



# Early Language and Literacy Mini-Grant

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## Page 1

**Welcome to the online application for the Early Language and Literacy Mini-Grant Program. This competitive grant system is designed to invest in partnerships across communities to target birth to age 8 language and literacy development needs. Some partnerships that would be supported by these funds might include childcare centers, Pre-Ks, primary grades of elementary schools, local service agencies, and local nonprofits. Grants for this program will be awarded in amounts ranging from \$5,000 to \$20,000 for projects that are aligned to one of the four pillars of the [Get Georgia Reading Campaign](#).**

The Get Georgia Reading Campaign identifies four pillars that are critical to the development of strong language and literacy skills. The Four Pillars are Language Nutrition, Access, Positive Learning Climate, and Teacher Preparation and Effectiveness. Each project should directly align to one of these four pillars. Six Keys to Access have also been identified, and addressing one of more of these keys would strengthen grant applications. The Six Keys to Access are awareness, affordability, accessibility, availability, accommodation, and acceptability. The website for the Get Georgia Reading Campaign can provide more information on the common agenda for birth to age 8 literacy development, current partnerships throughout the state, and activities that may support your project. For more information on these elements and on Get Georgia Reading, visit the [Get Georgia Reading Campaign](#) website.

### **Section I - General Information**

#### **Project Name**

Please provide the name of your project. If this application is being submitted as part of group, please make sure that all partners use the same project name.

The Vitamin Reading and Literacy Project in Twiggs (The Vitamin R and L Project in Twiggs)

## **Applicant Contact Information**

Please provide the information requested below related to the person completing this application.

Applicant's Name	Debbie Frost
Name of Applicant's Organization	Twiggs County Public School System
Applicant's Title within Organization	RTI Intervention Specialist
Applicant's Phone Number	478-945-3114
Applicant's Email Address	<a href="mailto:dfrost@twiggs.k12.ga.us">dfrost@twiggs.k12.ga.us</a>

## **Description of the Applicant's Connection to Language and Literacy (150 word limit)**

Please provide a brief description of your organization and the work that it does in relation to the target population for this grant. Ex.: The Milltown Public Library works directly with pre-school aged children in a three-day per week, 8:30 AM to 11:30 AM, program that targets low-income families. The center has 8 adult volunteers that serve an average population of 30 children per session. Each session focuses on providing a literacy rich environment to promote and advance reading skills.

The Twiggs County Public School System serves students at Pre-K through 12th grade. At this time there is no current capacity within the Twiggs County Public Schools to serve two and three year olds in any way. The "Vitamins Reading (R) and Literacy (L) in Twiggs Project" will combine resources from the school district and community to serve selected two and three year olds, who are siblings of current Jeffersonville Elementary School students who have experienced difficulty in school, as well as serving their caregivers. "Vitamins R and L" will strive to increase vocabulary and pre-reading skills of these children in order to support their being able to read on grade level by the end of third grade.

## **Literacy Partnership**

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 entities listed below. Please mark all of the groups from the list below that will be directly involved in this partnership. For each type of entity that is selected, please provide the specific name of that entity in the box provided.

A public school or district serving Georgia students up to 8 years of age;; Jeffersonville Elementary School

A state-funded Georgia Pre-K program (public or private);; GEORGIA

A community healthcare provider;; Twiggs County Health Department

A local library or library system;; Twiggs County Library



**Amount of Funding Requested** 20,000

Each applicant can apply for funds ranging from \$5,000 to \$20,000. What is the total amount of funding that you will be requesting through this grant?

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### **Section II- Project Overview**

#### **Alignment to the Four Pillars**

The [Get Georgia Reading Campaign](#) has identified Four Pillars as critical to a child's language and literacy development. All Early Language and Literacy Mini-Grants must directly align with at least one of these pillars. Which of the Four Pillars identified by the Get Georgia Reading Campaign most directly aligns with your project? (You may choose one or more if appropriate, but it is recommended that you choose the one that is most strongly aligned to your proposed work. A discussion of the alignment between your proposal and the selected pillar(s) is required in an upcoming section.)

Language Nutrition

Access

Positive Learning Climate

Teacher Preparation and Effectiveness

#### **Area of Focus**

The broad intent of this grant system is to support community projects that target birth to age 8 language and literacy development, but there are many potential focus areas within that broad goal. A list of potential focus areas are listed below. Please select the option below that most closely describes your intended focus area. If none of the descriptions aligns to your project, please select the "other" option and provide a brief description that does accurately depict your birth to age 8 literacy project. You may select only one option for this question.

Specific focus on birth to age 4 language development

#### **Executive Summary (500 word limit)**

The Executive Summary should provide an overview of the full project that you would like to implement. Your summary should include a general description of the project and its mission, the specific group or population that the project will serve, the partners who will be involved in the project including their role within the project, and a brief summary of how you will evaluate the success of the project.

## Mission and Description:

Our proposed project is called "Vitamins R and L in Twiggs Project." Our mission is to increase the language nutrition of two and three year old siblings of present Twiggs County Public School (TCPS) students who have shown limited school readiness. A minimum of 10 families will be selected to participate in the two year project. We will monitor two years of language growth prior to their entrance to Pre-K and/or Kindergarten. The overall purpose will be to build an understanding by the caregivers of the importance of reading aloud to these children and how to increase vocabulary and communication skills.

## Partners and Roles:

The grant partners are:

Twiggs County Public Schools Family Engagement Coordinator, District Literacy Coach, and Response to Intervention (RTI ) Specialist;

Twiggs County Health Department;

Twiggs County Public Library;

Business owner (Reading Specialist and Consultant); and,

Mercer University School of Medicine.

The District Literacy Coach, RTI Intervention Specialist, Mercer University School of Medicine Personnel, and our Business Owner Reading Consultant will provide specific preparation to identified personnel including the Family Engagement Personnel and caregivers to make certain that they are equipped with evidence-informed skills, knowledge, and resources to meet the needs of each adult and child participant. The Get Georgia Reading website will continue to be one of the main resources for our project.

The Twiggs County Health Department and the Twiggs County Public Library will serve as satellite sites for meetings and will assist the school system to identify families in need of services. The Family Engagement Personnel will coordinate services at our satellite sites.

## Intervention and Evaluation:

Both the Receptive and Expressive One Word Picture Vocabulary Tests will be administered to those children selected to participate. Interventions will include modeled reading aloud with additional vocabulary building activities by identified personnel to the selected two and three year old children. Regular times will be scheduled in homes, on campus, or at one of our satellite sites to model for caregivers ways to effectively communicate with the selected children. The measurement of the success of the project will be that each of the selected participants will be at the expected average score of both the Receptive and the Expressive One Word Picture Vocabulary Tests upon entry to Pre-K and/or Kindergarten at Jeffersonville Elementary School (JES).

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**Section III - Project Details**



## **Need and Alignment for Project (500 word limit)**

In a previous section, you identified one of the Four Pillars of the Get Georgia Reading Campaign as being aligned to your project. In this section, you will have the opportunity to explain the specific need that you have identified in relation to that pillar and how your proposed project will address that need. This section should include a description of the need including any data, evidence or narrative explanation that supports that it is a need, a full explanation of how that need is aligned to the identified pillar, and a description of how your proposed plan will successfully address that need.

Two and three year olds with siblings at Jeffersonville Elementary School will specifically benefit from this project. The need is clearly evidenced through the fact that Twiggs County has 40% of its adults lacking a high school diploma or GED. According to the Georgia County Guide, this is true of only 18% of the Georgia population. The 2016 Georgia Milestones Assessment indicated that only 25% of third graders at Jeffersonville Elementary School were reading on the expected Lexile level. In addition, Pre-K and K entrance data, gathered at the beginning of the FY18 school year, show low levels of vocabulary knowledge. Supported training sessions will take place in the participants' homes, at Jeffersonville Elementary School, and at selected satellite locations. Everyone involved will be trained to understand the importance of a positive learning environment.

Teacher preparation will focus on academic achievement, as well as, the comfort level of participants. Measures of success and feedback will be taken from caregivers at the end of each session. Future teacher preparation will be built around observations of success of participants and research based developmentally appropriate literacy needs and indicators on the evaluation benchmarks. Each component of the project addressing Language Nutrition will be tied to building the vocabulary and literacy background knowledge of each of the two and three year old participants. The project target is to increase the readiness vocabulary of the children. However, the increased interaction of the caregivers is expected to be a positive by-product for the children and the project.

At this time there is no current capacity within the Twiggs County Public Schools to serve two and three year olds in any way. Funding of this project would support a much needed task for this age level. Due to weaknesses indicated by entering Pre-K and Kindergarten students this project was developed. Thus funding for this project would directly influence and enhance the vocabulary and literacy background of children prior to and upon entering school.

## **Goals (500 word limit)**

In this section, you will outline your goals for this project. You are required to provide 2 - 3 SMART goals that clearly articulate the intended outcomes. A SMART goal is a statement that contains the following elements:

- It is **specific**; your goals should specifically identify the participants in the group and the outcomes that will be measured to establish the success of the project.
- It is **measurable**; the determinant of success for each goal should be a metric such as a value

or percentage and should identify the improvement intended.

- It is **ambitious**; your goals should be written to aggressively attack the need identified in your proposal.
- It is **realistic**; your goals should also be realistic given the time and scope of influence of your project.
- It is **time-bound**; your project's activities must be confined to the two-year period in which funds can be used, so the goals should also conform to that time period.

Here is an example of a SMART goal:

*By the end of February 2018, the eight volunteer literacy coaches at Milltown Public Library will complete the 4-hour literacy workshop "Reading for All Children" provided locally by ABC Literacy Partners. As a result of this training,*

- *by March of 2018, 80% of coaches will incorporate the components of the literacy strategy learned in the workshop a minimum of once per week, and*
- *by May of 2018, 80% of coaches will effectively implement the new strategy as measured by the rubric provided in the workshop.*

In addition to providing your goals, this section should include a narrative explanation of how the goals were determined, why they are appropriate for the project and how they will be measured throughout the life of the project.

#### SMART Goals

Goal #1 By December 2019, children participating in the "Vitamins R and L in Twiggs Project" will increase their expressive vocabulary by 18 months as measured by the Expressive One-Word Picture Vocabulary Test.

Goal #2 By December 2019, children participating in the "Vitamins R and L in Twiggs Project" will increase their receptive vocabulary by 18 months as measured by the Receptive One-Word Picture Vocabulary Test.

The Twiggs County Public School District Literacy Plan is a comprehensive plan addressing the literacy needs of children from birth through grade 12, including English Language Learners and Special Education students, in order to promote college and career readiness. The plan will be updated as evaluation data is gathered.

The stage for reading acquisition is set in the years between the child's birth and entry into kindergarten (Dickerson, McCabe, & Essex, 2006). Those first years of life are a crucial period during which brain development is rapid and extensive and has lifelong implications for the child's physical, social, emotional, and cognitive well-being (Shonkoff & Phillips, 2000). The Twiggs County Public School District



and key Twiggs County organizations serving as members of this grant planning and application committee recognize the importance of this developmental stage and the need to include these children in the district's literacy plan.

The Get Georgia Reading Campaign developed a defined common agenda of four research-based pillars that work together to provide a platform for success: Language Nutrition; Access; Learning Climate; and, Teacher Preparation and Effectiveness, in order to create the conditions for every child in Georgia to become a proficient reader by the end of third grade. This agenda is included within the literacy plan and framework for Twiggs County Public Schools along with information about identifying gaps and resources to address and fill those identified gaps.

Building on the findings of Hart and Risley (1995), this grant project for two and three year olds will focus on the cornerstone of Language Nutrition. Teachers will guide caregivers to support the children's enjoyment of listening to modeled reading of books (J. Trelease, 1989; L.M. Morrow, 1993), and in supporting children as the adult and child participate in the shared reading of nursery rhymes, poems, and repetitive books (D. R. Reutzel, 1997). Studies conducted in 2003 and 2006, reported the positive influence of early parent-to-child reading, regardless of parental education level.

Caregivers will be taught that reading to children and discussing reading with them build vocabulary more effectively than simply speaking to a child (D. Durkin, 1966, D. Holdaway, 1984, L.M. Morrow, 1993). Picture cards will be used by parents to develop vocabulary through interactive phonological awareness activities and games. The grant will focus on access and learning climate, with its main goal being language nutrition of the identified two and three year olds.

### **Capacity for Success (500 word limit)**

This section should describe the team members of the project, why they were chosen and the shared experiences and background that they bring to the team. Given the goals that you have outlined for the grant, this section should explain why the team you have assembled should be able to successfully carry out all aspects of the grant. You should include details about each person's role within the project, how that role aligns to work that person has previously completed or is currently involved with, and how that role will fit into the work to which each person is currently assigned. In short, this section should explain how the team you have chosen will make the work of this project successful.

Immanuel Burney, branch manager of the Twiggs County Public Library, has previously worked with the Prime Time Family Reading Time Grant, which catered to under-served families who were lacking in literacy. He will assist with the research of necessary material and will enroll caregivers for library cards. He will also serve as a satellite site coordinator.

Dr. Keisha Callins is Chair and Assistant Professor of Community Medicine at Mercer University School of Medicine and is currently employed in Twiggs County through Community Health Care Systems, Inc. Dr.



Callins is passionate about women's health issues, community engagement, and actively teaching and mentoring students. She will serve as a resource providing professional and caregiver support.

Debbie Frost is presently the Response to Intervention (RTI) Specialist at Twiggs County Public Schools. She has been in education for 34 years and has previously served as a language arts teacher and as academic coach. Her experience in elementary and middle grades language arts will be valuable to the implementation of this grant as grant administrator.

Dr. Sarah Hawthorne has served as a classroom teacher, reading specialist, and building and system level administrator. She is President of AlphaSkills, Inc. and the author of several reading and language programs. She will serve as a resource providing professional and caregiver support.

Jamie T. Paulk is currently the principal of Jeffersonville Elementary School. He has served as a teacher in middle grades education and as both an elementary and high school administrator. Mr. Paulk has been in education for 14 years. His various roles in education will be valuable to the implementation of this grant.

Markarious Sampson is a Family Engagement Coordinator for Twiggs County Public Schools. Her responsibilities allow her to have direct contact with stakeholders to help communicate our needs for literacy not only within the school district, but also in the community. She will be key to the delivery of support to selected participants.

Trendie Spires is presently the District Literacy Specialist for Twiggs County Public School System. Mrs. Spires has been in the education profession for 28 years and has served as a teacher and administrator in Twiggs County Public School System. Her experience in elementary education and reading endorsement will be beneficial in our proposed project.

Cuevas Stephens is the Family Engagement Coordinator at Jeffersonville Elementary. His responsibilities at Jeffersonville Elementary allow him to have direct contact with parents, guardians and stakeholders to help communicate our needs for literacy not only in the school, but also in the community. He will be key to the delivery of support to caregivers and children.

Joycelyn E. Warren, clinic nurse at the Twiggs County Health Department, has the opportunity daily to meet and care for members of the community, specifically parents and children. She has a passion for reading and was a part of Talk with Me Baby. She will also serve as a satellite site coordinator.

## **Proposed Plan: 2 Required Elements**

### **1. Early Language and Literacy Process Table**

### **2. Narrative (1000 word limit)**

In the plan section, all of the action steps for the project should be fully outlined and discussed. This section requires a narrative description of the activities of the grant as well as a process table (provided) that identifies all milestones and steps. The narrative component should identify each step, describe the activities associated with each step, who will be responsible for completion and oversight of the step, and the timeframe in which the step will occur. You should also include information on where activities will take place, who will arrange and lead activities and why the activities were chosen as part of the overall plan.

This section also requires the completion of the Early Language and Literacy Mini-Grant Process Table. This template can be downloaded by clicking the [Early Language and Literacy Process Table](#) link. The table is provided in an Excel format and should be uploaded as an Excel file. All of the steps discussed in the narrative should be included in the process table as well.

### **Please provide your narrative in the box below.**

The Twiggs County Public School District does not operate a formal program for children birth to age four; however, the school district recognizes that this is a critical stage in reading acquisition. "The Vitamins Reading and Literacy (Vitamins R & L) in Twiggs Project" will increase the language nutrition of two and three year old siblings of present Twiggs County Public School (TCPS) students who have shown limited school readiness.

A minimum of 10 families will be selected to participate in the two year project. Both the Receptive and the Expressive One Word Picture Vocabulary Tests will be administered to those children selected to participate. We will then monitor two years of language growth prior to their entrance to school in order to increase vocabulary and communication skills.

The Twiggs County Public Schools' Family Engagement Coordinators, Literacy Director, RTI Intervention Specialist, along with personnel from the Twiggs County Health Department, the Twiggs County Public Library, Mercer University School of Medicine and our business owner reading consultant, will assist in testing our participants, training our caregivers, and site preparation. The grant personnel will be equipped with evidence-informed skills, knowledge, and resources to meet the needs of each adult and child participant. The Get Georgia Reading website will be one of the main resources for our project. The Twiggs County Health Department and the Twiggs County Public Library will serve as satellite sites for meetings and assist to identify families in need of services. The Family Engagement Personnel will coordinate services in homes and at our satellite sites, as well as at the school, in-order to provide



access.

Interventions will include modeled reading aloud by identified personnel to the selected two and three year old children. Regular times will be scheduled to model for the caregivers effective communication techniques to be used with the participants. Following this, the caregivers will be monitored and supported as they use the newly acquired skills with the children.

Prior to the first month of implementation: those who are participating as part of the grant will share in teacher and family preparation; both the Expressive and Receptive One Word Picture Vocabulary Test will be administered to the selected students in order to establish baseline data; resources will be developed and orders will be prepared. Transportation issues will be addressed through determination of amount of gas refunds.

During the first month, Family Engagement Personnel (FEP) will visit the homes of the participants to prepare caregivers through modeling. Each month, the families will receive five vocabulary cards and a new book, as well as, a reusable cloth bag with fruit, healthful snacks, and juice boxes. During the second month, modeling will be repeated by the FEP and they will also take a bag of five canned food items to the family; they will model ways to build vocabulary by orally counting, discussing sizes and shapes, and describing pictures on the canned food items. Focus will be placed on new words used by teacher and child in this activity. Positive language and use of complete sentences, additional describing words, and conversation not using or repeating "baby talk" will be used. Caregivers will be encouraged to talk about the food being prepared and eaten at mealtime in the home.

For months 3-24 the format for each group session will be the same and modeling will occur. The grant will provide overall 24 books and 110 laminated vocabulary cards to each home. Each month there will be a review of both the successes and concerns about the sessions and teacher preparation for the following month. Teacher preparation will include what is to be done and how.

After the third month of one-to-one support in the homes, all adults and children who are participating in the activity will be asked to come to group monthly meetings in one location. The need for transportation will be addressed through gas vouchers. Implementation sites will include the Twiggs County Health Department, the Twiggs County Public Library, and JES. The planning committee decided not to use Twiggs County Public Schools during the first few months of the program because of possible negative experiences in schools during the early lives of the caregivers. The program will be moved to Jeffersonville Elementary School Media Center during the fourth month. This will hopefully build positive experiences for adults and children as this will be the location where these children will be beginning their education. Also, each month canned food items used for vocabulary activities will be given to the caregivers in exchange for participation within the grant. Caregivers will be asked to identify concerns or problems they foresee. At the end of each session, each adult participant will be asked to anonymously

complete the "Vitamins R & L in Twiggs Project Evaluation Form." These will be used to plan for the next and future sessions.

Grant personnel will guide the use of each component and strive to both build a basic vocabulary background and stretch the vocabulary with describing words and words with multiple meanings and new and vibrant synonyms, as well as, constantly model the use of positive interactions with adults and children. Songs and poems about the vocabulary words will be added where possible. Soft classical, jazz, and children's music will be used in all sessions as participants arrive and leave. Additional components for making the sessions inviting will be a focus on holidays, seasons, and activities of importance in the Twiggs County community.

The children will be reassessed in months 6, 12, 18, and 24, to evaluate the progress. Our goal is that these selected participants will achieve the expected average score on both the Receptive and Expressive One Word Picture Vocabulary Tests upon entry to Pre-K and/or Kindergarten at JES.

**Please upload your completed Early Language and Literacy Process Table here.**

<https://gosapl.fluidreview.com/resp/11239733/rfmLSf7LeG/>

### **Budget: 2 Required Elements**

#### **1. Early Language and Literacy Budget Template**

#### **2. Narrative (1000 word limit)**

This part of the application should fully explain how you plan to use grant funds to successfully carry out the steps identified in the project's plan. This should include all anticipated costs for the purchase of equipment, supplies or other items associated with the project as well as any costs for the rental of space or training materials for the project. There are two required components for this section: a narrative and a budget template (provided).

The narrative should include an explanation or description of each item or service to be purchased, how the cost for each item was determined, and from whom each item or service would be purchased. The narrative should also include any relevant explanation of the costs identified or the rationale for the need for a specific item or service.

This section also requires the completion of the Early Language and Literacy Mini-Grant Budget Template. This template can be downloaded by clicking the [Early Language and Literacy Budget Template](#) here. The table provided is in Excel format, and should be filled out completely and uploaded as an Excel file. All of the items listed in the budget template should be discussed in the narrative for this section.



**Please provide your narrative in the below.**

The budget for the “Vitamin R and L in Twiggs Project” consists of the following:

- The Receptive One Word Picture Vocabulary Test, Fourth Edition (ROWPVT-4)
- The Expressive One Word Picture Vocabulary Test, Fourth Edition (EOWPVT-4)
- Record Forms for use with both the (ROWPVT-4 and the EOWPVT-4)
- Books for Vocabulary Building
- Picture Photo Cards for Vocabulary Building
- Grocery Items for Vocabulary Building Activities (Canned Food Items, Juices Boxes, Fruits and Vegetables)
- Gas Reimbursements for Home Visits and Parent Travel to School or Satellite Sites
- Miscellaneous Items for Constructing Photo Cards and Producing Surveys etc.

The Receptive One Word Picture Vocabulary Test, Fourth Edition (ROWPVT-4) and the Expressive One Word Picture Vocabulary Test, Fourth Edition (EOWPVT-4) were chosen for the “Vitamin R and L Project in Twiggs” based on the need for an evaluation tool which could be administered to children as young as two years in age.

The Receptive One-Word Picture Vocabulary Test, 4th Edition (ROWPVT-4) features norms through geriatric ages (80+). The ROWPVT-4 is an individually administered, norm-referenced assessment of how well people age 2 years 0 months to over 80 years can match a word that is heard in English to objects, actions, or concepts presented in a multiple-choice format in full-color pictures. The ROWPVT-4 features additional items for younger children as well as for older adults. The test’s 190 items presented in a developmental sequence, based on a 2010 normative sample, that reflect the concepts with which people currently have experience through home, school, or media. The expanded norms allow use of the test with adults in various diagnostic, rehabilitation, or therapeutic settings.

The Expressive One-Word Picture Vocabulary Test, 4th Edition (EOWPVT-4) also features norms through geriatric ages (80+). The EOWPVT-4 is an individually administered, norm-referenced assessment of how well person’s age 2 years 0 months to over 80 years can name (in English) the objects, actions, or concepts presented in full-color pictures. The EOWPVT-4 features additional items for younger children, as well as items applicable to older adults. The EOWPVT-4 tests an individual’s ability to name, with one word, objects, actions, and concepts when presented with color illustrations.

The tests target the ability to understand the meaning of words spoken and name what is depicted on a test plate without context. Both tests were standardized on English-speaking individuals, ages 2 through 80+ years, residing in the United States.

The ROWPVT-4 and EOWPVT-4 are individually administered, norm-referenced assessments. The

ROWPVT-4 tests an individual's ability to match a spoken word with an image of an object, action, or concept. The ROWPVT-4 and EOWPVT-4 each feature 190 test items with full-color illustrations. The ROWPVT-4, requires the child to identify one of four illustrations that depict the meaning of a stimulus word that you present. The EOWPVT-4 requires the child to name the object, action, or concept illustrated on a test plate that you present. Additionally and of much importance, the ROWPVT-4 has been con-normed with the EOWPVT-4 to provide a comprehensive assessment of expressive and receptive vocabulary.

The cost of each test is currently listed by Pearson as \$185.00 which includes Examiner's Manual, Picture Test Plates, and some Record Forms. Additional Record Forms would be required due to the number of times benchmarking would occur. The grant would require 2 of each of the ROWPVT-4 and EOWPVT-4 for administration and implementation to occur. Additional Record Forms are listed by Pearson at a rate of \$41.00 per additional 25 forms. Shipping costs would also vary. Students will be assessed 5 times during the grant period of 24 months.

Books for Vocabulary Building costs were constructed using the basis of costs from Lakeshore Vocabulary Builder Books kits at approximately \$50.00 minimum per set realizing that at least two sets per family for the grant duration would be necessary but that to ensure interest needs are met the grant committee recognizes a variety of books will be needed. Picture Photo Cards for Vocabulary Building costs were determined using the base cost of Learning Resources Basic Vocabulary Cards at approximately \$25.00 minimum per set. Again, multiple sets will be needed based on number of families participating (minimum of 10) and based on number of two and three year olds within each family, as well as, readiness rates.

Grocery Items for Vocabulary Building Activities such as Canned Food Items, Juices Boxes, Fruits and Vegetables were calculated based on minimum costs of canned goods and juice boxes and fluctuating costs of fruits and vegetables for a minimum of 10 families once a month of 24 months.

Gas reimbursement costs were calculated at an approved Georgia Department of Education rate of .53 cents for an average mile. An expected average round trip will be 50 miles which yields \$26.50 a trip for visits either for Family Engagement Personnel to homes or for families to travel to satellite sites. This results in approximately \$265.00 for one trip each month to serve 10 families. Equaling \$6,360.00 for the entirety of the 24 months of the grant. This cost was based on a minimum of 10 families participating, at an average expected travel distance; however, taking into consideration other families may qualify and the location of services each month gas reimbursement may fluctuate.

Costs for miscellaneous supply items such as paper, pens, ink for printing, card stock and other needed items were determined based on average prices deemed from Office Depot and Office Max. The grant team realizes that not all materials used for educating children and promotion of vocabulary building will



be able to be obtained ready-made and some items will best be prepared by hand. Cost of all items were determined based on a minimum of 10 families participating, but taking into consideration other families may qualify and may be a part of the grant. Shipping costs would also vary.

**Please upload your completed Early Language and Literacy Budget Template here.**

<https://gosapl.fluidreview.com/resp/11239733/e2WcEVf7vz/>

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### **Section IV - Project Readiness and Partnerships**

**Please indicate your agreement or lack of agreement with each of the following statements.**

All partners identified in this proposal are aware of their inclusion and are willing to participate fully in grant activities.	I agree
All grant team members included in this proposal are aware of their inclusion and have the capacity to complete the tasks as assigned.	I agree
If identified as a potential grant recipient, I would agree to an additional phone interview as part of the application process.	I agree
If offered an Early Language and Literacy Mini-Grant, the primary members of our grant team agree to participate in a kick-off meeting, end-of-grant meeting and site visits with the GOSA Program Manager.	I agree

**In the fields below, please provide the contact information for the grant lead on this project and primary contacts for all significant grant partners. The grant lead should be the person through whom all communication and reporting will flow. The primary contacts for partner organizations should be a contact within identified partner groups who has a working knowledge of the grant and grant components. All persons listed below may be contacted for a follow-up phone interview after the initial scoring of grant applications is complete.**

Contact Information for Project Lead Information

Project Lead Name	Debbie Frost
Title	RTI Intervention Specialist
Role in Project	Grant Administrator
Organization	Twiggs County Public School
Email Address	<a href="mailto:dfrost@twiggs.k12.ga.us">dfrost@twiggs.k12.ga.us</a>
Phone Number	478-279-4195

Contact Information for Primary Contact for Partner Organization 1 (Required)

Organization	Twiggs County Public Library
Primary Contact Name	Immanuel Burney
Title within Organization	Branch Manager
Role in Project	Assist with the Research of Necessary Materials and Enroll Caregivers for Library Cards. He will also serve as a satellite site coordinator.
Phone Number	478-945-3814
Email Address	<a href="mailto:burneyi@biblib.org">burneyi@biblib.org</a>

Contact Information for Primary Contact for Partner Organization 2 (Optional)

Organization	Mercer University School of Medicine
Primary Contact Name	Keisha R. Callins, MD, MPH
Title within Organization	Chair and Assistant Professor
Role in Project	Provide Professional and Caregiver Support
Phone Number	478-301-4094
Email Address	<a href="mailto:callins_kr@mercer.edu">callins_kr@mercer.edu</a>



**IMMIGRATION AND SECURITY FORM  
(GEORGIA SECURITY AND IMMIGRATION COMPLIANCE ACT AFFIDAVIT)**

<b>Contractor's Name:</b>	<u>Twiggs County Board of Education</u>
<b>State Entity's Name:</b>	<b>GOVERNOR'S OFFICE OF STUDENT ACHIEVEMENT "GOSA"</b>

**CONTRACTOR AFFIDAVIT**

By executing this affidavit, the undersigned contractor verifies its compliance with O.C.G.A. § 13-10-91, stating affirmatively that the individual, firm or corporation which is engaged in the physical performance of services on behalf of the **GOVERNOR'S OFFICE OF STUDENT ACHIEVEMENT "GOSA"** (public employer) has registered with, is authorized to use and uses the federal work authorization program\* commonly known as E-Verify, or any subsequent replacement program, in accordance with the applicable provisions and deadlines established in O.C.G.A. § 13-10-91.

Furthermore, the undersigned contractor will continue to use the federal work authorization program throughout the contract period and the undersigned contractor will contract for the physical performance of services in satisfaction of such contract only with subcontractors who present an affidavit to the contractor with the information required by O.C.G.A. § 13-10-91(b). Contractor hereby attests that its federal work authorization user identification number and date of authorization are as follows:

142.189 Federal Work Authorization User Identification Number  
(EEV/E-Verify Company Identification Number)

7/1/2011 Date of Authorization

Twiggs County Board of Education  
Name of Contractor

I hereby declare under penalty of perjury that the foregoing is true and correct.

[Signature]  
Printed Name (of Authorized Officer or Agent of Contractor)

Assistant Superintendent  
Title (of Authorized Officer or Agent of Contractor)

[Signature]  
Signature (of Authorized Officer or Agent)

2/20/18  
Date Signed

SUBSCRIBED AND SWORN BEFORE ME ON THIS THE  
20 DAY OF February, 2018  
Amanda Floyd  
Notary Public

My Commission Expires: 5/28/19



\*any of the electronic verification of work authorization programs operated by the United States Department of Homeland Security or any equivalent federal work authorization program operated by the United States Department of Homeland Security to verify information of newly hired employees, pursuant to the Immigration Reform and Control Act of 1986 (IRCA), P.L. 99-603

**Goals:**

Goal #1 By December 2019, children participating in the “Vitamins R and L in Twiggs Project” will increase their expressive vocabulary by 18 months as measured by the Expressive One-Word Picture Vocabulary Test.

Goal #2 By December 2019, children participating in the “Vitamins R and L in Twiggs Project” will increase their receptive vocabulary by 18 months as measured by the Receptive One-Word Picture Vocabulary Test.

The Twiggs County Public School District Literacy Plan is a comprehensive plan addressing the literacy needs of children from birth through grade 12, including English Language Learners and Special Education students, in order to promote college and career readiness. The plan will be updated as evaluation data is gathered.

The stage for reading acquisition is set in the years between the child's birth and entry into kindergarten (Dickerson, McCabe, & Essex, 2006). Those first years of life are a crucial period during which brain development is rapid and extensive and has lifelong implications for the child's physical, social, emotional, and cognitive well-being (Shonkoff & Phillips, 2000). The Twiggs County Public School District and key Twiggs County organizations serving as members of this grant planning and application committee recognize the importance of this developmental stage and the need to include these children in the district's literacy plan.

The Get Georgia Reading Campaign developed a defined common agenda of four research-based pillars that work together to provide a platform for success: Language Nutrition; Access; Learning Climate; and, Teacher Preparation and Effectiveness, in order to create the conditions for every child in Georgia to become a proficient reader by the end of third grade. This agenda is included within the literacy plan and framework for Twiggs County Public Schools along with information about identifying gaps and resources to address and fill those identified gaps.

Building on the findings of Hart and Risley (1995), this grant project for two and three year olds will focus on the cornerstone of Language Nutrition. Teachers will guide caregivers to support the children's enjoyment of listening to modeled reading of books (J. Trelease, 1989; L.M. Morrow, 1993), and in supporting children as the adult and child participate in the shared reading of nursery rhymes, poems, and repetitive books (D. R. Reutzel, 1997). Studies conducted in 2003 and 2006, reported the positive influence of early parent-to-child reading, regardless of parental education level.

Caregivers will be taught that reading to children and discussing reading with them build vocabulary more effectively than simply speaking to a child (D. Durkin, 1966, D. Holdaway, 1984, L.M. Morrow, 1993). Picture cards will be used by parents to develop vocabulary through interactive phonological awareness activities and games. The grant will focus on access and learning climate, with its main goal being language nutrition of the identified two and three year olds.



<p>Schedule grant meetings/events (list) and secure locations.</p>	<p>(1) meet with instructors involved with the grant to set dates for training, contacting parents, parent-child sessions, and data meetings  (2) contact parents of children involved in the grant and schedule initial meeting  (3) training to administer the assessments (4) initial meeting and administer assessments  (5)committee meeting to review assessment results and design lessons  (6)training of parent engagement workers to work with participants  (7) working with participants and caregivers (8) meeting to discuss progress  (9) working with participants and caregivers (10)progress monitoring  (11) working with participants and caregivers (12) meeting to review progress and plan for the remainder of the grant (13) work with participants and caregivers in homes, at JES, library, or Health Dept - convenience of caregiver</p>	<p>(1) Jan. 10, 2018 @JES  (2) Jan. 11-18, 2018  (3) Jan 23-24, 2018  (4) Jan. 25-31, 2018  (5)Feb. 06,2018 @JES  (6) Feb 07,2018 @JES  (7) Feb 12-16; Mar 12-16; Apr 9-13  (8) April 18, 2018  (9) May 7-11; Jun 4-8  (10) Aug 13-17, 2018  (11) Sept 10-14; Oct 8-12; Nov5-9; Dec 3-7  (12) Dec 12, 2018  (13) Jan8-11,2019; feb 04-08, 2019; Mar 04-08, 2019; Apr 08-12, 2019 ; May 07-10, 2019; June 03-05,2019; Aug 12-16, 2019;Sept 03-05, 2019; Oct 01-03, 2019; Nov 05-07, 2019</p>	<p>(1) Debbie Frost, Dr. Sarah Hawthorne, and Trendie Spires  (2) Markarious Sampson and Cuavis Sampson (family engagement coordinators)  (3) Debbie Frost , Dr. Sarah Hawthorne, Trendie Spires, Markarious Sampson, Cuavis Stephens  (4) Markarious Sampson and Cuavis Stephens  (5 &amp;8) Debbie Frost, Dr. Sarah Hawthorne, Trendie Spires, and Dr. Keisha Callins  (6 and 7)trainers: Frost, Hawthorne, Callins, and Spires trainees: Sampson and stephens  (7&amp;9)Sampson, stephens, Burney, and Warren  (12)Frost, Hawthorne, Spires, paulk,</p>
<p>Order supplies and materials for grant.</p>	<p>(1) order assessments  (2) order books and initial supplies  (3)arrange for gas vouchers and reimbursements (if needed)</p>	<p>(1) Jan. 08 -10 , 2018  (2) Jan. 10-12, 2018  (3) 1st Monday of each month  (4) March 19-21, 2018; Jul 30 - Aug</p>	<p>(1) Debbie Frost  (2) Debbie Frost, Dr. Sarah Hawthorne, and Trendie Spires (3) TCPS personnel as the fiscal agent (4) Debbie Frost, Dr. Sarah</p>

3. Equipment		\$0.00	\$0.00	
4. Supplies	Paper (2 cases) Card stock (4 Cases) Ink Sharpies Misc. Items for constructing photo cards Pens	\$1,400.00	\$0.00	
5. Technology				
6. Curricular Resources			\$0.00	
6. Curricular Resources			\$0.00	
6. Substitutes/Stipends			\$0.00	
<b>10. Total Costs</b>		<b>\$20,000.00</b>	<b>\$</b> -	