

Grant Application Form

Instructions:
This grant application requires a minimum of two collaborating intermediate school districts (ISD). In addition, collaboration must include a teacher for the deaf/hard of hearing and an early childhood educator. **An ISD representative must complete and submit this form.** Please read the application packet and submit all forms.

Requester Information:

Requester Name and Title: _____

ISD: _____ Zip: _____

Address: _____ State: _____ Email: _____

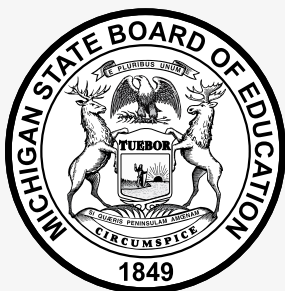
City: _____

Phone Number: _____

**Michigan Department of Education
Resource for Deaf/Hard of Hearing
Language Equality and Acquisition for Deaf Kids (LEAD-K)
Grant Application Packet**

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The Michigan Department of Education Resource for Deaf/Hard of Hearing (MDE RDHH) is partially funded under the *Individuals with Disabilities Education Act* through the Michigan Department of Education Office of Special Education.

Section 1: General Information for the Applicant

Michigan Department of Education Resource for Deaf/Hard of Hearing (MDE RDHH), formerly Michigan Department of Education- Low Incidence Outreach (MDE-LIO), is the recipient of the funds allocated for PA 256 of 2022 with the responsibility to develop a resource for use by a parent or legal guardian of a child who is deaf or hard of hearing (DHH) and is age 5 or younger. The resource will allow the parent or legal guardian to monitor and track the child's expressive and receptive language acquisition and developmental stages toward English literacy. In addition to the development of a parent resource, the legislation requires the department to adopt existing tools or assessments to be used by local school districts, intermediate school districts, public school academies, and the Michigan School for the Deaf to assess the language and literacy development of a child who is DHH and is age 5 or younger. The tools or assessments must meet all of the following:

- in a format that shows stages of language development
- used by local school districts, intermediate school districts, public school academies, and the Michigan School for the Deaf to track the development of the expressive and receptive language acquisition and developmental stages toward English literacy of a child who is DHH, age 5 or younger
- selected from existing instruments or assessments used to assess the development of all children who are DHH and are age 5 or younger
- appropriate in content and administration for use with a child who is DHH and is age 5 or younger
- designed for use, in addition to any assessment required under federal law, by a child's individualized family service plan team or individualized education program team to track the progress of a child who is DHH and to establish or modify an individualized family service plan or individualized education program

By September 1, 2025, local school districts, intermediate school districts, public school academies, and the Michigan School for the Deaf shall implement the tools and assessments developed under subsection (2) of PA 256 to track the development of the expressive and receptive language acquisition and developmental stages toward English literacy of a child who is DHH at age 5 or younger.

A local school district, intermediate school district, public school academy, or the Michigan School for the Deaf shall administer the tools or assessments adopted under subsection (2) or any other assessment used to assess the development of children with disabilities as required by federal law to a child who is DHH and is age 5 or younger, and, based on the assessment results, if the child does not meet the developmental milestones or demonstrate progress in expressive and receptive language skills necessary to meet the developmental milestones, the child's individualized family service plan team or individualized education program team, as applicable, shall, as part of the process required under the *Individuals With Disabilities Education Act*, 20 USC 1400 to 1482, provide both of the following to each service plan team member or program team member and the parent or legal guardian of the child:

- (a) a written statement explaining in detail why the child is not meeting the developmental milestones or progressing toward them
- (b) a written recommendation including specific strategies, services, and programs that must be provided to the child to assist the child toward becoming linguistically prepared for kindergarten and English literacy

Michigan's Top 10 Strategic Education Plan

This grant supports and aligns with Michigan's Top 10 Strategic Education Plan (SEP) Guiding Principles, Mission, Vision, and Goals. Goals 1 and 2 are addressed through efforts related to kindergarten readiness and language acquisition for children who are DHH and age 5 or younger.

Purpose

The purpose of this grant is to support the efforts of ISDs, local school districts, public school academies, and the Michigan School for the Deaf in meeting the intent of this legislation for those who serve the deaf or hard of hearing 0 - 5 year old population. Grants will be utilized to promote language development through the use of appropriate assessment, collection of data on language development to improve kindergarten readiness, and trainings for school personnel and families of DHH children ages 5 and younger. Grant recipients may, but are not limited to, utilize the funds for the following:

1. Assessment

- Purchase assessment tools related to language and literacy development:
 - appropriate for assessment of DHH children ages birth to 5
 - related to American Sign Language (ASL), English, or both
 - aligned with MI LEAD-K Advisory Committee assessment recommendations
- Provide training for educators on the administration of assessment tools.

2. Curriculum/Materials

- Purchase instructional materials and/or curriculum related to language and literacy development for DHH children ages birth to 5.
- Provide training for educators on the implementation of curriculum.
- Fund educators' attendance at conferences or events specific to educating and supporting families and DHH children ages birth to 5.
- Purchase early literacy materials for families of DHH children ages birth to 5.

3. ASL Learning

- Provide ASL instruction to educators and other school personnel.
- Provide ASL instruction and/or support to families of DHH children.

4. Parent Education

- Provide family training on language and literacy development for DHH children.
- Provide scholarships for families to attend conferences or events specific for DHH children ages birth to 5.

An appendix is included with this grant application, providing an outline of specific opportunities that align with the provisions of the legislation.

Application Details

Eligibility:

Intermediate school districts and collaborating partners from local education agencies, public school academies, and the Michigan School for the Deaf are eligible to apply for the grant.

Applicants must consist of a minimum of two collaborating Intermediate School Districts. Additional collaborators may include local school districts, public school academies, and the Michigan School for the Deaf. The inclusion of both a teacher of the deaf/hard of hearing and an early interventionist or early childhood educator is required for grant application.

Application Deadline: All applications must be submitted by May 15, 2025.

Funding Amount:

Maximum of \$200,000 per application. The amount requested should reflect the number of collaborating partners and the scope of the intended project.

Grant Outcomes:

Each grant application must clearly demonstrate at least one outcome aligned with the legislation. Anticipated outcomes may include:

- Promote language acquisition and development for DHH children ages 0-5.
- Promote English literacy development for DHH children ages 0-5.
- Inform school personnel and/or parents about language acquisition and developmental milestones for DHH children ages 0-5.
- Inform school personnel and/or parents about English literacy development for DHH children who are ages 0-5.
- Support school personnel and/or parents in monitoring language development of DHH children who are ages 0-5.
- Support school personnel and/or parents in tracking developmental stages toward English literacy for DHH children who are ages 0-5.

Grant recipients are expected to use grant funds by June 30, 2027. A final report detailing grant outcomes is required and will be due no later than September 1, 2027.

Grant recipients will submit quarterly progress reports, with the first report due no later than October 15, 2025.

Required Materials for Application Packet:

Grant Application Form, complete with all required signatures and the following:

- Description of the proposed activities including anticipated outcomes and evidence of best practice(s) and/or research-based practice(s)
- Detailed budget, outlining the expenditures (e.g., supplies, materials, travel, etc.)

Incomplete applications will be returned to the sender.

Application Submission: Submit completed application to outreach@mdelio.org.

Section 2: Selection Criteria

The completed grant application form, including all requested information and signatures, is required.

Description of Proposed Activities

(3 points)

Narrative describing the proposed activities and how the activities align with the intent of the legislation:

Not recommended for funding (0 points)	Recommended for funding with revisions (1 point)	Recommended for funding (2 points)	Highly recommended for funding (3 points)
Narrative does not provide a description of the proposed activities, and/or activities do not align with the intent of the legislation.	Narrative provides a minimal description of the proposed activities and/or marginal alignment with the intent of the legislation.	Narrative provides a full description of the proposed activities and alignment with the intent of the legislation.	Narrative provides a comprehensive description of the proposed activities and cites strong alignment with the intent of the legislation.

Anticipated Outcomes

(3 points)

Explains one or more anticipated outcomes aligned with the intent of the legislation:

Not recommended for funding (0 points)	Recommended for funding with revisions (1 point)	Recommended for funding (2 points)	Highly recommended for funding (3 points)
No anticipated outcomes aligned with the intent of the legislation are cited.	Minimal explanation of an anticipated outcome aligned with the intent of the legislation is given.	Full explanation of one or more anticipated outcomes aligned with the intent of the legislation is given.	Comprehensive explanation of more than two anticipated outcomes aligned with the intent of the legislation is given.

Evidence of Best Practice(s) and/or Research-Based Practice(s)

(3 points)

Describes the best practice(s) and/or research-based practice(s) guiding the proposed activities:

Not recommended for funding (0 points)	Recommended for funding with revisions (1 point)	Recommended for funding (2 points)	Highly recommended for funding (3 points)
Does not describe any best practice(s) and/or research-based practice(s) guiding the proposed activities.	Minimal description of a best practice(s) and/or research-based practice(s) guiding the proposed activities—no research cited.	Full description of the best practice(s) and/or research-based practice(s) guiding the proposed activities—1 source of research cited.	Comprehensive description of the best practice(s) and/or research-based practice(s) guiding the proposed activities—2 or more sources of research cited.

Detailed Budget

(3 points)

Includes a detailed budget, outlining all anticipated expenditures for the proposed activities:

Not recommended for funding (0 points)	Recommended for funding with revisions (1 point)	Recommended for funding (2 points)	Highly recommended for funding (3 points)
No budget included.	Budget lacks detail and/or does not outline all anticipated expenditures for the proposed activities.	Budget is detailed and outlines all anticipated expenditures for the proposed activities.	Budget is detailed and comprehensive, outlining all anticipated expenditures for the proposed activities with specificity.

If you have questions, please contact MDE RDHH:

Phone: 517-241-7083

Email: outreach@mdelio.org

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Instructions:

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Requester Information:

Requester Name and Title:		
ISD:		
Address:		
City:	State:	Zip:
Phone Number:	Email:	

Collaborator(s) Information:

Collaborator Name and Title:		
Agency:		
Address:		
City:	State:	Zip:
Phone Number:	Email:	

Collaborator Name and Title:

Agency:

Address:

City:

State:

Zip:

Phone Number:

Email:

If space is required for additional collaborators, please include full contact information for each on the signature page.

Amount Requested (cannot exceed \$200,000):

Provide a detailed description of the proposed activities and anticipated outcomes for which the grant funds will be used including evidence of best practice(s) and/or research-based practice(s). Attach any and all pertinent information as it applies to the intent of the legislation.

We assure and understand that all funds received will be used for the purpose of fulfilling the intent of the legislation as outlined in this grant application.

Requester Signature: _____ Date: _____

Collaborator Signature: _____ Date: _____

Collaborator Signature: _____ Date: _____

DHH Educator Signature: _____ Date: _____

Early Childhood Educator Signature: _____ Date: _____

Additional contact information:

Grant Proposed Budget

Instructions:

Create a detailed budget, outlining all anticipated expenditures for the proposed project.

Project Information:

Collaborator Name and Title:

Agency:

Proposed Expenses:

Materials and Supplies

Description of Materials/Supplies	Quantity	Unit Cost	Total Cost

Total Materials Cost:

Training

Description of Training	Material Costs	Fees (registration, speaker)	Cost

Total Training Cost:

Travel

Description of Travel Purpose and Destination	Travel Cost	Meals	Cost

Total Travel Cost:

Contractual Services

Description of Service	Contractor Name	Cost

Total Contractual Services Cost:

Other Costs

Description of Expense	Cost

Total Other Costs:

Total Project Budget Summary

Category	Amount
Materials and Supplies	
Training	
Travel	
Contractual Services	
Other Costs	
Total Project Budget	

For MDE RDHH office use only. Do not write below this line.



Date Received:

- Approved Denied

Appendix

The following is provided to highlight specific opportunities for use of grant funds and is intended for informational purposes only. This is not an exhaustive list, and no endorsement by MDE RDHH is offered or implied. The opportunities reflect the intent of the legislation and include a balance of American Sign Language and English assessments, curriculums, and parent education events. ASL is shown as a stand-alone area based on the requests of the field and the recommendation of the LEAD-K advisory committee to provide additional opportunities to learn the language.

Assessments

Note: Some of the listed assessments have specific credential and training requirements to implement the assessment tool with fidelity. It is the responsibility of the grant applicant to verify requirements prior to making purchase decisions.

- [Cottage Acquisition Scales for Listening, Language, and Speech \(CASLLS\)](https://edproducts.sunshinecottage.org/store)
(edproducts.sunshinecottage.org/store)
- [Receptive-Expressive Emergent Language Test - 4th Ed. \(REEL-4\)](https://wpspublish.com/reel-4-receptive-expressive-emergent-language-test-third-edition.html)
(wpspublish.com/reel-4-receptive-expressive-emergent-language-test-third-edition.html)
- [Arizona Articulation and Phonology Scale – 4th Ed.](https://wpspublish.com/arizona-4-arizona-articulation-and-phonology-scale-fourth-revision)
(wpspublish.com/arizona-4-arizona-articulation-and-phonology-scale-fourth-revision)
- [Visual Communication Sign Language Checklist \(VCSL\)](https://v12.gallaudet.edu/visual-communication-and-sign-language)
(v12.gallaudet.edu/visual-communication-and-sign-language)
- [American Sign Language Receptive Skills Test \(ASL RST\)](https://northernsignsresearch.com/american-sign-language-receptive-skills-test)
(northernsignsresearch.com/american-sign-language-receptive-skills-test)
- [American Sign Language Expressive Skills Test \(ASL EST\)](https://northernsignsresearch.com/asl-expressive-skills-test)
(northernsignsresearch.com/asl-expressive-skills-test)
- [The Communication Matrix](https://communicationmatrix.org) (communicationmatrix.org)
- [Clinical Evaluation of Language Fundamentals Preschool 3rd ed. \(CELF Preschool-3\)](https://bit.ly/4j7U5Wd) (bit.ly/4j7U5Wd)
- [Developmental Assessment of Young Children – 2nd Ed. \(DAYC-2\)](https://bit.ly/43sNIaR) (bit.ly/43sNIaR)
- [Rossetti Infant-Toddler Language Scale](https://wpspublish.com/the-rossetti-infant-toddler-language-scale.html) (wpspublish.com/the-rossetti-infant-toddler-language-scale.html)
- [American Sign Language Proficiency Interview \(ASLPI\)](https://gallaudet.edu/american-sign-language-proficiency-interview-aslpi/)
(gallaudet.edu/american-sign-language-proficiency-interview-aslpi/)

Curriculum and Materials

- [SKI-HI Curriculum](http://hopepubl.com/product/ski-hi-curriculum) (hopepubl.com/product/ski-hi-curriculum)
- [Fingerspelling Our Way to Reading Curriculum](http://colorado.edu/program/fingerspelling) (colorado.edu/program/fingerspelling)
- [Foundations for Literacy Curriculum](http://sites.gsu.edu/ffl) (sites.gsu.edu/ffl)
- [CID Early Listening At Home Curriculum](http://professionals.cid.edu/product/cid-early-listening-at-home-curriculum/) (professionals.cid.edu/product/cid-early-listening-at-home-curriculum/)
- [CID Speech Perception Instructional Curriculum and Evaluation – 2nd Ed.](http://professionals.cid.edu/product/cid-spice-2nd-edition/) (SPICE) (professionals.cid.edu/product/cid-spice-2nd-edition/)
- [ASL at Home](http://aslathome.org) (aslathome.org)
- [Love and Language](http://aboutloveandlanguage.org/shop) (aboutloveandlanguage.org/shop)
- [Hands Land](http://sites.google.com/handsland.com/handsland/home) (sites.google.com/handsland.com/handsland/home)
- [Visual Phonics](http://seethesound.org/index.html) (seethesound.org/index.html)
- [Small Talk](http://bit.ly/4i5A6pO) (bit.ly/4i5A6pO)
- [SPICE for Life 2 Auditory Learning Curriculum](http://professionals.cid.edu/product/cid-spice-for-life-auditory-learning-curriculum/) (professionals.cid.edu/product/cid-spice-for-life-auditory-learning-curriculum/)
- [Story Champs](http://languagedynamicsgroup.com/story-champs-2/) (languagedynamicsgroup.com/story-champs-2/)
- [Reading Milestones Curriculum](http://proedinc.com/Products/13945/reading-milestonesfourth-edition-levels-16-combo.aspx) (proedinc.com/Products/13945/reading-milestonesfourth-edition-levels-16-combo.aspx)
- [Bedrock Literacy Curriculum](http://bedrockliteracy.com) (bedrockliteracy.com)
- [Fairview Learning Program](http://fairviewlearning.com) (fairviewlearning.com)
- Purchase resources to develop a lending library of books that providers can use with families to model and support the development of literacy strategies and DHH role models/characters
- Provide books with developed literacy strategy documents to give to families to use and keep in their homes

Training on Assessments and Curriculum

- [CASLLS Training--The Basics](http://bit.ly/3RxwbqA) (bit.ly/3RxwbqA)
- [CASLLS Training—Beyond The Basics](http://bit.ly/43xZZef) (bit.ly/43xZZef)
- [VCSL Training](http://naslece.org/vcsl-training) (naslece.org/vcsl-training)
- [ASL RST/EST Training](http://northernsignsresearch.com) (northernsignsresearch.com)
- [Fingerspelling Our Way to Reading Curriculum Training](http://bit.ly/4hRM4D6) (bit.ly/4hRM4D6)
- [Foundations for Literacy Curriculum Training](http://sites.gsu.edu/ffl/foundations-literacy-home/how-to-receive-training/) (sites.gsu.edu/ffl/foundations-literacy-home/how-to-receive-training/)
- [Visual Phonics Training](http://seethesound.org/index.html) (seethesound.org/index.html)
- [Story Champs Training](http://languagedynamicsgroup.com/training/grouptraining/#1689325967409-901f3e65-7f33) (languagedynamicsgroup.com/training/grouptraining/#1689325967409-901f3e65-7f33)
- [SKI-HI Curriculum](http://mdelio.org) (mdelio.org)
- [Fairview Learning Program Training](http://fairviewlearning.com/trainings) (fairviewlearning.com/trainings)

ASL Learning

- In-person classes offered through local institutions, community colleges, or organizations
- Deaf mentor programs
- Deaf adults to provide sign instruction, and mentorship
- [ASL at Home](http://aslathome.org) (aslathome.org)
- [SignOn Connect](http://signonconnect.com) (signonconnect.com)
- [ASL Connect](http://gallaudet.edu/asl-connect) (gallaudet.edu/asl-connect)
- [American Society for Deaf Children](http://deafchildren.org) (deafchildren.org)
- [Holley Institute](http://holleyfv.org/ASL10) (holleyfv.org/ASL10)
- [Deaf and Hard of Hearing Services](http://deafhhs.org/asl-classes/) (deafhhs.org/asl-classes/)
- [Hands Land](http://sites.google.com/handsland.com/handsland/home) (sites.google.com/handsland.com/handsland/home)

Parent Education

- [AG Bell](http://agbell.org/events) (agbell.org/events) Events and Conferences
- [American Society for Deaf Children](http://deafchildren.org) (deafchildren.org) Conferences
- [Deaf and Hard of Hearing Services](http://deafhhs.org) (deafhhs.org) Programs
- [Early Hearing Detection and Intervention \(EHDI\) Annual Conference](http://ehdiconference.org) (ehdiconference.org)
- [Family Matters Conference](http://familymattersdhh.com) (familymattersdhh.com)
- [Hearing First](http://hearingfirst.org) (hearingfirst.org)
- [Hands & Voices Conferences](http://handsandvoices.org) (handsandvoices.org)
- [Holley Family Village](http://holleyfv.org) (holleyfv.org) ASL Family Camps
- [Holley Family Village](http://holleyfv.org/CHLP) (holleyfv.org/CHLP) Community Health and Literacy Program
- [Language First](http://language1st.org/events) (language1st.org/events)
- Host a local literacy event
- Provide books with resources to families on how to support language and literacy development while reading with their DHH child