Approximately 1.1 million adult English Language Learners (ELLs) are enrolled in education programs and nearly half are in literacy or beginning level ESL. Of those enrolled in beginning level literacy, less than 40% complete the basic level. Literacy specific programs with capable staff, relatable curriculum, and evaluation are needed to help students succeed in learning the English language.

It is important that an effective program receives input from the following stakeholders:

- LOCAL GOVERNMENT
- LOCAL EMPLOYERS
- LIBRARIES
- HUMAN AND HEALTH SERVICE PROVIDERS
- SCHOOLS
- LABOR UNIONS
- COMMUNITY REPRESENTATIVES
- FAITH COMMUNITY
- REPS FROM TARGET POPULATION
- LAW ENFORCEMENT

Adult ELL Literacy will lead to better or improved:

- Health and healthcare access
- Employment, employability, and wages
- Community life and civic participation
- Child and familial support

For more information on Adult ELL Literacy visit: CAELA Network and National Institute for Literacy Report For more information on planning adult ELL literacy programs visit Community Toolbox.
What is a ELL Adult Literacy Program?

- UNDERSTANDS cultural implications of literacy and demographics of student population
- PROVIDES constant staff development and training opportunities
- RECOGNIZES that the need to move beyond a “one size fits all” approach
- EVALUATES students’ individual short term and long term goal achievement
- BUILDS literacy based on students’ goals and needs

High Performing Programs Should Include:

<table>
<thead>
<tr>
<th>EFFECTIVE INSTRUCTION</th>
<th>REAL WORLD CONNECTIONS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliver high intensity programs with managed enrollment</td>
<td>Expand learning outside of the classroom and empower students</td>
<td>Track intake and attendance</td>
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<tr>
<td>Adapt curricula to student needs</td>
<td>Understand how culture affects individual views on the importance of literacy</td>
<td>Evaluate phonological and syntactic process and vocabulary development</td>
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<tr>
<td>Teach critical, analytical, and creative thinking methods</td>
<td>Teach lessons that are accessible and useable in students every day lives</td>
<td>Track student retention</td>
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<tr>
<td>Understand the levels of literacy: pre-literate, non-literate, semi-literate, non alphabet-literate</td>
<td>Learn personal short term and long term goals for developing literacy</td>
<td>Assess student and staff satisfaction</td>
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<tr>
<td>Begin with alphabet literacy</td>
<td>Consider basic classroom behavior and skills teaching</td>
<td>Evaluate academic and non academic goal achievement</td>
</tr>
<tr>
<td>Follow and expand upon content standards</td>
<td>Address why students did not gain literacy earlier</td>
<td>Ensure staff development and training</td>
</tr>
<tr>
<td>Ensure literacy in reading, writing, math, and culture</td>
<td></td>
<td>Consider if class is dynamic and practical</td>
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</tbody>
</table>

While not all programs will successfully address each of these areas, high performing programs with appropriate funding should aim to focus on as many as possible. When programs are successful, adult ELL literacy students will gain the language skills required to lead a fulfilling life for themselves and their families.

For more information please visit:
The Sillerman Center for the Advancement of Philanthropy
415 South Street (MS 035)  |  Waltham, MA 02453  |  781.736.3772
sillermancenter.brandeis.edu

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