FY23 Adult English Literacy ACCESS and ACCESS SMALL GRANTS
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 **FY23 (July 1, 2022 – 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.

This year MCAEL is pleased to introduce a new category of Access Small Grants (up to $5,000) within the Adult English LIteracy Access Grants category; these small grants have the same objective and focus as larger Access Grants ($5,001 - $20,000) but have different eligibility rules and grant requirements. (See page 6 below.)

The objectives of all **Literacy Access Grants** are to enable ESOL organizations 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.

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 FY23 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. At the same time, due to the ongoing pandemic, the number of organizations that are offering classes has decreased. MCAEL is proactively working to improve access to English classes through continuing and new partnerships, and through its grant program.

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."

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 for populations that currently lack access to English learning opportunities
3) 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 FY21 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/.

ACCESS GRANTS

For Access Grants ($5,001 – 20,000 size grants), 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 addressing a specific need, and have a clearly defined goal, scope, location, and budget;

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

- has a demonstrated commitment to continually improving their program; and

- can meet the responsibilities set out in the Responsibilities of Grant Recipients on Page 4 of these guidelines.

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)

RESPONSIBILITIES OF ACCESS 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 FY23 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 midyear and final narrative report that includes student and program outcome data (demographic, class, and indicators) in January and July 2023, respectively, and other grant documents required by MCAEL in a timely manner;

- Meeting requirement: Attend at least <u>three</u> Topics in Program Administration Meetings, Network Meetings, or Instructor Workshops over the FY23 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.

FY23 EVALUATION CRITERIA
For Adult English Literacy <u>Access</u> 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

ACCESS SMALL GRANTS

This year MCAEL will award Access Small Grants ($5,000 or less), to encourage more community- and faith-based organizations to offer adult English classes. The objectives and focus of these grants is the same for the larger Access Grants; however, the maximum award for an Access Small Grant is $5,000. Funds are to be used for core costs of adult ESOL classes only (see detail below). MCAEL will provide a technical assistance consultation at the outset of the grant period and program advice/support throughout the year.

Who May Apply:

- Not-for-profit organizations or groups: 501c3 incorporation status is not required.
- Organizations/groups with a primary location and/or verifiable mailing address in Montgomery County, MD for at least 12 consecutive months prior to the application deadline

This grant category is for:

- organizations that are new to MCAEL

- FY22 recipients of Grants for Startup English Classes

- FY22 or previous year recipients of grants of $5,000 or less

Applicants for an FY23 Program and/or Access grant ($5,001–20,000) are not eligible to apply for an Access Small Grant.

Use of Funds
Access Small Grant funds can be used for core costs of adult ESOL classes only (online or in-person):
- Instructor fees
- Program coordination time
- Textbooks/materials
- Rent for classroom space (for in-person classes)
- Zoom licenses (for online classes)

Access Small Grant funding cannot be used for:
- Refreshments or food
- Gift cards for volunteers, instructors, or learners (stipends for instructors or volunteers are allowable)

Grant requirements

Access Small Grant recipients will be expected to:

- Keep accurate program records, including learner registration information and attendance, as well as accurate records of grant funds expended.

- Attend at least two Topics in Program Administration Meetings, Network Meetings, or Instructor Workshops over the FY23 year.

- Submit a midyear and final report in January and July 2023, respectively.

- Schedule a site visit or virtual check-in 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

- 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.

Evaluation criteria

All applications will be reviewed and scored by the Grant Review Panel, as described below on Page 7. Each of these three aspects on the Access Small Grant applications are equally important:

- ➢ Objectives and Target Population
- ➢ Project Design and Delivery
- ➢ Applicant organization/group capacity

Applicants for Access Small Grants can use the Access Grants application form on MCAEL's online Grants to apply; some questions will not be required, as noted in the form itself and the text of the form below. Access Small Grant applications are also available in fillable PDF format; for information, please contact MCAEL at program@mcael.org and put "PDF grant application" in the subject line.

Application due date

All completed applications are due by <u>5:00 pm on Tuesday, April 5, 2022</u>. Late submissions will not be considered.

Application Review Process for Access and Access Small Grants

MCAEL staff members do not make funding decisions or vote on funding allocations. All funding decisions will be made by a volunteer Grant Review Panel composed of community members. Panel members are selected to represent a diversity of experience and expertise in one or more of the following: a local community and the community's needs, nonprofit management, adult ESOL or education, and/or government/nonprofit grantmaking.

Each panelist attends an in-depth orientation and reads and evaluates all applications based on the criteria in the Evaluation Criteria (see Grant Guidelines below). The Grant Panel divides into small groups to interview applicants to clarify questions about individual proposals. (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 grant recipients, 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.

During the application review process, Grant Panel reviewers will read and evaluate applications according to the Evaluation Criteria listed above. In addition, for ongoing programs reviewers will consider the applicant organization's efforts and flexibility in meeting the needs of its learners in a changing environment, and how lessons learned in the current year (FY22) are taken into account in plans for FY23. They will also take into account returning applicants' fulfillment of grant requirements (attendance of meetings, submission of reports) in the current year. Finally, the Grant Panel will consider distribution of grant funding in a way that is aligned with MCAEL's evolving work around access and equity.

TIMELINE FOR FY23 GRANT CYCLE

By Feb 7, 2022   MCAEL Grant Guidelines released on website:
https://www.mcael.org/grants

Feb 11, 1:00 pm   Grants Information Online Session for potential applicants. To register, click
here.

On or about Feb 18   FY23 application forms available on MCAEL Grants Portal

[can be accessed via https://www.mcael.org/grants]

March 15,16,17   MCAEL staff available for questions (for first-time applicants, new program

staff, access grant applicants) [*Sign-up available at*

https://www.mcael.org/grants]

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

W May 11 and   Applicants will be scheduled for online interviews with members of the
F May 13 (times TBA)   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 10, 2023   Midyear report due.

February 2023   Second grant payments distributed.

July 6, 2023   Final report due.

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

Please log in to the MCAEL Grants Portal to apply for an Access Grant or Access Small Grant (Application forms will be accessible on or about February 18, 2022 at https://www.mcael.org/grants. The application requires completion of two online forms: 1) Grant Application Form (with 3 organizational document attachments), and 2) Application Data Summary (with Data and/or Budget Workbook attachment). The application questions are below for reference. [Access Small Grant applicants may request a fillable PDF format application, see page 7 above.] Completed applications are due by Tuesday, April 5, 2022 at 5:00 pm. Late submissions will not be considered.

MCAEL FY23 Access Grant Application

(Online Form #1, to apply for Access or Access Small Grants)

Grant Application Form Questions

Organization/Group's 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 FY23. 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/group'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 FY23.

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? [Optional for Access Small Grants – can use N/A (Not applicable)]

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)? [Optional for Access Small Grants – can use N/A]

e) Support Services: What other support services for learners are planned? [Optional for Access Small Grants – can use N/A)]

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 prog ram 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) [Optional for Access Small Grants – can use N/A]

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? [Optional for Access Small Grants – can use N/A]

D. Organizational/Group 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. a) For **Access Grants**: Organization's Statement of Financial Activities (Income Statement) detailing revenue and expenses for:

     1) previous fiscal year (FY21) with budget compared to actuals and
     2) current fiscal year (FY22)

  b) For **Access Small Grants**: Organization/group budget for

    1)   previous fiscal year (FY21), if available
    2)   this fiscal year (FY22), if available

(Please combine into one PDF document for upload.)

2. Organization's reviewed or audited financial statement for last completed fiscal year, as applicable.   [Not required for Access Small Grants]

3. a) For **Access Grants**: List of current Board of Directors, including organizational affiliation for each member.

b) For **Access Small Grants**: List of leadership and staff

Application Data Summary (Online Form #2)

This form requests key information on your planned classes and budget for FY23.

For Access Grants: Please first download and complete each of the 5 tabbed worksheets (Outcomes Summary, FY22 Class Summary, FY23 Class Summary, Program Budget, Program Revenues) of the Data and Budget Workbook available at https://www.mcael.org/grants. Then provide the relevant responses in the Data Summary; please double check that your figures match those in the worksheets.

For Access Small Grants: Please first download and complete the budget workbook available at https://www.mcael.org/grants, then provide the relevant responses.

Summary – Targets and actuals

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

Current Year Actual (actual through March 31, 2022) [Start-up programs use N/A]

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, 2022) [Start-up programs use N/A]

Proposed Target for next year

3. Number of classes offered

Current Year Actual [Start-up programs use N/A]

Proposed Target for next year

Budget Information

Please fill in the following fields based on your *Program Budget*.

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? [Access Grants only; Access Small Grants use N/A]

5. Do you intend to provide transportation assistance? If yes, please indicate what sort of assistance. [Access Grants only; Access Small Grants use N/A]

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

7. If you are asking for an increase in funding over last year, what will this increase be used for? (If this does not apply, use N/A.)

Access Grants: Please upload your completed Data and Budget Workbook here.

Access Small Grants: Please upload your Program Budget here.

File upload -- Data and Budget Workbook/Program Budget

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Indicators of Learner Progress: For reference for Outcomes Section

1. Increased ability to use English in daily living situations
☐ Use library resources
☐ Be a better shopper
☐ Read in English
☐ Complete a store transaction in English
☐ Read, write and send an email, letter or text in English
☐ Speak on the telephone and take a message
☐ Read and write a street address
☐ Identify and read street signs
☐ Give and follow directions
☐ Read bus/metro schedule (or take public transportation)
☐ Complete a form (medical, etc.)
☐ Introduce oneself
☐ Request repair services
☐ Communicate with police
☐ Read a menu to order food
☐ Speak to family members in English
2. Improved or sustained health/awareness of health access
☐ Communicate basic health information in English
☐ Make a medical appointment using English
☐ Read a medicine label
☐ Communicate using English during an emergency medical situation
☐ Identify common medications and their uses
3. Improved or maintained economic status:
☐ Communicate in English with supervisor, coworkers, customers
☐ Complete a resume
☐ Identify career/education options and plan goals in English
☐ Complete an employment application
☐ Prepare for a job interview
☐ Increase basic computer skills
☐ Read employment documents (contracts, paystubs, safety rules, etc.)
4. Improved communication with child's school/improved support for child's education:
☐ Communicate with teacher without a translator
☐ Read child's report card
☐ Practice English with children or grandchildren
☐ Write an excuse note for child
5. Improved community connectedness
☐ Communicate in English with neighbors (all levels)
☐ Participate in community events (e.g. festivals, housing community meetings)
☐ Enroll in English citizenship class