**FY21 Adult English Literacy ACCESS Grant Guidelines
and Application Questions**

In support of our mission to support a thriving community and effective workforce, MCAEL is offering grant support for **Adult English Literacy Classes** in **FY21 (July 1, 2020 – June 30, 2021)**, with the generous support of the Montgomery County Government. MCAEL partners with organizations and projects that seek to advance immigrant communities in the county through providing adult English for Speakers of Other Languages (ESOL) classes.

The objectives of **Literacy Access Grants** are to enable ESOL providers to:

1) Access and leverage new/emerging partnerships and resources;
2) Create English learning opportunities for communities that currently lack access; and
3) Develop access points to link individuals to the larger ESOL system that exists in the County.

For FY21, the maximum amount awarded for Access Grants is $20,000. Access Grants are designed to support:

- Classes that are drop-in (adult learners may join at any time during a session/semester);
- Start-up programs that may not have assessment or other TESOL standard components in place (such as a church providing a conversation club)
- Classes not situated in a larger ESOL program (for example, an organization with a single ESOL class in one location); and/or
- Programs that offer less than 120 hours of instructional time per learner per year.

(MCAEL also offers Program Grants that can be used to support the full scope of an established ESOL program; please see the separate grant guidelines for Program Grants at https://www.mcael.org/grants.)

MCAEL FY21 Grant Program Focus

MCAEL's overarching goal is to increase the number of learners accessing English learning opportunities to 21,000 by 2021, and to provide quality programs that yield results. The committed work of the MCAEL coalition of providers and the steady increase of learners served continues, but there still are thousands of adults who have limited English skills in Montgomery County who could benefit from ESOL instruction. To significantly increase the number of learners served, MCAEL is proactively working to improve access to English classes through continuing and new partnerships, and through its grant program. (For more information on MCAEL's strategic plan, see: https://www.mcael.org/sites/default/files/mcael_strategic_plan_2018-2021.pdf.)

In this context, applications that address the following may be considered favorably:

1) Drop-in classes in Upcounty (for example in zip codes 20875 and 20876) and East County (for example in 20903 and 20904), or in other zip codes that lack adult ESOL services;
2) Classes for populations that currently lack access to English learning opportunities; or
3) Classes on Saturday or Sunday.[1]

MCAEL encourages provider organizations to make use of data and reports on the MCAEL, county government, and other websites to consider how their programming might reach those in need and to support their applications. MCAEL collects and analyzes demographic data on adult ESOL learners to identify gaps in service; the FY19 interactive data presentation will be available at https://www.mcael.org/montgomery-county-md in February 2020. Applicants can refer to the County Executive's 2020 priorities at https://stat.montgomerycountymd.gov/stories/s/Montgomery-County-Priority-Objectives/fc5u-nbvu/ and other valuable county data resources on the CountyStat website, https://stat.montgomerycountymd.gov/stories/s/3tjx-g6iq. County data collected through the American Community Survey can be found at https://www.census.gov/programs-surveys/acs/. Another useful resource is the interactive mapping of the county on the Healthcare Initiative Foundation's website: https://hifmc.org/uneven-opportunities/.

Generally, preference 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);

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[1] Final funding decisions are dependent on the FY21 County Budget process and the recommendations of the grant panel and approval of the MCAEL Board.

- connects learners to the larger adult ESOL network;

- are organized and executed by an organization with the capacity to successfully implement them;

- are addressing a specific need, and have a clearly defined goal, scope, location, budget, and means for evaluation;

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

- has a commitment to continually improving their program;

- can meet the responsibilities set out in the Responsibilities of Grant Recipients on Page 5 of these guidelines.

During the application review process, Grant Panel reviewers may consider program improvements, outcomes, and/or increase in the number of learners over the previous year as justification for increased funding. For returning grant applicants, reviewers may also consider whether an applicant is meeting this year's grant requirements and implementing their program and proposed improvements in a satisfactory way.

TIMELINE FOR FY21 GRANT CYCLE

By Jan 24, 2020   MCAEL Grant Guidelines released on website:
https://www.mcael.org/grants

Jan 29, 1:00 pm   Grants Information Online Session for potential applicants

Feb 3   MCAEL Grants Portal opens for new applications
[can be accessed via https://www.mcael.org/grants]

Week March 9   MCAEL staff available for questions (for first-time applicants, new
program staff, access grant applicants)

Tu April 7, 5:00 pm   Applications due; must be submitted via MCAEL Grants Portal

W May 13 and   Applicants will be scheduled for in-person interviews with members of
F May 15 (times TBA)   the MCAEL Grant Review Panel.

May/June   County Council approves County budget.
MCAEL Grant Review Panel members review applications.

Early June   Grant Review Panel meets and makes funding recommendations.
MCAEL Board reviews and approves funding recommendations
Applicants are notified of the MCAEL Board's final funding decisions
Awards are announced on 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 complete Letters of Agreement.*

September   First grant payments distributed.

Jan 11, 2021   Midyear report due.

February 2021   Second grant payments distributed.

July 6, 2021   Final report due.

Funds are not committed to a program until both parties have signed a Letter of Agreement (LOA).

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 and maintain information on the MCAEL website for the FY21 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 2021, respectively, and other grant documents required by MCAEL in a timely manner;

- Attend at least <u>three</u> Provider Meetings/Instructor Workshops over the FY21 year;

- Participate in the MCAEL Outcomes Project (data on learner and program outcomes) and Continuous Improvement Project (to be determined);

- 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.

FY21 PROPOSAL EVALUATION GUIDE
For Adult English Literacy Access 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.

Objectives and target population (24 pts)
➢ Clear identification of project's purpose and objectives
➢ Logical connection between the organization's mission and the adult English literacy activity
➢ Clear identification and evidence of service need for specific population - creating access to English classes for underserved populations
➢ Understanding of specific needs/challenges of population in relation to English
➢ Awareness of other adult ESOL programs nearby

Program Design and Delivery: (23 pts)
➢ Clear plan for implementation - promotion, instructors, materials, other supports (i.e. provide and connect learners to English literacy instruction that is/or is developing into of high benefit (practically vs. theoretically)
➢ For continuing programs, clear explanation of how program has improved and/or adapted services based on lessons learned

Outcomes/Benefit: (23 pts)
➢ Clear benefit for participants
➢ Plan for measuring success for learners and program
➢ Clear identification of ways learner will be connected to larger ESOL system - i.e. links individuals to the larger ESOL system that exists in the County

Capacity (15 pts)
➢ Clearly identified sources & leveraging of ongoing/new partnerships and resources
➢ Demonstrates ability/resources to carry out proposed activity

Budget and Financial Accountability (15 pts)
➢ Program budget with reasonable and realistic costs - clearly explained
➢ Positive cost/benefit ratio: reasonable cost, public benefit
➢ Clear and complete information on organizational finances

MCAEL FY21 Access Grant Application

The online application in the MCAEL Grants Portal (accessible at https://www.mcael.org/grants) requires completion of two online forms: 1) Grant Application Form (with 3 organizational document attachments), and 2) Application Data Summary (with the Data and Budget Workbook attachment).

Grant Application Form Questions

Organization's Legal Name:

Which Grant are you applying for? (Program/Access Grant)

Name of Program/Activity:

Funding Request Type: (Programming/Service Delivery/Program Management/Both)

Funding for: (Conversation club, Class, Drop-in)

Amount of Funding Requested: (Must be $20,000 or less)

Areas of Montgomery County in which classes will be held (check all that apply)
(Upcounty/Rockville/Bethesda/Midcounty (including Wheaton)/Silver Spring/East County)

Days/Timing of Classes: (M-F Daytime, M-F Eve, Weekends)

Program Contact:

Phone Number (Office):

Format: xxx-xxx-xxxx

Alternate Phone Number:

Format: xxx-xxx-xxxx

Email Address:

Maryland Public Information Act

Please note that applications for MCAEL's grants are subject to the Maryland Public Information Act (MPIA) (found at Md. Code Ann., State Gov't., §10-611 through - 628 (MPIA)); MCAEL (as a recipient of Montgomery County funding) must comply with the disclosure requirements of the MPIA when a request for documents is received. *Your signature below indicates your understanding of this.*

Agreement

I hereby certify that: (i) I am an authorized representative of the Organization, (ii) the information submitted in the application is true and correct in all respects, (iii) the Organization will abide by all applicable laws and regulations pertaining to any grant that may be issued to the Organization, and (iv) the Organization (and any of the Organization's applicable programs) has the capacity and ability to abide by the Grant Responsibilities outlined in this application should the Organization (or its program(s)) be awarded a grant for FY19. The Organization (through the contact person listed on the Grant Application Cover Sheet) agrees to notify Montgomery Coalition for Adult English Literacy (MCAEL) immediately via email at program@mcael.org or in writing to MCAEL, 9210 Corporate Blvd., Suite 480, Rockville, MD 20850, if there are any material changes at the Organization, the Organization ceases operations or otherwise ceases to exist, or the Organization becomes a subsidiary of or otherwise controlled by another organization. Submitted by an authorizing official of the organization:

Printed Name and Title of authorizing officer of the organization:

Date:

Proposal Narrative

A. Objectives and target population (limit 200 words per question)

1. Describe your organization's purpose and objectives for implementing adult English literacy services. How do adult ESOL classes fit in with the other work of your organization?

2. What specific population do the classes aim to assist? Please note what the unmet need is and how it has been determined. How do your proposed class activities complement programs that exist nearby?

B. Project Design and Delivery (limit 150 words each question)

1. Describe how the class(es) will be implemented, as related to the aspects (based on TESOL Standards areas) listed below. If the class/es is/are already existing, please incorporate any improvements to your program that were made last year that succeeded in more effectively addressing the needs of your community of learners or more effective delivery of your program. If the results of your program improvements were not as you expected, please describe lessons learned that you intend to incorporate in this year's class implementation.

a) Learner Recruitment: How will the learners be located/informed of the activity (class/club)?

b) Instruction: How will the instructor(s) be located/hired/trained? Will he/she/they be paid or volunteer their time?

c) Curriculum and Instructional Materials: How will the curriculum be determined? What instructional materials (textbooks and supplementary materials) will be used?

d) Assessing Learner Gains: How will the program (and learners) know that learners' English skills (reading, writing, speaking, or listening) have improved? What will be used to measure (e.g. informal assessment, post-test, or "can do" statements)?

e) Support Services: What other support services for learners are planned?

**Contingency plan for COVID-19: What are your plans in the event your program must use remote teaching for part of the year? Please give an estimate of any additional technology support needed. (question added to online application form 3.26.20)

Two sources that can provide overall guidance for the ideal components in a quality ESOL prog ram include: Standards for Adult Education ESL Programs, published by the TESOL Press (available for review at the MCAEL library), and The Maryland State Program Standards found at: http://www.dllr.state.md.us/gedmd/eslstandards.pdf.

C. Outcomes/Benefit (limit 150 words each question)

1. How will participants benefit from this project? How will you measure success for your program accomplishments?

2. One of the objectives of an Access Grant is to provide an entry point for learners who want to learn English but may not be ready to attend a more intensive or structured class. How will your organization assist learners to continue their education and connect with other English learning opportunities?

D. Organizational Capacity (limit 200 words)

1. What resources – financial, organizational and human – have been committed that will enable the proposed project to be successful? (Please include in-kind and volunteer resources, and partnerships -- e.g. has space been offered? partnership with childcare providers?)

F. Supporting Organizational Documents

Please upload the following organizational documents in support of your grant application:

1. Organization's Statement of Financial Activities (Income Statement) detailing revenue and expenses for:

      a) previous fiscal year (FY19) with budget compared to actuals and
      b) current fiscal year (FY20)

(Please combine into one PDF document for upload.)

2. Organization's reviewed or audited financial statement for last completed fiscal year, as applicable.

3. List of current Board of Directors, including organizational affiliation for each member.

Application Data Summary

This section requests key information on your planned classes and budget for FY21. Please first download and complete each of the 5 tabbed worksheets (Outcomes Summary, FY20 Class Summary, FY21 Class Summary, Program Budget, Program Revenues) of the Data and Budget Workbook available at https://www.mcael.org/grants. Then follow the instructions below.

Outcomes Summary

Fill in the information requested below based on your completed *Outcomes Summary Worksheet* (Tab 1) – please double check that your figures match those in the worksheet.

1. Number of adult learners enrolled: (# can include duplicates across sessions)*

FY20 Actual (actual through March 31, 2020)

FY21 Target

*# of enrolled is the number of learners reflected on the actual class roster and attended at least one class.

2. Number of unique individuals enrolled: (unduplicated number)

FY20 Actual (actual through March 31, 2020)

FY21 Target

3. Number of classes offered

FY20 Actual

FY21 Proposed

4. Persistence rate ("total # of enrolled learners who attended 70% of classes" divided by "total # of enrolled learners" x 100) [Optional for access grants – key in "0" if not applicable]

FY20 Actual % (actual through March 31, 2020)
FY21 Target (%)

Budget Information

Please fill in the following fields based on your *Program Budget Worksheet* (Tab 4), please double check that your figures match the worksheet.

1. Total cost of your program (including everything, not just the portion for which you are seeking MCAEL funding)

2. Total value of in-kind contributions

3. Amount requested from MCAEL

4. Do you intend to provide childcare services?

5. Do you intend to provide transportation assistance? If yes, please indicate what sort of assistance.

6. What is the cost to a learner to attend your classes?

Please upload your completed Data and Budget Workbook here.

File upload -- Data and Budget Workbook