

Early Literacy-Child and Family Study Center

Grant

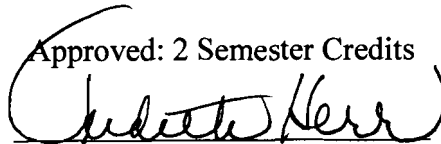
by

Tonya Marie Jones

A Research Project Report
Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
in

Education

Approved: 2 Semester Credits

A handwritten signature in black ink, appearing to read "Judith Herr", is written over a horizontal line.

Dr. Judith Herr

The Graduate School

University of Wisconsin-Stout

May, 2005

The Graduate School
University of Wisconsin Stout
Menomonie, WI 54751

ABSTRACT

Jones	Tonya	M	
(Writer) (Last Name)	(First Name)	(Middle Initial)	
Early Literacy Grant Child and Family Study Center			
(Title)			
MS-Education	Dr. Judy Herr	May/2005	14
(Graduate Program)	(Research Advisor)	(Month/Year)	(# of Pages)
American Psychological Association, 5 th edition			
(Name of Style Manual Used in this Study)			

The purpose of this grant is to create a literacy center at the Child and Family Study Center at the University of Wisconsin-Stout. This literacy center would support early childhood literacy and build home-school connections. The goals of this literacy grant are to expose children to a variety of literacy experiences, promote language skills and appreciation for literacy and to encourage families to be involved in literacy experiences with their child(ren). This grant will meet these goals by providing teachers, children and parents with developmentally appropriate literacy materials.

As a result of this project, the teachers will be able to provide literacy experience for the children that excite their curiosity in learning and literacy. The children will be exposed to a variety of multicultural activities and families will have access to quality

books and materials. University Early Childhood students use the Child and Family Study as a model for creating developmentally appropriate practices with young children. Creating a literacy center will expose these future teachers to creative language activities.

Beyond the purchasing of materials for the Center, various campus and community organizations will be involved in the grant. The Students of Wisconsin Education Association and the Stout Association for the Education of Young Children will hold two book drives to collect books to be donated to the Child and Family Study Center. Sigma Lambda Chi, an honor society for the Construction Program, will build the reading boat for the center. UBC of Menomonie will offer a discount on materials purchased for the reading boat. The Center's maintenance staff will provide the light blue paint for the walls and paint the walls. In addition, the University library will provide assistance in cataloging the new books that will be placed in the literacy center.

Child and Family Study Center
University of Wisconsin-Stout
PO Box 790
Menomonie, WI 54751

April 6, 2005

Rosie's For All Kids Foundation
Grant Review Committee
PO BOX 225
Allendale, NJ 07401
grants@forallkids.org

Dear Grant Review Committee:

The University of Wisconsin-Stout's Child and Family Study Center seeks to apply for a Rosie's For All Kids Foundation grant. The Center, which serves children birth to five years old, would like to obtain financial assistance to create a literacy center that would help to promote literacy development in young children and encourage family involvement in young education. The Center also provides a model school for University Early Childhood students who are studying to be future teachers. It is necessary that the Center has a variety of developmentally appropriate materials which allows them to model language experiences for the teachers in training.

The aim of this grant is to provide teachers, children and families with developmentally appropriate literacy materials to expose children to a variety of literacy experiences, promote language skills and appreciation for literacy, and to encourage families to become involved in literacy experiences with their child(ren) early in life. Approximately \$1785.00 in in-kind support has been pledged from various organizations to build on this grant including two University early childhood student organizations who will hold book drives on campus and in the community and a University honor society who will build a reading boat using the materials purchased through this grant.

Please find our materials for your review. Thank you for considering the Child and Family Study Center's literacy grant proposal. We look forward to hearing from you. If you have any questions, please do not hesitate to contact us.

Sincerely,

Moe Hendricks, Center Director
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Enclosures

Background

“The mission of the Child and Family Study Center is to provide high quality programming for children of university students, university faculty and staff, and the community. The Center serves as a lab school and observation site for Early Childhood Education majors and other related majors on campus. The Center experience allows university students to link educational theory with practice.” (Child and Family Study Center Parent Handbook, n. d.).

The University of Wisconsin-Stout became an accredited teacher-training institute in 1928. As part of their training, women lived in a Home Management House for eight weeks at which time they learned how to care for infants and young children. In 1966, the Home Management House was converted into the Child Study Center. The curriculum used in the center reflected the most recent thinking of education at the time. In 1970, the current preschool center was built and the program was renamed, “The Child and Family Study Center.” In 1970, Dr. Henry Draper, head of Child Development, stated, “The center will provide an enrichment program for young children and also provide a community service.” At the time the Center was built, it was one of the largest laboratory schools of its kind in the United States. Today, the program is housed in two buildings. The building built in 1970 holds two preschool classrooms for children ages 3-5 years while the three infant and toddler classrooms are held in the Home Economics building. Approximately, 120 students each year complete course work or student teaching in one of the five classrooms at the Center. These students learn the developmentally appropriate practices that are necessary for teaching young children. The majority of these students become licensed teachers who teach preschool to third grade in public and private school settings.

The Center serves 91 children from five different counties around the Menomonie, Wisconsin area. The two classrooms at the preschool center have a total of 50 enrolled children while the infant and toddler program enrolls 41 children. Currently, nine multicultural families are enrolled in the program. The two preschool classrooms consist of children between the ages of three to five. See chart below:

AGE	NUMBER OF CHILDREN
6 weeks - 1 year	15
1 year - 2 years	20
2 years - 3 years	27
4 years - 5 years	29

The Center uses Wisconsin's Department of Public Instruction's (DPI) food program as a measurement regarding the socio-economic status of the families. The food program groups families into free, reduced and non-needy categories according to income level as defined by the DPI food program. Using these categories, the Center has 58 children in the non-needy, 14 children in the reduced category, and 19 children in the free category. Below is a description of the monthly income levels that are used to determine which category a family of three qualifies as:

CATEGORY	INCOME LEVEL
Non-needy	\$2,417 or above
Reduced	\$1,698 - \$2,416
Free	\$1,697 or below

In addition to the food program, the university has implemented an access to learning fee which all university students pay as part of their tuition. The Child and Family Study Center receives a small portion of these funds to offset student-parent child care fees. Nearly 50% of enrolled families receive this child care fee subsidy. This percentage links to the research indicating that "children from low-income families are at particular risk for reading difficulties

and are more likely to be slow in the development of oral language skills, letter knowledge, and phonological processing skills prior to school entry.” (Dickinson & Neuman, 2002, p. 12).

Problem/Need

The aim of this grant is to create a literacy center in the preschool center to support early childhood literacy and to foster home and school connections. Current research on the importance of early literacy experiences for young children suggests that “children are doing critical cognitive work in literacy development from birth through six and that quality instruction makes a vital contribution in these years to children’s success as readers and writers.” (Dickinson & Neuman, 2002, p. 3). Requested funds would be used to develop an environment that promotes literacy development and fosters home-school connections. To develop a literacy center within the current library area, many updating materials are needed. Currently, the library is small and the majority of the books and resources are worn, date back to the 1970s and are not reflective of multicultural content and current cultural demographics of the center. As a result, the teachers have very few resources that allow them to expand and enhance children’s literacy experiences. There is also a lack in parent-child resources that can support strong home-school connection.

To create a literacy center based on current research, the environment will be enhanced by painting the library walls a light blue and creating a reading boat so children have a private reading area within the room. These suggestions are supported by Dr. Judy Herr, a respected early childhood teacher educator and writer who explains that cool colors such as light blue, creates a feeling of security, calmness, and comfort which is ideal for a literacy area. Dr. Herr also advises that the area contains a private area that allows for one or two children to isolate themselves from the group. Children who are introverts can become easily overwhelmed in a small area with a large number of children. Creating a reading boat will provide children with a

private space in the literacy center to allow for alone time. (Herr, 2004). To promote language development and literacy skills, numerous hardcover books, including auditory books on tape and CD, puppets, and a listening center will be purchased. This will provide teachers, children, and parents with materials that allow them to expand storytelling experiences.

Goals and Objectives:

Creating a literacy center in the preschool building will aid the center in reaching four main project goals that connect to the Child and Family Study Center goals.

Project Goal #1: To select and purchase a variety of developmentally appropriate literacy materials

Objective: To expose children to a variety of literacy experiences by providing teachers, children and parents access to a variety of developmentally appropriate literacy materials

Project Goal #2: To distribute a variety of literacy materials to the children, families, and teachers of the Child and Family Study Center

Objective: To create a print rich environment containing a diverse collection of literacy materials

Project Goal #3: To provide families with take-home literacy kits

Objective: To encourage families to be involved in literacy experiences with their child(ren) by providing literacy take-home kits and access to developmentally appropriate language materials

Project Goal #4: To orientate teachers and families to the new literacy center

Objective: To provide instruction to teachers and families to utilize the new materials in the literacy center

Timeline:

Date	What	Who	Outcomes
June 11	Inform in-kind contributors of award -SAEYC -SWEA -SLC -Maintenance -Library	Tonya Jones	Set dates
June 12	Order materials-UBC	Tonya Jones Jeff Holmgren	Place order for materials for reading boat
	Order listening station and headphones-Childcraft	Tonya Jones	Approximate arrival date: June 19th
June 13	Create book and puppet list	Tonya Jones Lab teachers	List of books and puppets
June 15	Begin building boat	SLC	Construction of boat frame
June 17	SAEYC & SWEA book drives	Amanda Bladl	Collect 75-100 hardcover books
June 22	Paint library area	Bob-maintenance	Library area-light blue
June 25	Order remaining books and puppets	Tonya Jones	Approximate arrival date: June 30 th
June 27	Install reading boat	SLC	Reading boat installed
July 2	Begin cataloging books	Tonya Jones Cory Mitchell	Organize books, insert cataloging system
July 7	Remove old books from library area	Tonya Jones	Box old books to be sent to Africa
July 16-21	Shelf new books and puppets	Tonya Jones	Organize books and puppets
Sept 8	Orientate teachers to new literacy center	Tonya Jones	Teachers incorporate new literacy area into curriculum
Sept 8	Orientate families to new literacy center	Moe Hendricks Graduate Assistants	Families check out first take-home kit

Project Significance:

As a result of this project, Child and Family Study Center teachers, children and families will have access to quality literature. Funding from this grant would provide families with appropriate literature and guidance on how to use the literature at home with their child(ren). In addition to access to literature for children and families, this project will provide teachers with materials that can be used to enhance language experiences for the students.

As stated earlier, the Child and Family Study Center is a laboratory school in which approximately 120 teachers in training complete course work each year. After completing the course work, 98% of these students begin working in a field in or related to early childhood education. There is a clear domino effect that these teachers in training have on young children in communities across the nation. Experience using and interacting in quality literacy experiences will enable these teachers to create unique literacy experiences for the students in their classrooms. In order to be a model for these teachers in training, the Center teachers need to have a wide variety of materials that are developmentally appropriate, reflective of current changes in demographics and up-to-date.

Evaluation Plan:

Records will be kept by work study students which will include tallies of books/take-home kits that are most frequently checked out by children and families. At the end of each semester, families and teachers will be asked to fill out a questionnaire regarding the quality and usage of the take-home kits. The questionnaire will provide insight into the frequency and quality of the materials purchased.

Dissemination Plan

What	When	To Whom	Who
In-process Report	June 22	Moe Hendricks	Tonya Jones
In-process Report	July 22	Moe Hendricks Foundation	Tonya Jones
School News Article	Sept 8	Stoutonia	Tonya Jones
Parent Newsletter	Sept 10	Families of the Child and Family Study	Lab Teachers
Final Report	Sept 10	Moe Hendricks UW-Stout Research Services Foundation	Tonya Jones Moe Hendricks Lab Teachers

Budget**-Services and Supplies**

Hardcover Books	500 books @ \$10.00 per book	\$5,000
Literacy Bags	20 bags @ \$34.99	\$699.80
Large Puppets	15 puppets @ \$30.00 per puppet	\$450.00
Finger Puppets	15 puppets @ \$5.99 per puppet	\$89.85
Puppet Tree	1 tree @ \$86.99 per tree	\$86.99
Books on CD	25 books @ \$16.99 per book	\$424.75
Books on Tape	15 books @ \$9.95 per book	\$149.25
Listening Station	1 station @ \$78.95 per station	\$78.95
Headphones	4 headphones @ \$5.99 per headphone	\$23.95
Boat Materials	Wood, screws, putty, stain	\$179.22
Approved University Indirect Rate	37% of total requested funds	\$2657.62
Total Requested Funds		\$9840.38

-In-Kind Contributions

SAEYC Book Drive	50 books @ \$10.00 per book	\$500.00
SWEA Book Drive	50 books @ \$10.00 per book	\$500.00
SLC Boat Construction	3 students @ 20 hours 20 hours @ \$10.00 per hour	\$600.00
UBC Materials Discount	25% off of total purchase	\$45.00
UW-Stout Maintenance Painting	2 gallons @ \$12.74 per gallon 3 hours @ \$23.00 per hour	\$25.48 \$69.00
Library Staff Technical Assistance	2 hours @ \$23.00 per hour	\$46.00
Total		\$1785.48

Budget Narrative:

The total amount requested to develop a quality literacy center is \$9,840.38. An element that every literacy center needs is a large collection of books. Hardcover books initially cost more but they do not need to be replaced as often. Although preschool children are learning the importance of caring and respecting for books, there is still a bit of wear and tear of books at this age level. Allowing families to take books home is another reason durable books are needed. There are a wider variety of titles available as books are usually printed in hardcover before paperback. To provide variations in the presentation of books, books on CD and tape will also be ordered. These types of books can be used as a large group listening experience or can encourage children's interest in reading. By purchasing a listening station, children will be able to independently listen the books on CD or tape. Headphones will be purchased separately from the listening station in order to purchase headphones that are packaged individually in packaging that repels head lice.

In addition to new books, the Center is in need of literacy materials that can be used to extend language experiences. A variety of hand puppets and finger puppets will be purchased for both the teacher and children's usage. Due to the lack of space available to safely and neatly display the puppets, a puppet tree has also been requested. To extend these language experiences beyond the classroom, literacy bags will be purchased. These bags will include a hard covered book, a puppet and a parent guide sheet. As educators, it is important to not only provide families with materials but also provide them guidance in using the materials appropriately with their child(ren). By purchasing twenty literacy bags and adding these bags to the Center's current literacy bag collection, each child at the center will have their own literacy bag. A reading boat

will create a quiet reading area for one to two children at a time within the library area. Children need a place to escape their surroundings and enjoy looking at and reading books.

In addition to these purchased materials, various organizations will be involved in the development of the literacy center. The Students of Wisconsin Education Association (SWEA) and the Stout Association for the Education of Young Children (SAEYC) will hold two book drives in which all of the books collected will be donated to the Child and Family Study Center. One book drive will take place at a community event while the other will be held at the University. Sigma Lambda Chi, an honor society for the Construction Program, will build the reading boat for the center. The reading boat will provide a private area for 1-2 students to quietly read. UBC of Menomonie will offer a discount on materials purchased for the reading boat. The Center's maintenance staff will provide the light blue paint for the walls and paint the walls. In addition, the University library will provide assistance in cataloging the new books that will be placed in the literacy center.

References

- Child and Family Study Center Parent Handbook*. (n. d.). Retrieved February, 2, 2005, from <http://www.uwstout.edu/soe/cfsc/parent.pdf>
- Dickinson, D., & Neuman, S. (2002). *Handbook of Early Literacy Research*. New York, NY: Guildford Press.
- Herr, J. (2004). *Working with young children*. Tinley Park, IL: Goodheart-Wilcox.