



# MCAEL ANNUAL REPORT TO MONTGOMERY COUNTY

## Scope of Services

MCAEL is contracted by Montgomery County to be the convener and coordinator for adult English language services in the county. The contract is administered by the Montgomery County Public Library department. MCAEL must promote English language learning, leverage private and public monies for adult English for Speakers of Other Languages (ESOL) services, and assist ESOL providers in building their capacity to increase the quality and quantity of ESOL services they provide.

MCAEL continues to provide capacity building and public education and engagement regarding the need for, and benefits from, adult English classes (ESOL) for our neighbors. MCAEL's new 2024-2026 Strategic Plan will focus on 4 strategic priorities: 1) the coalition's English language programs are equipped to provide culturally responsive, learner-centered instruction and reduce barriers to learner participation; 2) adults in underrepresented communities have access to English language instruction and participate at rates in similar classes, supported by new and existing efforts; 3) MCAEL is the resource and advocate for English language learning and teaching in the County; and 4) our practices and programs support our internal equity goals and the equity goals of the coalition.

Throughout FY23, 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 ESOL 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.**

MCAEL maintains a broad database of people, groups, and partners in the Montgomery County ESOL community. This includes, but is not limited to, donors, allies, advocates, instructors, program staff, elected officials, businesses, and community leaders. MCAEL maintains segmented communication lists to provide both general information to the network and our partners, as well as targeted information for both staff and instructors at ESOL organizations.

### **Salesforce Customer Relationship Data Summary:**

		<b>FY22</b>	<b>FY23</b>
<b>Program Administrators</b>		<b>297</b>	<b>313</b>
<b>Instructors</b>		<b>1101</b>	<b>1,246</b>
<b>Community</b>		<b>1831</b>	<b>2,188</b>
	<b>Total:</b>	<b>3,229</b>	<b>3,347</b>

## **2. Provide notice of funding and grants opportunities, national and state policy issues, best practices, and professional development by e-mail alerts to County ESOL providers. The contractor must provide at least one such notice per week.**

MCAEL continues to use a variety of tools (such as e-newsletters, e-blasts, social media, targeted emails, and coordination with the County) to maintain ongoing communications with county ESOL programs as well as other partners and community members. We provide information on funding and grants opportunities, professional development, and local, regional, and national issues that are related to the work of the coalition.

- MCAEL circulated a total of 24 e-newsletters over the year, plus an average of 3 e-blasts each month, sent to Instructors/Providers and to the greater MCAEL community e-list (July 2022 - June 2023). Additional social media and website postings shared information, grants and professional development opportunities, current events, coalition news, and other events throughout the year.
- MCAEL serves as a communication hub by utilizing a range of social media channels, emails, and our website to disseminate information & connect community members.
- Our website is regularly updated with news, professional events, and funding opportunities via the homepage, dedicated landing pages, and our events calendar.
- For the second year in a row, we are providing professional development in the summer, thereby offering year-round learning opportunities for ESOL instructors. We promote these offerings through instructor newsletters, dedicated emails, social media, and on the website.
- In addition to the channels listed above, MCAEL offers a Google Group – a MCAEL Online Network composed of 70+ instructors and program administrators. This resource is a great way for instructors and program administrators to connect and share vital resources across the county.

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

In FY23, MCAEL awarded \$1,345,000 in grant funding with funds provided by Montgomery County. The funding supported 31 adult English literacy programs administered by 23 organizations.

- Grant funding allowed adult ESOL programs to:
  - Enroll 10,277 learners over the entire fiscal year
  - Serve 6,084 unique learners

- Offer 762 classes, with 497 or 65% online, 237 or 31% in-person, and 28 or 4% hybrid
- (Note that MCAEL professional development and information is also available to non-MCAEL funded ESOL programs in Montgomery County which reach another 6,000-7,000 learners)

FY23 has demonstrated that learning can be done in many ways with in-person, hybrid, and virtual learning taking place to meet the needs of learners across programs. Some observations and notes about this year:

- Overall, in FY23 MCAEL grant partners were able to serve 96% of the target of total enrolled learners and 110% of planned unique learners and held 97% of the number of planned classes.
- The number of unique learners increased by 31% over last year; total enrollment increased by 35%. There was an increase of 7% in the number of classes offered (710 classes in FY22), as well as an increase in the proportion of in-person to online classes. (In FY22, 83% of classes were still online, with only 17% in person.)
- Program Grant partners reported that 3,723 learners passed the classes they attended, out of a total of 5,502 enrolled, or 68%. (These are managed enrollment classes where learners are expected to attend all class meetings.)
- Overall, grant partners reported that they raised/spent at least \$1,624,566 in non-MCAEL funding and used \$870,819 in in-kind contributions for their FY23 classes. This again shows that the County funding is a catalyst to support other fundraising that the ESOL programs leverage.

In addition to its grants program, MCAEL offers instructor workshops, provider meetings, network meetings, technical assistance and ongoing information exchange, and other resources that non-grantee organizations and their staff utilize. Thus, the total reach is between 12,000-14,000 learners engaged by the coalition network through MCAEL supports and services.

## FY23 Access Small Grants

We moved forward with a new grant category for our regular grant cycle in FY23 -- Access Small Grants -- following midcycle Start-up Grant awards in FY22. FY23 Access Small Grant awards had a maximum of \$5,000. The goal of introducing this grant type was to provide greater access to MCAEL grants for community and faith-based organizations in Montgomery County that may not have the staff and/or volunteer capacity or resources to participate in the regular grant cycle, and to increase the number of classes in areas of need. Access Small Grants include a technical assistance consultation as needed for the first half of the grant year.

Three community organizations received Access Small Grants in FY23: Chinese American Parent Association of Montgomery County (CAPA-MC), Francophone Africans Alliance (FAA), and Mill Creek Parish United Methodist Church. CAPA-MC and FAA, both newer grant partners, were paired with an experienced adult ESOL program administrator to provide advice and assistance on administrative and reporting issues.

## Grants Management

- We worked closely with grant partners throughout the year to track data and outcomes through individual meetings and calls, training for new grant partners and a meeting to start the new fiscal

year, virtual check-ins, and reviewing and providing feedback on the mid-year and final reports. We also provided networking opportunities, instructor workshops, and meetings for program administrators to support effective program design and implementation in order to maximize effectiveness and meet learner needs.

- We implemented the grant application process for FY24 this year – a 6-month process of coordinating the community Grants Review Panel, soliciting and reviewing applications, conducting interviews, and making grant funding recommendations to the MCAEL Board. This year, 14 members of the community served on the community Grants Review Panel. We were intentional in recruiting panelists from communities that reflect the learners the MCAEL network serves. This year, we had former English language learners on the panel from West Africa, East Asia, and Central America. This year's panel also included people who had experience and expertise in budgeting, grant writing and reviewing, finance, language learning, and adult ESOL/education. The grant panel orientation and grant applicant interviews were conducted virtually through Zoom, and final grants panel deliberations were done in-person.

## Capacity/Quality FY23

### Grant Application and Review Process Assessment

We completed part one of a review of our grant making process with the help of CommonHealth ACTION and incorporated recommendations to improve equity in our process, including 1) adjusting the grant guidelines (particularly for the newest category: Access Small Grants), 2) making the applicant interviews more substantive, and 3) creating a budget subcommittee of the grants panel to help elevate the final panel deliberation discussions.

### Community Learning Groups

- In FY23, the Community Learning Groups (CLG) program, designed to assist learners in areas not as well served by existing ESOL classes, continued to increase, expanding accessibility to 9-week introductory English classes. At the end of each class, CLG learners are referred to appropriate classes offered by coalition partners through one-on-one consultations with MCAEL.
- The program has grown to work with 5 new organizations, making a total of 9 partner organizations this year. 13 classes were provided, 11 in-person and 2 online. We provided English instruction for different groups partnering with a variety of organizations including: restaurant workers (Chick-fil-A), parents with elementary school-aged children (Watkins Mill Elementary School and Germantown Global Connection), and members of cultural and religious communities (Ethiopian Community Center in Maryland, Islamic Society of Greater Washington and International Bethel Church). From the 13 classes completed in this fiscal year, there are 68 graduates with at least 19 learners continuing on to other ESOL programs with referrals from MCAEL.
- Post-surveys revealed the following:
  - 95% of participants responded that they were “definitely” or “somewhat” more confident when speaking English with co-workers, supervisors, friends, and family.
  - 97% said they were “very likely” or “somewhat likely” to take another English class.
- Toward the end of the 9-week class, MCAEL met with all participants to advise them on types of ESOL classes in the County and the enrollment process, and provided learners with another opportunity for individualized advising on continuing their studies.

- MCAEL implemented its third training for CLG ESOL instructors, with 8 individuals completing the 5-week, 20-hour course. Facilitated by the CLG Lead Instructor, all graduates are expected to teach at least one CLG class under her supervision. 2 newly trained and 3 previously trained CLG instructors taught a class this year. 7 classes this year were taught by instructors trained in the CLG instructor training program.

#### Highlight: ISWA's Pathway to Sustainable English Classes

- The Islamic Center of Greater Washington (ISWA) had their first two Community Learning Groups (at different levels) from October 2022- December 2022, many of the learners recently arrived from Afghanistan. In response to a continued need after December, MCAEL facilitated a second round of CLGs with the same groups of women from January 2023 - March 2023. Through 1-on-1 consultations and communication with the leaders at ISWA, it was determined that a third round of classes, with a new group, was necessary. MCAEL staff completed assessments in April 2023 for the third round of classes but were unable to move forward because there were not enough learners of the same level. Despite this, ISWA and MCAEL were committed to serving this population. Through the assistance of an ISWA community member who also worked at MCAEL in the past, an assessment was given, and a class was started by ISWA! MCAEL has supported this ISWA-initiated class by providing books and advising their program. Currently there are 3 levels of classes with 24 learners.
- The relationship that MCAEL has built with ISWA has extended to larger involvement in the community, with MCAEL receiving invitations to attend resource fairs and celebrations. This has fostered awareness and trust within the community, allowing MCAEL to better understand needs and connect learners to a broad network of services. Our partnership with ISWA shows that CLGs not only act as catalysts for learners to connect to the larger ESOL network, but also provide support and incentives to organizations to create in-house learning opportunities. We hope to continue expanding and tailoring the CLG model based on the specific needs of the organizations.

#### Highlight: Removing Barriers to Technology

- One common barrier faced by adult ESOL learners is lack of access to an appropriate device for attending online English class, or a lack of reliable internet access. To address these barriers, MCAEL partnered with the Montgomery Connects program of the Office of Broadband Programs and Montgomery College Rockville Campus to hold two laptop distribution events for adult ESOL learners on September 10, 2022, and April 15, 2023. MCAEL assisted with translation of the pre-registration form, and MCAEL coalition partners spread the word and assisted learners in pre-registering for the events. Those who participated also had the opportunity to sign up for discounted internet through the Affordable Connectivity Program—representatives from Verizon, T-Mobile and Sprint were on-site for this. Our Technology Coordinator and volunteers also provided basic computer training to those who wanted help learning how to use their new Chromebooks.
- We also worked with Montgomery Connects to provide additional laptops for adult ESOL learners through laptop distribution events for the general public (June 28 in White Oak, June 29 in Germantown, and August 25 in Wheaton). All told, we estimate that we helped about 800 adult ESOL learners receive new laptops in 2022-23.

## Highlight: Hybrid Class Pilot

- MCAEL supports the development of innovative class models. This year, we helped Community Reach of Montgomery County to pilot hybrid conversation classes at two community centers in Rockville. Since the pandemic has abated, some ESOL programs have been challenged by meeting the differing needs of both instructors and learners. Some instructors are only able/willing to teach online, and some are only willing to teach in-person. Many learners find learning on-line provides them with more flexibility, while others are less able to rely on technology and learn better in-person, where they can receive more one-on-one assistance and participate in small group work. The hybrid class model is a potential solution.
- In 2022-23, Community Reach implemented a total of 8 6-week hybrid classes, serving 60 unique learners. Four classes were held at Lincoln Park Community Center and four classes at Twinbrook Community Center; the instructors were mainly online, while learners were both in-person and online. The Community Centers provided the physical space, A/V equipment (TV monitor, mics), and a technical assistant who was available during class. To ensure that both online learners and in-person learners were engaged and got the attention they needed, an in-person teaching assistant was present at each class meeting. (Using private funding) MCAEL was able to provide 14 Chromebooks to learners in these classes attending from home. We will be inviting Community Reach to share their lessons learned with other coalition programs at a MCAEL meeting this fall.

## **4. 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.**

MCAEL continues to collect and report on data at the learner, instructor, and program level. MCAEL requests detailed learner and program improvement data from MCAEL-funded programs. All new programs are given orientation regarding data requirements. MCAEL provides output data (number of learners served) and outcomes data (what did those learners accomplish), as well as program improvement information that shows how grant partners are improving their programs in specific areas year-to-year. Please see the Section 4 attachment showing learner progress and program improvements for FY23.

In FY23, we were able to develop the capacity with MCAEL Staff members to create the annual interactive data presentation for FY22 (StoryMap), thanks to our new Technology Coordinator. The FY22 StoryMap provides maps and analysis of learner demographic and class data from MCAEL grant partners and other larger nonprofit adult ESOL classes, as related to the latest available Census data on the Limited English Proficient population. It can be found [here](https://storymaps.com/stories/be3810de118e4e6d824e1eb4bece5c46):

<https://storymaps.com/stories/be3810de118e4e6d824e1eb4bece5c46>

**5. 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.**

MCAEL provides diverse continuous professional development opportunities for program administrators and instructors. This year, MCAEL continued to provide both Topics in Program Administration (TPA) and Network meetings. TPA meetings are for program administrators and are designed to provide continuous professional learning and discussion around key TESOL program standards. Network meetings for program administrators and instructors inform the MCAEL coalition about additional services and supports for adult ESOL learners in Montgomery County. This year MCAEL primarily provided online workshops and meetings while reintroducing in-person learning and networking opportunities.

## Professional Development Meeting Results

MCAEL provided a total of 20 meetings, workshops, and convenings for the coalition in FY23. A summary table showing the dates, topics, and attendance for each is provided as an attachment to this report .

Survey results for Topics in Program Administration meetings (average % over five meetings):

- 91.5% of TPA meeting participants rated the meeting as very good or excellent.
- 93.5% stated they had opportunities to share ideas with fellow program administrators and gained useful information from others. This is significant, as providing opportunities for program administrators to share knowledge, experience and promising practices is a key goal of TPA meetings.

In alignment with our strategic planning priorities, MCAEL focused instructor workshops on learner centered and culturally responsive instruction. This year, MCAEL offered a two-part series on “Becoming a Culturally Responsive Instructor.”

- 82% of participants who attended part one and 93% of participants who attended part two agreed that they “learned something new from this workshop that I can use in the classroom.”
- Following the two-part series, participants requested additional opportunities to continue studying and applying culturally responsive teaching practices collaboratively. MCAEL held two Brown Bag discussions to hear the coalition’s needs and ideas for further collaboration. As a result, MCAEL will be piloting a Professional Learning Community in FY24 to support instructors in these areas such as this.

The Foundations for Adult ESOL Instruction course prepares instructors with basic tools and guidance in topics including learner motivation and engagement, assessment, lesson planning and online learning and teaching. This year, 45 instructors completed the course.

- On average, FY23 participants rated the enjoyment of the course 4.4 out of 5 stars.



- Participants across the four cohorts rated the modules on lesson planning and teaching online as the “most useful” modules.

### Advisory Group

The MCAEL Advisory Group (MAG) is a group of 12 program administrators and instructors who represent a cross section of adult ESOL programs throughout Montgomery County. The advisory group contributes ideas and input into MCAEL’s programming so that professional development offerings and programs respond to current needs of ESOL programs, instructors, and learners.

This year, MAG members participated in two whole group meetings, small group discussions, and contributed to three committees: Equity and Access Committee, Centering Learner Voices Committee, and Instructor Recruitment and Retention Committee.

## Coalition Input and Feedback

### Program Administrator and Instructor Surveys

In February, MCAEL distributed our biannual program administrator and instructor surveys to the coalition. The surveys were designed to learn more about program needs, professional development needs, demographics, and the use of MCAEL resources. 95 adult ESOL professionals completed the surveys. Below are some of the results:

#### MCAEL Professional Development

- 91% of instructors who have attended MCAEL professional development within the last two years agreed or strongly agreed that “utilizing MCAEL professional development offerings has helped me improve my skills as an instructor”
- 83% of instructors who attended MCAEL events agreed or strongly agreed that MCAEL events “allowed me to develop professional connections with other adult ESOL professionals”

#### Demographics

- Instructors self-identified as majority White (54%), Black or African American (19%) and Asian (12%)
- 80% of instructors are women
- 51% of instructor are 60 years old or older
- 78% of instructors’ first language is English
- 55% of instructors speak more than one language

While this is just a sample of results, it confirms that our professional development offerings are still well attended and well regarded. We continue to work to recruit and train more instructors, particularly through the CLGs where one of the two main goals is to recruit and train instructors from the communities we are serving.



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

The MCAEL website remains a resource for the community and students seeking ESL and information resources. The web traffic continues to denote growth (upwards of 4,000 monthly page views in FY23).

- The Class Directory (formerly named the Provider Directory) is online and available in two languages. Programs can input their own profiles and schedules. Currently, more than 50 programs are featured. The list of programs and the Class Directory are the two most visited MCAEL sub-pages.
- Grant information is also online and accessible year-round, with regular updates.

## Community Resources

MCAEL continues to provide access to MCAEL Toolkits (such as the Instructor Toolkit and Program Administrator Toolkit), data about adult ESOL in the county, and recordings of trainings via its website (link to YouTube too??). The annual, interactive StoryMap on adult English learning in Montgomery County (as mentioned in section 4) is a major and often used community resource as well.

## Professional Development

The MCAEL website provides updated information about professional development and training opportunities via dedicated pages and on our Events Calendar. In addition, coalition organizations are invited to post information about learner registration, as well as their own professional development events, on the MCAEL Events Calendar.

## Supplemental Information

Events attended and network building: (sample of major and regular event attendance by MCAEL staff)

- Meetings with Office of Community Partnerships/Gilchrist Immigrant Resource Center
- WorkSource Montgomery Partners Meetings
- Asian Pacific Affairs Advisory Group Meeting
- Coalition partner graduation ceremonies
- TESOL/MDTESOL/WATESOL Conferences
- MAACCE Conference
- Maryland DOL, division of Workforce Dev and Adult Learning Virtual Training Institute
- Montgomery Moving Forward Leadership Group Meetings and Convenings
- Nonprofit Montgomery Covid-19 Webinars and Updates (presenter and attendee)
- Coordinated MoCo Welcoming Week Activities
- Montgomery Moving Forward meetings and events.
- Rockville Economic Development Corp and businesses
- MDTESOL Board Meetings
- Proliteracy online workshops
- LINCS online workshops
- MCPL Branch Trainings (presenters)
- Maryland Skilled Immigrant Task Force
- Mid-county Service Providers Meeting
- Leadership Montgomery Meetings and events (presenter and attendee)
- Gaithersburg Coalition of Providers Meetings
- ISWA Job and Resource Fair
- Healthcare Initiative Foundation: Community Summit: Navigating Safety-Net Resources

## Leveraged Expert Connections

To provide expert training and information, MCAEL identifies area experts to present to or develop workshops for the coalition, including in non-ESOL areas that are relevant to adult ESOL learner communities. Additionally, MCAEL's staff engages in workshops, training and educational resources that support staying updated on research and trends in relevant focal areas such as: TESOL, adult education, data collection and analysis, learning and development and diversity, and equity and inclusion. This past year, our list of expert connections included:

TESOL, WATESOL, MDTESOL, Montgomery College, Maryland Department of Labor Virtual Training Institute, Washington English Center, COABE (Coalition of Adult Basic Education), Montgomery County Office of Broadband Programs, Maryland Association for Adult, Community and Continuing Education (MAACCE), Literacy Information and Communication System (LINCS), Training Magazine Network, Leadership Montgomery, Sharp Insight, Housing Initiative Partnership, Montgomery County Department of Housing and Community Affairs, Montgomery County Racial Equity Network, Montgomery County Sheriff's Office, Simplify Language

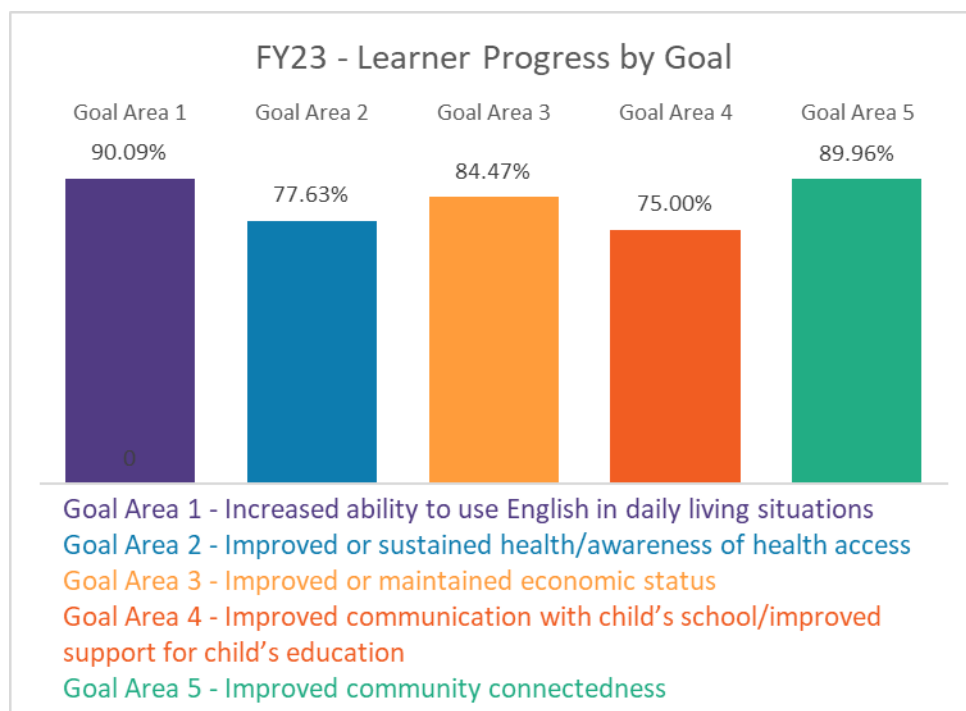
## Section 4- Attachment – Learner and Program Outcomes

Each year, MCAEL tracks outcomes on two levels, progress of learners who participate in grant-funded programs, and program improvements made by adult ESOL programs.

### Learner Progress

MCAEL-funded programs have identified five goal areas along which learner progress can be measured during the course of a session. Each year, a subset of grant partners (including those that offer managed enrollment classes) report on progress on a number of different objectives within these goals.

The chart below shows the percentage of learners who progressed within each goal area. As in previous years, increased use of English for daily living (Goal 1) was the most popular goal; progress for 518 learners was measured related to this goal in 2022-23.

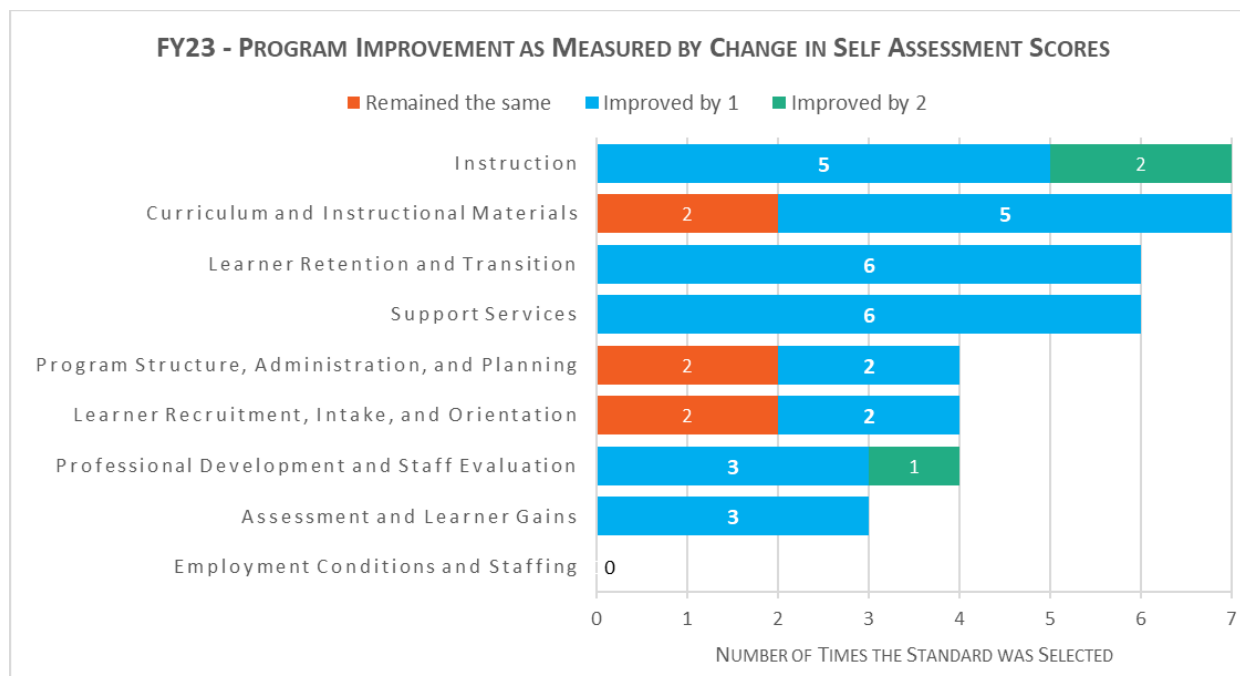


Each goal area has 3-16 objectives; below are some examples of specific outcomes:

- 435 learners (or 82.7% of those who chose this objective) reported that as a result of their English class they were better able to “read, write and send an email, letter or text in English.”
- 293 learners (or 87.46% of those who chose this objective) reported that as a result of their English class they were better able to “make a medical appointment in English.”
- 269 learners (or 87.62% of those who chose this objective) reported that as a result of their English class they were able to “complete an employment application.”
- 168 learners (or 89.84% of those who chose this objective) reported that as a result of their English class they were able to “participate in community events (e.g. festivals, housing community mtgs, etc.)”

## ESOL Program Improvement

Each year, MCAEL grant recipients choose 1-3 TESOL Standards on which to improve, and report on their progress over the year, using a TESOL self-assessment tool.\* The chart below shows the progress made for the TESOL Standards selected by grant partners as continuous improvement goals. Programs rated their performance on particular aspects within these Standards areas on a scale of 0 to 3 at the beginning and at the end of the year. The chart shows the changes in these scores. For example, of those programs that chose to improve an aspect of their program's instruction, five improved by one point, and two programs improved by two points.



\*as laid out in *Standards for Adult Education ESL Programs*, published by the TESOL International Association, Inc. (Teachers of English to Speakers of Other Languages)

## Section 5- Attachment -Summary of Training and Workshops

### MCAEL FY23 Professional Development & Training

MCAEL provides trainings to meet the unique and varied needs of instructors in our network. Workshop topics aim to serve instructors with a range of instructional experience. Below is an overview of all the professional development workshops offered to instructors this past year.

Workshops	Date of Training	Attendance
Summer Tech Series: Creating Well-Designed and Accessible PowerPoint and Google Slide Presentations (in person)	Jul 6	5
Summer Tech Series: How to Make a Jamboard for Learner Engagement (in person)	Aug 24	8
How to Communicate in Simple English to Reduce Language Barriers in the Classroom	Sep 14	34
Sharing Session: Online Games for the Adult ESOL Classroom	Oct 13	24
Beyond the Form: Making Grammar Instruction More Meaningful	Nov 17	27
3 Pillars of Successful Remote Instruction	Dec 14	21
Sharing Session: Classroom Engagement	Jan 18	18
Becoming a Culturally Responsive Instructor Part 1: Guiding Principles of Culturally Responsive Teaching	Feb 8	29
Becoming a Culturally Responsive Instructor Part 2: Guiding Principles of Culturally Responsive Teaching	Mar 8	26
Brown Bag: Culturally Responsive Instruction	Apr 19	11
Inclusive Instructional Practice: Making Your Classroom More Accessible for Learners with Differing Abilities	Apr 26	15
Sharing Session: Speaking and Pronunciation	May 25	9

Brown Bag: Culturally Responsive Teaching II	Jun 5	2
	Total:	229

This year, MCAEL continued to hold two different types of meetings. Topics in Program Administration (TPA) (chosen from TESOL standards topics) were facilitated discussions that enabled program administrators to share and learn from their peers. MCAEL gathered information about the specific needs of programs around each topic area covered through brown bag, one-on-one conversations, and input from MCAEL Advisory Group members. Network Meetings (Network) for both instructors and program administrators focused on how to better support learners and were geared toward broader audiences.

<b>Name</b>	<b>Date of Training</b>	<b>Attendance</b>
TPA: Our Attention is on Learner Retention	Oct 19	17
Network: A discussion on housing/rental resources	Nov 9	24
TPA: Instruction	Dec 7	9
TPA: Curriculum and Instructional Materials: A discussion about Learner Centered Instruction, Equity and Access	Feb 15	18
Network: What Our Data Tells Us About Adult English Language Learning in Montgomery County	Mar 15	25
TPA: Support Services	April 12	9
TPA: Reflection and Connection (in person)	May 24	16
	Total:	118