



FY21 Adult English Literacy **PROGRAM** 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 Programs** 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.

To be eligible for a **Program Grant** the applicant organization must:

- Offer 120 hours of instructional time a year per learner
- Have an established infrastructure (staff and standard ESOL program 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 classes, drop-in classes, and/or programs that offer less than 120 instructional hours per learner per year; please see the separate Grant Guidelines for Literacy Access 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) Expanded or new services 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;
- 3) Classes on Saturday or Sunday; or
- 4) Innovative approaches to reaching more learners.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);
- has clearly defined the goals, scope, location, needs, budget, and means for evaluation of program;
- has a demonstrated commitment to and shown progress in continually improving their program;
- maximizes the use of outside funds, in-kind support, and partnerships;

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.

- 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 F May 15 (times TBA)	Applicants will be scheduled for in-person interviews with members of 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 five MCAEL Provider Meetings and have at least one instructor from the program attend at least two MCAEL Instructor Workshops over the FY21 year;
- Participate in the MCAEL Outcomes Project (data on learner and program outcomes) and the 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 Program 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)

Target Population and Program Objectives: (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 particular needs/challenges of the target population for learning English
- Clearly identified program objectives

Program Design and Delivery: (28 pts)

- An effectively designed program that responds to the needs identified
- A comprehensive description of services/activities to be provided through the program
- Clear implementation plan and procedures to accomplish program objectives
- Understanding of potential barriers to implementation and a plan to address them
- For continuing programs, clear explanation of how program has improved/adapted services based on lessons learned

Program Outcomes 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, including effective use of volunteers and/or partnerships with other organizations
- 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

Program Budget and Financial Accountability: (12 pts)

- Program budget with reasonable and realistic costs, that are clearly explained
- Positive cost/benefit ratio, i.e., significant benefits at a reasonable cost
- Clear and complete information on organizational finances

MCAEL FY21 Program 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: (Existing Program, Program Expansion, New Program)

Amount of Funding Requested:

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. Introduction

1. Briefly introduce the organization. Describe the organization's mission, goals, programs, services, and history. How does adult English literacy instruction fit into the overall organizational mission? (200 words)

2. What demonstrated experience and success does the organization have providing adult English literacy services? (e.g. What past programming has the organization offered, to serve what community?) Why is the organization uniquely situated to serve this community, and how has the program made a difference? (200 words)

B. Target Population and Program Objectives

(Rather than discussing general literacy information for Montgomery County here, please note information particular to the specific population the program serves (e.g. Silver Spring data and/or Spanish speakers etc.)

1. What specific population does the program aim to serve? What are the particular and distinct needs of this population? What are the challenges that this population has for learning English? When possible, use quantitative data to justify need. (200 words)
2. What are the objectives of the English program with regard to this population? (200 words)

C. Program Design and Delivery (Each question: 150 words)

1. In general, how is this program designed to address the identified priorities and challenges of the learners (e.g. timing, location, support services such as childcare or transportation assistance)?
2. Please describe any significant changes in the structure or implementation of the program from last year (including related to number of class sites, class locations, program staff, etc.), and explain why the changes are being made.
3. Describe how the program will be implemented, as related to the program aspects (TESOL Standards areas) listed below. If applicable, please incorporate 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 program. Bullet points are encouraged.
 - a) Overall Program Structure, Administration and Planning (including what level classes will be offered, class sites, supervisory staff structure, etc.)
 - b) Pedagogical Approach, Curriculum, and Instructional Materials: (including how curriculum is set, course content, textbooks/materials to be used, etc.)
 - c) Instruction: (including types of in-class activities; any outside the classroom activities?)

- d) Learner Recruitment, Intake, and Orientation (including strategies for outreach and recruitment, intake and placement, orientation, etc.)
- e) Learner Retention and Transition (strategies for retaining learners in the program and assisting them to transition to other programs)
- f) Assessment Process and Learner Gains (plans to measure learner gains according to both course objectives and learners' own goals)
- g) Professional Development and Staff/Instructor Evaluation (include minimum requirements for instructors)
- h) Support Services (such as referrals for non-ESOL services, childcare support, etc)

Two sources that can provide overall guidance for the ideal components in a quality ESOL program 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>.

4. Indicate any challenges (in addition to funding) that could prevent the effective implementation of the program. What is the plan for working to address these challenges?

***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)

D. Program Outcomes and Evaluation (each question 150 words)

1. What are your priority program outcomes (top 2-3)? Please identify explicit program measures (indicators) for evaluating the success of your program. One outcome may have more than one indicator. Examples of indicators: a) "at least x% of x# of learners will persist (attend 70% of classes during a session)", or b) a growth of x% in enrollment (general or of learners from a particular population).

2. What are the anticipated measurable outcomes for learners' improved literacy skills? What procedures will be used for assessing learner progress? In what ways do you expect improved literacy skills achieved through participation in your program to affect the lives of your learners? Examples: a) "x% out of x number of learners will be able to communicate better with their doctor, get a library card, write a note/talk to their child's teacher, as self-reported through exit interviews"; b) "x% of x number of students will progress to another level -- we use y assessment to measure progress in pre and post tests."

E. Organizational Capacity and Sustainability (each question: 150 words)

1. Describe the leadership and staffing of this program, including a brief description of years of service and expertise.
2. Describe the organization's plan for the program's sustainability -- what resources, both financial and nonfinancial (including volunteers and partnerships with other organizations), are in place or will the organization seek?

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://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