



Request for Application
Oregon Early Literacy Grant
2014-2015

Grant Application Due Date: March 14, 2014

Oregon Department of Education
Early Learning Division
775 Summer Street NE
Salem, OR 97301

Early Literacy Grant 2014-2015

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It is the policy of the State Board of Education and a priority of the Oregon Department of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, religion, national origin, sexual orientation, age or disability in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Oregon Department of Education, 255 Capitol Street NE, Salem, OR 97310; Telephone (503) 947-5600; Fax (503) 378-5156.

Section I: Introduction

The Oregon Early Reading Program was established by House Bill 3232 during the 2013 Oregon State Legislative Session for the purpose of strengthening early literacy among children ages 0-6, with the goals of improving children's kindergarten readiness and third grade reading proficiency. Oregon's Early Learning Council (ELC), is seeking applications from Early Learning Hubs¹, providers of early childhood services, nonprofit organizations, libraries, school districts and public schools to either expand the reach of existing early literacy programs or implement new programs that are informed by research-based practices. The ELC anticipates awarding approximately twenty-five grants to support early literacy through the Oregon Early Reading Program.

Applications should identify specific programs or strategies for engaging families, child care providers, and other providers of early learning services in promoting early literacy, and expanding the amount of time spent and frequency of reading with children. The ELC is looking for early literacy partnerships that will build the capacity of adults to engage in high quality reading experiences with children, expand reading opportunities for children, increase the frequency with which children are read to in the home, and expand access to books, libraries, and/or materials and curriculum that promote early literacy.

Applications should maintain a clear focus on equity and address factors that contribute to achievement gaps which often exist between students who are economically disadvantaged, students learning English as a second language, and students who are African American, Hispanic or Native American and their peers. Applications should also identify strategies for reaching children with specific risk factors as defined by Oregon Administrative Rule 414-800-0005, and/or children who are not currently enrolled in formal child care or pre-kindergarten programs, including those participating in license exempt home and relative care.

Section II: Format and Application Instructions for Submission

- Applications, including cover page, proposal narrative, budget, and budget narrative must be submitted by email to EarlyLearning.OEIB@state.or.us.
- Faxed applications will not be accepted.
- Adhere to question word limits.
- Include page numbers on all pages.
- Name the file in this format: **The agency** it is being submitted from, **underscore**, and **EarlyLitGrant** (example: HappyKidsPreSchool_EarlyLitGrant.)
- **An electronic version of the completed application including a scanned copy of the signed Statement of Assurances and Commitment**, in Word (.doc or .docx), or PDF format must be received by **5:00 P.M. on Friday, March 14, 2014**.
- Late application submissions will not be accepted.
- A hard copy of the signed Statement of Assurances and Commitment should also be sent by mail to the Early Learning Division, attention Brett Walker, at 775 Summer St. NE, 3rd Floor, Salem, OR 97301.

All questions and inquiries may be directed to Brett Walker with the Early Learning Division by email at brett.walker@state.or.us or by phone at 503.378.5160.

¹ An Early Learning Hub is an existing or newly created entity designated by regional partners to coordinate early learning services designed to produce better outcomes for children: increase kindergarten readiness for at-risk children, to increase the stable and attached families and to ensure system coordination and efficiency in order to attain Oregon's 40-40-20 Educational Goal. Regional partners may include counties, cities, school districts, education service districts, community colleges, public universities, private educational institutions, faith based organizations, nonprofit service providers, and tribes.

Section II: Eligibility and Use of Funds

Early Learning Hubs, providers of early childhood services, nonprofit organizations, libraries, school districts and public schools or a collaboration thereof are eligible to submit proposals. Applications should demonstrate how collaborative partnerships among multiple organizations will be leveraged to maximize reach and local impact.

Acceptable use of funds includes personnel costs; training for parents and family members; professional development for child care providers, home visitors, relief nursery staff, librarians, preschool teachers, early elementary teachers, and/or other providers of early learning services; materials, books, and web-based resources; food, transportation, and travel; and/or translation and interpretation services.

Funds may not be used for capital expenses, such as facilities. Capital expenses do not include operating supplies such as books, curriculum, materials, manipulatives, or furniture that is developmentally appropriate for young children.

Early Learning Hubs may apply for up to \$100,000. The Early Learning Hub will assume responsibility for fidelity of implementation, budgeting, reporting, and ensuring alignment with the Hub’s strategic plan and performance targets. The Early Learning Hub may identify a single or multiple partner organizations within its service area to lead the implementation of the early literacy strategy(ies) or program(s) described in its application.

Other applicants seeking to serve communities that are within the service area of an Early Learning Hub may apply for up to \$50,000. Applications for programs that will serve communities that fall within the service area of an Early Learning Hub will require a letter of support from the Early Learning Hub. Additionally, the applicant must demonstrate how its proposal will strengthen and augment the Early Learning Hub’s other early literacy strategies and programs, and not create duplication of services.

Applicants seeking to serve communities that do not fall within the service area of an Early Learning Hub at the time the application is submitted may apply for up to \$50,000. When additional contracts are awarded to ensure statewide coverage of Early Learning Hubs, it is expected that early literacy programs funded through this grant will become a part of the Hub’s work plan. At such time, additional documentation may be required to demonstrate coordination between the applicant and the Early Learning Hub.

Nonprofit organizations seeking to serve multiple communities throughout the state may partner with more than one Early Learning Hub and may apply for up to \$50,000. Letters of support from all applicable Early Learning Hubs will be required to demonstrate coordination between the applicant and the Early Learning Hubs. Additionally, the applicant must demonstrate how its proposal will strengthen and augment the Early Learning Hub’s other early literacy strategies and programs, and not create duplication of services.

Section III: Key Dates

Activity	Date
Request for Applications	January 31, 2014
Technical Assistance Webinars	February 10, 2014 2:00 – 3:00 PM; February 28, 2014 2:00 – 3:00 PM
Proposals Due	March 14, 2014
Anticipated Award Date	April 11, 2014
Grant End Date	June 30, 2015

Section IV: Application Narrative

Please respond to each of the following questions or statements. Each response should be 100 words or less, with the exception of question 6, which should be 250 words or less.

1. Early Learning Hub or community(ies) applicant proposes to serve:
2. Lead Organization:
3. Why is this organization uniquely positioned within the community to lead this project?
4. With which local organizations will you partner to ensure that your project meets those children and families most in need of early literacy support?
5. Why is this early literacy program or strategy needed?
6. Describe how the program or strategy you will implement addresses one or more of the following elements of effective early literacy programs:
 - Build the capacity of adults to read with children;
 - Increase the frequency with which adults read to children at home or in child care settings;
 - Increase the amount of time adults spend reading with children at home or in child care settings;
 - Increase access to books in the home;
 - Increase access to and use of libraries; and/or
 - Increase access to native language reading materials for children who speak a language other than English.
7. Describe some of the research, evidence or evaluation data that indicates that your proposed approach will increase children's literacy skills.
8. How many children ages 0-6 will you reach? How many adults (parents, family members, and child care providers) will you reach?
9. How will you reach children who are not currently enrolled in a formal child care or Pre-K program, including those in license exempt home and relative care?
10. How will you reach English language learners and other groups of children who are disproportionately represented by the achievement gap in third grade reading proficiency?
11. What short-term and long-term outcomes will this early literacy partnership achieve, and how will you measure success?
12. How will you build local capacity and leverage local resources to ensure sustainability?

Section V: Budget Narrative

Please provide a description of how you intend to allocate early literacy grant funds granted through the Oregon Early Reading Program, including significant one-time expenditures, such as curriculum, materials and training, and recurring costs through the life of the grant. To the extent possible, please differentiate between Year One (2014) and Year Two (2015) expenditures. Finally, please be sure to describe amount and sources of matching funds and in-kind donations.

Your budget narrative should be no longer than one single-spaced page using 11 point font with one inch margins.

Section VI: Application Evaluation

Applications will be evaluated based on the following criteria::

Application Evaluation Criteria	
Criteria	Components
Organizational capacity	<ul style="list-style-type: none"> • Lead organization has a demonstrated track record of achieving outcomes for children. • Application demonstrates how collaborative partnerships will be leveraged to maximize reach and impact.
Early Literacy Program or Strategy	<ul style="list-style-type: none"> • Application effectively uses data to demonstrate need. • Program or strategy is based on research, documented best practice, or current program evaluation data. • Program or strategy includes specific activities or outputs that address one or more of the elements of effective early literacy programs listed in Section IV.
Target population	<ul style="list-style-type: none"> • Application identifies a target population of children who: <ul style="list-style-type: none"> ○ Meet the definition of ‘at risk’; ○ Are English language learners or others disproportionately represented by the achievement gap in third grade reading proficiency; and/or ○ Are not enrolled in a formal child care or pre-kindergarten program.
Outcomes	<ul style="list-style-type: none"> • Application identifies short-term outcomes that include measurable changes in child and adult behaviors related to literacy. • Application identifies long-term outcomes that include measurable increases in children’s literacy.
Sustainability	<ul style="list-style-type: none"> • Application outlines a plan for sustaining early literacy efforts beyond the 2013-15 biennium.
Budget	<ul style="list-style-type: none"> • Budget allocations align with the applicant’s program or strategy. • Budget is appropriate for number of children and families served. •

Each component identified in the table above will be scored by multiple members of the award committee, using the scoring rubric below. Scores will be used to guide and inform the award committee’s final award determinations.

Application Scoring Rubric	
Score	Definition
4	<p>Exceeds Expectations</p> <ul style="list-style-type: none"> • Application thoroughly addresses the criteria. • Application has several exceptional strengths that will significantly benefit children. • Application has no weaknesses; normal provider effort and normal Early Learning Division (ELD) monitoring will be sufficient to minimize risk. • Application is extensive and detailed, and has a high probability of improving kindergarten readiness and/or third grade reading proficiency.
3	<p>Meets Expectations</p> <ul style="list-style-type: none"> • Application sufficiently addresses the criteria, with only minor omissions. • Application has strengths that are likely to benefit children. • Application has only minimal weaknesses; special grantee emphasis and close ELD technical assistance will likely minimize risk. • Application has an acceptable probability of improving kindergarten readiness and/or third grade reading proficiency.
2	<p>Inconsistently Meets Expectations</p> <ul style="list-style-type: none"> • Application partially address the criteria, with some significant omissions. • Application includes some strengths, but likelihood of benefits to children is unclear. • Application includes significant weaknesses; special grantee emphasis or close ELD technical assistance may not be sufficient to minimize risk. • Application is unlikely to improve kindergarten readiness and/or third grade reading proficiency.
1	<p>Does Not Meet Expectations</p> <ul style="list-style-type: none"> • Application does not adequately address the criteria, and includes several significant omissions. • Application includes few if any strengths and is not likely to benefit children. • Application includes multiple significant weaknesses; special grantee emphasis or close ELD technical assistance will not be sufficient to minimize risk. • Application is highly unlikely to improve kindergarten readiness and/or third grade reading proficiency.

Section VII: Reporting

Recipients of the early literacy grant funds must report on the grant to the Early Learning Council via Oregon Department of Education's Early Learning Division (ELD) on an annual basis. The report must include:

- (a) Description of outputs and activities resulting from the early literacy program, including, but not limited to trainings delivered to parents and/or providers of early learning services, books or other materials provided to families and/or providers of early learning services, and number of adults and children reached;
- (b) Impact on changes in adult behavior related to reading to children, including but not limited to frequency and quality of adult/child reading interactions;
- (c) Impact on changes in child behavior related to reading with adults, including but not limited to frequency and quality of adult/child reading interactions;
- (d) Impact on adult and child attitudes toward reading, including, but not limited to, self-reports related to increased enjoyment of reading; and
- (e) Impact on closing early literacy opportunity gaps for children who are economically disadvantaged, English language learners, African American, Hispanic, or Native American.

In order to gather this information, the Oregon Education Investment Board (OEIB), or one of its partners, plans to administer web surveys, which may be administered prior to, during, and following the implementation of the program to both adults and children and to conduct in-depth interviews among select adult and/or child participants. Grant recipients should be prepared to partner with the Early Learning Division and the OEIB to support the administration of these evaluations.

Early Literacy Grant Cover Sheet

Lead applicant:	
Type of organization:	
Lead applicant address:	
Contact person(s):	Title(s):
Email address:	
Phone number:	

Early Literacy Grant 2014-2015

Early Learning Kindergarten Readiness Partnership & Innovation Program
Budget Worksheet

Name:

Fiscal Agent:

Expenses*	Year One (2014)	Year Two (2015)	Line Total	Anticipated Matching Funds
Staff Salaries				
Staff Benefits				
Professional Development				
Family Engagement				
Materials, books, or web-based resources				
Evaluation Services				
Travel/Transportation				
Administrative Cost				
Total by Function				

*Sample line items have been included based on the broad categories for acceptable use of funds. You may modify or add line items as appropriate for your project budget.

**We may request that you withhold a small percentage of your grant funds to participate in shared professional development activities with other grantees.

***Administrative costs should total no more than 7% of your total grant budget.

2014-2015 Statement of Assurances and Commitment

Name:

Fiscal Agent:

- The fiscal agent assures and certifies compliance with the regulations, policies, and requirements as they relate to the acceptance and use of state funds for programs included in this application.
- The recipient or the senior designate agrees to carry out the partnerships and use of funding as proposed in the application.
- The Oregon Early Literacy Grant project director will collaborate with the Early Learning Division and Oregon Education Investment Board to submit annual reports to the Early Learning Council as outlined in section IX of the Request for Applications.
- Violations of the rules or laws may result in sanctions, which may include but are not limited to reduction or revocation of grant award.
- The applicant certifies that to the best of his/her knowledge the information in this application is correct; that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the general statement of assurances.
- The applicant certifies to the best of his/her knowledge the guidelines for Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) are being followed. It is a Federal law that protects the privacy of student education records.

Please Print Name of Project Director

Signature of Project Director

Date