

A SAMPLE OF A SUCCESSFUL GRANT FOR A TOWN-WIDE  
EARLY LITERACY PROGRAM  
BASED ON MOTHER GOOSE ON THE LOOSE

Indicate the category in which you are applying for a grant (check one).

- |   |                                     |
|---|-------------------------------------|
| 1. Collaborations to Support Literacy for Children and Young Adults | <input checked="" type="checkbox"/> |
| 2. Programs for Children and Young Adults in Poverty                | <input type="checkbox"/>            |
| 3. Programs for Multi-lingual Populations                           | <input type="checkbox"/>            |
| 4. Programs for Older Adults  | <input type="checkbox"/>            |
| 5. Services for People with Disabilities                            | <input type="checkbox"/>            |

### A. ABSTRACT

Funding Category: Collaborations to Support Literacy for Children and Young Adults

Amount Requested: \$ XXXXx

Project Title:

In one paragraph, please provide a succinct description of the project.

**Our Library seeks to establish XXXXX, an early literacy project designed to connect babies and toddlers and their adult caregivers to a variety of learning experiences that will increase children’s pre-reading skills and parents/caregivers awareness of those skills. The project will be based on a research-based program, “Mother Goose on the Loose”, which integrates the latest research in early literacy and infant brain development with traditional story time elements. Funding is requested for staff time, program supplies and materials, presenters and workshops, and library materials to support effective early literacy development. The Library will be collaborating with XXXX in this long-term venture.**

### B. PROGRAM PLAN

The purpose of this grant opportunity is to provide funding for your library to address a need in your community. First you must demonstrate that there is the need. Then you must propose a solution. You must describe what you will do, for whom, and for what benefit or outcome. Be sure to address the specific Part B category requirements for your grant category.

*Applications will be scored 0-5 points for the response to each numbered item unless otherwise noted.*

I. Statement of Need

1. Describe the project and the community need that it will address.

Currently, there are no town or library-sponsored early literacy programs for infants and toddlers and their adult caregivers in **our town**. In response to this need, **the new program** will provide early literacy programming, workshops and materials responsive to the needs of this population. Recent research in infant brain development and emergent literacy shows specific activities that support oral language and reading success. Approximately **XX percent** of **our town's** preschool population attends formal preschool programs. That leaves approximately **XX** children who are unaccounted for, and may not be exposed to the benefits of early literacy activities prior to entering kindergarten. A voluntary preschool screening at **XX** identifies between **XX - XX** children each year with a range of developmental issues including: speech, occupational therapy needs, various health impairments including life-threatening allergic reactions, ADHD, and autism. Since there are **XX** students currently enrolled in kindergarten, this translates into approximately one third of future kindergarten populations being at risk for a variety of developmental reasons. By the time these children reach kindergarten, approximately **XX** students are retained each year due to a lack of school readiness skills. By establishing **this new program at our library**, our target audience will have the opportunity to be connected to age-appropriate literacy programming, workshops and materials designed to foster pre-reading skills and future school success.

**XX** will partner with the Library in serving the various needs of our target audience.

2. Define the target population (age, size, other demographics).

The target population of town residents aged birth - 24 months is 230 children, or 3% of the town's population, and their adult caregivers which is approximately 400 people, or 5% of **XX** total population. **Our town** has **XX** nursery schools, but neither serves our target audience.

3. Describe how you have communicated with the target population to determine their needs (10 points).

Anecdotally, patrons have consistently requested programming for their babies and toddlers at our Library numerous times each year. These requests have been made by patrons at circ stations, during special programming, while obtaining new infant packs, and when visiting the Library for the first time. I have spoken to the parents and caregivers in our target audience who attend story times for their older children, and bring their younger children and infants with them. I have incorporated various activities into those programs to help develop emergent

**literacy skills, and the parents and caretakers repeatedly ask for similar programming for their younger children. I have also worked with parents who need resources for their child who is struggling to read. I suggest they attend story times with their child, and frequently hear them ask for programming for their youngest children, so they hopefully won't experience the same problems as their older sibling.**

4. Include relevant data such as statistics, community input, professional research data, your library's mission or plan.

**The Library seeks to serve all of our residents, by providing any materials that help to meet its objectives, as stated in its Mission Statement. Also mentioned in our Mission Statement is "XX."**

**According to the 1991 Carnegie Foundation report, Ready to Learn, A Mandate for the Nation,**

- **35% of children in the United States enter public schools with such low levels of the skills and motivation that are needed as starting points in our current educational system that they are at substantial risk for early academic difficulties.<sup>i</sup>**
- **The relationship between the skills with which children enter school and their later academic performance is strikingly stable. For instance, research has shown that there is nearly a 90% probability that a child will remain a poor reader at the end of the fourth grade if the child is a poor reader at the end of the first grade. Further, knowledge of alphabet letters at entry into kindergarten is a strong predictor of reading ability in 10th grade. Children who start school behind typically stay behind. Their lives are at risk.<sup>ii</sup>**

**Additional resources:**

- **Children's early experiences with children's books are among the most significant and correlates with their success in learning to read in school. Specific aspects of these books, such as the interest level for children and ease of understanding and remembering the story, make the experience even more effective.<sup>iii</sup>**
- **Children are more motivated to request being read to, and to "read" or explore on their own, books with which they are already familiar or have heard read before and have enjoyed.<sup>iv</sup>**
- **There is a positive relationship between how much children have been read to and how well they will read.<sup>v</sup>**
- **Storybook reading is a more effective influence on literacy development when children have opportunities to engage in conversation about the story.<sup>vi</sup>**

**The "Mother Goose on the Loose" program engages babies and toddlers with diverse forms of stimulation that significantly facilitate their development of early**

**literacy skills that will positively impact their future educational success. It also provides the education for adult caregivers to encourage this development, while interacting with their children in an inventive, nurturing environment. The program integrates the latest research in early literacy and infant brain development with traditional story time elements.**

**Since approximately one third of incoming kindergarten classes are considered to be at risk due to a variety of development delays, the Principal of our local Elementary School, along with XX, agree that serving this target audience will be extremely valuable for the success of these future students.**

Boyer, E.L. 1991 *Ready to Learn: A Mandate for the Nation*. Princeton: Carnegie Foundation for the Advancement of Teaching

ibid

Mason, Jana and Kerr, Bonnie. 1992. "Literacy Transfer from Parents to Children in the Preschool Years" in *The Intergenerational Transfer of Cognitive Skills, Vol. II: Theory and Research in Cognitive Science*, Ablex; Morrow, Lesley. 1993, pp.132-133. *Literacy Development in the Early Years: Helping Children Read and Write*. Allyn and Bacon.

Brock, Dana and Dodd, Elizabeth. 1994. "A Family Lending Library: Promoting Early Literacy Development" in *Young Children* 49,no.3(March):16-21; Schickedanz, Judith.1993. "Designing the Early Childhood Classroom Environment to Facilitate Literacy Development" in *Language and Literacy in Early Childhood Education Yearbook in Early Childhood Education* 4. Teachers College Press.

Lancy, David. 1994. *Children's Emergent Literacy: From Research to Practice*. Praeger; Scarborough, Hollis, Dobrich, Wanda, and Hager, Marcia.1991. "Preschool Literacy Experience and Later Reading Achievement" in *Journal of Learning Disabilities* 24,no.8(October): 508-511.

Mason, Jana and Kerr, Bonnie. 1992. "Literacy Transfer from Parents to Children in the Preschool Years" in *The Intergenerational Transfer of Cognitive Skills, Vol. II: Theory and Research in Cognitive Science*, Ablex; Pellegrini, A.D. and Galda, Lee. 1994. "Not by Print Alone: Oral Language Supports for Early Literacy Development" in *Children's Emergent Literacy: From Research to Practice*. Praeger.

5. Describe how this project fits into the library's mission and total range of service.

The project dovetails with the mission of the **our** Library, which seeks "**XX**" We currently offer services to all residents in **our town** with the exception of specific early literacy programming for our target audience. By establishing **XX**, this audience will receive instruction, programming and materials that will enhance early literacy skills, introduce new patrons to our Library, and expand the number of children who grow up with a love of reading, and are actively involved in all that our Library has to offer.

6. Explain why this project cannot be funded out of the current operating budget.

The Library is currently unable to fund "**XX**" for a number of financial reasons. Budgetary pressures resulted in a **XX**% decrease in the materials budget between **this year** and **that year**. That portion of the budget has been restored to **XX**% of **that year** levels in the current budget year, but improvement is still needed. The supplies portion of the library budget is also strained, frequently resulting in a freeze in supply expenditures during the last month of the year. The current funding priority of the Library budget is to provide additional service hours to the **XX** hours per week that the library is currently open. It is hard to provide new program initiatives to serve the target population when **our town**'s tax appropriation for the Library as a percent of total town revenues (**this year** and **that year**) is **XX**% compared to the statewide total average of **XX**%.

## II. What will be done?

1. Describe in clear, specific terms what will be done and for whom.

- This project will establish an early literacy program at **our** Library for infants and toddlers and their adult caregivers, based on the "Mother Goose on the Loose" program. The program will be offered weekly, and we anticipate approximately 20+ infants and toddlers and their adult caregivers per program. While many of this target audience will continue attending sessions throughout the year, it is expected that new families will join at various times. Each session is comprised of multiple segments that are designed to target a mixture of emergent literacy skills. The Children's Librarian will incorporate books, nursery rhymes, finger plays, art, rhythm and music into each session. During these programs, adults will receive information on the emergent literacy skills of each segment, and instruction for additional activities to use at home with their children.
- The Children's Librarian will present this program at our town Elementary School for preschool classes. Staff will observe how each session is designed to

significantly facilitate early literacy, and how they can share this information with parents, teachers and administrators. The Children's Librarian will also attend preschool screenings to discuss the importance of this program with families, share early literacy brochures, and will also issue library cards to our target audience. The Elementary School will support this venture by presenting parents with emergent literacy promotional materials provided by the Library, and encourage families they work with to attend this program. The Principal of the Elementary School will visit the Library to read to our target audience during various sessions. In addition, she has also offered space at our town Elementary School to hold occasional sessions, thus exposing participants to their future school setting, to increase their level of comfort and familiarity once they enter school. The Children's Librarian will provide the knowledge required to prepare, physically set up, present, provide information and training, and also maintain this program. The program will begin in January 2008.

- The Library will reorganize and upgrade an existing physical space on its lower level by adding storage to house program supplies and materials. We will also shift the existing collection to provide a location for collection materials. The program space is accessible from the Children's Library, or from an entrance leading to and from the parking lot. There is comfortable seating, lighting and new carpet which makes this an open and inviting environment. The target audience will be encouraged to use this space through signage, and word of mouth.
- Collection and program materials will be of many types and formats; standard purchasing guides and review sources (such as School Library Journal and Booklist) will be utilized to assure quality and longevity of purchases. The "Mother Goose on the Loose" handbook will also be used as a guideline for ordering specific supplies and materials related to this project. A portion of materials and supplies will be ordered specifically for program use, while the rest of the collection will be highly responsive to the needs of the target population. Purchases will be drawn from grant funds, and our 2007-2008 budget. As the program continues, patron requests for related materials will be considered, and items will be purchased or interlibrary loaned in a timely manner to meet patron needs.

2. Identify the resources needed and the stakeholders that will be involved.

Resources required will include a collection of approximately **XX** items that will be purchased. Storage items and shelving for program supplies and materials, a CD-cassette player, a digital camera to use for promotional purposes, to create picture-related activities for program use, and to use with software belonging to the our town Public School system that will allow us to create **READ!** posters of our audience to display at the Library, schools and

other town agencies, an easel, musical instruments, multiple copies of board books, program materials in multiple formats, library collection materials in multiple formats, along with specific contractual performers will be required. The library infrastructure to include heating and cooling, lighting, and operational areas will also be resources. Library staff to provide the knowledge related to the selection of library resources and partnering will be the final resources needed. Stakeholders include patrons, staff, project partners, target audience, town departments and officials in a variety of capacities.

3. Describe the materials selection process, how activities will be planned, and provide timeframes.

Both collection and program materials will be of various types and formats; standard purchasing guides and review sources such as School Library Journal, Booklist and references from “Mother Goose on the Loose” will be utilized to assure the quality and longevity of each purchase. Activities will be planned and organized by the Children’s Librarian in weekly and as-needed meetings.

**What: Develop Collection.**

Under direction of: Children’s Librarian

<b>Task</b>	<b>Timeline</b>
Identify materials needs	October <u>XX</u>
Develop budget	October <u>XX</u>
Identify materials to be shifted	October <u>XX</u>
Identify materials to be purchased	October-November <u>XX</u>
Purchase opening-day collection	October-November <u>XX</u>
Process purchased collection	October-December <u>XX</u>
Organize and shelve collection	December <u>XX</u>

**What: Develop Supply Needs:**

Under direction of: Children’s Librarian

<b>Task</b>	<b>Timeline</b>
Identify supply needs	October <u>XX</u>

Develop budget	October <u>XX</u>
Identify supplies to be purchased	October-November <u>XX</u>
Purchase supplies	October-November <u>XX</u>
Shelve supplies	November-December <u>XX</u>

**What: Develop Program.**

Under direction of: Children's Librarian

**Task**

**Timeline**

Identify session components	October <u>XX</u>
Develop sessions	October-December <u>XX</u>
Test CD player and camera	November <u>XX</u>
Publicize project	October-December <u>XX</u>

**What: Prepare Physical Space.**

Under direction of: Children's Librarian

**Task**

**Timeline**

Create Storage Area	November <u>XX</u>
Clean Storage Area	November <u>XX</u>
Organize supplies in storage area	November-December <u>XX</u>

**What: Meet with LES Principal**

Under direction of: Children's Librarian

**Task**

**Timeline**

Discuss joint ventures	October-December <u>XX</u>
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**What: Finalize project.**

Under direction of: Children's Librarian

**Task**

**Timeline**

Present program	January <u>XX</u>
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4. Indicate who will do the work; describe their qualifications and relevant experience.

**The Children's Librarian working on the project has worked at our Library in that capacity for XX years. She has experience with maintaining budgets, and making weekly presentations during multiple story times, book groups and other programming. She has additional experience in the technical services field. She has attended various continuing education workshops including: A XX, XX, and XX. She has a good working relationship with staff and administrators in the our town Public School system.**

5. Describe how the project will be publicized.

**The Children's Librarian will develop a publicity agenda to make organizations, agencies, institutions and the general public in our town aware of this program. Materials will be prepared for print and web news sources, including multiple newspapers, Home school networks, the town of our town's website, and the Library's own website. Flyers will be posted at various governmental, educational and commercial locations in our town advertising patron opportunities including: our town Public Schools, our town Town Hall, XX, the XX, XX, XX, XX, and our town Nursery School.**

### III. Statement and measurement of outcomes and outputs

1. Provide a succinct narrative statement of how this project benefits the target population. Relate the benefit to the stated need.

**Participants in XX will be connected to early literacy programming, supplies, workshops and library materials that will enhance the development of early literacy skills, improve parent/caregiver understanding of these skills, and increase their support in their child's literacy achievements.**

2. Identify the project's specific measurable outcome(s) (e.g., as a result of your program what will improve in the skills, behavior, knowledge, or attitude of the target population). Express this as an outcome statement, e.g.: [Number and/or per cent] of a [specific target population] will [report, demonstrate, exhibit] an [attitude, skill, knowledge, behavior, status or life condition] in a [specified quantity] in a [specified timeframe and/or circumstance].

**80% of adult targets attending XX will report they increased their knowledge of early literacy activities to share with their children within the first three months of attending the program.**

**80% of targets attending XX will report they have begun to read to their children more frequently within the first three months of attending the program.**

**60% of targets attending RXX will report they have begun to actively use one or more of the early literacy activities presented at the sessions with their child within the first three months of attending the program.**

3. Describe how the expected outcome(s) will be measured.

**The outcomes will be measured with brief pre- and post survey in either print and/or online formats.**

4. Identify the project's output(s).

**# of programs held, # of attendees, # of items ordered, processed, cataloged, and shelved, # of items circulated, # of meetings held.**

5. Provide samples of pre/post surveys, interview forms, and other instruments

**Our Library Our Address  
Our Address  
Our Town, ZipCode**

**Name of Our Program Pre-survey  
(at first visit, print or web)**

**How often do you read to your child?**

Multiple times daily  Once daily  Multiple times each week  Weekly

Never

**How often do you ask "what questions" while reading to your child? ("What is the bear doing?")**

Always  Quite often  Seldom  Never

**How often do you share nursery rhymes with your child?**

Always  Quite often  Seldom  Never

**How often do you sing songs with your child?**

Always       Quite often       Seldom       Never

**How often do you point out letters in books, on product packaging, on signs, etc. to your child?**

Always       Quite often       Seldom       Never

**How often do you make books available for your child to interact with?**

Always       Quite often       Seldom       Never

**How often do you tell your child stories?**

Always       Quite often       Seldom       Never

**How often do you share new words with your child?**

Always       Quite often       Seldom       Never

**Our Library  
Our Address  
Our Town, ZipCode**

**Name of Our Program**  
**(follow-up, print or web)**

**How often do you read to your child?**

Multiple times daily     Once daily     Multiple times each week     Weekly  
 Never

**How often do you ask “what questions” while reading to your child? (“What is the bear doing?”)**

Always       Quite often       Seldom       Never

**How often do you share nursery rhymes with your child?**

Always       Quite often       Seldom       Never

**How often do you sing songs with your child?**

Always       Quite often       Seldom       Never

**How often do you point out letters in books, on product packaging, on signs to your child?**

Always       Quite often       Seldom       Never

**How often do you make books available for your child to interact with?**

Always       Quite often       Seldom       Never

**How often do you tell your child stories?**

Always       Quite often       Seldom       Never

**How often do you share new words with your child?**

Always       Quite often       Seldom       Never

**How often do you share specific early literacy activities you learned in Read, Rock and Rhyme with your child?**

Always       Quite often       Seldom       Never

#### IV. Continuation

1. Describe resources and funding needed to continue the project.

**Funding for new collections, program materials and supplies, staff assistance, continued processing and cataloging, librarianship, physical space and the implied heating and cooling, lighting and other physical plant maintenance implications, programming needs, stipends and performer fees will all be necessary so that this project continues to be a significant yet routine part of our library's services. Funding will be varied depending on the need and traditional funding sources, and requests will be made to the Friends of **Our Library** specifically for materials in the continuation of this essential project.**

2. Describe how resources and funding will be obtained and how the library, project partners, and stakeholders will ensure continuation.

**By partnering with our town Elementary School, the Library enhances its ability to demonstrate to the town the importance of serving this target population. The Library and our town Elementary School are committed to making this project a long-term resource for families in our town, and the Library will seek funding from the town as well as alternate sources accordingly. Benchmarking, recording, and regular reporting of outcomes will help prove the project's significance and need for continued funding.**

**Status reports will be provided to Governmental and independent agencies, stakeholders and funders. Although this particular **XX** funding is needed for start-up, we fully expect to incorporate the 'traditional' ongoing costs (e.g., collection maintenance, the physical plant) into the library's budget and planned requests to the town and the Friends of the **Our Library**. Because programming is one of the services the library provides (though not currently for our target population), the infrastructure for continuation currently exists.**

#### C. ADA REQUIREMENTS

1. Will activities in your grant program be held in an area accessible to people with disabilities? (Please note that all programs, meetings, and group activities must be accessible to people with disabilities.)

Yes  No

If no, please explain how will you make the program accessible to people with disabilities.

2. Is there equal access to information, programs, and resources? For example, a sign language interpreter must be provided, if needed. If your LSTA grant includes purchasing library materials, you must include a variety of formats and range of reading levels to assist people with hearing, sight, and cognitive disabilities.

Yes  No

If your response is no, your application will not be considered for funding.  
If yes, please explain how you will provide equal access to this program.

3. If your project involves developing a webpage, is it in compliance with federal website accessibility guidelines at <http://www.section508.gov/>?

Yes  No  Not Applicable

If no, your application will not be considered for funding.

4. Does your library have an ADA plan?

Yes  No

If yes, please include a copy with your application.

