



AFFILIATE GRANT TEMPLATE LANGUAGE COVID-19 FUNDING

In response to Affiliate requests for information concerning COVID-19 funding opportunities, RAR National has prepared a template that can be utilized in applications for local/ regional/ national funds. If you have additional questions as it relates to applying for funding, please contact Mikaela Houghton, Raising A Reader's National Manager of Affiliate Growth and Development at mhoughton@raisingareader.org.

Introduction and Background of Organization

Raising A Reader (RAR)'s national family engagement and literacy program has helped more than 1.7 million children and families successfully build, practice and sustain literacy routines vital to academic success since 1999, with special attention to children at highest risk for educational failure. RAR's mission is to engage caregivers in a routine of book sharing with their children from birth through age eight to foster healthy brain development, healthy relationships, a love of reading, and the literacy skills critical for school success. 39 independent evaluations have demonstrated the significant impact of the RAR program over time and across various settings. Most recently D.C.-based independent evaluator Child Trends released compelling research on the tangible benefits of the RAR program model on family reading habits – behaviors with a direct impact on children's academic achievement.

Raising A Reader National's Statement of Need

Fewer than half of US children who live in poverty enter school with the language and literacy skills needed for success. Based on U.S. Census Bureau estimates, this means that nearly 8 of the 16 million children who live in poverty will fail to read proficiently by the end of third grade (Feister, 2010; Isaacs, 2012). Despite clear evidence of need, a high percentage of children from low-income backgrounds are not receiving the support they need to meet developmental and learning milestones. As a result, these children fall dangerously behind in ways that predict poor school and life outcomes (Lonigan & Whitehurst, 1998).



Additional Grant Language About Raising A Reader

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The anticipated results will measure changes in family literacy behaviors. Select measures directly related to the program's key aims include:

1. Increased frequency and length of time families devote to shared book reading.
2. The establishment and engagement of children in reading routines with parents/caregivers.
3. Significant increases in the number of high-quality books in children's homes.
4. Increased prevalence and frequency of family library visits.

Program Evaluation

RAR employs numerous types of assessments to measure child and family outcomes. At the school site level, teachers administer a multilingual parent survey to evaluate literacy behaviors in the homes of children participating in RAR that are known to directly contribute to academic success. Additionally, RAR's annual affiliate survey is used to provide key data associated with treatment fidelity. Together with the parent surveys, the survey allows RAR to assess program quality likely to improve long-term family literacy behaviors.



Describe your organization and how the coronavirus outbreak and its social and economic impacts affect the population you serve and/or your organization's operations.

Example answer: Our organization serves 250 families of varying socioeconomic, cultural, and ethnicities through school-based programming along with our local United Way Agency from birth to second grade in Butterfly, AZ. We utilize the Raising A Reader program to encourage the development of home literacy routines with families facing a variety of hardships, including students who have exceptional needs, families who are one-income earners and single-parent households. The COVID-19 pandemic has made these challenges even more difficult particularly for parents who do not qualify for unemployment due to their immigration status. Additional financial hardships with the loss of jobs and further barriers of remote schooling we know the implications of COVID-19 are just beginning for the families we serve. **Socially**, the stoppage of our Raising A Reader program disrupts the foundation we have worked so hard in empowering families with knowledge and resources and establishing home literacy routines as well as the robust relationship we have developed within families. **Economically**, as an organization, we have been impacted due to COVID because many of our RAR materials are with families at this time, making the rotation when school begins again in September difficult as we anticipate the need to replace XX% of our materials. In addition, our previous and current funders have shifted priorities during this time; therefore, we are seeking additional resources to help fulfill the need for this critical programming.

Other Examples:

- Include information on 3rd grade reading scores, NAEP scores and/or school district reading scores
- Include how many languages are spoken in your community or school, highlighting the importance of diversity
- Address facility closures or personnel related costs that relate to delivering RAR programming. What emerging needs may there be now be to cover offerings outside of normal operations to respond to social distancing
- Include data on self-employment and small business owners
- In large cities, include data on how much of the population works in jobs that cannot be done remotely. For example, in Queens, NY, residents hold 58% of all the transportation jobs in New York City
- Include poverty rate
- Include information on access to internet and how already disadvantaged communities are being left behind with their lack of access to technology required by the school to learn remotely
- Include data on families' access to food due to school closures or disproportionate access to healthcare services (linking between healthy brain development and nutrition)



-Income social themes, for example, how immigrant families often live with extended relatives to make ends meet and how these data points impact learning outside of the classroom and how rent burdened communities are impacted

-Include disparities within race, for example, 30% of white Americans can work from home while just 16.2% of Hispanic/Latinos and 19.7% of black Americans have that opportunity. Included how that data transpires in your community and what that means for who will be kept safe.

Source: census.gov; colorlines.com

How do you define the population you serve as vulnerable individuals or families?

Example answer: In our community, 60% of the population lives at or below the poverty line with 80% of the families in our school district receiving free or reduced school lunches. Furthermore, 50% of the population are immigrants, of whom mostly all have not completed formal education up to grade 12. The migrant population in our community create strong social networks; during this time of uncertainty these families who are often dependent on social interactions that have faced additional hardships. Although these factors are statistically proven to show communities in which vulnerable communities live and work, we know our community and understand the challenges they face – from the lack of resources to provide an adequate diaper supply, to limited affordable childcare needs, to transportation that does not ensure our residents can access fresh fruits and vegetables, the families we serve are vulnerable from a statistic standpoint. In addition, we see employees of our school districts also suffering hardships that will impact their ability to provide educational resources as was offered prior to the pandemic.

How much funding are you requesting and for which purpose will this funding serve?

Example answer: Our organization is requesting \$10,350 for a one-time grant to fulfill our immediate needs in partnership with the national award-winning nonprofit organization, Raising A Reader. Raising A Reader has been at our school district for five years and has resulted in a 40% increase in families who encourage their child's learning at home by reading for at least 20 minutes a day. The results from this program have had immense success in supporting parent/caregiver-child bonding as well as children's early literacy skill acquisition. Due to a significant loss in our Raising A Reader materials (books and bags in rotation) and the rapid change of an online schooling model, we are requesting all new books and bags for our September start date so that we can ensure 90 students receive RAR books each week from Kindergarten to second grade. The cost of new materials is \$115/per child to start, and materials last 5-7 years so this year will be our largest funding ask.

