Introduction & Purpose

The mission of the Montgomery Coalition for Adult English Literacy is "to strengthen the countywide adult English literacy network to support a thriving community and effective workforce." To this end, MCAEL provides support for adult English literacy services in the county through grants and technical support with generous funding from the Montgomery County Government.

The goal of the MCAEL grants program is to increase the availability of adult ESOL and literacy services that support identified community needs and diverse populations while also supporting the improvement of quality of services. MCAEL is pleased to partner once again with the Montgomery County Government to offer grant support for **Adult English Literacy Programs** in **FY18 (July 1, 2017 – June 30, 2018)**. To be eligible for a program grant the applicant organization must:

- Offer 120 hours of instructional time a year per learner (e.g. 3 hrs/wk. for 40 weeks)
- Have an established infrastructure (staff and standard ESL components in place, including assessment measures)
- Be able to show a solid track record demonstrating the ability to successfully carry out the program
- Have managed enrollment for its classes (registration dates with session start/end dates – not drop-in)

(MCAEL also offers Literacy Access Grants that can be used for new/emerging and drop- in programs; please see the separate RFP for Literacy Access Grants at www.mcael.org/grants.)

Use of funds

For Adult English Literacy Program Grants, funding may be used to maintain, expand, and improve delivery of adult English literacy services to Montgomery County residents and workers. This includes provision of approved supplementary services that enable more learners to attend ESOL classes, such as childcare and transportation.

Grant funding can also be used to strengthen the program management and organizational capacity of the organization to deliver English literacy services, including:

- professional development activities for instructional staff;
- curriculum development activities;
- implementation of an assessment procedure; and

- development or improvement of student/learner recruitment, intake, orientation, retention and/or transition procedures.

MCAEL strongly encourages creative partnerships that leverage resources (e.g. for childcare, transportation, space).

MCAEL funding cannot be used for:

- Refreshments or food
- Gift cards or gifts for volunteers (stipends are okay)

FY18 Grant Priorities

MCAEL has mapped and analyzed adult English literacy needs in Montgomery County; an interactive presentation of FY16 data from MCAEL network providers is available at www.mcael.org\factsanddata. Based on the needs identified through this analysis, MCAEL especially solicits applications for:

1) programs in specific underserved geographic areas, such as Upcounty and East County;
2) expanding offerings to broaden the learner base to better reach underserved populations; and
3) weekend classes.

Applicants are encouraged to use the FY16 data presentation in support of their grant applications.

Generally, funding priority will be given to applicants that demonstrate that the program/organization:

- provides English literacy instruction that is of high benefit to learners (practically rather than theoretically);

- has clearly defined the goals, scope, location, needs, budget, and means for evaluation of program;

- maximizes the use of outside funds, other support services, and partnerships;

- can meet the responsibilities set out in the Responsibilities of Grant Recipients on Page 6 of this RFP.

Who is Eligible to Apply?

Applicants must be a 501(c)(3) non-profit organization, have a similar designation from the U.S. Internal Revenue Service or have a partnership that includes a nonprofit organization

with 501(c)(3) status. Nonprofits must be incorporated under state law. While applicants can have offices outside Montgomery County, beneficiaries of funded services must be either Montgomery County residents or employed in Montgomery County. An organization may apply for MCAEL funding regardless of whether it has previously applied for other County-administered grant programs, such as the Community Development Block Grant (CDBG) program. Applicants who receive funding one year are not guaranteed funding in subsequent years – funding is dependent on many factors including performance in the current and/or previous years.

Funds and Funding Levels

Historically, funding requests have exceeded the amount of funds available. Thus, competition for grant funds is strong. Please be aware that even if an application is successful, the MCAEL grants panel may recommend that the applicant be awarded a partial level of funding. Applicants are encouraged to take this information into account while developing program plans and budgets for the coming year. MCAEL encourages programs to leverage other resources and develop contingency plans.

The total amount of funds available will be in accordance with the final approved County budget for FY18. All programs supported by the grant must take place within the grant period of July 1, 2017 – June 30, 2018. All grant funds must be spent within this period; any funds that are not spent within this timeframe may be recaptured by MCAEL.

Due to the timing of the county disbursement process, funds will likely not be available before September 1, 2017.

For reference, information on awards granted in previous years is available on MCAEL's website at http://www.mcael.org/facts-and-data.

Panel Review Process

All funding decisions are made by a volunteer Grant Panel composed of community members. The panel members are selected to represent a diversity of experience and expertise in one or more of the following: the local community and community's needs, nonprofit management, adult ESOL, literacy, and/or government/non-profit grant making. Each panelist attends an in-depth orientation, and reads and evaluates all proposals based on the criteria in the Proposal Evaluation Guide (see Page 12).

The Grant Panel divides into small groups to interview applicants to clarify questions about individual proposals. Interviews for this grant cycle are scheduled for May 10 and May 12. (Any additional materials that applicants bring to the interviews will not be considered by the panel.) Finally, the entire Grant Panel convenes to discuss each proposal and recommend funding allocations. For previous grantees, grant compliance and program performance will be referred to in the process.

The Grant Panel's recommendations are then sent to the MCAEL Board of Directors for final approval. Board members who are themselves providers are excluded from this approval process.

MCAEL staff members support applicants through the process and coordinates with the Grant Review Panel to facilitate the grants process; MCAEL staff members do not make funding decisions or vote on funding allocations.

Application
The full application consists of 3 parts:

1. *FY18 Program Application Part 1* (template in Word format): Cover Sheet and Proposal Narrative – *please submit in PDF format. An electronic signature is acceptable for the cover sheet; there is no need to send in a hard copy.*

2. *FY18 Program Application Part 2* (template in Excel format): Outcomes, Summary of Classes, Budget/Expenses, and Revenue – *submit in Excel format.*

3. *Supporting organizational documents*: as laid out on Page 11 of this RFP and in the checklist -- *submit in PDF format*.

Parts 1 and 2 of the application can be downloaded from MCAEL's website at http://www.mcael.org/grants. Please use a font size of 12 points, and observe maximum word ranges indicated for each section. Additional materials to the proposal will not be considered.

Proposal Application Submission and Deadline
Proposals should be submitted to MCAEL electronically to program@mcael.org, or by U.S. mail to MCAEL, 12320 Parklawn Drive, Rockville, MD 20852, to be received no later than **Tuesday, April 4, 2017 at 4 p.m.** *Applications received after this time will not be considered by the Grant Panel.* Applicants are welcome (and encouraged) to turn in proposals before this date.

> ***Note***: In line with its capacity-building role, MCAEL staff will be available the week of March 13 (exact dates and times TBD) to answer specific questions on the grant application. Priority will be given to first-time applicants, new provider staff, and applicants for Access Grants.

Grant information session
A grant information session will be held on Wednesday, February 1, 2017 at 1 p.m. at the *Bender Jewish Community Center*, located at *6125 Montrose Rd, Rockville, MD 20852*. The meeting will provide background on the grants program and potential applicants will have the chance to ask questions. Attendance is strongly encouraged.

TIMELINE FOR MCAEL GRANTS PROCESS

Following is the anticipated sequence of events for the grant application cycle for FY18.

Fri, January 27, 2017	MCAEL RFP released; application form available on MCAEL Website (www.mcael.org).
Wed, February 1, 1 p.m.	Grant Information Session at the **Bender Jewish Community Center**, located at 6125 Montrose Rd, Rockville, MD 20852.
Week of March 13	MCAEL staff available by appointment for specific application questions. Priority will be given to first-time applicants, new program staff, and access grant applicants. (Dates and times TBA.)
Tues, April 4, 4 p.m.	Proposals due by email to program@mcael.org, or by U.S. mail (must be received by MCAEL by April 4).
Wed, May 10 and Fri, May 12 (specific times TBA)	Applicants will be scheduled for in-person interviews with members of the MCAEL grants panel.
May/June	MCAEL Grant Review Panel members review applications. County Council approves County budget. Grant Review Panel meets to develop funding recommendations. MCAEL Board reviews funding recommendations and approves grant awards.
Mid-June	Applicants are notified in writing of the MCAEL board's final funding decision. Awards also announced at [www.mcael.org.](www.mcael.org)
June-July	Award recipients make any necessary adjustments to program and budget to align with amount awarded, discuss grant requirements with MCAEL staff, and sign Letters of Agreement.*
September	First payments made to grantees.
July 2017-June 2018	Grantees deliver services, spend funds and submit reports.

* Funds are not committed to a program until both parties have signed a Letter of Agreement (LOA). Funds for programs for which LOAs have not been signed by the deadline may be reallocated to other programs.

RESPONSIBILITIES OF GRANT RECIPIENTS

Each grant recipient is required to sign a Letter of Agreement with MCAEL. Under applicable laws and regulations, certain requirements must be met in order to negotiate an agreement and disburse funds. In the event of non-compliance with one or some of these requirements, the agreement may be terminated or suspended in whole or in part.* These requirements include the following:

- Maintain tax-exempt 501(c) (3) status or similar designation from the U.S. Internal Revenue Service throughout the grant period -- if partnering with a 501(c)(3) organization, that organization must maintain its tax-exempt status;

- Comply with applicable affirmative action and equal opportunity laws (i.e., Title VII of the Civil Rights Act of 1964);

- Comply with state and federal government audit requirements;**

- Show that the organization or partner organization has insurance to cover the activities proposed and to comply with all applicable federal, state and local laws, codes, and regulations; **

- Submit information for FY18 Provider Directory;

- Maintain appropriate & accurate program records, including enrollment, attendance, pre/post tests, and class schedules, as well as accurate records of grant funds expended;

- Submit an interim and final narrative report that includes student and program outcome data (demographic, class, and indicators) in January and July 2018, respectively, and other grant documents required by MCAEL in a timely manner;

- Attend at least <u>five</u> Provider Network Meetings/Workshops throughout the FY18 year and have one instructor attend <u>one</u> workshop each session (fall/spring);

- Participate in the MCAEL TESOL Standards/Outcomes Project (Data and Review (Self/Peer));

- Work with MCAEL in the event a site visit is requested;

- Acknowledge MCAEL and Montgomery County Government in all publicity and in all promotional or informational materials used in connection with this program; and

- Acknowledge MCAEL's authority to withhold and/or recover grant funds in case such funds are not used for the purpose for which the grant was made.

Please note that the extent to which these responsibilities are or are not met will also be considered in future grant applications to MCAEL.
Costs such as insurance and the costs related to an audit are considered allowable program expenses.

APPLICATION INSTRUCTIONS

Part 1 (Word Format)

1A. Cover Sheet

Please fully complete the designated two-page cover sheet form and have an authorizing official sign. For examples of Service Delivery and Program Management, see *Instructions for Proposal Narrative.*

1B. Proposal Narrative

This section should be in narrative form and clearly address the questions provided on the application in the space provided. Please **do not provide duplicate information** when answering the questions. Each question is aimed at prompting specific information. For your information, the MCAEL Proposal Evaluation Guide (see page 12) indicates how much weight each section is given during the Grant Panel review process.

Part 2 (Excel Format)

2A. Reporting and Outcomes Summary
Please complete the Excel chart found on Tab 3. The chart asks for actuals for FY17 and projected targets for FY18 for enrollment, number of classes to be offered, hours of instruction, and attendance and persistence rates.

2B. Summary of Classes FY17 and FY18
The Summary of Classes charts ask the applicant to provide class information for the current and proposed program year. Please complete the Excel charts on Tabs 2B FY17 and 2B FY18.

In Chart 2B FY17, provide information on all FY17 classes in all sessions beginning with programming occurring in summer 2016 (after July 1, 2016) and ending with spring/summer 2017 (ending by June 30, 2017). Put enrollment in brackets if it is an estimate for a class that has not yet completed enrollment. List class levels separately:

Session	Location	Level	# of classes	Enrolled	Hrs/wk	Wks/session
Fall	XYZ Church	Beginning Lit	1	10	4	12
		Low-Begin	3	20	4	12
		Conversation	1	14	2	12
	ABC School	Advanced	2	25	4	12
Spring	XYZ Church	High-Begin	1	[16]	4	13
	…..and so on					

In Chart 2B FY18, provide information on all FY18 anticipated classes in all sessions beginning with summer 2017 and ending with spring/summer 2018 (ending by June 30, 2018). Please

note number of seats to be offered in each class for each session, i.e. the number of students you would like to have in the class.

Session	Location	Level	# of classes	Seats Offered	Hrs/wk	Wks/session
Fall	XYZ Church	Beginning Lit	1	10	4	12
		Low-Begin	1	19	4	12
		Conversation	1	14	2	12
	ABC School	Advanced	2	25	4	12
Spring	XYZ Church	High-Begin	1	[16]	4	13
	…..and so on					

2C. Proposed Budget/Expenses

Please use the charts provided in the Excel workbook to provide information on the proposed program's budget and sources of funding.

Chart 2C asks for detailed information on all expenses related to the adult ESOL/literacy program for which you are asking MCAEL support, for FY17 (actual) and FY18 (projected), to include:

a) the total Adult English literacy program cost;

b) the amount and percentage (calculated automatically in the spreadsheet) of each type of expense for which the organization is requesting MCAEL funding; and

c) a cost basis or detailed explanation of how the **total program cost** on each line is calculated; **this should be clear and detailed so that grant panelists can calculate the total cost with the information provided.** For example, the cost basis for a program manager's time might be: *"50% time @ $45,000/year.* If the cost basis requires a longer explanation, the space will expand to permit an additional line. Do not worry if the expense budget form expands onto another page. Some examples:

Total Amount	MCAEL Amount	Cost Basis/Explanation
$5,000	$1,250	Rent for 5 classrooms @ $500/month for 10 months; MCAEL's grant would cover 25%
$975	$975	New computer ($750), monitor ($125), & printer ($100) - 100% MCAEL
$1,652	$1,298	100 books @ $12.98 – MCAEL covers 100%, plus 100 workbooks @ $3.54 - MCAEL 0%

Some additional notes for completing the budget:

➢ <u>Personnel Costs</u>

- For an organization's employees, please note % of staff time allocated to the <u>literacy program,</u> along with full salary and fringe benefits, e.g. Executive Director – 15% of time @ $98,400 (80,000 + 23% fringe benefits)**.**

- Fringe benefits (except for required taxes) can be included only for employees who work more than 20 hours a week and should be estimated at no more than 25% of salary.

- Grant funding can only cover fringe benefits and FICA calculated on the amount of salary covered by the grant, or a lesser amount.

- <u>For non-program staff expenses,</u> applicants must list actual costs; i.e., <u>cannot charge for general overhead</u>. (e.g. .05% of accountant @ $60,000; .05% of HR @ $45,000)

- For instructor rates, preparation time should be included in the hourly rate. Instructional hours must match hours learners receive (i.e. 40 hours/3 classes in a session then 40 hrs x 3 instructors x $17).

- Instructional rates generally approved by MCAEL:

A BA or higher in TESOL, applied linguistics, or a related field, OR Some training (certificate etc.) with at least 3 years of experience	Approximately $25/hr
A BA in a non-related field, no training with more than 3 years of experience; OR Some training (certificate etc.) with less than 3 years	Approximately $17/hr
BA in process/less than a BA, no training (certificate etc.), with less than 3 years of experience	Approximately $13/hr

Note: "Experience" means leading a class of students in ESOL (Note: Tutoring or teaching math would not be considered experience in this circumstance.).

- Programs may include a stipend to instructors of no more than 15% of the class payment for each session for all administrative work (attendance forms, etc.).

- Instructors may be compensated for time spent in training workshops, whether they be professional development opportunities that are sponsored by MCAEL or other organizations.

➢ In-Kind Contributions

- Fill in the <u>expense side</u> and the <u>revenue side</u>. They should match/be equal to one another. If a program does not have a specific dollar amount for in-kind entries, please consult MCAEL for the industry standards.

2D. Revenue Summary

Chart 2D asks for information on revenue sources for the program for FY17 and FY18. Please be sure to indicate whether funding is received, committed or anticipated, and the percentage of the total cost of the program each funding source will cover.

Part 3. Supporting Organizational Documents (PDF Format)

Please include in your application the following documents as attachments:

3A. Organization's Statement of Financial Activities (Income Statement) detailing revenue and expenses for:
1. previous fiscal year (FY16) with budget compared to actuals and
2. current fiscal year (FY17)

3B. Organization's reviewed or audited financial statement for last completed fiscal year, if applicable/available

3C. Board of Directors list with organizational affiliations

3D. Proof of applicant non-profit status (letter from the IRS).

FY18 PROPOSAL EVALUATION GUIDE
For Adult English Literacy <u>Program</u> Grant Applications

Each proposal will be reviewed and scored by the Grant Review Panel using this Evaluation Guide as general guidance, for a possible total of 100 points.

Introduction: (8 pts)
- Clear connection between organizational mission and the adult English literacy program being provided/proposed
- Experience and success in providing adult English literacy services and/or serving particular target population (including achieving previous goals and learner outcomes)

Need Identification and Target Population: (12 pts)
- Clear identification and evidence of service need for specific population:
- For a continuing program, evidence of on-going service need
- For program expansion or a new program, evidence of increased or unmet service need and the contribution of the proposed program to address this need.
- Understanding of the specific needs/challenges of the target population for learning English

Program Design and Delivery: (28 pts)
- Clearly identified program goal and objectives
- An effectively designed program that responds to the needs identified in Section II
- Clear implementation procedures to accomplish program goals (see page 8, section 3c)
- A comprehensive description of services/activities to be provided through the program
- Understanding of potential barriers to implementation and a plan to address them
- For continuing programs, how program has improved/adapted services

Program Results and Evaluation: (28 pts)
- Clear identification of measurable expected outcomes of the program
- Well-defined procedure (indicators/assessment tools) for measuring program outcomes (related to TESOL Standards)
- Well-defined procedure (indicators/assessment tools) for measuring learner gains

Organizational Capacity & Sustainability: (12 pts)
- Organization shows competence and personnel with knowledge, skills, and ability to implement program
- Organization has designed the program to be sustained at a quality level throughout and beyond the fiscal year in relation to processes, policies, funding, and staff
- Effective use of volunteers and/or partnerships with other organizations
- Organization demonstrates a clear vision for the program

Budget and Financial Accountability: (12 pts)
- Clear and complete information on organizational finances
- A program budget with reasonable and realistic costs, that are clearly explained
- A positive cost/benefit ratio, <u>i.e.,</u> significant benefits at a reasonable cost

Application Content Checklist

This checklist is for the applicant's use, to ensure that the application is complete prior to submission. An incomplete application will count against the applicant.

1A. Cover Page completed and signed	
1B. Proposal Narrative	
1" margin, b & w, typed, 12 point font	
2A. Reporting and Outcomes Summary Chart	
2B. FY17 Summary of Classes	
2B. FY18 Summary of Proposed Classes	
2C. Program Budget/Expenses FY17/FY18	
2D. Program Revenue FY17/ FY18	
3A. Organizational Rev & Exp: Last fiscal year (FY16)	
3A. Organizational Rev & Exp:Current fiscal year (FY17)	
3B. Organization's reviewed or audited financial statement for last completed fiscal year	
3C. Board of Directors list (current), with org. affiliations	
3D. Proof of applicant's non-profit status (letter from IRS)	
Format: *Name of applicant on all pages (insert name in footer)*	
All pages are numbered, including attachments	
No staples, notebooks or binders	
No additional materials	