Women's Giving Circle Grant Application

Instructions:

1. Complete all information in the grant proposal application.
2. Adhere to recommended text limits as indicated
3. Define any acronyms that are used in the proposal.
4. Upload the WGC Grant Application Budget Request Sheet as the final page of this application.
5. Please note that the WGC will not accept repeat applications beyond more than two consecutive years.
6. If you have questions, contact your unit's development officer for any clarifications or assistance in preparing your proposal.
7. Applications are due to the Women's Giving Circle by 5:00 p.m., May 15, Monday. Please deliver your application to your dean or development officer for review and approval prior to the submission deadline. We advise you to give these individuals sufficient time to make recommendations for changes and allow yourself time to execute them.
8. Remember to save a copy of your proposal before final submission.
9. We ask that you keep the following aspects of the Women's Giving Circle grant program in mind as you complete your application:

Women's Giving Circle Mission

To support innovative programs and research at the University of Arkansas

Women's Giving Circle Vision

To engage and empower women as philanthropic leaders at the University of Arkansas

Women's Giving Circle Funding Priorities Support and promote scholarship, research, and service Enrich the quality of life of women and children Encourage outreach and engagement in Arkansas

Areas that meet the strategic priorities for the university and the WGC

- Focus on retention/graduation
- Increase undergraduate opportunities, i.e., building the endowment; involving students in research or service learning project with a collaborative bent
- Promote graduate student participation in research
- Focus on collaboration
- Follow the land grant mission to fund projects that support needs in the region and the state with emphasis on collaboration between colleges/departments/units
- Invest in faculty excellence
- Recruit first-generation students from Arkansas
- Advance the mission of the WGC

Identifying Information:

College or Unit Affiliation

Dale Bumpers College of Agricultural, Food and Life Sciences
Fay Jones School of Architecture and Design
J. William Fulbright College of Arts and Sciences
Sam M. Walton College of Business
College of Education and Health Professions
College of Engineering
Honors College
Graduate School and International Education
School of Law
Student Affairs
University Libraries
Other

Please specify OTHER unit affiliation*:* COEHP-CIED and CDIS

Title of Proposal: The Impact of Service Learning in a Literacy Program for Children from Poverty on the Attitudes Toward Families and Perceptions Support Needs

Primary Contact and Title: Peggy Schaefer Whitby, Associate Professor
Primary Contact E-mail: pschaefe@uark.edu
Primary Contact Phone Number: 479-575-3302

Project Summary (200 word maximum)

Children living in poverty, 48% of the population in NWA, are likely to have lower reading scores which is linked to lower academic achievement. Additionally, families living in poverty are harshly criticized for their perceived lack of involvement (McNamara & McNichol, 2016). Pre-service professionals have little opportunity to interact with children living in poverty and thus may not understand the needs of families in poverty. This proposed project gives pre-service professionals opportunities to work with children of families in poverty during the summer months, a critical time in which children experience the "summer slump" and demonstrate a significant decline in reading skills (Alexander, Entwisle & Olson, 2007). Pre-service teachers will apply their knowledge of effective practices in reading instruction, as well as assess and meet the needs of families through ecological systems theory (Bronfenbrenner, 1992). The project will assess its impact on participants' reading skills, overall family satisfaction of the program, and pre-service students' ability to develop of the cultural competencies related to poverty necessary for their future work (Caspe, 2003).

This project has the potential to reach 40 UA scholars via two undergraduate courses (CDIS and SPED), as well as 40 struggling readers from poverty and their families yearly.

Is this:

- ○ an expansion of a current program
- ◉ a new program

Please list media sites (if any) utilized by your project or program to publicize the project/program, i.e., website, social media, etc?

Social Media: UA COEHP Facebook Page and Special Education Facebook page University of Arkansas Newswire

Three peer-reviewed journal articles will be submitted based on the project's findings.

Three presentations at international and national conferences will be submitted based on the findings of this project.

If your project is funded, describe innovative ways how the WGC will be recognized in the success/completion of your project?

The Women's Giving Circle will be identified on all promotional materials. The authors of any publications and presentations based on this program will state that the research was funding by the Women's Giving Circle.

A lending library of high-interest, easy reading materials will be housed at Lifesource. The library will be called the Women's Giving Circle Children's Library.

Grant Proposal

What is the specific scholarly or community needs your grant request addresses? (100 word maximum)

First, the project provides high-quality, family-responsive reading instruction that allows students from poverty to increase skills, versus lose skills, over the summer. Second, the project provides university scholars with the experiences needed as a referent to make solid instructional decisions when teaching children from poverty in the future (Caspe, 2003). Lastly, the project has the potential to identify variables (i.e. how the pre-service scholar understands poverty and adapts instruction) that influence reading acquisition for students from poverty. By using a rigorous mixed-methods research design, the findings can be used nationally to guide reading instruction for children from poverty.

How does your proposed project or program assess how these needs will be redressed?
(100 word maximum)

Both summative and formative data will be used to guide the project.

Table 1: Process

1. Survey	2.Assignment	3. Intervention	4. Survey	5. Analysis	6. Satisfaction
Pretest: Family Involvement Survey	Experiment Control	Reading program with Ecological Theory Training Reading Program	Post Test: Family Involvement Survey	Differences: Family Involvement and Student Achievement Themes: lesson plans and journals.	UA Scholars Children Families

In spring 2018, a pilot project will be conducted. Pilot study data will be used to redress the process for full implementation. Program changes will be made based on summer 2018 findings for future summer programs.

Describe any unique and/or innovative aspects of your project or program that improves what is already known about your area of inquiry. *(100 word maximum)*

This project is grounded in Ecological Systems Theory (Bronfenbrenner, 1992) which has a strong evidence base within social science (Siporin, 1990); however, it has not yet been studied within literacy instruction. It is expected that pre-service professionals will understand families from poverty better and adapt literacy lessons to meet the needs of the child, which will result in positive outcomes.

There are no programs like this at UA. The results of this project will reach far beyond the funding year. Scholars will use this experience to better future teaching outcomes. Participants will have positive reading outcomes and potential societal contributions.

Please list up to five (5) expected outputs and outcomes with corresponding measurements. (Please note: just listing outputs is not sufficient.)

Table 2 provides a logic model of the project with outcomes and measures

Table 2: Project Logic Model

Inputs	Activities	Outputs	Measures
Partnership between UA and *Lifesource* Reading Instruction that meets the context of the family	UA students attend volunteer training at *Lifesource* on understanding poverty Students conduct ecological assessments with families	Change in attitude and perception of family involvement of people living in poverty	Pre/Post Family Involvement Survey (.88 Cronbachs Alpha) Qualitative Analysis of Ecological Survey results and weekly Journal entries
High Quality Reading Instruction	UA students provide reading tutoring	Change Behavior in Instruction and family interaction	Qualitative analysis of lesson plans (Adapt home based activities based upon family context)
Ecological Assessment drives adaptations in instruction	UA students progress monitor and made adaptations based upon family and student needs UA Journal Weekly experiences	Prevent Summer Slump for children from Poverty Increase reading skill for children from poverty	Pre/Post Diagnostic Assessment of Reading (Roswell et al.) (Norm Referenced Percentile Rankings) Pre/Post Diagnostic Assessment of Reading (Roswell et al.) (Norm Referenced Percentile Rankings)

Document if there are other programs/projects that attempt to address the same needs as your proposal. If so, describe whether and how you will collaborate with them.*(100- word maximum)*

Lifesource is a nonprofit organization providing services for those living in poverty, including tutoring for children. They have the infrastructure to provide tutoring services and have access to families living in poverty in need of academic support. The project will partner with Lifesource. Students will be selected to work within the program through an application process to work with Lifesource children and families. Students will be trained to work with children from poverty. All tutoring services and data collection will be conducted at Lifesource (more information found at http://lifesourceinternational.org. Furthermore, this project supports Arkansas Grade Level Reading initiatives.

Demographic Considerations

	Yes	No
First generation students engaged in the project:	◉	○

Number of current UA students engaged in the project: 40

Geographic region served:

- ◉ Northwest Arkansas
- ❍ Southwest Arkansas
- ❍ Northeast Arkansas
- ❍ Southeast Arkansas
- ❍ Central Arkansas
- ❍ Campus

Budgetary Considerations

Have you received WGC Funding before?

- ❍ Yes
- ◉ No

Please provide the year(s) and project name(s).

N/A

Total proposed budget for project or program: (proposed budgets of more than $20K will not be considered; in typical years WGC proposals fall within in the $5-10K range):
$ 16,000.00

Should match Item 1 on Budget Request sheet.

Please list total funding commitments from external or campus sources to date:
$ 10617.48

Should match Item 2 on Budget Request sheet.

How much, if any, of your request involves funding for the following?

Please estimate using percentages

Student Compensation: 19 %

Equipment: 0 %

Total funds requested from WGC Grant:
$ 16,000.00

Should match Item 3 on Budget Request sheet.

If this project or program will continue after WGC grant money has been spent, please describe how you will continue to fund this project or program. (100-word maximum)

The project will use funds for development, assessment, and adaptation. The project will be offered every summer within two UA undergraduate courses. Linking the project to UA coursework provides sustainability. Special Education and Communication Disorders Programs will continue the partnership with Lifesource as a service learning opportunity for our students after funding has been expended.

Longitudinal data will be gathered across years to assess impact on children. The project plans to expand tutoring services within Lifesource to recruit high school students and assess the variables that impact their involvement. Currently, children receiving services are in the K-6 age range.

In the rare case that grant resources cannot be expended, be prepared to return the remaining funds to WGC.

If selected as a recipient for a WGC grants, you will be required to submit two progress reports, including a budget summary, as well as a poster of your project for purposes of grant presentation.

Please be sure to save this document within the Grant Application Packet.