montgomery/Nonprofit Montgomery Board Match program, and 3 others through internal recruitment efforts. This has yielded positive gains for staffing - grants management ratios have come down from about 20:1 to about 9:1, which is better in line with best practices. With the new goals in the 2018-2021 strategic plan and the new grants portal, staff time can also now be better allocated to the growing portfolio of work and new program development.

3. Future Work and Conclusion

MCAEL continues to support a diverse network of adult English literacy programs in order to meet the wide variety of needs our county has for adult education of this type. Our progress continues to show through program improvements, individual learner gains, and recognition of the collaborative and innovative work we are doing as a coalition, (for instance the forthcoming Program Administrator's Toolkit which features input and examples from most of the MCAEL providers).

MCAEL is focused on expanding access for learners at new partner locations, new areas in the County (continued focus on East County and upCounty) and at workplaces. We have spoken with some providers about their Spanish Literacy offerings (a few providers offer small classes at this time and work with them and council to determine next steps. Additionally, we expect to turn our attention to exploring what opportunities we might have to focus more on the adult component of family literacy, including work with child care providers and other partners in the county such as MCPS and Montgomery College.

The Board is also focused on our outreach and resource development, with efforts articulated in from the strategic plan to connect with more individuals in the county (both those who need English classes and those who can support our work), along with identifying new instructors. All of this is added on to our continued commitment to provide the level of capacity building, data collection and analysis that we have made our hallmark.

We look forward to our continued support from and work with the county government.

Additional material:(on our website)

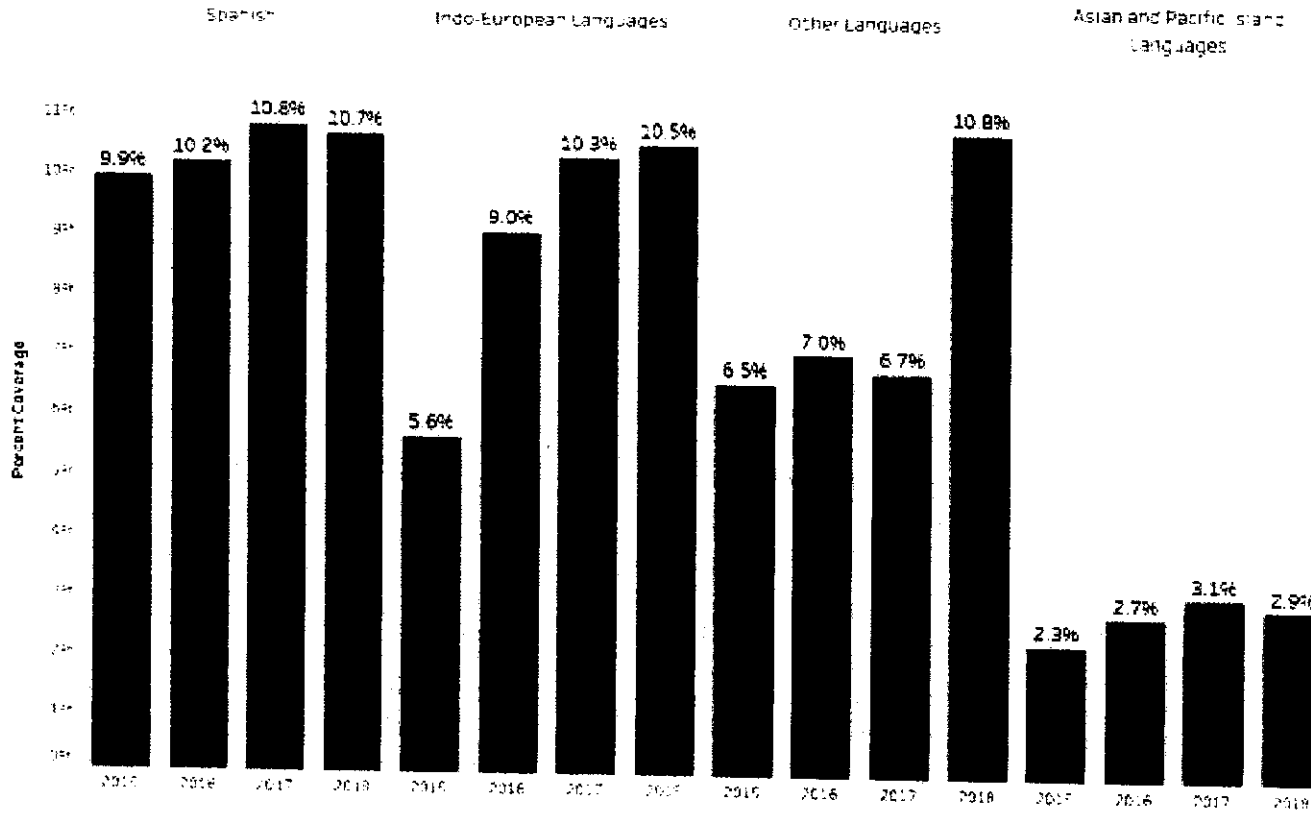
MCAEL FY18 Final County Report

[https://www.mcael.org/sites/default/files/mcael_annual_report_fy18 .pdf](https://www.mcael.org/sites/default/files/mcael_annual_report_fy18.pdf)

Attachments:

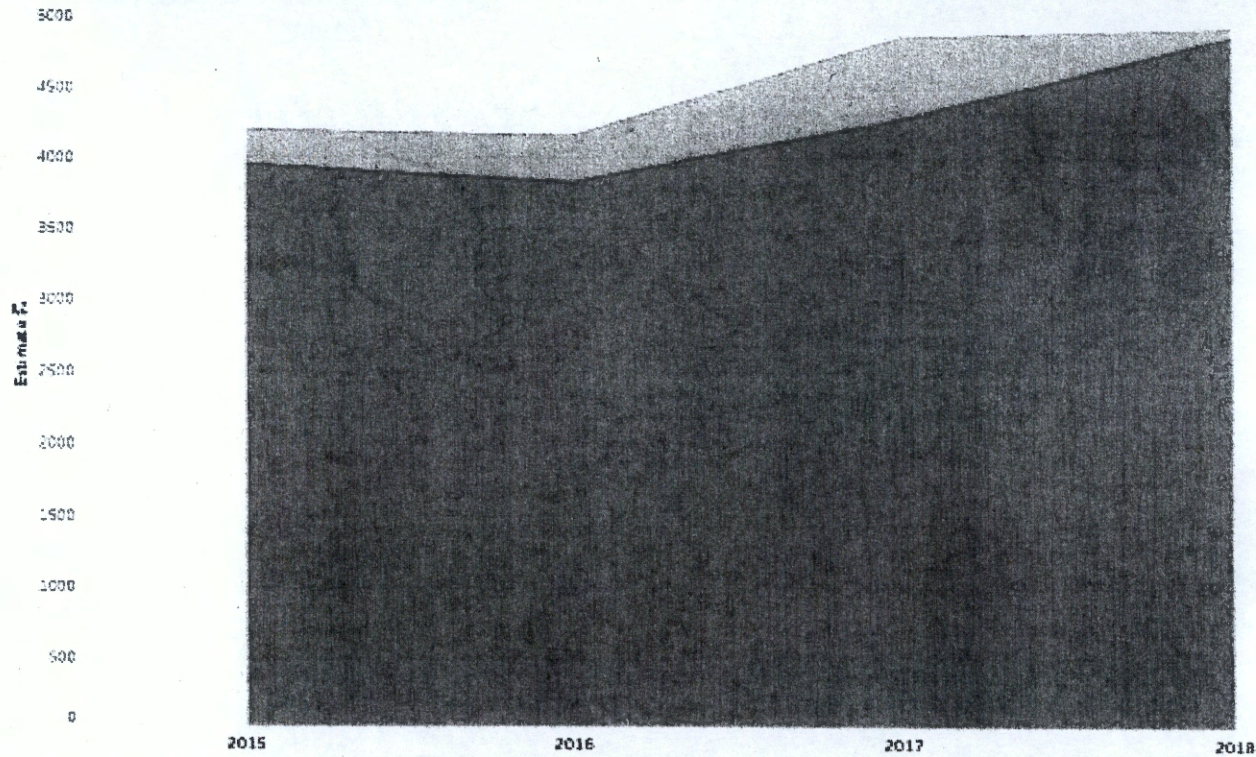
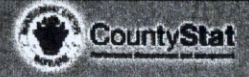
Slides of FY18 Data

Learners as a Share of LEP Residents by Language Group



Shows how the learners in different language groups are being served. Note the 4% increase in learners who speak “other languages”. These increases are from new learners who speak Amharic, Arabic and other African languages.

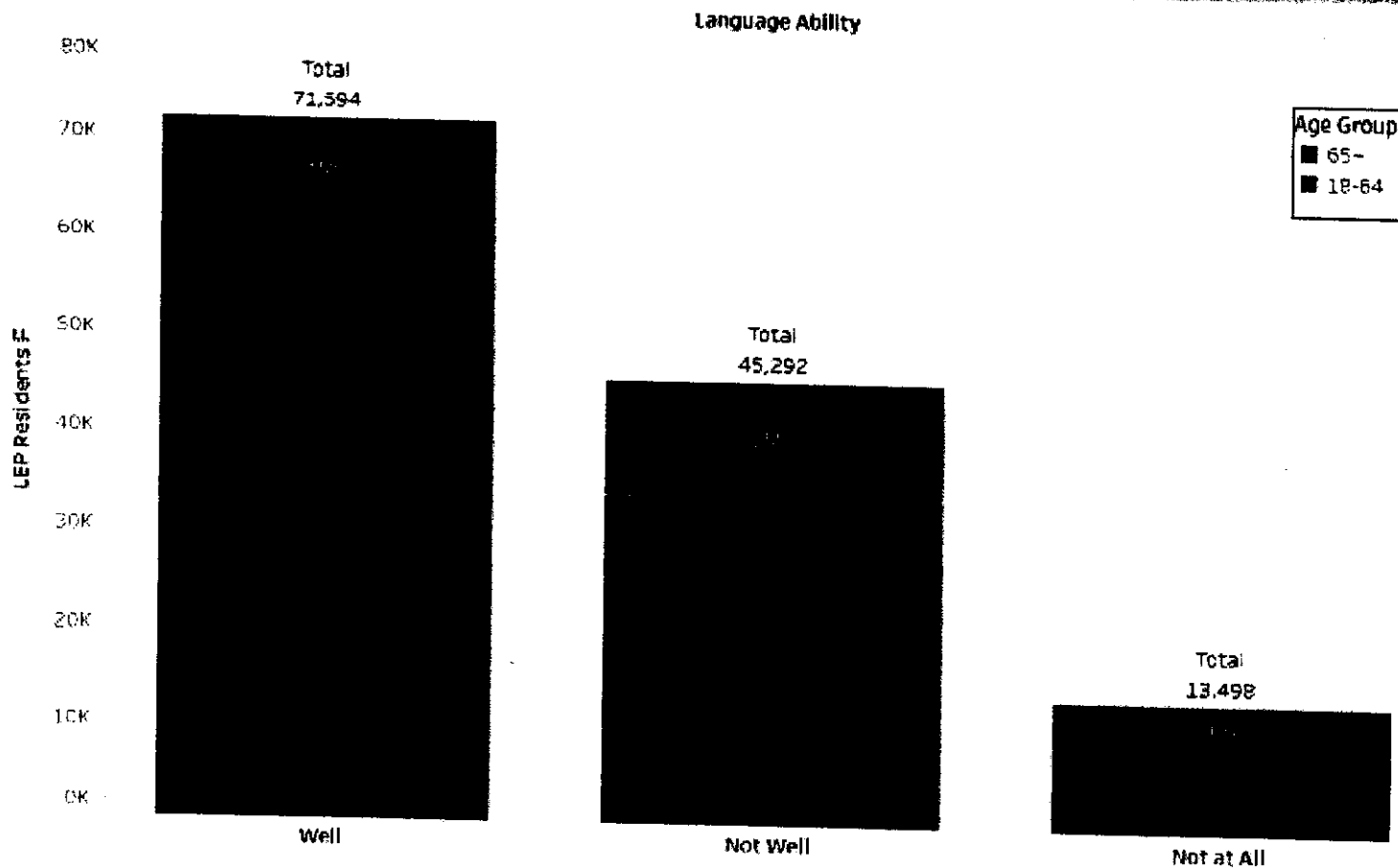
MCAEL-Funded Total Enrollment



This chart shows the total enrolled learners, which includes all learners who enrolled in all class sessions (fall/winter/spring/summer), and may include duplicates (in gray), e.g. if a learner took a class in the fall and re-enrolled for the spring, he/she would be counted for each of the two sessions. The figure for "unique count" is in light green and gives an indication of the number of individual, unique, learners who were served.

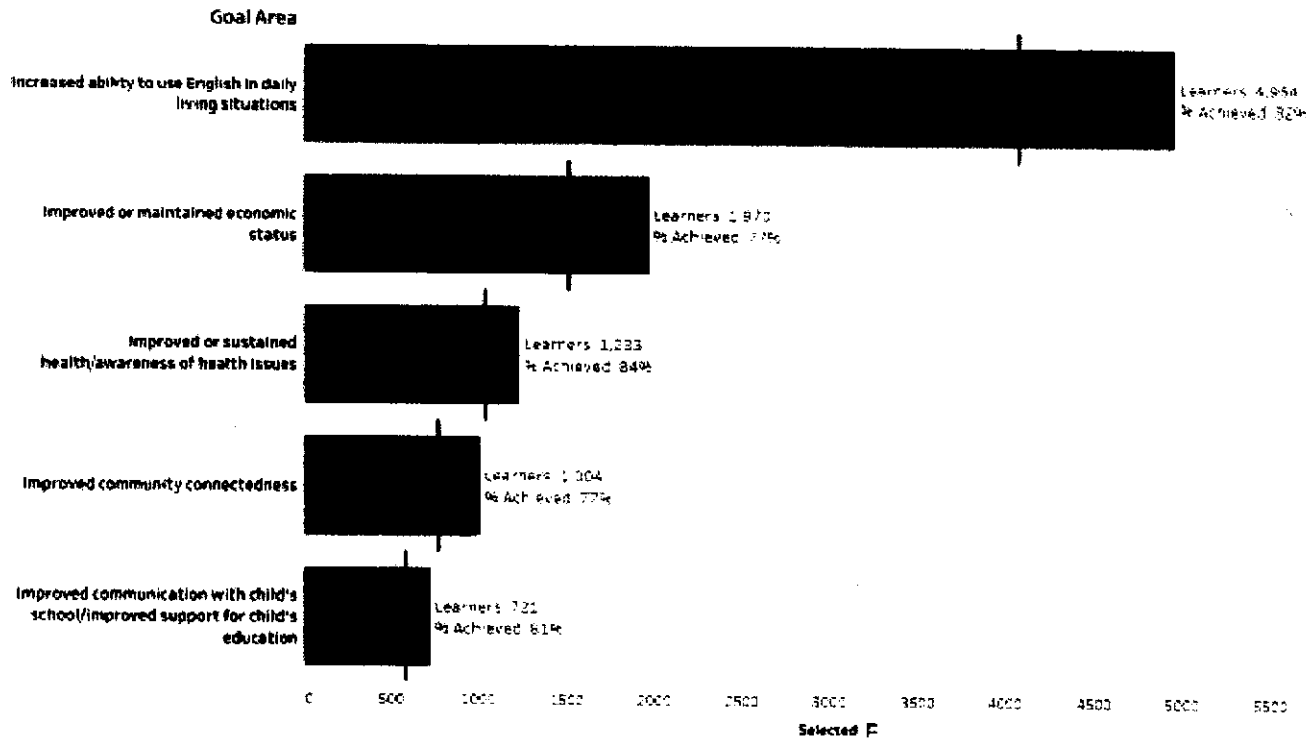
There continues to be an overall increase in county grant funded learners

English Speaking Ability of Adult LEP Residents by Age



Total number by age group of LEP adults in the county. MCAEL continues to offer programs to all adult age groups.

MCAEL-Funded Learner Goals

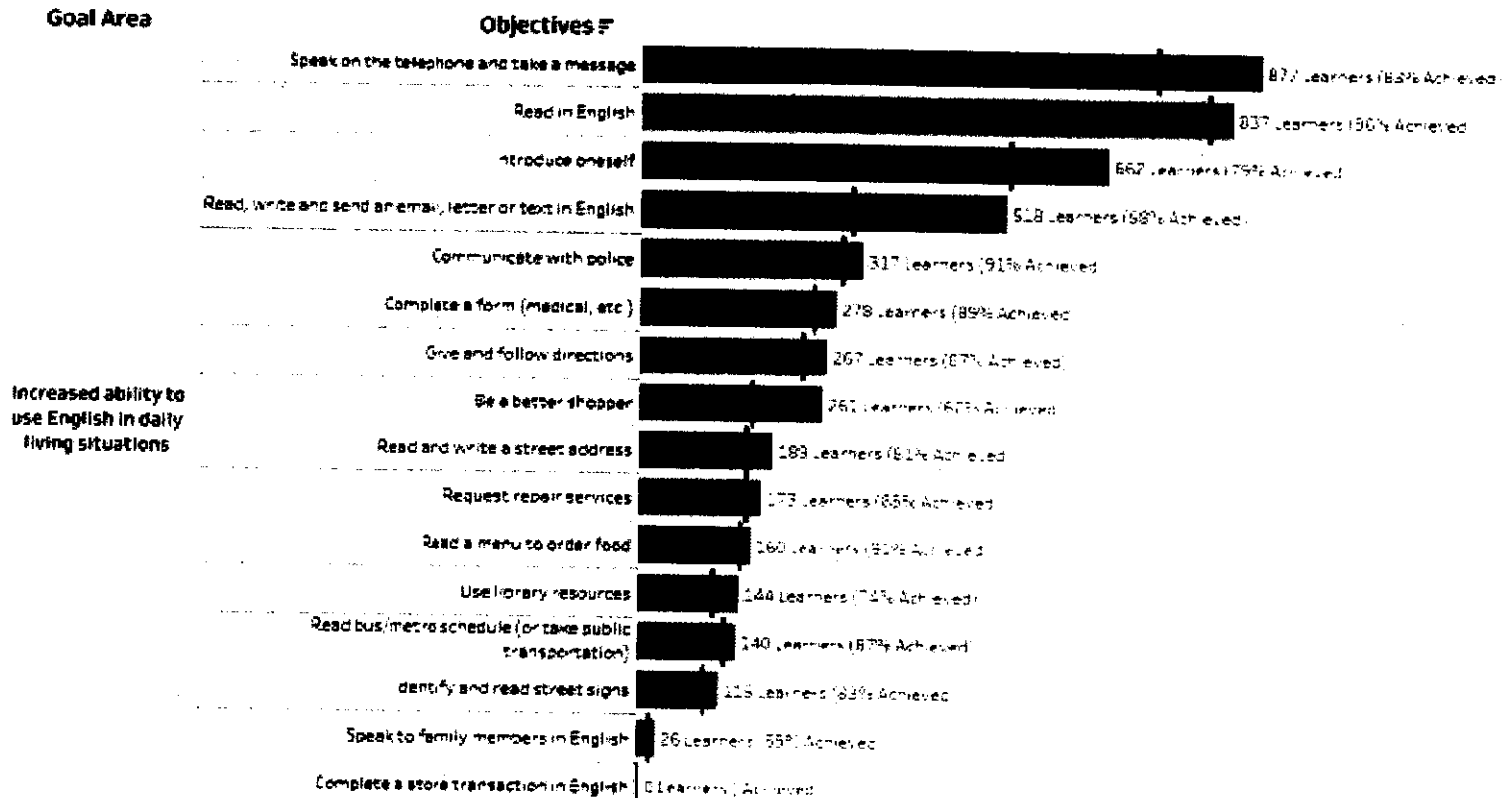


Common outcome indicators of achievement were developed by a group of adult ESOL providers as a way of measuring learner progress in managed enrollment programs. This chart shows the five major categories in which objectives were selected at the outset of each session; achievement of the objectives is assessed by the end of the session.

Learner goals and outcomes (see information above regarding details of learner outcomes based on the indicators of success)

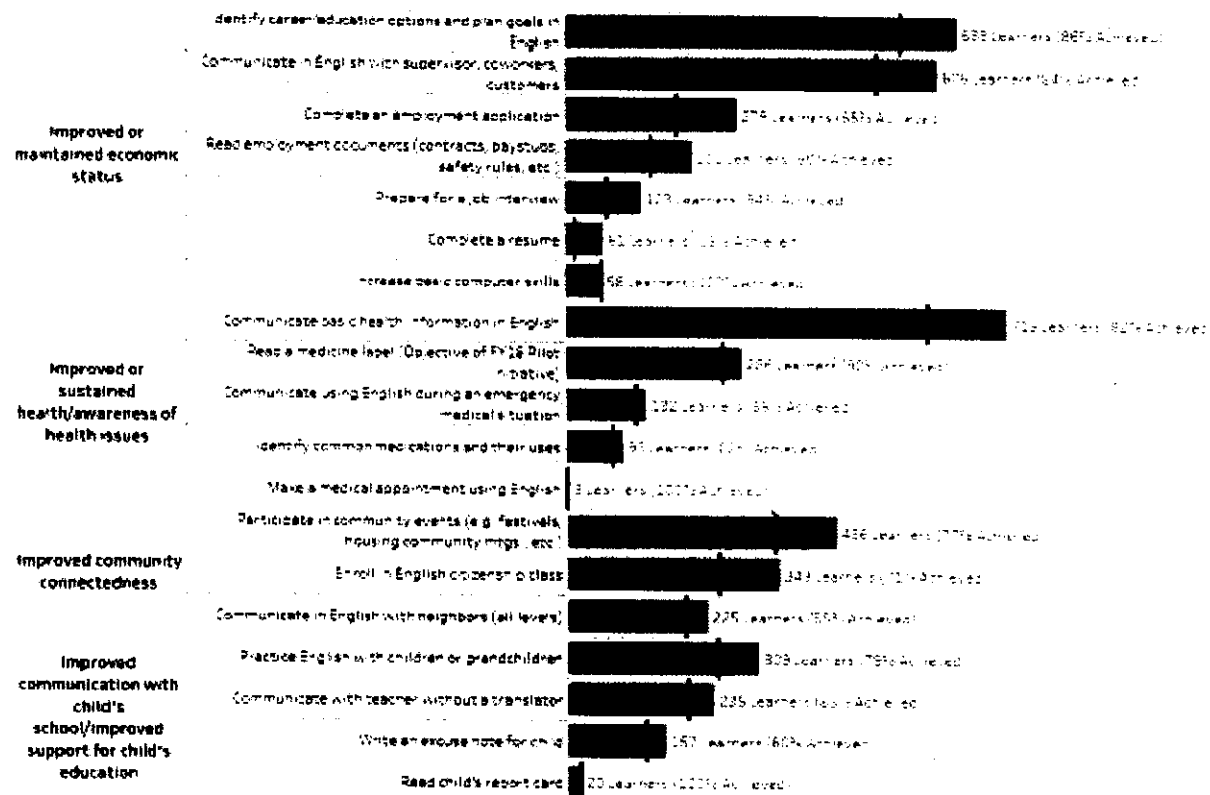
Improved community connectedness – (participate in community events or enroll in English citizenship classes (77% achieved progress)
(note: the data shows an increase in learners interested in improved English in order to participate civically, vote and get citizenship)

MCAEL-Funded Learner Goals & Objectives (1-2)



Increased ability to use English in daily living situations – particularly to speak on the phone and take messages and reading in English (83% achieved progress in this area)

MCAEL-Funded Learner Goals & Objectives (2/12)



Improved or maintained economic status – particularly to identify career/education options and plan goals in English and communicate in English with one’s supervisor, colleagues and customers (86% achieved progress)

Improved or maintained health/awareness of health access (communicate basic health information (82% achieved progress)

Improved community connectedness – (participate in community events or enroll in English citizenship classes (77% achieved progress) *(note: the data shows a increase in learners interested in improved English in order to participate civically, vote and get citizenship)*



2018 – 2021 STRATEGIC PLAN

Mission:

The Montgomery Coalition for Adult English Literacy strengthens the countywide adult English literacy network to support a thriving community and effective workforce.

Vision:

MCAEL envisions a culturally diverse community where dreams are achieved through the power of English literacy.

Values:

- **Partnerships:** MCAEL's coalition model includes community members, business, government, nonprofits, educators, faith-based groups and the learners themselves working together.
- **Empowerment:** Effective MCAEL programs create a level playing field for adults now and their children in the future.
- **Innovation:** MCAEL's programs incorporate sustainability, technology and real-world examples to benefit learners.
- **Impact:** Quality English instruction reaches a growing number of learners each year through the coalition programs and the staff and instructors.

2018-2021 Strategic Vision Statement

While the coalition of providers remains committed to maintain the quality of programs and instruction and the number of adult learners it serves has increased over the past 6 years, there continue to be tens of thousands of learners who are limited in their English proficiency. **By 2021, MCAEL will increase the number of learners who are on a pathway to proficiency from 15,000 to 21,000.**

Goals:

21,000 by 2021!

1. Continue empowering providers to offer quality programs and instruction that lead to learning gains.
2. Increase number of high-quality instructors.
3. Expand partnerships to enable access to a range of new workplace and community-based classes.
4. Strengthen MCAEL's branding and outreach to potential partners and learner populations.
5. Expand funding streams.

Strategies:

- a. Offer a range of trainings, workshops and other program and instructor development.
- b. Leverage innovative technologies to improve communication with and training for providers' staff.
- c. Promote use of technology to improve quality and/or efficiency of instruction.
- d. Continue advisory groups and feedback loops to connect needs to MCAEL program offerings and support.
- e. Offer activities to enhance MCAEL's resource role, such as focused support for small and emerging programs, and coordinated data and publicity opportunities.

- a. Promote established ESOL instructional standards.
- b. Identify and develop untapped sources of instructors.
- c. Develop and provide training to new instructors and tutors.
- d. Convene teachers by region and provide guidance, support and ongoing best practices.

- a. Identify industry sectors of interest and socially-conscious businesses in the county.
- b. Attract businesses to partner with the MCAEL coalition.
- c. Identify other partners (nonprofits, faith-based, etc.) to provide classes in underserved regions and for underserved populations, for examples, speakers of Asian languages and the Muslim community.
- d. Work with grantees and staff to attract unmet communities to programs.

- a. Assess branding, including organization name, tagline and logo.
- b. Determine how current programs can be utilized as a branding opportunity.
- c. Educate public about benefits of ESOL instruction.

- a. Establish a leadership giving circle from former board members, leaders of ESOL, high donor groups and alumni.
- b. Identify potential new foundation and corporate partners.
- c. Prospect, identify and convert existing one-time donors to ongoing donors, and identify new donors
- d. Identify possibilities for joint grant applications with providers.

MCAEL PROGRAM ACTIVITIES AND ACCOMPLISHMENTS

Throughout FY18, MCAEL undertook the following activities in line with the general purpose of the funding and the specific 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 60 ESOL programs/sent emails to 150+ provider staff. Collected information through 26+ data points (e.g. name, location, time/day of classes, and #of volunteers).
 - 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 50+ events around Montgomery County and Greater DC area. The following is a select list.

| | |
|---|---|
| <ul style="list-style-type: none"> • Bethesda Chevy Chase Chamber of Commerce – (Events & Economic Development Committee Meetings) • Committee for Montgomery Legislative Breakfast & monthly meetings • Community Foundation Funders Roundtables • Gaithersburg Coalition Provider Meetings • Nonprofit Montgomery Events | <ul style="list-style-type: none"> • Interfaith Works Events • Leadership Montgomery events • Montgomery County Public Schools Prekindergarten/Head Start Programs Annual Community Providers' Collaboration Forum and Parent Outreach Open House • Montgomery County Chamber of Commerce Events • Montgomery Moving Forward Steering Committee Meetings /Convenings/Learning Gatherings • Worksource Montgomery Meetings • Montgomery College events and convenings |
|---|---|

- Met with and continue to partner and participate with other nonprofit organizations and government locally, regionally and nationally including, but not limited to:

| | |
|--|--|
| <ul style="list-style-type: none"> • College Tracks Montgomery County • Ethiopian Community Development Council • Gilchrist Center/Office of Community Partnerships • Identity • Interfaith Works • Literacy Coalition of Central Texas • Lutheran Social Services • MAACCE (Maryland Association for Adult Community and Continuing Education) • Manna Food Center | <ul style="list-style-type: none"> • Montgomery College Foundation • Montgomery County Health and Human Services • Montgomery County Public Libraries • Montgomery County Public Schools • NCL (The National Coalition for Literacy) • Nonprofit Montgomery • Nonprofit Village • Pre-Release Center Montgomery County Department of Corrections and Rehabilitation • ProLiteracy • Maryland TESOL |
|--|--|

| | |
|---|---|
| <ul style="list-style-type: none"> • Montgomery College • County Stat | <ul style="list-style-type: none"> • WATESOL (Washington, D.C. Area Teaching English to Speakers of Other Languages Association) • TESOL (international) • Worksource Montgomery |
|---|---|

MCAEL in the Community

Coalition Building

- Executive Director serves on Leadership Committee for Montgomery Moving Forward
- Executive Director serves on the Committee for Montgomery Board and in the Secretary position on the executive committee
- Executive Director serves on Montgomery College President's Community Advisory Board
- Executive Director serves on the Board of Nonprofit Montgomery and is Chair for 2018 - 2019
- MCAEL attends and participates in provider program graduations and other events as requested
- MCAEL attends and participates in Gaithersburg Provider meetings
- MCAEL ESOL Program Coordinator & Instructional Specialist serves as Maryland TESOL President as of FY18
- MCAEL ESOL Program Coordinator & Instructional Specialist serves on the Academic Advisory Board of the Washington English Center

Outreach

- Coordinated Adult Education and Family Literacy Week (AEFL) September 2017
- Hosted a Potluck and Facebook live for Welcoming Week sponsored by Welcoming America, September
- Hosted information tables at:
 - World of Montgomery
 - Community Providers Resource Forum
 - School Community United in Partnership (SCUP) Conference
- MCAEL is working with the Faith Advisory Council to coordinate training for and outreach to faith community volunteers who want to support refugees and immigrants

Resource Development

- Hosted the 5th Annual MCAEL Grown Up Spelling Bee for Adult English Literacy involving over 220 community leaders, businesses and attendees
- Continued all other grant writing and fundraising efforts with individuals and businesses

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. The contractor must provide at least one such notice per week.

Communications:

- Our newsletter subscribers total 2,800+ (receiving communications from MCAEL at least monthly.)
- Expanded MCAEL's role as a communication hub by utilizing Facebook and Twitter to disseminate information & connect community members.
- Circulated 75 electronic e-announcements (July-June).
- Provide ongoing web and social media
- Participate in community panels and discussions

Announcements contained information on resources & opportunities including but not limited to:

| | |
|--|--|
| <ul style="list-style-type: none"> • Professional development trainings/ conferences (local, regional & national) • MCAEL meetings and workshops • Community meetings (e.g. Down County Providers, Workforce Mtgs) • Awards and stipends and additional funding opportunities for instructors • Surveys to gain feedback and insight on how to improve MCAEL provider and instructor meetings | <ul style="list-style-type: none"> <input type="checkbox"/> Donated supplies/books to member organizations (local & national) <input type="checkbox"/> Current research, ESOL best practices/teaching tools <input type="checkbox"/> Citizenship challenges <input type="checkbox"/> Information on current political climate issues |
|--|--|

4. 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.

- For FY18, MCAEL awarded \$1,120,000 in grant funding. The funding supported 20 organizations for 25 adult English literacy programs.
 - ESOL Adult Learner Enrollments for FY 18 – 7,627 (This figure includes duplicates, i.e. if one student attends a fall class and then a spring class during the year, he/she is counted twice,) this shows the persistence of learners)
 - Over 5,000 unique learners were served (suggesting new learners in new classes)
 - Classes offered – MCAEL grant recipients offered 578 classes, an increase from last fiscal year.

Over 15,000 thousand additional learners were supported in non-funded programs through the larger coalition network & supported by MCAEL’s provider services, including training for instructors technical assistance for provider staff and select new programs, and ongoing program development in the coalition.

- Grants Management:
 - **FY19:** Facilitated FY19 grants process (January – June 2018) including development and issuance of RFP; recruitment of 3 new Grant Review Panel members and orientation for the entire Panel; coordination of grant applicant interviews with panel members; collation and analysis of grant application data for panel members (such as analysis of cost per learner) to assist them in reviewing proposals; facilitation of a full-day Grant Panel meeting for deliberations on grant allocations; coordination of MCAEL board approval of panel recommendations; grant award notification; and publicity for grants distributed by MCAEL and funded through Montgomery County Government.
 - 27 programs implemented by 20 organizations will be funded.
- Capacity/Quality FY18:
 - 30 program staff participated in a half-day orientation that centered on grant requirements; MCAEL professional development opportunities for instructors and program managers; data reporting; and other MCAEL resources including the Technical Assistance Fund and the Instructor Toolkit. MCAEL staff met separately at the end of the orientation with the 3 first-time grant recipients to answer additional questions on grant requirements. TESOL Standards books were provided to them to assist in the development/management of their programs.

- ** NEW MCAEL provided technical assistance and support for the three first-time grant recipients, two new program staff, and other programs that needed assistance with reporting, through site visits and meetings with program staff and instructors.

5. Conduct an Outcomes Project 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.

- As part of midyear and final reports, MCAEL continues to require grant recipients to submit data on number of classes, locations, and learners enrolled, as well as demographic information (gender, date of birth, country of origin, zip code) of learners.
- FY18, an evaluation specialist assisted MCAEL to reformat reporting forms to include drop-down menus and some automatically calculated values, for ease of use and greater accuracy of data.
- Data collection changes were presented at the grant recipient orientation in August 2017.
- December 2017, MCAEL provided a coaching session on data reporting for the three first-time grant recipients, two new program staff, and others wishing to strengthen their understanding of the forms.
- Full analysis of FY18 student and class data will be completed by fall 2018.
- FY17 adult ESOL learner data from the MCAEL provider network (including MCAEL grant recipients, Montgomery College, Gilchrist Center, and the Literacy Council tutoring program) showed that:
 - MCAEL coalition providers served approximately 15,000 – 17,000 adult English learners.
 - Three years of data (FY15, FY16 and FY17) show an upward trend in the percentage of limited English proficient adults from all four major language groups.

Three years of data also shows growth in the percentage of LEP adults attending ESOL classes in Mid-County (5%), Upcounty (6%) and East County (12%), while the number of learners in Bethesda stayed steady, and in Silver Spring declined (-4%). (See FY17 Data Presentation at: <http://www.mcael.org/facts-and-data>)

Program Improvement Goals and Outcomes

MCAEL supports program improvement as well as individual learner gains.

- In FY18, MCAEL grant recipients selected and worked to make program improvements in the following TESOL Standard areas (international standards), in order of most selected to least selected (providers must choose 1-3 Standards to work on over the course of the year):

| TESOL Standard | # organizations selected |
|---|---------------------------------|
| Curriculum and Instructional Materials | 11 |
| Learner Retention and Transition | 9 |
| Assessment and Learner Gains | 8 |
| Professional Development and Staff Evaluation | 7 |

| | |
|--|---|
| Program Structure, Administration and Planning | 6 |
| Learner Recruitment, Intake and Orientation | 4 |
| Employment Conditions and Staffing | 3 |
| Instruction | 2 |
| Support Services | 2 |

- Pilot outcomes project outgrowth of work the MCAEL Indicators Workgroup did in spring 2017 to improve measurement of learner progress.
- Seven participating grant recipients gathered data on two specific indicators related to health communications, using a standard rubric.
- May 2018, MCAEL held a debrief on the initiative. There was positive response to the rubrics as a tool to measure the two indicators, and there was general interest in the development of additional rubrics for other indicators, with some adjustments.
- Next steps - continue to refine to be more streamlined for providers to implement with less resources

PROFESSIONAL DEVELOPMENT

6. Offer 10 meetings per year for the 60 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 8 daytime meetings/workshops and 12 instructor workshops (including the conference) (9 open to all program staff and instructors, and 1 workshop specific to a grantee organization) in order to help instructors and providers to network, collaborate and share resources and research-based practices. MCAEL provided a total of 69 hours of comprehensive professional development.
- Provider Meeting Results
 - Survey results (average % over all five meetings):
 - “Meeting was a good use of my time” – 88%
 - “I networked with colleagues in my field” – 81%
 - “I gained useful information from this meeting” – 89%

Provider Meeting Topics:

Provider Meetings

- Strategies to Improve Learner Persistence
- Textbooks and Program Curricula

Other Meetings

- Program Partner Orientation
- RFP Information Session
- Annual Meeting – This was the fourth annual opportunity to bring provider representatives together with MCAEL

- **Supporting our Learner Communities:** Citizenship
 - **Supporting our Learner Communities:** The GED and Transitioning Learners
- Strategies for Effective Outreach and Learner Recruitment

board members and community members to discuss priorities, opportunities and challenges.

Instructor Workshop Topics:

Fall Workshops

- Limited English Proficient Learners
- More Learning, Less Teaching (Oct)
- Essentials for Your Pronunciation Toolkit (Sounds)
- Essential for Your Pronunciation Toolkit (Sentences)

Spring Conference

- More Learning, Less Teaching
- Using Technology in the ESOL Classroom
- Alternative Assessments
- Culturally Centered Instruction

Through these workshops and meetings, MCAEL served/connected 372 individuals (staff and instructors) within 56 organizations. Leveraged connections to course instructors including national and local teaching staff and experts from:

Montgomery College, University of Maryland(including UMBC), Prince George’s Community College, Anne Arundel Community College, Carlos Rosario International Public Charter School, Howard Community College, English Language Training Solutions and Briya Public Charter School in order to conduct relevant, timely and quality professional development. Workshops scored an **overall 92% rating for “I will use material from this training in the Adult ESOL classes I teach.”** The average Workshop rating given by the participants: **91% (Outstanding/Very Good).**

Provider Advisory Group meeting: November 9, 2018: This advisory group assists MCAEL staff with reviewing compiled data to determine how to best support programs in achieving quality programming and measurable outcomes utilizing research-based practices. In collaboration with the Advisory Group, priorities are set to work on for the upcoming year. The PAG plays a critical role in determining the most relevant topics for the provider meetings.

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.

- MCAEL printed and distributed 12,000 copies of the Provider Directory. Directories reached at least 154 organizations directly and another 250 via 15+ events in the County. Directories were distributed across the County through ESOL providers, other nonprofit organizations, businesses and MCAEL's community mailing list. Print directories continue to assist individuals with finding initial classes and transitioning to other programs. A portion of the directories were published in Spanish.

- Served as a “hotline” for ESOL questions in the Montgomery County. Answered calls/emails from individuals interested in literacy services for themselves or acquaintances as well as calls from volunteers interested in the field of ESOL (avg. 3-5 per week).
- Published comprehensive brochure of upcoming MCAEL Professional Development events.
- Supported providers with access to annual information/data to use in their fundraising grants. Created dashboards for MCAEL and providers to utilize for advocacy and fundraising purposes.

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

- Thanks to the generosity of the Montgomery College Foundation, MCAEL granted Awards totaling \$715 providing 3 instructors with financial assistance to continue their professional development at the Montgomery College TESOL Training Institute.
- MCAEL continued to be highlighted in the Catalogue for Philanthropy: Greater Washington as one of the region's best community-based charities.

MCAEL’s adherence to general nonprofit best practice activities:

- MCAEL provided board orientation to 2 new board members
- Updated MCAEL’s Strategic Plan and launched a new plan 2018-2021
- Completed annual audit and was provided with an unqualified opinion by Saggar and Rosenberg, P.C.
- Changed payroll provider; updated leave policies and Employee Handbook
- MCAEL continues to leverage additional foundation grant funds through The Morris and Gwendolyn Cafritz Foundation, the Clifford and Deborah White Family Foundation, and the Montgomery College Foundation, and other foundations.
- Continued to improve donor database: Salesforce for nonprofits. Integrated iContact within database platform for improved tracking of communication with constituents.
- Organized the fifth annual “MCAEL Grown-Up Spelling Bee for Literacy” which took place on May 2, 2018. This annual fundraising event, now in its 5th year, has grown exponentially in its success. Corporate sponsorships increased, as did individual sponsors, and total attendance approached 250 people.

Spelling Bee Sponsors

| | |
|--|---|
| <ul style="list-style-type: none"> • Asbury Methodist Village • Bethesda Magazine • Burness • EagleBank • EurekaFacts • Lerch Early & Brewer | <ul style="list-style-type: none"> • Montgomery College • Rivka Yerushalmi • Saggar and Rosenberg , P.C. • Social and Scientific Systems • Universities at Shady Grove |
|--|---|

Continued to leverage resources with local, regional and national businesses including

- | | |
|---|--|
| <ul style="list-style-type: none"> ○ EagleBank ○ Asbury Methodist Village ○ Saggar and Rosenberg ○ Comcast ○ Holy Cross Health ○ Johns Hopkins ○ Social and Scientific Systems | <ul style="list-style-type: none"> ○ Adventist Healthcare Inc. ○ Montgomery College ○ Montgomery County Dept. of Econ. Development ○ Lerch Early & Brewer ○ Burness Communications ○ Universities at Shady Grove |
|---|--|



MCAEL

Montgomery Coalition for Adult English Literacy

2019 Grant Awards

The goal of the MCAEL grants program is to increase the availability of adult ESOL and literacy services that support identified community needs and diverse populations while also supporting improvement of the quality of services. MCAEL is pleased to partner once again with the Montgomery County Government to offer grant support in FY19 for programs during the period July 1, 2018 – June 30, 2019. For FY19, MCAEL's priorities are to support the expansion of services for underserved populations and in underserved areas such as Up County and East County as well as for weekend classes. These priorities are identified through an annual analysis of data collected from providers. MCAEL also supports provision of childcare and transportation to address these barriers to attending class.

Grant Awardees

Ana A. Brito Foundation, Inc.
Bender JCC of Greater Washington
Briggs Center for Faith and Action
CASA
Catholic Charities
Chinese Cultural Community Service Center
Community Ministries of Rockville
Covenant Life Church
*Ethiopian Community Center
Family Services, Inc.

George B. Thomas, Sr. Learning Academy
Identity, Inc.
*International Rescue Committee
Impact Silver Spring
Literacy Council of Montgomery County
MCPS Educational Foundation - Linkages to Learning
Rockville Seniors, Inc.
Seneca Creek Community Church
*Service Workers Training and Education Partnership (STEP)
Vietnamese American Services

FY 19

TOTAL REQUESTED FUNDING
21 organizations, 28 programs and over \$1,367,596
in requests

TOTAL AWARDS

- \$1,190,000 in grant funding
- Grants awarded to support 20 organizations for 27 programs
- 9 Program Grants and 18 Access Grants**

Legend



Transportation



Childcare

* New FY19 Partner

** For a description of grant types please see:
<http://mcael.org/grants>

See our full directory at: <http://mcael.org/directory>

Program Grants

CASA

Life Skills ESOL Program
\$166,873

To support ESOL programming focused on improving low-income immigrants' ability to understand, speak, and write in English through morning, evening, and Saturday classes. These skills are critical to immigrants' ability to participate and integrate fully in civic life.

www.wearecasa.org



Ana A. Brito Foundation, Inc.

English Literacy Program at Epworth
United Methodist Church of Gaithersburg
\$34,000

For the AABFI Adult English Literacy Program, which provides and facilitates English learning opportunities to financially vulnerable persons of limited English proficiency in northern Montgomery County. The program currently has six levels of classes and provides support services, including childcare, to enable more individuals to attend classes.

www.aabfi.org



Catholic Charities

English for Speakers of Other Languages
\$103,223

Catholic Charities' ESOL Program works to increase the English Literacy skills of low-income, limited English proficient members of Montgomery County's Hispanic and immigrant communities. Operating out of the Spanish Catholic Center in Gaithersburg, the program will serve over 500 individuals in FY19.

www.catholiccharitiesdc.org



*Ethiopian Community Center

African Immigrant Vocational
ESOL Program
\$22,650

To offer three levels of vocational English literacy classes to Montgomery County's limited English proficient (LEP) African immigrant residents who live in Takoma Park's Maple Avenue corridor. The goal of the program is to equip African immigrants in low wage and low skill jobs with employment-related English language skills that will allow them to successfully access educational and workforce development opportunities.

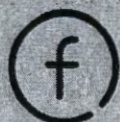
www.ethiopiancommunitydc.org

Community Ministries of Rockville

Language Outreach Program
\$114,270

To support the Language Outreach Program, a family-based ESOL and literacy program for non-English speaking adult Montgomery County Residents that offers free childcare, preschool enrichment, and tutoring for childcare while their parents are in class. The goal of the program is to help immigrants obtain the level of English needed to succeed in the community and improve their quality of life.

www.cmrocks.org



www.mcael.org

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Rockville, MD 20850



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Program Grants

Family Services, Inc.

Family Discovery Center ESOL

\$35,000

For ESOL classes at the Family Discovery Center in Rockville for parents with young children (birth-4 years old) who live in Montgomery County. Families attending FDC also receive other free, comprehensive services (not funded by MCAEL), such as: family literacy and child development programming; parenting, employment readiness, and health education classes as well as case management and transportation assistance.

www.fs-inc.org



Literacy Council of Montgomery County

ESL Class Program

\$194,123

The Literacy Council of Montgomery County (LCMC) equips adults with the vital academic and vocational skills they need to navigate, and thrive in their local communities. LCMC offers ESL programs in 7 sites throughout the county to adult learners where English proficiency is a tool for success in achieving employment, academic, and everyday life goals.

www.literacycouncilmcmd.org

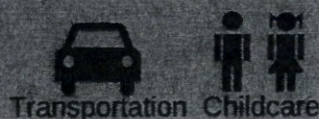
MCPS Educational Foundation

Linkages to Learning Adult English Literacy Program

\$270,597

To enhance capacity for community engagement and leadership by providing quality services to families and building capacity through County support to meet the needs of County residents. The program provides quality Beginning ESL Literacy, Low Beginning, and High Beginning level classes to parents/community members with limited English proficiency to increase parent/school and civic engagement, leadership development, and parents' ability to support their children's academic success.

www.montgomeryschoolsmd.org/community-engagement/linkages-to-learning



Rockville Seniors Inc.

Rockville Senior Center English Program

\$50,000

The program provides opportunities for immigrants over the age of 60 from diverse cultural, educational, language, and socio-economic backgrounds to learn functional speaking, listening, reading and writing skills that can build confidence, promote independence, and encourage engagement in the community. The program is held in a setting that encourages social interaction, promotes diversity, and offers programs that provide additional opportunities for learning and practicing English and conversation skills.

www.rockvillemd.gov/index.aspx?nid=397



www.mcael.org

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Access Grants

Bender JCC of Greater Washington Gateways Seniors

\$8,250

This program is focused on offering a comprehensive ESOL program for immigrant seniors and taught by dedicated volunteers. The program serves a mainly Russian-speaking population of seniors and concentrates on incorporating daily life skills, including reading and conversation.

www.benderjccgw.org

Bender JCC of Greater Washington Gateways Workforce ESOL Program

\$13,000

This program works primarily with low-income, foreign born, skilled and unskilled "front-line" workers in healthcare and environmental services in the healthcare industry. This is to improve English communication skills for the students' professional and personal endeavors.

www.benderjccgw.org

Briggs Center for Faith and Action ESL Program

\$15,000

To improve the Limited English Proficient (LEP) learner's ability and confidence in listening, speaking, reading, and writing in English. There is an emphasis on vocabulary, grammar, conversation, pronunciation and comprehension.

www.briggscenter.org

Chinese Cultural and Community Service Center

Adult English Literacy Program

\$11,000

To improve participants' English skills, to enable them to: increase their employability; become more self-reliant and confident; be better integrated into American society; and achieve their personal goals. The target population is mainly Chinese immigrants who need help with all aspects of their English.

www.ccacc-dc.org

CASA

Rockville, Silver Spring, and Wheaton Workforce ESOL

**\$7,500 for Rockville, \$7,500 for Silver
Spring, and \$8,500 for Wheaton**

To support drop-in English classes for low-income LEP immigrant workers who access employment and other related services at CASA's Welcome Centers in Silver Spring, Wheaton, and Rockville. The Workforce ESOL program aims to improve workers' listening, speaking, reading and writing skills in English to expand their employment prospects and increase their earnings.

www.wearecasa.org



www.mcael.org

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Access Grants

Covenant Life Church

ESOL Program

\$14,500

To support a family-friendly ESOL program for a diverse Gaithersburg community of adult students. The program aims to improve participants' English proficiency in listening, reading, writing and speaking through classes, conversation, and community integration activities.



Childcare

www.covlife.org

Community Ministries of Rockville

LOP and LOP/Interfaith Clothing Center

Conversation Groups

\$ 14,398

The goal of these conversation groups is to help participants (Interfaith Works' Interfaith Clothing Center (ICC) Clients and LOP students who are primarily non-English speaking Montgomery County residents) with their day-to-day English language skills, such as improving listening comprehension and pronunciation skills, and to reduce learning loss between semesters for LOP students.



Childcare

www.cmrocks.org

Identity, Inc.

English Literacy for Disconnected Young Adults

\$15,000

To provide basic level ESOL classes to for the Disconnected Youth Program. The program provides an English learning opportunity to disconnected youth (aged 16-25) with extremely low levels of English proficiency, to support their educational, work and life goals, and to encourage continued English language learning.



Transportation

www.identity-youth.org

Family Services, Inc

Thriving Germantown Hub

\$8,600

To continue to offer an adult ESOL conversation class program as part of the Thriving Germantown (TG) Community Hub. This program will continue to focus on Captain James E. Daly Elementary School catchment area – a highly diverse, low income, and high needs area. Improved English Literacy will help parents and adult family members to actively partner in their children's education, improve their family's ability to utilize health and social services resources, and engage in workforce opportunities.

www.fs-inc.org



Childcare

IMPACT Silver Spring

English Language Classes

\$11,000

To support English Language Acquisition classes, which have seen a rise in demand in the local Long Branch immigrant communities. The goal is to remove the barriers to obtaining English language skills and to provide free, accessible English language acquisition to this underserved community, supporting residents' capacities to grow their social and economic assets.

www.impactsilverspring.org



www.mcael.org

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Access Grants

International Rescue Committee

Beginner ESL with Childcare for Parents of Young Children

\$5,500

To support parents of young children, most frequently women, who are unable to access ESL classes and face barriers to employment due to childcare responsibilities. The ESL classes will offer life skills ESL and vocational ESL, with the intention of building English skills for community and workplace integration.

www.Rescue.org/Silverspring

George B. Thomas, Sr. Learning Academy

Adult Literacy Class at Montgomery Blair Saturday School Center

\$7,500

To support student participation in Saturday School and benefit parents whose full participation in their community is hampered by a lack of proficiency in English. Wrap around services are provided to create an environment in which parents are learning along with their children at Saturday School and are developing personal relationships that empower them and enhance their children's success, as well as their own.

www.saturdayschool.org

Seneca Creek Community Church

ESOL Program

\$15,000

To increase the number of seats and enrich the existing ESOL classes to continue to transform the lives of families in the surrounding community by providing opportunities for individuals to grow and prosper socially and financially through improved English language communication skills.

www.senecacreek.org



Vietnamese American Services

English Conversation Classes for Vietnamese Residents Classes

\$14,100 for continuing classes and \$14,100 for additional classes

To support an ESOL program for Vietnamese Americans that assists seniors and low-income residents to develop their English skills, thereby helping them become more active members of the community and improve the quality of their lives.

www.vasusa.org



Transportation

*Service Workers Training and Education Partnership (STEP) Pathway to Citizenship (ESOL- Civics)

\$8,816

STEP aims to provide a comprehensive language and legal assistance citizenship program for Montgomery County African immigrants. STEP's free, ESOL-citizenship with civics enrichment classes, which prepare learners to pass the citizenship exam and take leadership roles in the community, will be integrated with pro bono legal assistance to help with naturalization applications. The program will reach out to lower wage, Limited English Proficient African immigrants in the Silver Spring- White Oak area.

www.steptraining.org



www.mcael.org

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Our Process

Funding decisions are made by a volunteer Grant Review Panel composed of community members. The panel members are selected to represent a diversity of experience and expertise in one or more of the following: the local community and community's needs, nonprofit management, adult literacy and grant making.

Timeline

January/February • MCAEL RFPs released; Grant Information Workshop held

Mid-March • Appointments available with MCAEL staff to answer questions about the RFP

Early-April • Application deadline

May/June • Grant Panel members review applications & interview applicants • Panel meets to develop funding recommendations • MCAEL Board reviews/approves funding recommendations

June • Applicants are notified in writing of the MCAEL board's final funding decision.

FY19 Grant Review Panel

MCAEL thanks the panel of community members who donated extensive time, energy, and analysis to reviewing the grant applications.

Co-Chairs

Martin Yescas*

Peggy Keegan*

Kim Brown*

Barbara Crews

Alex Galen

Mary Gallagher

Sarah McIntosh

Lashon Y. Lissimore

Stacy Parkinson

Ernesto Pineda

Jennifer Russel

Diane Vu

Abigail Wacker

MCAEL Board Members*



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