



## Montgomery College / Montgomery County Public Schools Collaborative

**Condition** Current data indicates MCPS has the largest number of students enrolled in English for Speakers of Other Languages (ESOL) Programs in Maryland. Minimal English language skills along with limited understanding and familiarity with the school and community by this population and their families appear to impact quality completion of the student service learning (SSL) graduation requirement and difficulty addressing the transition to post secondary education programs.

**Program** During the 2007–2008 school year a plan was created by MCPS and Montgomery College Takoma Park/Silver Spring (MC TP/SS) to offer ESOL students at Montgomery Blair High School (Blair) an extracurricular club that would encourage connections to the school and community through service-learning activities. The club began at Blair in 2008–2009. The startup budget was supported by MCPS, The Corporation for National and Community Service, and the (then) Maryland Campus Compact. Club activities supported meeting graduation requirements and continuing into post secondary education programs. Students in the Blair ESOL SSL club have been involved in activities such as: removing invasive plants in parkland, participating in the National Book Festival, and Walk for the Homeless on the National Mall, writing letters to soldiers, distributing food monthly for the Capitol Food Bank, bagging food for the Manna Smart Sack Program, holding food drives for local food pantries, sewing a group quilt for a homeless shelter, and participating in literacy projects with neighboring elementary schools.

In January 2012 funding was offered by MC TP/SS to provide additional MCPS ESOL club programs at Springbrook, and J. F. Kennedy High Schools.

**Results** In spring 2011 the MCPS Office of Shared Accountability (OSA) performed a preliminary program review of students who had been involved in the Blair ESOL SSL club. (Results of that program review are on the back.) A more comprehensive study of the ESOL SSL club concept involving additional schools is anticipated by the OSA during the 2012–2013 school year.

**Future Plans** At the beginning of the 2012–2013 school year staff from MC TP/SS will partner with MCPS to provide ESOL SSL clubs at four high schools (Blair, John F. Kennedy, Northwood, and Springbrook). The school and community see a positive benefit of the ESOL SSL clubs that are currently now only available in targeted MCPS high schools. Offering ESOL SSL clubs system-wide is the overall goal. These clubs provide a positive social environment where students from El Salvador, Honduras, Mexico, Ethiopia, Kenya, Peru, Nepal, etc. with native languages of Spanish, French, Vietnamese, Korean, and Amharic can *learn* and *serve* collectively. Participation in club meetings and service opportunities result in relationships with school and community personnel, hours toward the SSL graduation requirement, improved English language skills, and connections to post secondary programs.

In 2012–2013 an ESOL SSL club will also be offered to Gaithersburg and Watkins Mill High School students. In 2010–2011 the Audubon Naturalist Society (ANS) became a partnering organization and in the following year the City of Gaithersburg joined the partnership. During the 2011–2012 school year 100 students were involved in the Gaithersburg ESOL SSL club. In 2011 the MCPS-MCTP Collaborative was recognized by the (then) Maryland Campus Compact as the winner of their annual Maryland-DC Regional Campus-Community Partnership Award for its community impact.

### **Program participants**

116 ESOL students attending during the 2007–2008 through 2010–2011 school years.

### **Non-program participants**

463 students attending from 2007–2008 through 2010–2011 who received ESOL services in one or more years.

### **Required English courses for graduation**

Program participants earned higher percentage of A's or B's in ESOL and English courses.

	Non-program <u>Participants</u>	Program <u>Participants</u>
ESOL courses (earned A or B)	50.0%	80.8%
Average Grade	2.24	3.01
English courses (earned A or B)	49.7%	68.8%
Average Grade	2.14	2.71%

### **Required HSA performance for graduation**

Program participants achieved higher proficiency in Algebra, Biology, English, and Government.

	Percent Passing Non-program <u>Participants</u>	Percent Passing Program <u>Participants</u>
Algebra	49.4%	73.8%
Biology	62.8%	87.2%
English	48.8%	58.5%
Government	74.0%	84.3%

### **Average attendance rate**

Program participants had higher average attendance rate than non-participants. More than 81 percent of program participants attended school more than 95 percent of the time during all three school years.

	Non-program <u>Participants</u>	Program <u>Participants</u>
2007–2008	62.3%	81.4%
2008–2009	64.7%	86.4%
2009–2010	65.2%	83.3%

### **In-school and Out-of-school suspensions**

A small number of program participants were suspended (in- or out-of-school).

	Non-program <u>Participants</u>	Program <u>Participants</u>
Out-of-school	94 days (n = 68)	4 days (n = 3)
In-school	27 days (n = 25)	3 days (n = 3)

### **Students transfer/withdraw for several reasons**

97.5% of program participants are either currently enrolled or have graduated with a high school diploma.

	Non-program <u>Participants</u>	Program <u>Participants</u>
Enrolled	61.6%	71.6%
Graduate with HS diploma	16.8%	25.9%
Transferred*	11.5%	1.7%
Lack of interest	6.3%	0.0%
Other(parenting, death, unknown)	3.8%	0.8%

\*Includes transfer to other public school (MD, out-of-state) or to public school in foreign country.