2016 Read to be Ready Summer Grant Application Materials

Read to be Ready Summer Grant Call for Proposals

The Tennessee Department of Education seeks proposals for summer instructional programs that provide reading and writing opportunities for rising first, second, and third grade students. Proposals are due by **Friday, April 22 at 5:00 p.m. CDT**, and applicants will be notified of the status of their proposals no later than **Monday, May 2**. If awarded, programs must begin no later than June 15 and must run for a minimum of four weeks. The Read to be Ready Summer Grant is supported by funds from the Dollar General Literacy Foundation.

Purpose
The purpose of the Read to be Ready Summer Grant is to fund programs that target low-income students who we know experience the greatest summer learning loss. The grants are intended to fund summer instructional programs that provide rich reading and writing opportunities for rising first, second, and third grade students. The goal is to develop a student's love for reading over the summer months by providing them with access to a multitude of high-quality books at different levels and for different interests. We invite educators and leaders of summer programs to submit proposals describing their goals and plans for implementing their proposed summer reading program.

Program criteria
Criteria for evaluating the proposals for the Read to be Ready Summer Grant are presented on the evaluation rubric which can be found on the Read to be Ready website. The following is a list of characteristics that programs **must** demonstrate to be considered for funding:

- Target rising first, second, and/or third graders who are economically disadvantaged
- Serve a minimum of fifteen students with an instructor to student ratio of one to five
- Run at least four hours a day for a minimum of four weeks
- If not based at the LEA, demonstrate a partnership with the school district and support from the director of schools
- Align with the Tennessee Academic Standards and Read to be Ready goals and differentiate best practices in literacy for the unique needs of the students
- Provide a clear plan for communication and engagement of students and families

Expectations
Applicants that are awarded summer grant dollars will be expected to do the following:
- Attend a half-day training session in late May/early June coordinated by the Tennessee Department of Education
- Provide each student with at least six books for their own home library
- Track and report on progress toward meeting goals by reporting metrics such as:
  - student attendance

- ○ time spent daily (or weekly) reading and writing in groups or individually
- ○ number of books/pages read daily (or weekly) in small groups or individually
- ○ students' choice of books weekly for reading and writing activities, and/or take home books.
- ○ students' interest in reading activities (with use of brief surveys or interviews)
- ○ daily (brief) checks of students' comprehension
- ○ weekly writing projects
- ○ family participation in at-home reading and writing activities (with brief surveys or interviews)
- Maintain a budget document that tracks spending and use of funds over the course of the summer
- Comply with state assurances regarding staff quality and student health and safety which will be shared once a program is selected to receive a grant.

Funding

For summer 2016, grant awards will range from $5,000 to $30,000 per grantee. A grant agreement will be provided no later than two business days following final award notification. The grantee will be expected to sign and return the grant agreement within five business days of receipt. Additionally, the grantee will be required to provide fiscal information such as payment mailing address, Federal Tax Identification Number, IRS Tax Status, Form W-9, and/or most recent Form 990, as appropriate, within the same timeframe.

Award disbursement can be expected no later than two weeks after the department's receipt of the grantee's required materials and signed agreement. Funds may be used via the guidelines outlined in the budget document.

Application Components

Those interested in applying for a grant will find all relevant materials, including the evaluation rubric, budget template, sample letter of support, and guiding principles for summer programs on the Read to be Ready website. Please note that you must **submit all elements of the application at one time**, so please be sure to collect all your information and documents before beginning the application process. In order to know what information you will need to collect in advance of submitting your application, you can click here to see a full preview of the application and the required fields.

Below is a list of all the documents you will need to have prepared to upload for the application:
- **Program description narrative** (see below for requirements)
- **Budget template** (an Excel template can be found on the Read to be Ready website)
- **Program director resume**
- **Staff resumes** (if applicable)
- **Letter of support from director of schools**
- **Additional letter of support** (optional)

Program Description Narrative Guidance

As part of your application, we are asking you to provide the evaluation team with a detailed program description in the form of a narrative. Please address all bullet points below in a Word document to be uploaded to your online application. The description should be no more than six pages.

Before writing your program description narrative, please read the evaluation rubric thoroughly so you understand the expectations of each program. Below is a list of some of the items you should be sure to address in your description, but this list is by no means exhaustive.

- Provide a **detailed overview** of the type of program you will be providing for students over the summer and how students will engage meaningfully with reading and writing.
- Explain **why your program deserves to receive funding**. If you cannot quantify past success, explain why your program will be successful.
- Explain how you will ensure that your program is academically **rigorous and aligned** to the TN Academic Standards and student need.
- Describe how you will measure success over the course of the summer with a detailed **evaluation plan**.
- Provide detail on the **program director** (e.g., past experience, understanding of literacy instruction, student successes to date, qualifications, etc.) *Note: You must upload the resume for the program director when you submit your application online.*
- Describe the number and type of **staff members** you will hire for the summer to instruct and work with students. If you do not yet know the specific individuals, describe the experience level of the individuals you will recruit and how you plan to recruit them. *Note: You will be asked to upload resumes for hired staff when you submit your application online. This does not apply if staff has not yet been hired.*
- Detail any necessary **program logistics** (e.g., length of the program, location of program, access to bathrooms, steps to ensure health and safety of children, transportation methods, student resources, etc.)
- Discuss how you will **identify the students** you serve and how you will communicate this opportunity to them. Please also include the **size/reach** of your program and how you plan to retain students throughout the summer.
- Discuss how you will **partner** with the district and its leadership to further your program's success. *Please note that you are required to upload a letter of support from the local director of schools. You may upload one additional letter of support if desired.*
- Detail any **anticipated challenges** as you plan out your summer.
- Discuss your strategy for **communication** and **family engagement**.
- Provide a **budget narrative** that explains the costs contained in your budget template as well as any additional sources of funding for your program. *Note: You will upload your budget template when you submit your application online.*

A webinar with an overview of the documents is available here. Please watch this before beginning the application process. As a reminder, all applications must be submitted by **Friday, April 22 at 5:00 p.m. CDT**.

If you have any questions, please email ReadtobeReady.TN@tn.gov.

Read to be Ready Summer Grant Expectations Rubric

Rubric Category	Exceeds Criteria (5)	Meets Criteria (3)	Does Not Meet Criteria (1)	No Evidence (0)
Target Audience	The program targets specific subgroups of economically disadvantaged students in early grades (rising 1st-3rd) who are most in need of literacy instruction. The proposal clearly outlines a detailed analysis used to identify these students.	The program targets economically disadvantaged students in the early grades (rising 1st-3rd) who need literacy instruction. The proposal includes an analysis used to identify these students.	The program does not specifically target economically disadvantaged students, students in the early grades (rising 1st-3rd), and/or students needing literacy instruction. There is no evidence of an analysis to identify these students.	The program does not clearly identify a target group of students. There is no evidence of an analysis to identify economically disadvantaged students in the early grades (rising 1st-3rd) who need literacy instruction.
Program Reach	The program consistently serves a minimum of 15 students with a ratio of no less than one instructor for every five students. There is an intentional and innovative plan to recruit and retain students in order to support the participation goal that at least 80% of the same students who start the program will complete the program with 90% attendance rate.	The program serves a minimum of 15 students with a ratio of no less than one instructor for every five students. There is a specific plan to support the participation goal that at least 80% of the same students who start the program will complete the program with 85% attendance rate.	The program's design brings into question its ability to serve a minimum of 15 students and/or maintain a ratio of no less than one instructor for every five students. There is no specific plan to support the participation goal that at least 80% of the same students who start the program will complete the program with 90% attendance rate	The program does not serve a minimum of 15 students and/or has less than one instructor per five students. There is no plan for recruitment, retention, or attendance.
Demonstrated Partnership	The program demonstrates a strong, established partnership with the local education agency and documents several previous positive experiences of collaboration. District leadership strongly recommends the program and has pledged its support (e.g., data, transportation, space, staff, materials).	The program has a demonstrated partnership with the local education agency and documents previous experiences of collaboration. District leadership is willing to offer support (e.g., data, transportation, space, staff, materials).	The program's partnership with the local education agency is not established enough to support the program.	The program has no established partnerships.
Academic Rigor & Alignment to Student Need	The program's reading goals are explicitly aligned to TN Academic Standards and the goals of Read to be Ready. The plan is designed around research-based best practices in	The program's reading goals are aligned to TN Academic Standards and the goals of Read to be Ready. The plan is designed to use best practices in literacy instruction. The proposal	The program's reading goals are not clearly connected to TN Academic Standards and/or the goals of Read to be Ready. The literacy instruction does not necessarily reflect best practices	The program does not have reading goals *or* the goals are not at all connected to TN Academic Standards and/or the goals of Read to be Ready. There is no evidence of plans for

	literacy for the target group. The proposal cites multiple sources of relevant district or school data in support of their program design.	cites at least one source of relevant district or school data such as the state report card in support of their program design.	or incorporate available sources of data.	literacy instruction.
Program Director & Staff	The program director is certified in elementary education and has literacy credentials, along with more than three years of experience in literacy instruction. All other employees have certification in elementary education and more than one year of experience with early childhood literacy. (*Background checks are required for all employees and must be on file at the state in advance of the program start.)	The program director is certified in elementary education and has literacy credentials, along with at least three years of experience in literacy instruction. All other employees have at least one year of experience with early childhood literacy. (*Background checks are required for all employees and must be on file at the state in advance of the program start.)	The program director is certified in elementary education and has fewer than three years of experience in literacy instruction. Other employees have less than one year experience with early childhood literacy. (*Background checks are required for all employees and must be on file at the state in advance of the program start.)	The program director is not certified in elementary education and has fewer than three years of experience in literacy instruction. Other employees have no experience with early childhood literacy. (*Background checks are required for all employees and must be on file at the state in advance of the program start.)
Family Engagement	The program has specific goals, responsively designed opportunities, and clear expectations for all families to share their strengths and develop their understanding and use of early literacy activities associated with students' sustained interest and engagement in reading and writing. Family surveys/interviews before and after the program are used to measure growth.	Early literacy activities are shared with families to increase their understanding and use of early literacy activities associated with students' sustained interest and engagement in reading and writing. Family surveys/interviews before and after the program are used to measure growth.	An underdeveloped attempt is made to include families in practicing early literacy activities and measure the impact of the program at home.	No attempt is made to include families in practicing early literacy activities or measure the impact of the program at home.
Communication Plan	A communication plan customized to the literacy skills, home languages, and technology access of the targeted families and engages families beyond printed material sent home. The plan recruits students who would not typically	A communication plan addresses the literacy skills, home languages, and technology access of the targeted families and attempts to involve families beyond printed material sent home. The plan attempts to recruit students who	The program presents a communication plan that does not detail how it will foster participation. The plan to partner with the community is unformed.	The program does not present a communication plan for informing families or partnering with the community.

	attend a summer program. The program partners with the community in its literacy effort.	would not typically attend a summer program. The program includes connections with the community in its literacy effort.		
Program Length	The program's literacy block runs for more than four hours a day and/or for longer than four weeks, as evidenced by a detailed daily schedule included in the plan. The program is responsive to the needs of targeted families in terms of time of day, location, child care opportunities, etc.	The program's literacy block runs at least four hours a day for a minimum of four weeks, as evidenced by a daily schedule included in the plan. The program considers families' needs in terms of time of day, location, child care opportunities, etc.	The program's literacy block runs fewer than four hours a day for four weeks. Time of day, location, and a lack of child care opportunities might make it difficult for families to participate.	The program runs less than four hours a day for less than four weeks. Time of day, location, and a lack of child care opportunities create obstacles for families to participate.
Student Resources	The program has secured a large volume and variety of high-quality books at different levels and for different interests to engage students in instruction. Book titles include picture books and chapter books and represent various genres. Students can chose more than six books to keep from the variety of options for a home library.	The program provides proof it will have a sufficient number and variety of high-quality books at different levels and for different interests to engage students in instruction. Students can chose at least six books to keep for a home library.	The program provides some evidence it will have high-quality books at different levels and for different interests to engage students in the instruction, but it provides little or no student choice and fewer than six books to take home at the end of the summer.	The program does not include high-quality books at different levels and for different interests to engage students in the instruction. It does not provide books for students to take home at the end of the summer.
Evaluation Plan	A thorough evaluation plan is clearly articulated and addresses all of the following questions: ● What tools tell you where the students are? ● Where are you going (goals)? ● How will you know you are getting there (metrics)? ● What tools will you use to show progress and impact (family surveys and interviews, phonics inventory, interest inventory, running	An evaluation plan addresses all of the following questions: ● What tools tell you where the students are? ● Where are you going (goals)? ● How will you know you are getting there (metrics)? ● What tools will you use to show progress and impact (family surveys and interviews, phonics inventory, interest inventory, running records, anecdotal notes, SAT-10)?	An evaluation plan partially addresses some of the following questions: ● What tools tell you where the students are? ● Where are you going (goals)? ● How will you know you are getting there (metrics)? ● What tools will you use to show progress and impact (family surveys and interviews, phonics inventory, interest inventory, running	There is no evaluation plan.

	records, anecdotal notes, SAT-10)? ● How will you report your progress?	● How will you report your progress?	records, anecdotal notes, SAT-10)? ● How will you report your progress?	
Budget	Budget template is complete and includes both a summary of requested funds and a line item list of expenses in each category that match the total. A budget narrative is included in the program description that explains all program expenses funded by the Read to be Ready Summer Grant along with a rationale for spending. The budget template and budget narrative are directly tied to implementation and clearly show how all aspects of the plan will be supported. Funds are budgeted wisely and do not include excessive spending or unrelated expenditures. Application shows creativity in use of funds or shows ways in which applicant will leverage other sources of funding.	Budget template is complete and includes both a summary of requested funds and a line item list of expenses in each category that match the total. A budget narrative is included in the program description that explains all program expenses funded by the Read to be Ready Summer Grant along with a rationale for spending. The budget template and budget narrative are directly tied to implementation and clearly show how all aspects of the plan will be supported. Funds are budgeted wisely and do not include excessive spending or unrelated expenditures.	Budget template is complete and includes both a summary of requested funds and a line item list of expenses in each category that match the total. A budget narrative is included in the program description and explains all program expenses funded by the Read to be Ready Summer Grant along with a rationale for spending. Funds may not be directly tied to implementation, the budget template and budget narrative may not clearly show how all aspects of the plan will be supported, OR funds are not used wisely.	There is either no budget template or budget narrative, OR applicant does not use required template.

Budget Template Instructions

1) The project budget template is a **required document** for the Read to be Ready summer grants. All applicants

2) The project budget should be for the period that you are requesting funding **(i.e. June and July 2016)**.

3) All applicants must manually enter numbers in the green cells below for the total program expenses and the amount requested from the department. For applicants relying solely on the Read to be Ready summer grant to fund their program, these columns should be **identical**. For applicants with other sources of program funding besides the Read to be Ready summer grant, these columns will not be identical. ***You should wait to fill in the cells on***

4) A more detailed list of expenses is required under each tab. For example, staff compensation should be further detailed in the "Staff Compensation" tab. **The total in the tab should match the amount requested from the**

5) The section on "Other Sources of Program Funding" should only be completed if relevant. Applicants may use Read to be Ready funds to supplement current funding streams. If this is the case, please indicate additional sources of funding in the first column under the gray header called "Total".

6) If a line item on the budget is not applicable, then you may leave it blank.

7) You may insert additional rows and tabs as needed on the template.

8) For questions on completing this form, please email ReadtobeReady.TN@tn.gov.

Tennessee Department of Education	[Insert Agency Name Here]			
Expenses	**Total Program Expenses**	**Amount Requested from Funder**	**Percentage Requested by Category**	***Required section**
Staff Compensation	$0	$0	0%	
Staff Training & Development	$0	$0	0%	
Student Transportation	$0	$0	0%	
Materials/Supplies	$0	$0	0%	
Food	$0	$0	0%	
*Other -_____	$0	$0	0%	
*Other -_____	$0	$0	0%	
TOTAL EXPENSES	$0	$0	0%	
Other Sources of Program Funding (Contributions, Gifts, Grants, & Earned Revenue)	**Total**			Complete if applicable
Local Government	$0			
State Government	$0			
Federal Government	$0			
Individuals	$0			
Fundraising	$0			
Foundation - _____	$0			
Corporation-_____	$0			
Federation-_____	$0			
Other -_____	$0			
TOTAL REVENUES	$0			

Staff Compensation

Instructions
1) Please list expenses that will be funded using the Read to be Ready grant only.
2) Name - Enter the name of each individual working on this program. If an individual has not been hired yet please enter "TBD".
3) Title - Enter a title that describes the employee's role in the program.
4) Pay - Enter the hourly or stipend amount each employee will receive.
5) Time - Enter the number of days or weeks of employement.

Name	Title	Pay	Time	Total Amount	Description of Responsibilities
John Smith	Program Director	$25/hr.	4 weeks	$ 4,000.00	The program director will be administering the summer reading program including training for staff, programming for students, and day to day operations.

Total   **$0.00**

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Staff Training and Development

Instructions
1) Please list expenses that will be funded using the Read to be Ready grant only.
2) This includes:
*Travel to mandatory regional training provided by the deparment for all program directors
*Cost of background checks for program staff
*Initial training for program staff

Expense	Total Amount	Description
New Employee Training	$ 500.00	program. The money will be used to purchase materials to help train our incoming staff on current best practices in literacy.

| **Total** | **$0.00** | |

Student Transportation

Instructions
1) Please list expenses that will be funded using the Read to be Ready grant only.
2) This may include everyday transportation expenses to and from the summer program.
3) Field trips may be included as part of your summer program but should not be excessive in time or money.
4) Grant receipients will be required to follow department guidelines regarding the safe transportation of students, which will be shared upon notification of the award.

Expense	Total Amount		Description
Public Library Field Trip	$	300.00	We plan to take all 30 kids on a field trip to the public library and will need a small bus for transportation.

Total	**$0.00**	

Materials & Supplies

Instructions
1) Please list expenses that will be funded using the Read to be Ready grant only.
2) This includes advertising/printing/marketing materials for the program.
3) Each student must receive at least six books to take home at the end of the summer.

Expense	Total Amount	Description
Books	$ 1,000.00	Each student will receive 10 books throughout the summer that fits their reading level.

Total	**$0.00**	

Food

<u>Instructions</u>
1) Please list expenses that will be funded using the Read to be Ready grant only.
2) Programs may use funds to provide daily snacks and meals for students.
3) Pizza parties and other celebrations requiring money for food should not be excessive.

Expense	Total Amount	Description
Student lunch	$ 5,000.00	Our program will run from 9-2 p.m. everyday. We will partner with our host school to provided meal service through the cafeteria.

Total   **$0.00**

April DATE, 2016

Dr. Candice McQueen
710 James Robertson Parkway
Andrew Johnson Tower
Nashville, TN 37243

Dear Commissioner McQueen:

As director of the insert organization name, I strongly support program's application for a Read to be Ready – Summer Reading Program grant that will increase access to high-quality summer reading programs for children particularly those in high-need communities. I have been in communication with the project director and am ready to offer any support necessary for Tennessee to embrace this opportunity.

Insert organization here supports the promotion of early literacy in conjunction with the state's Read to be Ready initiative. Research tells us the importance of the early years for young children's success throughout life. This grant will contribute to student readiness for rigorous academic standards throughout their school years and will provide aligned, high-quality summer programming for children who currently do not have this option available to them.

I am eager to work in support of this grant and bring this exciting opportunity to fruition.   Please keep me apprised of the status and I look forward to hearing of its funding and the opportunity to work together in the near future.

Sincerely,

Name
Title
Organization

Guiding Principles for Summer Reading Programs
Evidence-Based Characteristics of Summer Reading Programs That Benefit Students
This document is intended to provide guidance for program planning. It is not anticipated that a single program would address every characteristic.

Program Culture

- A unique summer culture is created to provide an enriching experience different from school year routines. A detailed daily schedule is included.
- Evidence-based engagement strategies are intentionally and responsively crafted to make the program fun (high-interest, highly-engaging) for the students it serves.
- The program reflects a deep knowledge of the community and includes responsive and inclusive strategies to engage families, community members, and stakeholders in designing the summer program.
- The program engages families in reading, talking about reading, writing, field trips, and writing family stories with their children. There is abundant evidence of family engagement in the form of questionnaires, sign-in sheets, family writing pieces, etc.

Instructors

- All instructors are well-qualified with literacy credentials and experience in providing effective literacy instruction; they may include college students and other volunteers who have been trained in literacy practices.
- Instructors provide expert guidance with reading and writing, discussing books, and making curricular connections to school.
- The program includes and values reading instructors for book talks, read-alouds, reading and writing with students, etc.

Instruction & Activities

- The program creatively integrates best practices in project-based learning (e.g., author, genre, or thematic study) with authentic performance tasks to build a depth of knowledge and reading comprehension.
- The program intentionally connects real-world contexts with reading instruction; enriching activities include field trips and other experiences directly to the text (e.g., nature walks to learn about plants when reading about environmental science).
- The program highlights age-appropriate interactive, hands-on, multimodal activities that enhance text ideas and applications (field trips, science experiments, art and music, dramatic interpretations, drawings, etc.).
- Library trips are at the center of activities such as book talks, book clubs, book reading, and writing activities.

Instructional Resources & Materials

- Student choice of books and activities is intentionally integrated into the program plans to address motivation as well as differentiation for readiness, interests, age, background, culture, etc.
- The program's book selection deliberately includes books where children can see themselves in the books.
- The books are intentionally connected to local events, interests, and enriching community resources, including libraries, zoos, museums, visual and performing arts, historic sites, etc.

Applicant Information

Name

First Name

Last Name

Email

Phone Number

(XXX) XXX-XXXX

Employer

Position Title

Program Director and Staff

Note: This might be the same person as the applicant. Please complete regardless.

Name of Program Director

First Name

Last Name

Phone Number of Program Director

(XXX) XXX-XXXX

Email of Program Director

Resume of Program Director

Choose File | No file chosen

File uploads may not work on some mobile devices.

We have already hired our staff for the summer.

○ Yes   ○ No   ○ We have hired some staff but not all.

Program Details

Program Description Narrative

Choose File | No file chosen

File uploads may not work on some mobile devices.
A detailed list of requirements for the program description narrative can be found in the Call for Proposals on the Read to be Ready website.

Budget Template

Choose File | No file chosen

File uploads may not work on some mobile devices.
The Project Budget Template can be found on the Read to be Ready website.

Letter of Support from Director of Schools

Choose File | No file chosen

File uploads may not work on some mobile devices.

Additional Letter of Support (optional)

Choose File | No file chosen

File uploads may not work on some mobile devices.

Total Read to be Ready Grant Request

Proposals can request from $5,000 - $30,000. Rewarded dollars may be less than the originally requested amount.

School district(s) of students that your program will serve

Please identify which statement most closely aligns with your organization structure:

- ◉ I am working with a school or district.

- ◉ I am working with a nonprofit organization.

- ◉ I am an individual.

I know the location where my summer program will take place.

◉ Yes   ◉ Not yet

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Please identify which statement most closely aligns with your organization structure:

- 🔘 I am working with a school or district.
- ⚪ I am working with a nonprofit organization.
- ⚪ I am an individual.

I know the location where my summer program will take place.

| ⚪ Yes | ⚪ Not yet |

Financial Information

Applicants who receive funding will be asked to submitted additional financial information such as a W-9 and or their most recent 990 if applicable.

I understand and am willing to provide additional financial information if awarded a Read to be Ready Summer Grant.

○ Yes

● No

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Assurances

Programs that are selected to receive the Read to be Ready Summer Grant will be given a list of assurances that they must agree to fulfill regarding staff quality and student safety (i.e. mandatory training for program directors, staff background checks, transportation guidelines, etc.)

I understand my program director must participate in training provided by the Tennessee Department of Education this summer if awarded a Read to be Ready Summer Grant.

- ⊙ Yes
- ⊙ No

I understand that there will be additional assurances that will be shared if awarded a Read to be Ready Summer Grant regarding staff quality and student health and safety.

- ⊙ Yes
- ⊙ No

Submit Form

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