



FY19 Adult English Literacy **ACCESS Grants**
Request for Proposals and Application Instructions
Date of Issue: January 26, 2018

Introduction & Purpose

The mission of the Montgomery Coalition for Adult English Literacy is “to strengthen the countywide adult English literacy network to support a thriving community and effective workforce.” To this end, MCAEL provides support for adult English literacy services in the county through grants and technical support with generous funding from the Montgomery County Government.

MCAEL is pleased to partner once again with the Montgomery County Government to offer grant support for **Adult English Literacy Programs in FY19 (July 1, 2018 – June 30, 2019)**.

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

- 1) Access and leverage new/emerging partnerships and resources
- 2) Create access to English classes for underserved populations; and
- 3) Develop access points to link individuals to the larger ESOL system that exists in the County.

Literacy 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 PTA or church providing a conversation club)
- Classes that 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 Request for Proposal for Program Grants at www.mcael.org/grants.)

MCAEL FY19 Grant Program Focus

The goal of the MCAEL grants program is to increase the availability of adult ESOL and literacy services that support identified community needs and diverse populations and to improve the quality of these services. MCAEL collects and analyzes demographic data on learners to identify the underserved geographic areas and populations; see the interactive presentation of FY17 data from MCAEL network providers at www.mcael.org/factsanddata (available in February 2018). *MCAEL encourages provider organizations to avail themselves of county and*

MCAEL data to understand current underserved communities and to consider how their programming might reach those in need.

While final funding priorities are dependent on the FY19 County Budget process, applications that address present needs such as the following, may be considered favorably:

- 1) Classes situated at the workplace for employees, in partnership with a particular employer, or classes for workers in a specific industry; or
- 2) Classes on Saturday or Sunday.

Generally, precedence will be given to applicants that demonstrate that the activities:

- provide English literacy instruction that is of high benefit to learners (practically rather than theoretically);
- connect learners to the larger English literacy 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; and
- can meet the responsibilities set out in the Responsibilities of Grant Recipients on Page 7 of this RFP.

During the application review process, Grant Panel reviewers may consider program improvements, changed outcomes, and/or increase in the number of learners as justification for increased funding.

Use of funds

For Adult English Literacy Access Grants, funding is to be used to support direct costs of the program, especially:

- Instructor time (including up to 6 hours of time spent in training per instructor)
- Textbooks and instructional materials
- Direct program coordination time

Grant funding may be used for support services that enable more learners to attend class, such as childcare and transportation. However, priority should still be on instructor pay, instructional materials and program coordination.

MCAEL strongly encourages creative partnerships that leverage resources (e.g. for childcare, transportation, space).

MCAEL funding cannot be used for:

- Indirect, or overhead, costs of the organization
- Refreshments or food
- Gift cards or gifts for volunteers (stipends are okay)

Who is Eligible to Apply?

Applicants must be a 501(c)(3) non-profit organization, have a similar designation from the U.S. Internal Revenue Service or have a partnership that includes a nonprofit organization with 501(c)(3) status. Nonprofits must be incorporated under state law. While applicants can have offices outside Montgomery County, beneficiaries of funded services must be either Montgomery County residents or employed in Montgomery County. An organization may apply for MCAEL funding regardless of whether it has previously applied for other County-administered grant programs, such as the Community Development Block Grant (CDBG) program. Applicants who receive funding one year are not guaranteed funding in subsequent years – funding is dependent on many factors including performance in the current and/or previous years.

Funds and Funding Levels

Funding requests for Access Grants can extend up to but may not exceed \$15,000.

Historically, funding requests have exceeded the amount of funds available. Thus, competition for grant funds is strong. Please be aware that even if an application is successful, the MCAEL grants panel may recommend that the applicant be awarded a partial level of funding. Applicants are encouraged to take this information into account while developing program plans and budgets for the coming year. MCAEL encourages programs to leverage other resources and develop contingency plans.

The total amount of funds available will be in accordance with the final approved County budget for FY19. All programs supported by the grant must be implemented during the grant period of July 1, 2018 – June 30, 2019. All grant funds must be spent within this period; any funds that are not spent within this timeframe may be recaptured by MCAEL.

Due to the timing of the county disbursement process, funds will likely not be available before September 1, 2018.

For reference, information on awards granted in previous years is available on MCAEL's website at <http://www.mcael.org/facts-and-data>.

Panel Review Process

All funding decisions are made by a volunteer Grant Panel composed of community members. The panel members are selected to represent a diversity of experience and expertise in one or more of the following: the local community and community's needs, nonprofit management, adult ESOL, literacy, and/or government/non-profit grant making. Each panelist attends an in-depth orientation, and reads and evaluates all proposals based on the criteria in the Proposal Evaluation Guide (see Page 12).

The Grant Panel divides into small groups to interview applicants to clarify questions about individual proposals. Interviews for this grant cycle are scheduled for May 9 and May 11, 2018. (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.

MCAEL staff members support applicants through the process and coordinates with the Grant Review Panel to facilitate the grants process; MCAEL staff members do not make funding decisions or vote on funding allocations.

Application

The full application consists of 3 parts:

1. *FY19 Program Application Part 1* (template in Word format): Cover Sheet and Proposal Narrative – *please submit in PDF format. An electronic signature is acceptable for the cover sheet; there is no need to send in a hard copy.*
2. *FY19 Program Application Part 2* (template in Excel format): Outcomes Summary, Summary of Classes, Budget/Expenses, and Revenue – *submit in Excel format.*
3. *Supporting organizational documents*: as laid out on Page 11 of this RFP and in the checklist (page 13) -- *submit in PDF format.*

Parts 1 and 2 of the application can be downloaded from MCAEL's website at <http://www.mcael.org/grants>. Please use a font size of 12 points, and observe maximum word ranges indicated for each section. Additional materials to the proposal will not be considered. Please ensure that you submit all 3 parts for a full application to be considered.

Proposal Application Submission and Deadline

Proposals should be submitted to MCAEL electronically to program@mcael.org, or by U.S. mail to MCAEL, 9210 Corporate Blvd., Suite 480, Rockville, MD 20850, to be received no later

than **Tuesday, April 3, 2018 at 5 p.m.** *Applications received after this time will not be considered by the Grant Panel.* Applicants are welcome (and encouraged) to turn in proposals before this date.

Note: In line with its capacity-building role, MCAEL staff will be available March 13-16 to answer specific questions on the grant application. Priority will be given to first-time applicants, new provider staff, and applicants for Access Grants. A sign-up sheet is available at: <http://www.mcael.org/grants>.

Grant Information Meeting

A grant information meeting will be held on Wednesday, January 31, 2018 at 1 p.m. in “The Boss” Room at the *Conference Center at 9200 Corporate Blvd, Rockville, MD 20850*. MCAEL staff will provide background on the grants program, give an overview of this year’s application process and timeline, and answer questions from potential applicants. Attendance is strongly encouraged.

TIMELINE FOR MCAEL GRANTS PROCESS

Following is the anticipated sequence of events for the grant application cycle for FY19.

Fri, January 26, 2018	MCAEL RFP released; application form available on MCAEL website (www.mcael.org/grants).
Wed, January 31, 1 p.m.	Grant Information Meeting at the Conference Center at 9200 Corporate Blvd., Rockville, MD 20850.
March 13 - 16	MCAEL staff available by appointment for specific application questions. Priority will be given to first-time applicants, new program staff, and access grant applicants. (Sign up online at www.mcael.org/grants .)
Tues, April 3, 5 p.m.	Applications due by email to program@mcael.org , or by U.S. mail (must be received by MCAEL by April 3).
Wed, May 9 and Fri, May 11 (specific times TBA)	Applicants will be scheduled for in-person interviews with members of the MCAEL grants panel.
May/June	MCAEL Grant Review Panel members review applications. County Council approves County budget. Grant Review Panel meets to develop funding recommendations. MCAEL Board reviews funding recommendations and approves grant awards.
Mid-June	Applicants are notified in writing of the MCAEL board's final funding decision. Awards also announced at 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 sign Letters of Agreement.*
September	First payments made to grant recipients.
July 2018-June 2019	Grantees deliver services, spend funds and submit reports.

** Funds are not committed to a program until both parties have signed a Letter of Agreement (LOA). Funds for programs for which LOAs have not been signed by the deadline may be reallocated to other programs.*

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 information for FY19 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 2019, respectively, and other grant documents required by MCAEL in a timely manner;
- Attend at least three Provider Meetings/Workshops throughout the FY19 year;
- Participate in the MCAEL TESOL Standards/Outcomes Project (Data and Review (Self/Peer));
- 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.*

APPLICATION INSTRUCTIONS

Part 1 (Word Format)

1A. Cover Sheet

Please fully complete the designated two-page cover sheet form and have an authorizing official sign. For examples of Service Delivery and Program Management, see *Instructions for Proposal Narrative*.

1B. Proposal Narrative

This section should be in narrative form and clearly address the questions provided on the application in the space provided. Please **do not provide duplicate information** when answering the questions. Each question is aimed at prompting specific information. For your information, the MCAEL Proposal Evaluation Guide (page 12) indicates how much weight each section is given during the Grant Panel review process.

Part 2 (Excel Format)

2A. Reporting and Outcomes Summary

Please complete the Excel chart. The chart asks for actuals for FY18 and projected targets for FY19 for enrollment, number of classes to be offered, hours of instruction, and attendance and persistence rates. Because FY18 classes are still in progress, please provide your best estimate for actuals based on current data, and put these estimates in brackets.

2B. Summary of Courses FY18 and FY19

The Summary of Courses charts ask the applicant to provide course information for the current and proposed program year. Please complete the Excel charts on Tabs 2B FY18 and 2B FY19.

In Chart 2B FY18, provide information on all FY18 courses in all sessions beginning with programming occurring in summer 2017 (after July 1, 2017) and ending with spring/summer 2018 (ending by June 30, 2018). Put enrollment in brackets if it is an estimate for a class that has not yet completed enrollment. List class levels separately:

Session	Location	Class name	Class Level	Time offered	Enrolled	Hrs/wk	Wks/session
Fall	XYZ Church	Basic	Beginning Lit	TTh 6:30-8:30	10	4	12
		English 1	Low-Begin	TTh 6:30-8:30	19	4	12
		Conversation	Conversation	Sat 9 - 11	14	2	12
	ABC School	English 3	High-Inter	MW 5:00-7:00	25	4	12
Spring	XYZ Church	English 2	High-Begin	TTh 6:30-8:30	[16]	4	13
	<u>.....and so on</u>						

In Chart 2B FY19, provide information on all FY18 anticipated classes in all sessions beginning with summer 2018 and ending with spring/summer 2019 (ending by June 30, 2019). Please note number of seats to be offered in each course for each session, i.e. the number of students you would like to have in the class.

Session	Location	Course Name	Level	Time offered	Seats Offered	Hrs/wk	Wks/session
Fall	XYZ Church	Basic	Beginning Lit	TTh 6:30-8:30	10	4	12
		English 1	Low-Begin	TTh 6:30-8:30	20	4	12
		Conversation	Conversation	Sat 9 – 11	15	2	12
	ABC School	English 3	High- Inter	MW 5:00-7:00	25	4	12
Spring	XYZ Church	English 2	High-Begin	TTh 6:30-8:30	15	4	13
	<u>....and so on</u>						

2C. Proposed Budget/Expenses

Please use the charts provided in the Excel workbook to provide information on the proposed program's budget and sources of funding. Instructions for the expenses and revenue forms are also included in the Excel spreadsheet with these forms, for ease of reference.

Chart 2C asks for detailed information on all expenses related to the adult ESOL/literacy program for which you are asking MCAEL support, for FY18 (actual) and FY19 (projected), to include:

- a) the total Adult English literacy program cost;
- b) the amount and percentage (calculated automatically in the spreadsheet) of each type of expense for which the organization is requesting MCAEL funding; and
- c) a cost basis or detailed explanation of how the **total program cost** on each line is calculated; **this should be clear and detailed so that grant panelists can calculate the total cost with the information provided.** For example, the cost basis for a program manager's time might be: *"50% time @ \$45,000/year.* If the cost basis requires a longer explanation, the space will expand to permit an additional line. Do not worry if the expense budget form expands onto another page. Some examples:

Total Amount	MCAEL Amount	Cost Basis/Explanation
\$5,000	\$1,250	Rent for 5 classrooms @ \$500/month for 10 months; MCAEL's grant would cover 25%
\$975	\$975	New computer (\$750), monitor (\$125), & printer (\$100) - 100% MCAEL

\$1,652	\$1,298	100 books @ \$12.98 – MCAEL covers 100%, plus 100 workbooks @ \$3.54 - MCAEL 0%
---------	---------	---

Some additional notes for completing the budget:

➤ Personnel Costs

- For an organization’s employees, please note % of staff time allocated to the literacy program, along with full salary and fringe benefits, -e.g. Executive Director – 15% of time @ \$98,400 (80,000 + 23% fringe benefits).
- Fringe benefits (except for required taxes) can be included only for employees who work more than 20 hours a week and should be estimated at no more than 25% of salary.
- Grant funding can only cover fringe benefits and FICA/payroll taxes calculated on the amount of salary covered by the grant, or a lesser amount.
- For non-program staff expenses, applicants must list actual costs; (e.g. .05% of accountant @ \$60,000; .05% of HR @ \$45,000). Please do not include a lump sum line item for general overhead.
- For instructor rates, preparation time should be included in the hourly rate. Instructional hours must match hours learners receive (i.e. 40 hours/3 classes in a session then 40 hrs x 3 instructors x \$17).
- Instructional rates generally approved by MCAEL:

A BA or higher in TESOL, applied linguistics, or a related field, OR Some training (certificate etc.) with at least 3 years of experience	Approximately \$25/hr
A BA in a non-related field, no training with more than 3 years of experience; OR Some training (certificate etc.) with less than 3 years of experience	Approximately \$18/hr
BA in process/ AA or high school degree or equivalent, no training (certificate etc.), with less than 3 years of experience	Approximately \$16/hr

Note: "Experience" means leading a class of students in ESOL (Note: Tutoring or teaching math would not be considered experience in this circumstance.).

- Instructors may be compensated for up to 6 hours of time spent in training workshops, whether they be professional development opportunities that are sponsored by MCAEL or other organizations.

➤ In-Kind Contributions

- Fill in the expense side and the revenue side. They should match/be equal to one another. If a program does not have a specific dollar amount for in-kind entries, please consult MCAEL for industry standards.

2D. Revenue Summary

Chart 2D asks for information on revenue sources for the program for FY18 and FY19. Please be sure to indicate whether funding is received, committed or anticipated, and the percentage of the total cost of the program each funding source will cover.

Part 3. Supporting Organizational Documents (PDF Format)

Please include in your application the following documents as attachments:

3A. Organization's Statement of Financial Activities (Income Statement) detailing revenue and expenses for:

1. previous fiscal year (FY17) with budget compared to actuals and
2. current fiscal year (FY18)

3B. Organization's reviewed or audited financial statement for last completed fiscal year, if applicable/available

3C. Board of Directors list with organizational affiliations

3D. Proof of applicant non-profit status (letter from the IRS).

FY19 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.

Objectives and target population (24 pts)

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

Program Design and Delivery: (23 pts)

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

Outcomes/Benefit: (23 pts)

- Clear benefit for participants
- Plan for measuring success for learners and program
- Clear identification of ways learner will be connected to larger ESOL system - i.e. links individuals to the larger ESOL system that exists in the County

Capacity (15 pts)

- Clearly identified sources & leveraging of ongoing/new partnerships and resources
- Demonstrates ability/resources to carry out proposed activity

Budget and Financial Accountability (15 pts)

- Program budget with reasonable and realistic costs - clearly explained
- Positive cost/benefit ratio: reasonable cost, public benefit
- Clear and complete information on organizational finances

Application Content Checklist

This checklist is for the applicant's use, to ensure that the application is complete prior to submission. An incomplete application will count against the applicant.

1A. Cover Page completed and signed	
1B. Proposal Narrative	
<i>1" margin, b & w, typed, 12 point font</i>	
2A. Reporting and Outcomes Summary Chart	
2B. FY18 Summary of Classes	
2B. FY19 Summary of Proposed Classes	
<u>2C. Program Budget/Expenses FY18/FY19</u>	
<u>2D. Program Revenue FY18/ FY19</u>	
<u>3A. Organizational</u> Rev & Exp: <u>Last</u> fiscal year (FY17)	
<u>3A. Organizational</u> Rev & Exp: <u>Current</u> fiscal year (FY18)	
3B. Organization's reviewed or audited financial statement for last completed fiscal year	
3C. Board of Directors list (current), with org. affiliations	
3D. Proof of applicant's non-profit status (letter from IRS)	
<i>Format: Name of applicant on all pages (insert name in footer)</i>	
<i>No additional materials</i>	