MCAEL FY 26 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 support for, 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. We are starting the process of developing our 2027-2030 Strategic Plan.

Throughout FY26, 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 staff and instructors at ESOL organizations.

MCAEL also maintains the comprehensive database of Adult English Language Programs in Montgomery County (Program Directory), 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:

	FY26
Program Administrators	522
Instructors	1,856
Community	2,832

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 2025 - June 2026). 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 currently composed of 207 instructors and program administrators. This resource allows instructors and program administrators to connect and share vital resources.

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 FY26, MCAEL awarded $1,505,853 in grant funding with funds provided by Montgomery County. The funding supported 30 adult ESOL programs administered by 24 organizations. (*Numbers below are as of July 30, 2026. Final numbers will be available via our StoryMap in early fall*.)

- Grant funding enabled adult ESOL programs to:

- Enroll 8,070 learners over the entire fiscal year
- Serve 4,494 unique learners
- Offer 672 classes:
  - 276 (41.07%) online
  - 340 (50.60%) in-person
  - 56 (8.33%) hybrid

Some observations and notes about this year:

- In FY26, total enrollment was lower than the targets, as was the number of unique learners served, though the number of actual classes slightly exceeded the target. Throughout the year, MCAEL met with program administrators and surveyed learners to understand the increased barriers learners faced in attending class. In addition to increased immigration enforcement, many learners are being affected by inflation and rule changes in federal safety net programs, resulting in the need to work more to make ends meet. Other barriers such as lack of affordable and reliable childcare and transportation remain as well.

Total Enrolled (may include learners enrolled in more than one class)		**Total Unique**		**Classes**	
Target	**Actual**	**Target**	**Actual**	**Target**	**Actual**
9,569	8,070	5,692	4,494	654	672
	84.3%		79.0%		102.8%

- The percentage of classes that were in-person, online, and hybrid remained fairly steady in FY26 compared to the previous year, with a slight increase (2%) in the percentage of in-person classes and correlating decrease in online classes.
- Program Grant partners reported that 3,805 learners passed the classes they attended, out of a total of 5,490 enrolled, or 69.3%. (These are managed enrollment classes where learners are expected to attend all class meetings.)
- Overall, grant partners reported that they raised/spent at least $1,989,315 in non-MCAEL funding and used $1,029,659 in in-kind contributions for their FY26 classes. County funding continues to be a catalyst for ESOL programs to raise funds from other sources.

In addition to providing grant funding, MCAEL focuses on strengthening the capacity of ESOL programs to provide learner-centered, culturally responsive English instruction. Grant partners 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.)

FY26 Access Small Grants

Access Small Grants support new, fledgling, and smaller ESOL programs. The goal of this grant type is to encourage more community and faith-based organizations in Montgomery County to offer English classes in areas of need. Recipients of these grants receive program development assistance through interaction with experienced adult ESOL program managers, who serve as mentors/advisors.

Seven community organizations received Access Small Grants in FY26, the greatest number since this grant type was introduced in FY24: Church of Atonement, First Alliance Church of Silver Spring, Gaithersburg Beloved Community Initiative, Germantown Global Connection, Gaithersburg Beloved Community Initiative, Germantown Global Connection, Islamic Society of the Washington Area, Mill Creek Parish United Methodist Church, and St. John the Baptist School.

Grants Management

Throughout the year, MCAEL supported grant partners through individual meetings and consultations, trainings for new grant partners and program staff, a fiscal year kickoff meeting, site visits, class observations, and feedback on mid-year and final reports. Networking opportunities, instructor workshops, and meetings for program administrators were also provided to strengthen program quality and support effective implementation.

MCAEL also administered the FY27 grant application process, a nine-month effort that included application outreach, review, applicant interviews, and funding recommendations to the MCAEL Board. Twelve community members served on the Grants Review Panel. Recruitment efforts prioritized individuals whose backgrounds reflected the diversity of the learners served by the MCAEL network, including varied language learning experiences, ages, ethnicities, and geographic representation across Montgomery County.

In response to a record number of grant applications, MCAEL provided panelists with expanded analyses to support the review process. Resources included applicant Fact Sheets summarizing FY24–FY27 data, grant priorities and evaluation criteria, performance and budget scores, and comparative analyses of applications. The panel included individuals with expertise in budgeting, grant writing and review, finance, language learning, and adult ESOL. Panel orientation and applicant interviews were conducted virtually via Zoom, while final funding deliberations were held in person.

FY26 Highlights:

Highlight: Centering Learner Voices

The objective of MCAEL's Centering Learning Voices program is to ensure that adult learner perspectives are taken into account as MCAEL and individual adult ESOL programs strive to address learner needs in ways that are most appropriate.

This was the second year of MCAEL's advisory group, the Learner Leadership Group (LLG); the eight LLG members represented five different languages: Amharic, Chinese, French, Spanish, and Vietnamese. The LLG provided valuable input into the planning of MCAEL's 2026 Learner Survey and focus groups, as well as other MCAEL activities and programs. The LLG met on-line quarterly and participated in in-person leadership training on leadership skills, storytelling, public speaking, and advocacy.

MCAEL conducted a survey of adult English learners in April 2026. 479 individuals responded to questions regarding their satisfaction with their progress learning English, barriers to learning English, and how to improve English learning in the county. Overall satisfaction is high, with nearly 80% of respondents giving a rating of 4 or 5 stars. The single top barrier that learners mentioned was work schedules, followed by health issues, time constraints, family responsibilities, and lack of transportation. Suggestions for improving the ESOL system include more flexible hours to accommodate works schedules, expanding the number of accessible class sites, and offering more opportunities to practice speaking.

Highlight: Community Learning Groups

In FY26, the Community Learning Groups (CLG) program, designed to assist learners in communities with limited access to existing ESOL classes, continued to expand educational opportunities through 8- to 9-week introductory English classes. At the conclusion of each class, learners were referred to appropriate ESOL programs offered by MCAEL coalition partners through both group and individual advising sessions.

The program partnered with two organizations: EduCare Support Services and Galway Elementary School. During the fiscal year, four CLG classes were completed, including three in person and one online. Fourteen certificates of completion were awarded. One participant enrolled immediately in Catholic Charities Green Construction Program, and one enrolled with Ana Brito. Others have been in contact with George B. Thomas Saturday school and Gilchrist Center.

Post-program surveys collected 13 responses. All respondents reported feeling either "definitely" or "somewhat" more confident speaking English with co-workers, supervisors, friends, and family. In addition, all respondents indicated they were "very likely" or "somewhat likely" to enroll in another English class.

Throughout each CLG session, MCAEL staff met with participants to provide information about ESOL programs available throughout Montgomery County and to explain the enrollment process. Learners also received individualized advising to help identify the next step in their educational journey. Following the completion of each class, MCAEL continued to share information about upcoming ESOL classes with both current graduates and past CLG participants.

Additional highlights from FY26 include:

- MCAEL conducted its sixth CLG instructor training, with three individuals completing 20 hours of instructor preparation.
- MCAEL also offered a CLG instructor refresher training to reengage previously trained instructors and introduce new instructional strategies. Seven instructors participated.
- During this fiscal year, CLG classes served learners from Colombia, Côte d'Ivoire, El Salvador, Haiti, India, Mexico, and Venezuela.
- MCAEL commissioned an external evaluation of the CLG program, conducted by I-EmpowerEd, LLC. The evaluation assessed program effectiveness, implementation, and sustainability and provided recommendations to strengthen and expand the program.

In addition to serving learners, MCAEL is using the CLG model to build the capacity of organizations that were not selected for grant funding. Through hands-on support, these organizations will gain experience operating ESOL classes while serving learners in their communities. During FY26, MCAEL plans to partner with two such organizations, helping them remain engaged with the coalition and better prepared for future funding opportunities.

In FY27, MCAEL will launch two summer Community Learning Groups for parents in the Gaithersburg cluster of schools, with classes held at the Gaithersburg Library through MCAEL's partnership with Montgomery County Public Libraries (MCPL). This initiative will serve as a pilot model for summer ESOL classes that could be replicated in other communities across Montgomery County.

Highlight: Zoom Training for Instructors

Professional development related to online instruction continues to be a high demand topic across the coalition. The need for training in this area became even more urgent in FY26 as immigration enforcement increased nationwide. As ESOL programs in heavily affected communities considered shifting to online instruction, MCAEL sought to help local programs build their capacity to continue serving learners who may not feel comfortable attending classes in person. In response, MCAEL launched *Zoom In: Building Foundational Zoom Hosting Skills for the Adult ESOL Classroom*, a series designed to increase instructor confidence with teaching online. This series provides foundational technical Zoom hosting skills for instructors in the following areas: hosting controls and classroom management, screen sharing, breakout room and polls/other engagement features. To accommodate instructor schedules, this drop-in series was offered twice weekly at different times. Each session provides hands-on opportunities to practice key Zoom hosting skills most essential for effective online instruction.

Highlight: Online ESOL Community Expansion

Launched in February 2025, MCAEL's online social platform, the Circle, has grown to 222 users, almost double the number of users at the end of last fiscal year.. A virtual hub for collaboration, resource and idea sharing, and building community for adult ESOL professionals in the county, the MCAEL Circle connects educators, administrators, and volunteers. This year MCAEL has worked to expand its functionality, working to integrate it more with our programs and other activities. We have increased the number and type of discussion groups (including ones for those who have recently completed training courses to continue to share ideas and experiences), and feature a weekly "Resource Drop," instructional resources gathered by MCAEL Advisory Group members and staff.

Highlight: Instructor Recruitment and Retention

To help identify how MCAEL can support coalition programs on instructor recruitment and retention, we hired an experienced adult ESOL professional to review recent instructor and program manager survey data, gather additional information, and develop recommendations. We collected feedback on these recommendations from a working group of program administrators, and from the MCAEL Advisory Group. Based on this feedback, MCAEL will develop an action plan to be vetted by the whole coalition and incorporated into MCAEL's new FY27 - FY29 strategic plan.

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 FY26.

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. The updated FY26 version will be available in Fall 2026.

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 and expanded professional development programming to include two new offerings: Building Conversation Skills through Teaching and Facilitation, and Zoom In: Building Foundational Zoom Hosting Skills for the Adult ESOL Classroom. In June, MCAEL hosted an in-person end-of-year sharing session. This convening brought together 34 adult ESOL educators and administrators to share best practices, discuss challenges, exchange resources and network.

Professional Development Meeting Results

MCAEL provided 13 meetings and workshops for the coalition in FY26 in addition to quarterly offerings of our four-week Foundations for Adult ESOL Instruction online course, two offerings of the Building Conversation Skills through Teaching and Facilitation two-day course, and the pilot for our Zoom In: Building Foundational Zoom Hosting Skills for the Adult ESOL Classroom series. 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 meetings):

- For each TPA meeting, 100% of attendees stated they "gained useful information" from the meetings and that the meetings were a good use of their time.

- 91% 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 and topics related to the immediate challenges presented to learners and programs as a result of increased immigration enforcement.

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

- 97% 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 four times with 83 instructors completing the course.

- FY26 participants rated the enjoyment of the course 4.6 out of 5 stars.

- Participants across the three cohorts rated the modules on strategies to increase learner motivation, teaching online, 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 two committees: Conference Planning Committee and the Digital Literacy Committee. The Digital Literacy Committee focused on creating an online training for program administrators focused on integrating digital literacy into ESOL class in addition to a digital skills self-assessment for learners.

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 FY26).

Community Resources

- English classes can be found two ways on the MCAEL website: 1) The online 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, available in both English and Spanish provides a list of all available classes for a specific semester. This list is updated each season, is easy to navigate, and can be downloaded as a PDF. The online 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 Planning Guide for Hybrid Classes) and recorded professional development workshops via the 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 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 FY26)

- Montgomery County Public Libraries
- 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 Board Meetings
- COABE online workshops
- 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 meetings
- Maryland Newcomer Support Coalition meetings
- East County Parent and Youth Engagement Committee Meetings
- Montgomery Digital Resource Network - Steering Committee meeting
- Celebrate 40 Years of Empowering Individuals and Families in Gaithersburg
- CCACC Adult ESOL Closing Ceremony
- NextExecs Backpack Party
- ISWA Opening Session
- Adventist Triumph Trek and Health Fair
- Viking Village Event
- Gaithersburg Library outreach events (March)
- Multicultural Senior Services Fair
- Intercambio Professional Development Conference

Leveraged Expert Connections

MCAEL identifies area experts to present and develop workshops for the coalition, including in non-ESOL areas that are relevant to adult ESOL learner communities. Additionally, MCAEL's staff participates in workshops and training, and stays abreast of educational resources and trends in relevant focal areas such as: TESOL, adult education, data collection and analysis, learning and development, and immigrant communities in the county. 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 Education and Second Language Learning for Adults (LESSLA), Association of Adult Literacy Professional

Developers (AALPD), InterCambio Uniting Communities, Leadership Montgomery, 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, MoCo Immigrant Rights Collective, the Rivera Group, I-Empower Ed, Ambridge Learning Design, World Education, English Language Center – Georgetown University School of Continuing Studies, Washington English Center, Corporation for a Skilled Workplace (CSW), and University of Maryland's Horowitz Center for Health Literacy.

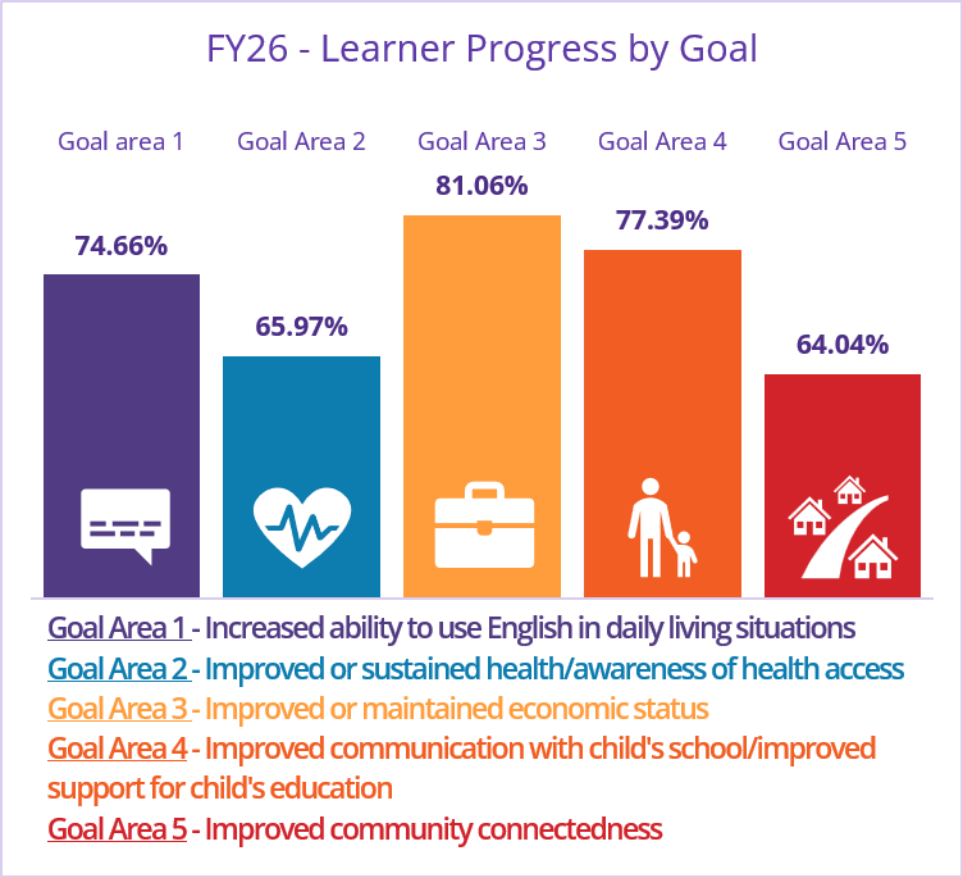
Section 4- Attachment – Learner and Program Outcomes

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 FY26, we noted that progress in Goal Areas 3 and 4 remained steady, while progress in the other goal areas decreased 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. MCAEL-funded programs reported that as a result of their English class:

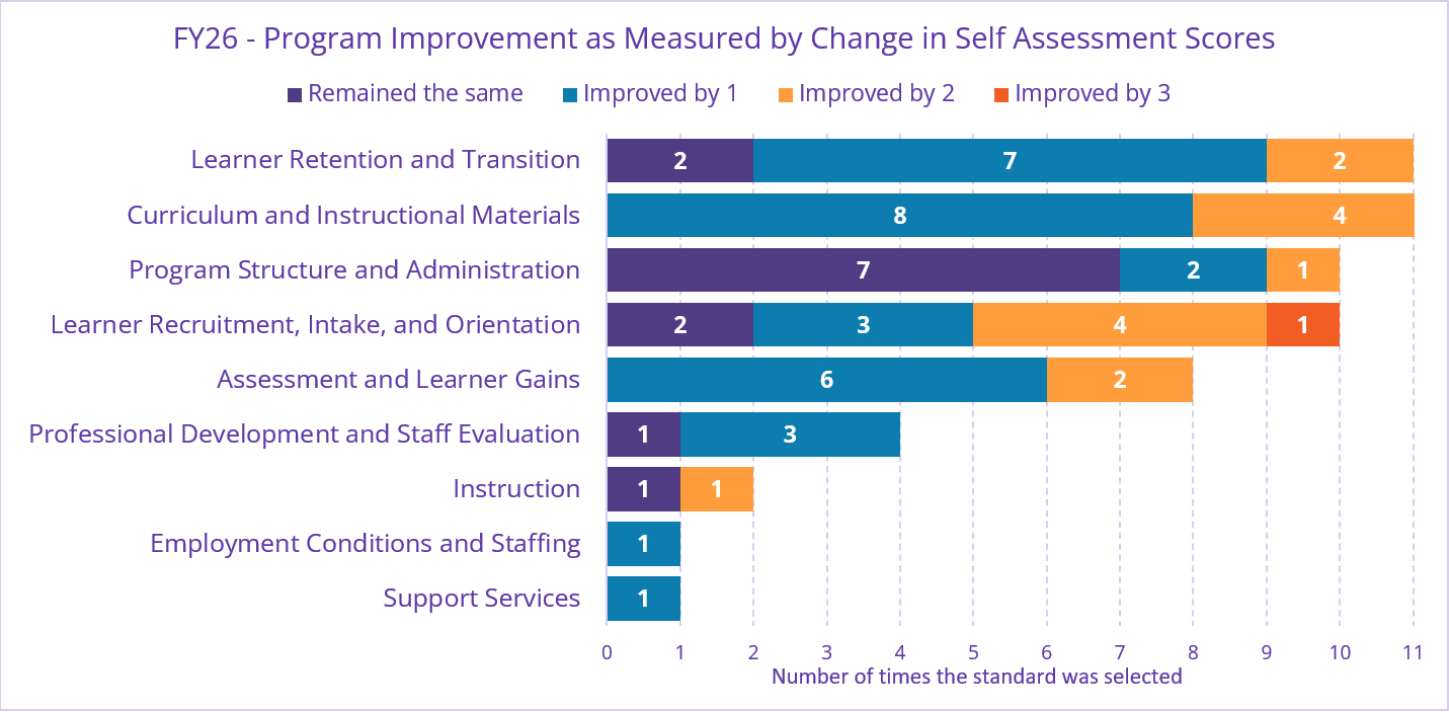
- 415 learners (or 88.43% of those who were measured on this objective) improved their ability to "read, write, and send an email, letter or text in English."
- 208 learners (or 78.85% of those who were measured on this objective) were more prepared to "communicate with police (in English)."
- 293 learners (or 65.53% of those who were measured on this objective) were better able to "make a medical appointment using English."

- 613 learners (or 84.18% of those who were measured on this objective) could more easily "communicate in English with supervisor, coworkers, customers."
- 575 learners (or 80.70% of those who were measured on this objective) could "communicate with (a child's) teacher without a translator."

ESOL Program Improvement

Each year, MCAEL grant recipients are asked to 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.

For example, among the programs that chose to improve an aspect of their Learner Retention and Transition, seven reported an improvement of one point, two by two points, and two reported no change. (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 Curriculum and Instructional Materials, eight improved by one point, and four 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 FY26 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 the professional development offered to instructors this past year.

Workshops	**Date of Training**	**Attendance**
Sharing Session: Strengthening Listening and Speaking Skills	Aug 13	40
Engaging Online Instruction for Literacy Level Learners	Sep 10	25
Beyond Resilience: Care Practices for Challenging Times	Nov 5	19
Creating Informed Classroom: Know Your Rights for ESOL Professionals	Dec 3	41
Sharing Session: Online and Hybrid Engagement	Mar 25	38
Practical, High-Impact Strategies for Vocabulary Teaching and Learning	May 20	29
	Total	**192**

Workshops (1 hour each)	**Date of Training**	**Attendance**
Zoom In on Host Controls and Classroom Management	Jun 9 & Jun 11	25
Zoom In on Screen Sharing	Jun 16 & Jun 18	25
Zoom In on Breakout Rooms	Jun 23 & Jun 25	22
Zoom In on Chat and Other Engagement Tools	Jun 30 & Jul 2	19
	Total	**91**

Workshops (Day 1 in-person, 5.5 hrs; Day 2 online, 3 hrs)	**Date of Training**	**Completed the full two days**
Building Conversation Skills Through Teaching and Facilitation	Nov 1 & Nov 15	5
Building Conversation Skills Through Teaching and Facilitation	Mar 21 & Mar 28	16
	Total	**21**

Online Course (self-paced, over 3 weeks)	**Date of Training**	**Completed**
Foundations for Adult ESOL Instruction 1	Aug 27 – Sep 24	29
Foundations for Adult ESOL Instruction 2	Oct 1 – Nov 19	21
Foundations for Adult ESOL Instruction 3	Feb 23 – Mar 19	26
Foundations for Adult ESOL Instruction 4	May 14 – Jun 11	7
	Total	**83**

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: Curriculum Conversations: What's Working and What's Shifting	Sep 17	15
TPA: Learner Recruitment, Intake and Orientation	Jan 28	20
TPA: How Do You Hybrid? Exploring Program Structures for Hybrid ESOL Classes	Apr 9	16
TPA: Using Plain Language to Strengthen Outreach and Communication	May 8	33
Network: Connecting Learners with Essential Services	Dec 9	27
	Total:	**111**