**FY23 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 FY23 (July 1, 2022 – June 30, 2023)==, 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 at least 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 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 programs 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 supports the County Executive's signature initiative of "Advancing Racial Equity and Social Justice."

Within the above context, applications that address the following may be considered favorably:

1) Classes for populations that currently lack access to English learning opportunities, especially in Upcounty (including zip codes 20875 and 20876) and East County (including 20903 and 20904);
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.

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/.

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);

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

- 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;

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

Use of funds

Program grant funds can be used for all direct costs of implementing the program (including instructor time, classroom rental, textbooks, instructional materials, supplies, staff time managing the program, etc.) as well as some indirect costs. To enable more learners to attend classes, MCAEL grant funding can also be used to cover the cost of childcare offered during instruction, as well as transportation assistance. MCAEL funds may also be used for instructor time devoted to professional development (in-house orientation/training or external training) and for other purposes related to program improvement (for example, curriculum review).

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 <u>5:00 pm on Tuesday, April 5, 2022</u>; these must be submitted via the MCAEL Grants Portal, which will be open on or about February 18 and can be accessed via the MCAEL website at https://www.mcael.org/grants. Late submissions will not be considered.

Application Review Process for Program 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 in 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).

RESPONSIBILITIES OF PROGRAM 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 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 <u>five</u> MCAEL Topics in Program Administration or Network Meetings and have at least one instructor from the program attend at least <u>two</u> MCAEL Instructor Workshops over the FY23 year;

- Participate in the MCAEL Outcomes Project (provide data on learner and program outcomes) and the Continuous Improvement Project (utilize the 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 Program Grant Applications

The Grant Review Panel will review and score each application using the evaluation criteria below, for a possible total of 100 points.

Organizational mission and program objectives (20 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)
- Clear identification of needs/challenges of the target population for learning English
- Clearly identified program objectives

Program Design and Delivery (30 pts)
- Clear explanation of how program will improve/adapt services based on lessons learned, and thoughtfulness in approach to meeting learners' needs in a changing environment.
- An effectively designed program with clear implementation plan to accomplish program objectives
- Understanding of potential barriers to implementation and a plan to address them

Program Outcomes and Evaluation (25 pts)
- Clear identification of measurable expected outcomes of the program
- Clear identification of measurable expected outcomes for learners' improved literacy skills (Refer to attachment -- Indicators of Learner Progress)

Organizational Capacity & Sustainability/Program Budget & Financial Accountability (25 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 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

Applications for an FY23 Program Grant must be submitted through the MCAEL Grants Portal; 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 the Data and Budget Workbook attachment). The application questions are below for reference.

MCAEL FY23 Program Grant Application Form (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: (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:

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:

Application Narrative

A. Organizational mission and program objectives (each question 200 words max)

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?

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? *please note information particular to the specific population the program serves (e.g. Silver Spring data and/or Spanish speakers etc.)*

3. 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. *(This should be particular to the specific population the program serves, for example as related to the 20906 zip code, or Spanish speakers.)*

4. What are the objectives of the English program with regard to this population?

B. Program Design and Delivery

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. (200 words max)

2. Provide details on how the program will be implemented, as related to the program aspects (TESOL Standards areas) listed below. Bullet points are encouraged. (each 150 words max)

    a) Overall Program Structure, Administration and Planning (including what level classes will be offered; class sites; supervisory staff structure; whether classes will be in-person, online, or hybrid)

    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 of 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.

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)

C. Program Outcomes and Evaluation (each question 150 words max)
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? 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."

D. Organizational Capacity/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?

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 (FY22) with budget compared to actuals and
       b) current fiscal year (FY23)

(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 FY23. 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://mcael.org/grants. Then follow the instructions below.

Summary – Targets and actuals

Fill in the information requested below based on your completed *Data 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's actual (actual through March 31, 2022)

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's actual (actual through March 31, 2022)

Proposed target for next year

3. Number of classes offered

Current year's actual

Proposed Target for next year

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]

Current year's actual % (actual through March 31, 2022)

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?

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.)

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
☐ 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