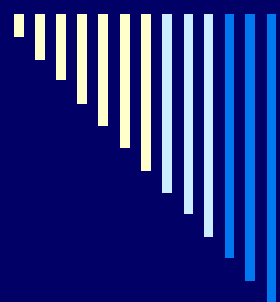


Building a New Model of Adult ESL Service Delivery

June 9, 2003



Purpose of Presentation

- Understand the Current Lay of the Land in Montgomery County re: Adult ESL
- CAL Report
- Adult ESL Task Force
- Vision for Tomorrow

The Current Face of Montgomery County



- Almost 900,000 residents
- 15.1% African American
- 11.5% Latino
- 11.3% API
- 0.3% Native American
- 64% White

The Current Face of Montgomery County

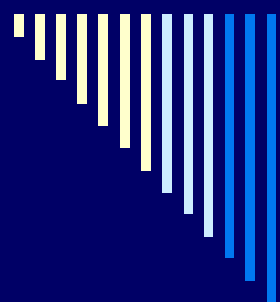
- 26.7% born outside U.S.
- 31.6% Speak Language other than English at Home
- 12.9% (105K) are LEP.
- MCPS serves 50% of the state's LEP student population



Current Face of Montgomery County (cont.)

- 161 nations
- 122 languages
- Top seven foreign languages are Spanish, Chinese, French, Korean, African languages, Vietnamese, Persian





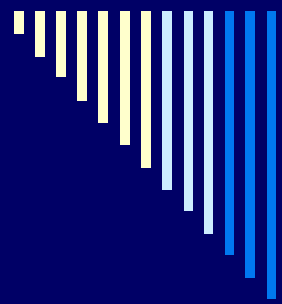
Montgomery County Public Schools

- 139,500 Students
- 54% minority
- 21.4% African American
- 14.2% API
- 18% Latino
- 0.3 Native American
- 46 % White
- 12000 non-native Speakers of English
- 22.4% FARMS
- 28.4% FARMS rate at elementary school level



Major Barriers to Self Sufficiency for LEP Adult Populations

- Poverty
 - Low Literacy in Native Language
 - Immigration Status
 - Lack of Health Care
 - Lack of Affordable Housing
-

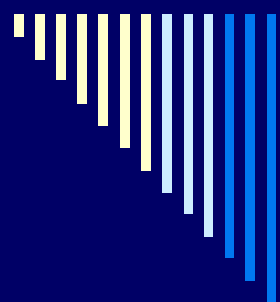


Current Adult ESOL Service Delivery in Montgomery County- Four Legged Stool

- Montgomery College (8000)
- MCPS (10,000)
- Literacy Council (1200)
- Nonprofits and Faith Community (4600)

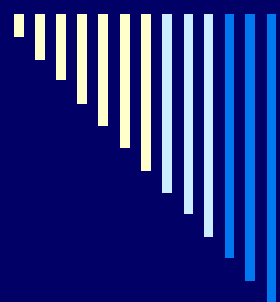
□ TOTAL ESTIMATED
SERVED 23,800

DEMAND FAR
EXCEEDS
CURRENT
CAPACITY !!!



County Council

- Commissioned Study in 2002 to examine Adult ESL Service Delivery in Montgomery County
- Montgomery College took the lead-contracted with Center for Applied Linguistics (CAL)



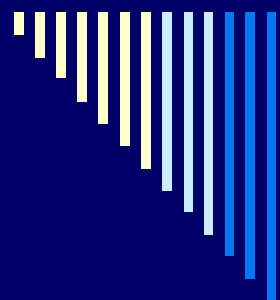
CAL Findings-Spring 2003

- Current system not meeting demand
- Many immigrants have difficulty accessing classes due to work schedules, proximity to a provider, lack of transportation and childcare, limited knowledge of existing ESL service providers, and other poverty related obstacles



CAL Study Findings (cont)

- Very Diffuse System of Adult ESL service delivery (not necessarily a bad thing)
 - Quality of Instruction varies for each program
 - Quality of curricula and program design varies for each program
-



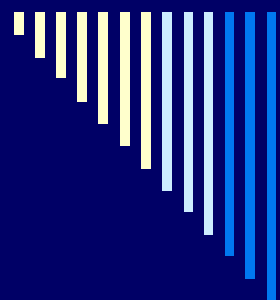
CAL Study Recommendations

- Increase Capacity of Service Providers
- Increase Access to Services
- Refine Program Design and Curricula
- Improve Instructional Quality
- Expand Agency Coordination and Collaboration



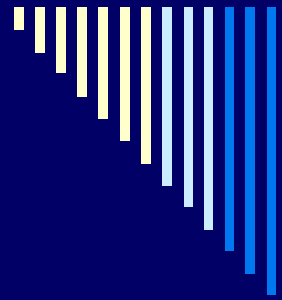
Adult ESL Task Force

- Develop short and long term strategic plan for improving Adult ESL Service Delivery with goals of
 - (1) Ensuring that the county delivers high quality services to greatest number of people; and
 - (2) Ensuring that the Adult ESL service delivery system meets the critical needs of our diverse low income immigrant community by developing holistic models of delivery (ESL within broader framework); and
 - (3) ensuring that a diverse group of stakeholders is involved in the process
-



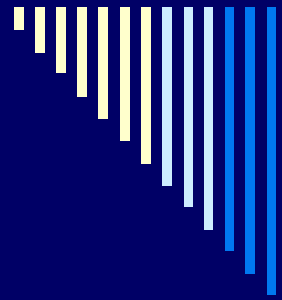
Critical Questions for Task Force

- The Three Cs (Capacity, Coordination, Collaboration)
- The Two Q's (Quantity and Quality)
- How Do We Facilitate Collaboration with Agencies Involved in related services
- What is the best model for bringing it all together?
- Need for a Center v. need for community accessible programs



Developing a Vision for Tomorrow

- ❑ ESL as a means to an end (the ultimate outcome is self-sufficiency)
- ❑ Holistic Approach Key
- ❑ Need Balance Between
Coordination/Centralization and
Autonomy/Recognition of no one size fits
all approach.



Primary Care Coalition as a Guidepost

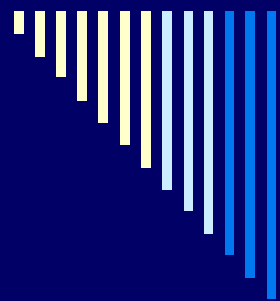
- Brings Providers Together
- Creates Opportunities for Synergies
- Better Coordination with County
- Enhanced Capacity for Accessing Foundation and Government grants



Adult ESL Task Force Vision

Use Primary Coalition Model as a guidepost to

- ❑ Increase Capacity
 - ❑ Build Holistic Model (life skills, citizenship, etc)
 - ❑ Construct a Center but also retain autonomy and geographic proximity
 - ❑ Improve Access by eliminating information gaps
 - ❑ Improve instructional quality
 - ❑ Refine Quality of Program Design and curricula
 - ❑ Improve coordination and collaboration
 - ❑ Leverage resources
-



Target Date: End of 2003

- Considerable work lies ahead
- Not Starting From Scratch
- Considerable Interest among a diverse group of stakeholders
- Overwhelming Need
- Tremendous Potential