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:* Dale Bumpers College of A.F.L.S.

Title of Proposal: Pop-up Children's Library: Empowering the Next Generation of Chil

Primary Contact and Title: Dr. Laura Herold, Clinical Assistant Prof. of HDFS

Primary Contact E-mail: lkherold@uark.edu

Primary Contact Phone Number: 479-575-5162

Project Summary (200 word maximum)

This innovative, community-based project integrates analyses of children's book access across Northwest Arkansas (NWA) with the development of original teacher training methods and community outreach to promote literacy development in young children.

Access to print varies by neighborhood and has been linked to improved outcomes for children. Yet we know little about the access to books that diverse children from NWA have. Neither do we know much about the types and quality of books available to them. This is problematic, given the importance of book content (e.g., presence of a strong female character) to children's development of cultural competency and citizenship skills (e.g., justice, responsibility).

To effectively serve NWA children, I must help the birth-kindergarten (B-K) teacher candidates I instruct understand children's access to print in NWA communities. In particular, they must know how access to books that build cultural competency and citizenship skills varies in these communities. Having gained this understanding, they will deepen their learning by co-designing and presenting a Pop-up Children's Library to target these areas.

Finally, I will analyze the educational benefit of the research and community service embedded in this project as a learning tool, increasing my effectiveness as an instructor.

(I will pursue these goals in 3 phases described below in expected outputs and outcomes.)

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?

The following media sites will be used to publicize this project:

1. University of Arkansas Newswire

2. University of Arkansas School of Human Environmental Sciences (HESC) website

3. University of Arkansas Human Development and Family Sciences (HDFS) Facebook page

4. University of Arkansas Southern Early Childhood Association (SECA) student club Facebook page

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

If this project is funded, the WGC will be recognized in the following ways:

1. A sign describing the WGC and thanking them for their support will be affixed to the actual pop-up library, which will be presented throughout NWA for many years to come.

2. An offer will be made to present the pop-up library at a WGC event, or alternatively at a location chosen by the WGC, to both showcase the project and further support literacy development in our community. This event could then be featured in an article highlighting the work of the WGC.

3. Credit will be given in all related journal publications and conference presentations

4. Mention and thanks will be given in a Newswire article about the project

Grant Proposal

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

This request addresses needs in the areas of teaching, research, and public service, exemplifying the University's three-fold mission.

Teaching: A new course, HESC 3333, helps teacher candidates foster language and literacy development in B-K classrooms. But a collaborative, experiential project is needed to deepen and authenticate their learning.

Research: More information is needed about NWA children's book access. The value of the Pop-up Children's Library as experiential learning and action research must be analyzed. An increase in graduate student engagement in the B-K program is also needed.

Public Service: Access to quality books is needed to improve the literacy and cultural competency of diverse children in NWA.

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

Teaching: My undergraduates will co-develop and implement the pop-up library, deepening their knowledge of language and literacy pedagogy.

Research: By funding a graduate student for a year, this proposal addresses multiple research needs. It will: enable successful data collection/analysis and ongoing management of the pop-up library; strengthen graduate student involvement in our B-K program; support a selected incoming graduate student.

Public Service: HESC 3333, a service learning course, matches undergraduates with children needing one-on-one literacy instruction and book reading. Building on this, the implementation of the Pop-up Children's Library will increase literacy access in targeted areas of NWA.

(For information on measurement, see expected outputs and outcomes).

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)*

The importance of book access and shared reading for literacy development is established, as is the value of practicum experiences for teachers-in-training. However, no known program engages undergraduates in the creation and presentation of a Pop-up Children's Library; its pedagogical value is unknown.

The innovative UA Pop-up Children's Library will include mobile storage, seating, children's books, instructions for accessing e-content from the Fayetteville Public Library (FPL), and learning props. It will be facilitated by HESC 3333 undergraduates in research-based strategic locations. The library will be developed with input from David Johnson and FPL staff, and will increase access to quality books in NWA.

(Examples of pop-up libraries: http://tiny.cc/af49ky http://tiny.cc/ag49ky http://s3.amazonaws.com/contemporaryartgroup/wp-content/uploads/2012/10/FP-12_014b.jpeg)

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

Phase 1: data will reveal the quantity/quality of NWA children's book access with vital support from an hourly grad assistant. We will use the Early Language and Literacy Classroom Observation scale and measures designed by Neuman & Celano.

OUTPUT 1: Understanding of book access in NWA. MEASUREMENTS: 1A - Research article on book access based on my results; 1B - Successful co-design of pop-up library and site selection

Phase 2: results will influence the creation and use of a community intervention, the Pop-up Children's Library. Students will experience unique, hands-on experiential learning, taking steps to solve a complex, real-world problem.

OUTPUT 2: Creation and presentation of pop-up library across NWA in HESC 3333 MEASUREMENTS: 2A - Research article on development and impact of the pop-up

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)*

To my knowledge, no teacher licensure program engages undergraduate and/or graduate students in the development and management of a Pop-up Children's Library. However, a number of successful pop-up libraries exist across the country. Engaging with those responsible for these mini libraries would increase the success of the proposed project, and is something I plan to do.

I am also interested in collaborating with University of Arkansas scholars Vicki Collet and Conra Gist. Their Laundry & Literacy Project studies the impact of books in local laundromat on children's literacy. Our projects may be able to influence each other.

Demographic Considerations

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

Number of current UA students engaged in the project:

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).

NA

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):
$ 18,350

Should match Item 1 on Budget Request sheet.

Please list total funding commitments from external or campus sources to date:
$ 7,500

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: 100 %
Equipment: 0 %

Total funds requested from WGC Grant:
$ 10,850

Should match Item 3 on Budget Request sheet.

)Æ ÔÈÉÓ ÐÒÏÊÅÃÔ ÏÒ ÐÒÏÇÒÁ Í ×ÉÌÌ ÃÏ ÎÔÉÎÕÅ ÁÆÔÅÒ 7 ' # ÇÒÁÎÔ Í Ï ÎÅÙ ÈÁÓ ÂÅÅÎ ÓÐÅÎÔ ÐÌÅÁÓÅ ÄÅÓÃÒÉÂÅ ÈÏ× ÙÏÕ ×ÉÌÌ ÃÏ ÎÔÉÎÕÅ ÔÏ ÆÕÎÄ ÔÈÉÓ ÐÒÏÊÅÃÔ ÏÒ ÐÒÏÇÒÁ Í . ¡ÿÏ Ï¿× ÏÒÄ Í ÁØÉ Í Õ Í ¢

This project will positively impact my undergraduate students, helping them achieve learning outcomes related to effective early literacy pedagogy. It will also positively impact children across NWA, both now and in the future. However, a major benefit of this project is that, once phases 1 through 3 have been completed, this project can continue to be used as a joint teaching and community enrichment tool without sustained funding. Rather, this project will be sustained through ongoing use by students enrolled in the HESC courses mentioned above.

This unique teaching method may also be used in CIED courses in early literacy (CIED 3103/3113).

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.