

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 programs in building their capacity to increase the quality and quantity of ESOL services they provide.

MCAEL continues to provide public education and engagement regarding the need for, and benefits of, adult English language classes for our neighbors. MCAEL's 2024-2026 Strategic Plan focuses on four 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 FY25, 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 of Montgomery County or could be of benefit to ESOL 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 general information to the network and our partners, as well as targeted information for both staff and instructors at ESOL organizations.

MCAEL also maintains the comprehensive database of Adult English Language Programs in Montgomery County, located on our website under the Class Info tab. Additionally, this list is provided in printed hard copy each year (translated into several languages) and shared with organizations, businesses, libraries, etc. across the county. MCAEL also provides an updated Class List three times/year (sent via direct emails and available on our website) which has updated registration dates and classes that are currently available.

Salesforce Customer Relationship Data Summary:

		FY24	FY25
Program Administrators		466	493
Instructors		1,371	1,391
Community		2,464	2,600
	Total:	3,930	4,484

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 various tools (such as e-newsletters, e-blasts, social media, targeted emails, and coordination with the county) to maintain communications with county ESOL programs and other partners and community members. We provide information on funding and grant opportunities, professional development, and local, regional, and national issues related to the coalition's work.

- MCAEL circulated a total of 24 e-newsletters over the year, plus an average of 4 e-blasts each month, sent to Instructors/Providers and to the greater MCAEL community e-list (July 2024 - June 2025). 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, in person meetings and convenings, 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.
- In addition to the channels listed above, MCAEL now offers the Circle, a MCAEL Online Network composed of 110+ instructors and program administrators. This resource allows 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 FY25, MCAEL awarded \$1,465,853 in grant funding with funds provided by Montgomery County. The funding supported 29 adult ESOL programs administered by 24 organizations. *(Numbers below are as of July 30, 2025. Final numbers will be available via our StoryMap in early fall.)*

- Grant funding allowed adult ESOL programs to:
 - Enroll 10,147 learners over the entire fiscal year
 - Serve 5,712 unique learners
 - Offer 718 classes:
 - 317 (44.15%) online

- 343 (47.77%) in-person
- 58 (8.08%) hybrid

Some observations and notes about this year:

- Overall, in FY25 MCAEL grant partners surpassed the overall target for total enrolled learners by 2.5%. They also came close to targets for the number of unique learners enrolled and classes held.

Total Enrolled (may include learners enrolled in more than one class)		Total Unique		Classes	
Target	Actual	Target	Actual	Target	Actual
9,896	10,147	5,685	5,712	701	718
	102.50%		100.50%		102.40%

- There was an 11.36% increase in in-person classes over last year, bringing in-person classes on par with online classes for the first time since the pandemic. At the same time, there was continued demand for online learning opportunities, and more programs added hybrid options which allowed learners to attend class from home and in the classroom simultaneously.
- Program Grant partners reported that 4,059 learners passed the classes they attended, out of a total of 6,248 enrolled, or 64.96%. (These are managed enrollment classes where learners are expected to attend all class meetings.)
- Overall, grant partners reported that they raised/spent at least \$2,910,626 in non-MCAEL funding and used \$924,924 in in-kind contributions for their FY25 classes. This shows that the county funding is a catalyst to support other fundraising that the ESOL programs leverage.

In addition to providing grant funding, MCAEL focuses on strengthening the capacity of grantee ESOL programs to provide English classes that are engaging for learners and lead to (English) proficiency gains. Grantees are required to attend a certain number of professional development meetings and workshops (the number depends on the size of the grant). They are also required to choose specific continuous improvement goals to work on during the course of the year, and report progress at the end of the year. (See Attachment 4.)

FY25 Access Small Grants

Our newest grant category – Access Small Grants – awards a maximum of \$7,500 per grant. The goal of introducing this grant type in FY24 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. As part of the Access Small Grant, MCAEL assigned each program with an experienced adult ESOL program manager to serve as a mentor/advisor on program development.

Five community organizations received Access Small Grants in FY25: Gaithersburg Beloved Community Initiative, Germantown Global Connection, Islamic Society of Washington Area, Mill Creek Parish United Methodist Church, and WUMCO Help.

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 new program staff, a meeting to start the new fiscal year, site visits and class observations, 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 FY26 grant application process this year—a six-month effort involving coordination of the community Grants Review Panel, outreach for applications, application review, interviews, and funding recommendations to the MCAEL Board. Thirteen community members served on this year's Grants Review Panel. We were intentional in recruiting individuals from communities that reflect the diversity of learners served by the MCAEL network. Panelists brought a wide range of perspectives and experiences, including varied language learning backgrounds, ages, ethnicities, and geographic locations across Montgomery County. Additionally, the panel included individuals with expertise in budgeting, grant writing and review, finance, language learning, and adult ESOL/education. Panel orientation and applicant interviews were conducted virtually via Zoom, while the final deliberations were held in person.

FY25 Highlights

Highlight: Focus on Centering Learner Voices

In line with our strategic plan, MCAEL made significant progress in setting up structures to systematically gather learner feedback and opinion, with the goal of ensuring that adult learner perspectives are integrated as ESOL programs strive to address learner needs in ways that are most appropriate.

In this pilot year of MCAEL's new advisory group, the Learner Leadership Group (LLG), LLG members provided valuable input into the planning of MCAEL's first-ever Learner Celebration (held April 2025, mentioned below), as well as other MCAEL activities and programs. The LLG met on-line quarterly and participated in in-person leadership training on communications, public speaking, and effective presentations. The members represented four different languages: Spanish, Amharic, Chinese, and French.

MCAEL continued to encourage ESOL programs in the county to incorporate learner feedback into their programs and rolled out a model learner satisfaction survey in October that can be customized and put to use by individual organizations. MCAEL developed the template drawing upon the experience and examples of programs that have existing post-class surveys.

Building on an idea from a 2023 learner focus group, MCAEL organized our first-ever Celebration of Adult English Learners on April 26, 2025, to hail the efforts of adult learners, foster a sense of larger community, and provide resources on English classes and services in the county. 165 attendees enjoyed an abundance of international food, and a lively program featuring the personal stories of learners and dance performances.

Highlight: Community Learning Groups

In FY25, the Community Learning Groups (CLG) program, designed to assist learners in communities not as well served by existing ESOL classes, continued to expand accessibility through 8- to 9-week introductory English classes. At the end of each class, CLG learners were referred to appropriate classes offered by coalition partners through group and one-on-one consultations with MCAEL.

The program continued to work with two partner organizations, the Haitian Resettlement Working Group which supported immigrants that arrived in the latter part of 2024, and Watkins Mill Elementary School. In this fiscal year, five classes were completed, all in person. From the five classes there were 23 certificates of completion awarded, with four learners registering immediately with Montgomery College ESOL, and one with Ethiopian Community Center.

Post-surveys revealed the following: 21 of the 23 graduates responded to our survey, all 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. During the CLG class sessions, MCAEL met with all participants to advise them on the types of ESOL classes in the county and the enrollment process. MCAEL combined the continued study sessions with digital literacy, using these sessions to teach and practice digital skills to register for ESOL courses or sign up for information about classes. MCAEL also provided learners with the opportunity for individualized advising on continuing their studies and sent class information to recent and past CLG graduates. Additional details from this year are as follows:

- Five CLG-trained instructors taught classes this year, including three that had just completed their training prior to FY24.
- MCAEL implemented its 5th training for CLG ESOL instructors with a new instructional advisor with international and local experience in ESOL curriculum development, teaching, and training instructors. Three individuals were able to complete 20 hours of training.
- This fiscal year the CLG classes served learners from Benin, El Salvador, Ethiopia, Guatemala, Haiti, Honduras, Senegal, and Venezuela.
- CLG outreach efforts expanded, connecting with 4 faith-based organizations, 6 MCPS schools, 3 county recreation centers, a pair of community service providers, and several community development groups focused on specific regions of Montgomery County.

An independent evaluation of the CLG program will be completed in August 2025, which will guide our planning and implementation over the next three years.

Highlight: New Instructor Training Course

In fall 2023, MCAEL initiated a project to investigate how to build capacity for drop-in and conversation classes in the county. This was in response to program/instructor interest in training on teaching conversation skills as well as learner interest in more opportunities to practice speaking in English (as evidenced through our learner survey and focus groups). We commissioned a landscape analysis to better understand how existing conversation classes are implemented, including the learning environment, class content, and instructor preparation and training; the research involved interviews with program administrators of conversation classes and observations of the classes themselves. In May 2025 MCAEL piloted a new training course for adult ESOL instructors, “Building Conversation Skills

through Teaching and Facilitation,” which was developed based on findings from this research. 14 participants took part in the 8-hour course, which included discussion of adult learning theory, balancing teaching conversation skills with facilitating conversation practice in the classroom, and specific teaching and facilitation strategies and tips. Participants also had the opportunity to practice in front of their peers and gain feedback. MCAEL plans to offer this course on a regular basis starting in FY26.

Highlight: Online ESOL Community

MCAEL launched the MCAEL Circle in February 2025. A virtual hub for collaboration, resource and idea sharing, and building community for adult ESOL professionals in the county, the Circle platform connects educators, administrators, and volunteers, and currently has 115 users. MCAEL Circle members have used the hub to promote and find teaching positions, share community events, find classes for students, share helpful resources, and ask for advice from fellow educators and program leaders.

Highlight: English for Childcare

From January to June 2025, MCAEL offered four 8-week English for Childcare classes; 63 childcare providers participated. These online classes were designed to help home- and center-based childcare providers improve their ability to communicate in English with both children and parents. Combining general English with childcare-related vocabulary, topics included health issues and activities such as block building, circle time, and art. We successfully secured new funding from the Montgomery County Department of Health and Human Services, Early Child Services for this year, expanding our existing partnership with the Latino Childcare Association of Maryland.

4. Conduct an Outcomes Project that measures the quality and effectiveness of ESOL 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 an orientation regarding data requirements. MCAEL provides output data (number of learners served) and outcomes data (what those learners accomplished), 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 FY25.

We continue to offer our annual interactive data presentation (StoryMap) to the coalition and the public. The 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. You can find the FY25 StoryMap here:

<https://www.mcael.org/storymap>.

5. Offer 10 meetings per year for the 60 active ESOL 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 ESOL; leverage their combined resources for increased funding and more effective delivery of ESOL services, as well as better purchasing power.

MCAEL provides diverse continuous professional development opportunities for all adult ESOL program administrators and instructors in Montgomery County, including those that work for programs that don't receive grants. 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 provided a mix of in-person and online workshops and meetings. In June, MCAEL hosted an in-person end-of-the-year sharing session. This convening brought together over 40 adult ESOL educators and administrators to share best practices, discuss challenges, exchange resources and network. In February we launched The MCAEL Circle, an online platform that serves as a virtual hub for collaboration, resource sharing, professional development, and networking. This platform allows instructors and programs to communicate and work collaboratively more easily.

Professional Development Meeting Results

MCAEL provided 15 meetings and workshops for the coalition in FY25. 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):

- For each TPA meeting, 100% of attendees stated they “learned at least one new practice or resource” to use at their program.
- 100% 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 continued to focus instructor workshops on learner-centered instruction and culturally responsive teaching. Additionally, we prioritized professional development topics highly requested by the coalition. To support the implementation of learning after workshops, MCAEL offered follow-up coaching calls for workshop attendees for four of our workshops. During these calls, participants shared their experiences applying what they'd learned and got feedback and advice from workshop facilitators.

- 97% of participants across all instructor workshops agreed that they “learned something new from this workshop that I can use in the classroom.”

- 96% of participants rated workshops good, great, or excellent.

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 MCAEL offered the course three times with 51 instructors completing the course.

- 90% of FY25 participants rated the enjoyment of the course 4 or 5 out of 5 stars.
- Participants across the three cohorts rated the modules on strategies to increase learner motivation and lesson planning the “most useful” modules.

Advisory Group

The MCAEL Advisory Group (MAG) is a group of 8-12 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 quarterly whole group meetings and contributed to three committees: Instructor Resource Committee, Learner Outreach Committee, and the Instructor Recruitment and Retention Committee. Each committee completed a project to benefit the larger coalition.

6. Provide information to the community and students seeking ESOL and information resources through an electronically available Provider Directory listing ESOL Providers in Montgomery County and their services, available on MCAEL's website. This website must also contain MCAEL's grant guidelines 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 learners seeking ESOL resources. The web traffic continues to denote growth (5.3 monthly page views in FY25).

Community Resources

- English classes can be found two ways on the MCAEL website: 1) The Program Directory, where users can search based on location, level, cost, and whether transportation and childcare are offered. Programs can input their own profiles and schedules. Currently, approximately 40 programs are featured. 2) The Class List provides a list of all available classes for a specific semester. This list is updated each season and is a downloadable pdf. The Program Directory, along with the Class List, are the most visited pages on the MCAEL site.
- Grant information is online and accessible year-round, with regular updates.

- The annual, interactive data presentation on adult English learning in Montgomery County ([StoryMap](#)) is a significant, often-used community resource as well.
- MCAEL's [Equity Focus Areas](#) mapping tool is also available for the community on our website. Based on Montgomery Planning's work but customized to focus on adults (18+) and with updated Census data, the MCAEL tool uses three indicators (race and ethnicity, household income, and ability to speak English) to determine the regions in the county where improvement of English skills can have the most benefit.

Professional Development

- MCAEL continues to provide access to MCAEL publications (such as the Job Search Skills Toolkit, Program Administrator Toolkit, and the model learner survey mentioned above) and recorded professional development workshops via its website.
- The MCAEL website provides updated information about professional development and training opportunities through 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.
- The MCAEL Circle, our online hub for instructors and program administrators, provides a new platform to distribute adult ESOL resources, share and discuss MCAEL professional development, and communicate about MCAEL grant opportunities.

Supplemental Information

Events attended and network building: (sample of event attendance by MCAEL staff in FY25)

- Literacy Education and Second Language Learning for Adults (LESSLA) Conference
- EdTech Center at World Education tech strategy workshops
- Ethiopian Community Center "Trauma Informed Support for Immigrant Survivors" workshop
- Meetings with Office of Community Partnerships/Gilchrist Immigrant Resource Center
- WorkSource Montgomery Partners Meetings
- Coalition partner graduation ceremonies
- MDTESOL Conference
- MDTESOL Board Meetings
- Maryland Department of Labor, Division of Workforce Development and Adult Learning
- Rockville Economic Development Corp
- Proliteracy online workshops
- LINCS online workshops
- COABE online workshops
- Maryland Skilled Immigrant Task Force
- Leadership Montgomery meetings and events
- Montgomery County Council, Education & Culture Committee- Adult Education
- Center for Nonprofit Advancement Board Leadership Award Selection Committee
- Center for Nonprofit Advancement COO Cohort Meetings
- Nonprofit Montgomery events/trainings
- Association of Adult Literacy Professional Developers (AALPD) workshops

- State Senator Kagan Nonprofit Roundtable
- Office of Community Partnerships/Welcoming America
- Spur Local meetings & webinars
- IMPACT Silver Spring community meeting
- City of Rockville nonprofit symposium
- Montgomery College East County community meeting
- National Coalition for Literacy monthly policy meeting
- City of Gaithersburg Coalition of Providers meeting
- Maryland Newcomer Support Coalition meeting
- East County Parent and Youth Engagement Committee Meeting
- Montgomery Digital Resource Network - Steering Committee meeting
- Celebrate 40 Years of Empowering Individuals and Families in Gaithersburg

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 International, WATESOL, MDTESOL, Montgomery College, Maryland Department of Labor Virtual Training Institute, 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), Literacy Education and Second Language Learning for Adults (LESSLA), Association of Adult Literacy Professional Developers (AALPD), Leadership Montgomery, Sharp Insight, Essential Education, Leadership Greater Washington, SABES, English Empowerment Center, World Education (including EdTech), University of Maryland's TESOL Teacher Leadership Program, Classroom 2 Community, Solutions in Hometown Connections, CASA, DeNicolo Consulting.

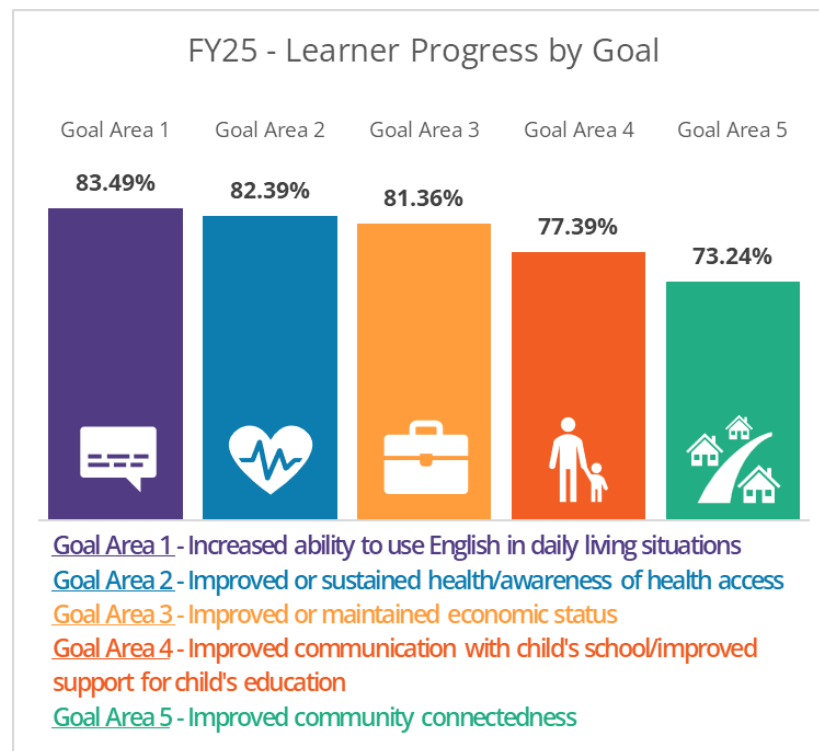
Section 4- Attachment – Learner and Program Outcomes

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. This year all grant partners were required to 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. In FY25, we noted a decrease in the percentage of learners who progressed across all goal areas, compared to the year before. We will be analyzing the data further to determine the possible causes.

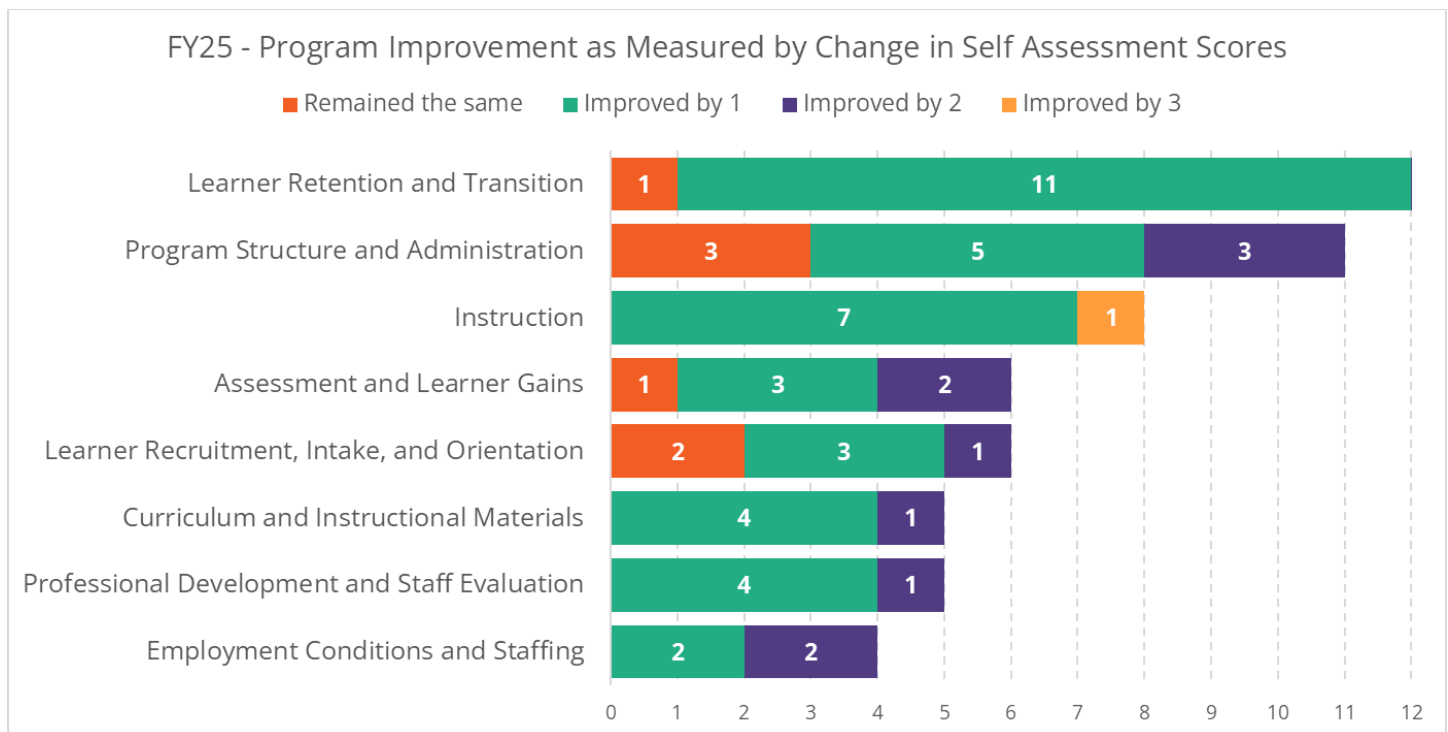


Each goal area has 3-16 objectives; below are some examples of specific outcomes:

- 400 learners (or 85.11% of those who chose this objective) reported that as a result of their English class they were better able to “use library resources.”
- 463 learners (or 86.22% of those who chose this objective) reported that as a result of their English class they were better able to “complete a form (medical, etc.)”
- 203 learners (or 89.43% of those who chose this objective) reported that as a result of their English class they were better able to “read a medicine label.”
- 247 learners (or 88.21% of those who chose this objective) reported that as a result of their English class they were better able to “identify career/education options and plan goals in English.”
- 356 learners (or 88.34% of those who chose this objective) reported that as a result of their English class they were better able to “increase basic computer skills.”

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, among the programs that chose to improve an aspect of their Learner Retention and Transition, eleven reported an improvement of one point. (Knowing that this is an area in which many programs wanted to improve, learner retention is a key focus in our Topics in Program Administration meetings for program managers as well as in our instructor workshop series every year.) Among the programs focusing on Program Structure and Administration, three reported no change, five improved by one point, and three improved by two points.



*as laid out in *Standards for Adult Education ESOL 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 FY25 Professional Development & Training

MCAEL provides training to meet the unique and varied needs of instructors in our network. Workshop topics aim to serve instructors with a range of instructional experience and address the diverse training needs shared by the coalition through surveys, MCAEL Advisory Group meetings and grant report data. Below is an overview of all the professional development workshops offered to instructors this past year.

Workshops	Date of Training	Attendance
Summer Tech Session: Enhancing Online Instruction with Zoom Tools and Online Games	Aug 5	24
Unlocking Success: Dynamic Formative Assessment Strategies for Adult ESOL Instructors	Sep 4	32
Using Mini Projects to Extend Learning into the “Real World”	Oct 2	27
Sharing Session: Lesson Planning	Nov 6	14
Integrating Job Search Skills into the Adult ESOL Classroom	Dec 2	16
MCAEL Circle Launch Party	Feb 12	34
Know Your Rights for Adult ESOL Instructors and Program Managers	Mar 5	53
Activating the Seven Principles of Culturally Responsive Teaching	Apr 23	29
End-of-Year Sharing Session	June 13	42
	Total:	271

This year, MCAEL continued to hold two different types of meetings, Topics in Program Administration (TPA) (chosen from TESOL standards topics) and network meetings. TPA meetings are facilitated discussions that enable program administrators to share and learn from their peers. MCAEL gathers information about the specific needs of programs around each topic area through end of year reports, meeting evaluation feedback, one-on-one conversations, and input from MCAEL Advisory Group

members. Network meetings focus on non-ESOL topics to help programs and instructors support their learners; we normally invite two or three speakers to share information about local resources.

Name	Date of Training	Attendance
TPA: Enhancing Instructional Practices through Professional Development and Evaluation	Sep 18	15
TPA: Learner Retention Roundtable	Oct 23	15
Network: Tackling Digital Literacy	Nov 18	53
TPA: Responding to Learner Needs through Referrals	Dec 11	8
TPA: Smooth Starts: Strengthening Learner Registration	Mar 19	20
TPA: Data-Driven Conversations on Recruitment, Retention, and Satisfaction in Adult ESOL	Apr 30	18
Network: Accessing Mental Health Resources	May 29	37
	Total:	166