

## EARLY LANGUAGE AND LITERACY MINI-GRANTS

### GRANT GUIDELINES

#### ABOUT THE EARLY LANGUAGE AND LITERACY MINI-GRANTS

The Early Language and Literacy Mini-Grant Program is a partnership between the Governor's Office of Student Achievement (GOSA) and the [Sandra Dunagan Deal Center for Early Language and Literacy at Georgia College and State University](#) that seeks to support community projects targeting birth to age 8 language and literacy development needs. This program is designed to invest in partnerships across communities to potentially include childcare centers, Pre-Ks, primary grades of elementary schools, local service agencies, and local nonprofits, to support stakeholders in efforts to improve the early language and literacy development of Georgia's young children.

For this program, grants will be awarded in amounts ranging from \$5,000 to \$20,000 to support innovative projects that develop or strengthen community initiatives targeting at least one of the four pillars of the [Get Georgia Reading Campaign](#): Language Nutrition, Access, Positive Learning Climate, and Teacher Preparation and Effectiveness. (Information on each of these pillars is provided in detail below.) Some examples of potential focus areas for these mini-grants are listed here, but grants are not limited to these specific focus areas.

#### POTENTIAL FOCUS AREAS OF MINI-GRANT PROJECTS

- Intensive focus on building a continuum of birth to age 8 language and literacy development
- Specific focus on birth to age 4 language development
- Innovative training for childcare workers and/or infant/toddler classroom teachers, which could include effective use of classroom materials purchased with the grant funds
- Stakeholder workshops for groups working with children (educators, childcare providers, healthcare providers, etc. for children from birth to age 8)
- Leadership development for early language and literacy programs and initiatives
- Community partnerships that might include some or all of these: library systems, health care providers, child care providers, school systems, Chambers of Commerce

Technical assistance workshops will also be held to help applicants understand the application process and grant requirements and to provide support for successfully completing the grant application. Dates and locations for these sessions are provided in a separate section below.

Questions about the Early Language and Literacy Mini-Grant Program or about the application process can be directed to Stacey Lutz by email at [stacey.lutz@georgia.gov](mailto:stacey.lutz@georgia.gov) or by phone at 404-640-9667.

## APPLICATION AND AWARD TIMELINE

EVENT OR ACTIVITY	DATE OR DATE RANGE
Technical Assistance Workshops	August – September 2017
<a href="#">Application Available Online</a>	August 15, 2017
Application Submission Deadline	October 31, 2017
Award Notifications	Late December 2017
Grant Activities as Outlined in Funded Proposal	January 2018 – December 31, 2019

## TECHNICAL ASSISTANCE WORKSHOPS

All potential applicants are encouraged to participate in a Technical Assistance workshop prior to submitting a grant application. Six Technical Assistance sessions have been scheduled for this grant. Dates and registration links for those sessions are listed below.

DATE	TIME	LOCATION	LINK
Aug. 22, 2017	9:30 a.m. – 12:00 p.m.	Central Georgia Technical College, Warner Robins, Health Sciences Building W; Room 113B	<a href="#">Register Now</a>
Aug. 22, 2017	1:00 p.m. – 3:30 p.m.	Central Georgia Technical College, Health Sciences Building W; Room 113B	<a href="#">Register Now</a>
Aug. 23, 2017	1:00 p.m. – 3:30 p.m.	Okefenokee RESA, Waycross; GLRS Classroom	<a href="#">Register Now</a>
Sept. 5, 2017	1:00 p.m. – 3:30 p.m.	Pioneer RESA, Cleveland, Georgia	<a href="#">Register Now</a>
Sept. 7, 2017	9:30 a.m. – 12:00 p.m.	Central Georgia Technical College, Warner Robins, Health Sciences Building W; Room 113D	<a href="#">Register Now</a>
Sept. 7, 2017	1:00 p.m. – 3:30 p.m.	Central Georgia Technical College, Warner Robins, Health Sciences Building W; Room 113D	<a href="#">Register Now</a>

## APPLICATION COMPLETION AND SUBMISSION INSTRUCTIONS

To participate in the Early Language and Literacy Mini-Grant Program, the following steps are required:

1. Carefully review this document, including the eligibility requirements, proposal components, and definitions.
2. Electronically submit the online Early Language and Literacy Mini-Grant Application Form at [www.gosapl.fluidreview.com](http://www.gosapl.fluidreview.com). Please note, all applicants will need to upload the

Early Language and Literacy Mini-Grant Process Table and the Early Language and Literacy Mini-Grant Budget Template during the application process.

To successfully complete the Early Language and Literacy Mini-Grant, the following steps are strongly recommended:

1. Attend a regional Early Language and Literacy Mini-Grant Technical Assistance Workshop.
2. Visit the Get Georgia Reading website at [www.getgeorgiareading.org](http://www.getgeorgiareading.org) and learn more about the common agenda for birth to age 8 literacy development, current partnerships throughout the state, and activities that may support your project.
3. Review the Early Language and Literacy Mini-Grant Scoring Rubric.

GOSA will score all proposals using the Early Language and Literacy Mini-Grant Scoring Rubric. Following scoring, applicants may be asked to participate in a follow-up interview. If you have any questions about the application process or materials, please use the contact information below:

**Stacey Lutz**  
**Program Manager for Strategic Professional Learning**  
**Governor's Office of Student Achievement**  
**205 Jesse Hill Junior Drive, SE**  
**952 Twin Towers East**  
**Atlanta, Georgia 30334**  
**Email: [stacey.lutz@georgia.gov](mailto:stacey.lutz@georgia.gov)**  
**Phone: (404) 640-9667**

## ELIGIBILITY REQUIREMENTS

The Early Language and Literacy Mini-Grant program is designed to support the establishment and strengthening of community partnerships to positively impact early language and literacy development. To that end, any group or entity is eligible to apply for this grant if a reasonable and effective partnership is established between that entity and at least one of the following:

- A public school or district serving Georgia students up to 8 years of age;
- A state-funded Georgia Pre-K program (public or private);
- A childcare provider;
- A community healthcare provider;
- A local library or library system;
- A local non-profit organization focused on improving 3<sup>rd</sup> grade reading outcomes; or
- A local service or civic group focused on improving 3<sup>rd</sup> grade reading outcomes.

## ALLOWABLE USES OF FUNDS

Funding for the Early Language and Literacy Mini-Grants ranges from \$5,000 to \$20,000 per award. These funds can be used to support the implementation of projects designed to positively impact the early language and literacy development of children from birth to age 8. Allowable uses of funds include the purchase of age-appropriate language development, reading or literacy materials; training or workshop opportunities for families, caregivers, infant/toddler teachers, or others who work with infants and children; stipends for literacy coaches to model and support positive language and literacy environments for families, caregivers, and/or infant/toddler teachers; or travel to and from training sites for coaches. Funds are not limited to these uses, but these are the types of activities and services that would be allowable. The following list of items and services would not be allowable expenditures for this grant.

- Supplanting personnel costs (including personnel salary and benefits)
- Building construction
- Items not directly related to grant activities

## GRANT PERIOD

Recipients of the Early Language and Literacy Grants will be given up to two years from the grant award date to use their funds, but grantees do not have to use that entire period to expend their funds or complete their scope of work. The project will be considered complete when all grant activities have been completed and all required reports have been submitted.

## REQUIRED MEETINGS AND REPORTING EXPECTATIONS

When an award is offered for an Early Language and Literacy Mini-Grant, a grant set-up meeting with the GOSA program manager is required. During this meeting, all project goals, activities and reporting requirements will be reviewed and explained. At the end of the grant period, a close-out meeting with the program manager is also required. All Early Language and Literacy Mini-Grant awardees will be responsible for submitting quarterly financial reimbursement requests, monthly status reports, and an evaluation report at the end of the grant period.

## COMPLETING THE APPLICATION

The chart below outlines each of the sections required in the Early Language and Literacy Mini-Grant. For each section, requirements components, word limits, and guiding questions are provided. The guiding questions are provided to help you generate ideas and fully complete the section, but it is not necessary to answer each question. Please refer to the definitions that follow the chart for clarification of the questions and/or requirements.

Section	Requirements and Guiding Questions
<b>Executive Summary</b>	<p><b>Word Limit</b> – 500 Words</p> <p><b>Description</b> – In this section, you will provide a brief overview of the project you would like to implement. This summary should include the following:</p> <ul style="list-style-type: none"> <li>a) a general description of the project you would like to implement including the project's mission,</li> <li>b) the specific group or population that the project will serve,</li> <li>c) a description of any partners or partner organizations and an explanation of how they will support the project, and</li> <li>d) a description of how you will evaluate the project's success or effectiveness.</li> </ul> <p><b>Guiding Questions</b> – The following questions may help you fully respond to the requirements of this section.</p> <ul style="list-style-type: none"> <li>• What is your vision for this project? What do you want to happen as a result of this project? What would success look like for this project? How will you know that the project has been successful?</li> <li>• How will this project change the literacy success of children in your community?</li> <li>• What groups in your community do not have access to strong literacy support or rich literacy environments?</li> <li>• Which of the Six Keys to Access needs to be addressed to improve access to strong literacy support or rich literacy environments?</li> <li>• Who will this project impact? How will the target population be established? Are the targets children or adults who work with children? How many people – children and adults – will work with the project or be helped by this project?</li> <li>• Who will help you in this work? Will that help come from individuals or organizations? Do those people or groups know that you expect them to work with you on this project?</li> </ul>

<p><b>Innovation and Need for Project</b></p>	<p><b>Word Limit</b> – 500 Words</p> <p><b>Description</b> – For this section, please explain how your proposed project will solve an existing need related to one or more of the four pillars identified by the Get Georgia Reading Campaign in a new way or in a way that has demonstrated success in a similar community. The description should clearly address each of the following:</p> <ul style="list-style-type: none"> <li>a) the existing need that your project will address including any data, evidence, or description that supports that need,</li> <li>b) how that need is aligned to one or more of the four pillars of the Get Georgia Reading Campaign (explanations for the pillars provided below), and</li> <li>c) how your proposed project will solve the need you have identified.</li> </ul> <p><b>Guiding Questions</b> – The following questions may help you fully respond to the requirements of this section.</p> <ul style="list-style-type: none"> <li>• How did you know that the problem that you are targeting was a problem? What data, information, or evidence tells you that there is a literacy problem in your community?</li> <li>• What communication have you had with community stakeholders or partners (parents, teachers, early childcare providers) to help identify and/or quantify the problem?</li> <li>• What are the barriers to literacy that are unique to your community or to the group within your community that this project would target?</li> <li>• What are the circumstances, problems, or barriers that prevent children from building strong literacy skills?</li> <li>• What are the circumstances, problems, or barriers that prevent adults from creating environments that support building strong literacy skills?</li> <li>• To which of the four pillars is the problem that I have identified most closely connected? How will my proposed project directly affect that pillar?</li> </ul>
<p><b>Goals</b></p>	<p><b>Word Limit:</b> 500 Words</p> <p><b>Description:</b> This section requires 2 to 3 goals that clearly articulate the project's intended outcomes. This section should include the following:</p> <ul style="list-style-type: none"> <li>• clearly identifiable goals that follow the SMART format (explanation for SMART goals provided below), and</li> <li>• narrative for each goal that provides an explanation or rationalization for the choice, metrics and reach of the goal.</li> </ul> <p><b>Guiding Questions</b> – The following questions may help you fully respond to the requirements of this section.</p>



	<ul style="list-style-type: none"> <li>• Who will complete the steps of the project?</li> <li>• What is the timeframe during which the activities will occur?</li> <li>• What will be measured (events, behaviors, attendance)?</li> <li>• How will those results be measured?</li> <li>• How much growth do you hope to see as a result of the project?</li> <li>• What amount of change is realistic in time frame of this project?</li> <li>• Is the amount of change that you are listing as a goal ambitious enough to have an impact on the target population?</li> </ul>
<b>Capacity for Success</b>	<p><b>Word Limit:</b> 500 Words</p> <p><b>Description:</b> This section should explain why the members of the grant team should be successful in completing the project as it is outlined. This section should include the following:</p> <ul style="list-style-type: none"> <li>• a list of major grant team members,</li> <li>• the role of each member within the project, and</li> <li>• any information that would demonstrate a team member's ability to be successful in his or her role including but not limited to background, previous similar experiences, or education.</li> </ul> <p><b>Guiding Questions</b> – The following questions may help you fully respond to the requirements of this section.</p> <ul style="list-style-type: none"> <li>• Who are the people who will play a role in the successful completion of this project?</li> <li>• What experiences make the team members good choices for this project?</li> <li>• What is unique about the team members that gives them insight into the target population?</li> <li>• What unique strengths do the team members have that would make them successful in their roles in the project?</li> </ul>
<b>Proposed Plan</b>	<p><b>Word Limit:</b> 1000 Words</p> <p><b>Required Form:</b> <u>Early Language and Literacy Mini-Grant Process Table</u></p> <p><b>Description:</b> This section should explain the specific steps that will be completed throughout the entire life of the project. All applicants must complete the two components listed below for this section.</p> <ul style="list-style-type: none"> <li>• a template of the actions, persons responsible, and timeframe for all project activities (provided), and</li> <li>• a narrative explanation of the steps listed in the template.</li> </ul> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the specific steps of your action plan?</li> <li>• Who will complete each of the steps in the plan?</li> <li>• When will each step be completed?</li> </ul>

	<ul style="list-style-type: none"> <li>• What steps have already been completed in preparation for the activities listed in the plan?</li> <li>• Where will each activity take place?</li> <li>• Who is responsible for making sure each step is completed?</li> <li>• Who is responsible for making sure preparations are made so that each step can be successfully completed?</li> <li>• What research or evidence suggests that these steps will have their desired impact?</li> <li>• What training will be given to participants, and who will provide that training?</li> <li>• When and how will it be delivered?</li> </ul>
<b>Budget</b>	<p><b>Word Limit:</b> 1000 Words</p> <p><b>Required Form:</b> <u>Early Language and Literacy Grant Process Budget Template</u></p> <p><b>Description:</b> This section should explain how you would use grants funds to successfully carry out your project and how the purchase of equipment, supplies, or other items listed in the budget would lead to positive literacy outcomes. All applicants must complete the two components listed below for this section.</p> <ul style="list-style-type: none"> <li>• a template (provided) of the items, materials, services or other items that would be purchased, the cost of each of those items or services, and any supplemental funds that would be used to support the purchase of those items (if applicable)</li> <li>• a narrative that includes an explanation or description of the items or services to be purchased, how the cost for each was determined and from whom the item or service would be purchased.</li> </ul> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• Are your planned purchases reasonable?</li> <li>• Are your planned purchases allowable?</li> <li>• Are the estimated costs listed reflective of the actual costs for the products or services?</li> <li>• Are the vendors or providers indicated willing and able to provide the items or services?</li> <li>• Is there sufficient time in grant period to purchase, take delivery of and implement the use of the item or service identified in the budget?</li> </ul>



## DEFINITIONS

**The Four Pillars** of the Get Georgia Reading Campaign establish the common agenda and framework for action for addressing the lack of reading proficiency by the end of the third grade in Georgia. The pillars and the goal for each pillar are provided below:

**Language Nutrition** – All children receive abundant language-rich adult-child interactions, which are as critical for brain development as healthy food is for physical growth.

**Access** – All children and their families have access to, and supportive services for, healthy physical and social-emotional development and success in high-quality early childhood and elementary education.

**Positive Learning Climate** – All educators, families, and policy-makers understand and address the impact of learning climate on social-emotional development, attendance, engagement, and ultimately student success.

**Teacher Preparation and Effectiveness** – All teachers of children ages 0-8 are equipped with evidence-informed skills, knowledge, and resources that effectively meet the literacy needs of each child in a developmentally appropriate manner.

**The Six Keys to Access** of the Get Georgia Reading Campaign identify potential barriers to accessing resources, support systems and educational opportunities that support literacy success for children. The six keys and their descriptions are listed below:

**Awareness** – The population is informed that the service exists and what it provides.

**Affordability** – The prices of services meet the population's ability to pay for the service.

**Accessibility** – The location of supply geographically aligns with the population's needs.

**Availability** – The size or volume of the supply meets the population's needs.

**Accommodation** – The delivery of service meets the population's needs.

**Acceptability** – The characteristics of service providers and population are receptive to each other.

**SMART Goals** are statements that identify intended outcomes. Those outcomes are expressed in a format that is outlined by the acronym SMART, and each goal includes the following criteria:

**S: Specific** – All aspects of the goal are clearly defined and articulated. This includes who will be impacted, the method of measurement, the strategy or group that will be implemented, and the amount of desired change that is anticipated.

**M: Measurable** – The goal has tangible outcomes that have a clear method of measurement, and the metric that will be used to measure the success of the project is clearly defined.

**A: Ambitious** – The intended outcome is set in a way that will have a significant impact on the target population and would require significant effort to achieve.

**R: Realistic** – Although the goal should require significant effort to attain, it should also be within a reasonable window for attainment. Typically, no ambitious goal would be achieved at the rate of 100%, and the amount of time to complete the tasks should also be considered when setting goals.

**T: Timebound** – The outcomes for the project should be bound by the time constraints of the grant award. When writing a SMART goal, the time parameters of project should be guided by the period in which the activities can be implemented.