



FY22 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 **FY22 (July 1, 2021 – June 30, 2022)**, 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.

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 FY22 Grant Program Focus

MCAEL's overarching goal is to increase the number of learners accessing English learning opportunities, 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.)

MCAEL's work falls under several of the County Executive's priority outcomes, including "An Affordable and Welcoming Community"; see a list of these at: <https://www.montgomerycountymd.gov/Government/visionStatement.html>. MCAEL's work also links to the County Executive's signature initiative of "Advancing Racial Equity and Social Justice."

Final funding decisions are contingent on Montgomery County's FY22 budget process; the County budget is finalized in May. Given the pandemic's effect on national and local government budgets, there may be flat or decreased funding for grants in FY22. Because of this, returning applicants will have an abbreviated application form for FY22. Grants to first-time applicants and new programs may not be possible. This is not a permanent change but is a temporary response to pandemic conditions. MCAEL staff are available to talk about other MCAEL resources that may be made available to adult ESOL programs in Montgomery County.

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

- 1) Drop-in classes available to learners in Upcounty (including 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 on Saturday or Sunday.

MCAEL encourages programs 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 FY20 interactive data presentation is available at: <https://mcael.org/montgomery-county-md>. County data collected through the American Community Survey can be found at <https://www.census.gov/programs-surveys/acs/>.

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);

- 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 6 of these guidelines.

During the application review process, Grant Panel reviewers will consider each organization or program's efforts and flexibility in meeting the needs of its learners in a changing environment, and how lessons learned in the current year (FY21) are taken into account in plans for FY22. The Grant Panel will also consider returning applicants' fulfillment of grant requirements (attendance of meetings, submission of reports) in the current year.

Use of funds

Access grant funds are mainly to be used for the direct costs of implementing adult ESOL classes (including instructor fees, classroom rent, textbooks, instructional materials, and staff time managing the program). To enable more learners to attend classes, MCAEL grant funding may also be used to cover the cost of childcare offered during instruction, as well as transportation assistance. Access grant funds may also be used for instructor time devoted to professional development (in-house orientation/training or external training) for up to 6 hours per instructor per year.

MCAEL grant funding cannot be used for:

- Refreshments or food
- Gift cards for volunteers, instructors, or learners (stipends for instructors or volunteers are allowable)

Completed applications are due by 5:00 pm on Wednesday, April 7, 2021; these must be submitted via the MCAEL Grants Portal, which will be open on February 19 and can be accessed via the MCAEL website at <https://www.mcael.org/grants>. Late submissions will not be considered.

TIMELINE FOR FY22 GRANT CYCLE

By Feb 9, 2021	MCAEL Grant Guidelines released on website: https://www.mcael.org/grants
Feb 19, 1:00 pm	Grants Information Online Session for potential applicants; To register, go to this link: https://us02web.zoom.us/meeting/register/tZAvCQupzlvGdfLeJYauWWwdnLEhc-2eliZ
Feb 19	MCAEL Grants Portal opens for FY22 applications [can be accessed via https://www.mcael.org/grants]
Week March 15	MCAEL staff available for questions (for first-time applicants, new program staff, access grant applicants) [<i>Times available on our Grants page</i>]
W April 7, 5:00 pm	Applications due; must be submitted via MCAEL Grants Portal
W May 12 and F May 14 (times TBA)	Applicants will be scheduled for online 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, 2022	Midyear report due.
February 2022	Second grant payments distributed.
July 6, 2022	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; **
- Keep FY22 class information updated in the Class Directory on the MCAEL website;
- 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 2022, respectively, and other grant documents required by MCAEL in a timely manner;
- Attend at least three Topics in Program Administration Meetings, Network Meetings, or Instructor Workshops over the FY22 year;
- Participate in the MCAEL Outcomes Project (data on learner and program outcomes) and Continuous Improvement Project (utilize TESOL standards self-assessment on chosen areas of program improvement to establish a baseline and show progress);
- Schedule a site visit if one is requested by MCAEL;
- 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.

FY22 EVALUATION CRITERIA 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.

Objectives and target population (20 pts)

- Logical connection between the organization's mission and the adult English literacy activity
- Clear identification of project's objectives and evidence of service need for specific population
- Understanding of specific needs/challenges of population in relation to English
- Awareness of other adult ESOL programs nearby

Program Design and Delivery (30 pts)

- For continuing programs, clear explanation of how program has improved and/or adapted services based on lessons learned, and thoughtfulness of approach to meeting learners' needs in a changing environment.
- Clear plan for implementation – recruitment of learners, instruction, curriculum, assessment of learner gains and other supports.
- Understanding of potential barriers to implementation and a plan to address them

Outcomes/Benefit (25 pts)

- Clear benefit for participants
- Plan for measuring program success
- 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

Organizational Capacity/Budget & Financial Accountability (25 pts)

- Demonstrates ability/resources to carry out proposed activity
- Clearly identified sources & leveraging of ongoing/new partnerships and resources
- Program budget with reasonable and realistic costs - clearly explained
- Positive cost/benefit ratio: reasonable cost, public benefit
- Clear and complete information on organizational finances

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).

MCAEL FY22 Access Grant Application (Online Form #1)

Grant Application Form Questions

Organization's Legal Name:

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

Name of Program/Activity:

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

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:

Summary: In no more than three sentences, briefly describe purpose of funding request, including program goal/objectives, target population, and area of the county in which classes will be offered. (This may be used for the MCAEL website/materials.) *

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) *FY21 grant partners are not required to respond to these 2 questions and can simply indicate “Same as FY21”. If there is a change, please note only the change.*

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)

Please complete this section with the assumption that it will be possible to return to in-person classes in FY22.

1. Please describe 1-3 lessons learned related to the structure or implementation of the program this current year and how these lessons inform proposed changes to your program in the coming year. **For start-up programs, use N/A.**

2. Describe how the class(es) will be implemented, as related to the aspects (based on TESOL Standards areas) listed below:

a) Learner Recruitment: How will the learners be located/informed of the 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?

3. Indicate how your program would respond to continued pandemic restrictions and/or any other challenges (outside of funding) that could prevent the effective implementation of classes. (200 words max)

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, and The Maryland State Program Standards found at:

<http://www.dllr.state.md.us/gedmd/eslstandards.pdf>.

Outcomes/Benefit (limit 150 words each question)

1. What specific outcomes would you like to see for learners who attend your class(es) during the grant period? How will you measure the success of your program? (refer to attachment -- Indicators of Learner Progress)
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?)

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 (F20) with budget compared to actuals and
 - b) current fiscal year (FY21)

(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 (Online Form #2)

This form requests key information on your planned classes and budget for FY22. Please first download and complete each of the 5 tabbed worksheets (Outcomes Summary, FY21 Class Summary, FY22 Class Summary, Program Budget, Program Revenues) of the Data and Budget Workbook available at <https://www.mcael.org/grants>. Then follow the instructions below.

Summary – Targets and actuals

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)*

Current Year Actual (actual through March 31, 2021)

Proposed Target for next year

**# 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)

Current Year Actual (actual through March 31, 2021)

Proposed Target for next year

3. Number of classes offered

Current Year Actual

Proposed Target for next year

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



Indicators of Learner Progress: For reference for Outcomes Section

1. Increased ability to use English in daily living situations
<ul style="list-style-type: none"> <input type="checkbox"/> Use library resources <input type="checkbox"/> Be a better shopper <input type="checkbox"/> Read in English <input type="checkbox"/> Complete a store transaction in English <input type="checkbox"/> Read, write and send an email, letter or text in English <input type="checkbox"/> Speak on the telephone and take a message <input type="checkbox"/> Read and write a street address <input type="checkbox"/> Identify and read street signs <input type="checkbox"/> Give and follow directions <input type="checkbox"/> Read bus/metro schedule (or take public transportation) <input type="checkbox"/> Complete a form (medical, etc.) <input type="checkbox"/> Introduce oneself <input type="checkbox"/> Request repair services <input type="checkbox"/> Communicate with police <input type="checkbox"/> Read a menu to order food <input type="checkbox"/> Speak to family members in English
2. Improved or sustained health/awareness of health access
<ul style="list-style-type: none"> <input type="checkbox"/> Communicate basic health information in English <input type="checkbox"/> Make a medical appointment using English <input type="checkbox"/> Read a medicine label <input type="checkbox"/> Communicate using English during an emergency medical situation <input type="checkbox"/> Identify common medications and their uses
3. Improved or maintained economic status:
<ul style="list-style-type: none"> <input type="checkbox"/> Communicate in English with supervisor, coworkers, customers <input type="checkbox"/> Complete a resume <input type="checkbox"/> Identify career/education options and plan goals in English <input type="checkbox"/> Complete an employment application <input type="checkbox"/> Prepare for a job interview <input type="checkbox"/> Increase basic computer skills <input type="checkbox"/> Read employment documents (contracts, paystubs, safety rules, etc.)
4. Improved communication with child's school/improved support for child's education:
<ul style="list-style-type: none"> <input type="checkbox"/> Communicate with teacher without a translator <input type="checkbox"/> Read child's report card <input type="checkbox"/> Practice English with children or grandchildren <input type="checkbox"/> Write an excuse note for child
5. Improved community connectedness
<ul style="list-style-type: none"> <input type="checkbox"/> Communicate in English with neighbors (all levels) <input type="checkbox"/> Participate in community events (e.g. festivals, housing community meetings) <input type="checkbox"/> Enroll in English citizenship class