



2025 Literacy Fund Grant Application Guide

For Individual Schools and Educational Organizations





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INTRODUCTION

The Indigo Love of Reading Foundation exists to ensure that every child in Canada has the opportunity to become richly literate and achieve their full potential by fostering a love of reading.

The Literacy Fund Grant is our largest national granting program and was created to dramatically increase literacy access for kids across the country.

Literacy Fund Grants are awarded to schools, and in some cases educational organizations, in high-needs communities who are committed to fostering a love of reading and have a robust plan for how they would utilize new books and resources to enhance their vision. Generally, we define “high-needs” as a community challenged by socio-economic factors however, we consider other intersectional factors as well.

Every year, hundreds of schools across Canada apply for this grant to increase access to books for the children and youth they serve and while we work to reach as many as possible, generally about 30 partners are selected. Both community need and vision for the grant are considered within the decision-making process, with full details available on the rubric provided. Grants are dispersed over a multi-year period. During that time, we work with grant recipients to track short- and long-term impacts, amplify stories of change and ultimately inspire other schools, parents, communities, and organizations to invest in literacy as well. Other benefits of the partnership include access to professional development opportunities, classroom resources and more!

Please read these guidelines carefully to ensure you meet eligibility criteria and are prepared to respond to the various sections of the application.

GRANT OBJECTIVES

This grant exists to enhance a number of impact areas to bolster a love of reading and enhance learning in schools. The six main categories of impact that we work to track include the following:

1. **Improve School Literacy Infrastructure and Inventory:** increase access to a greater number of relevant literature and reading resources in an enhanced learning library environment.
2. **Increase Student Literacy Engagement:** increase student engagement with literacy and reading to develop a life-long love of reading.
3. **Enhance Student Literacy Achievement:** improve reading level outcomes in students and more readily meet curricular expectations through expanded access to books.
4. **Enhance Student and Educator Skills:** increase student and educator skills within certain curricular areas such as: Indigenous Knowledge and Worldviews, issues relating to Diversity, Equity, and Inclusion (DE&I), Environmental literacy, STEM, etc. through access to books and educational resources.
5. **Enhance Community Engagement:** increase involvement of parents, family and community members around literacy initiatives at your school.
6. **Enhance Student School Engagement:** increase overall student engagement with their library/school over time through expanded access to literature.



KEY DATES

ACTIVITY	DATES*
Applications open	January 6 th , 2025
Applications close	February 28 th , 2025, 11:59 PM EST
First Round - Indigo volunteer internal review	Early March 2025
Second Round - Past educator recipient review	Late March 2025
Third Round – Indigo Love of Reading team completes final shortlist to confirm recipients	April 2025
All applicants are notified of their status	By May 2 nd , 2025
Grant recipients are announced nationally	June 2025
Year 1 funding is dispersed to recipients	Starting June 2025

*Please note: That the above dates are subject to change by the Indigo Love of Reading team and all applicants will be notified of any major changes to the application process schedule.

ELIGIBLE APPLICANTS

What is the eligibility for the grant?

Generally, to be considered for the Indigo Love of Reading Literacy Fund Grant, an eligible partner must receive at least 80% of its funding from the provincial or federal government and serve students in at least one of the following grades: Junior Kindergarten, Senior Kindergarten, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, and Grade 8.

If your school does not have students in those Grades or is not publicly funded, your school is not eligible for a grant. For any specific questions around your eligibility status, please reach out to loveofreading@indigo.ca before completing and submitting the online application form.

What if our school(s) serves students in Junior Kindergarten through Grade 12 (or a combination of these Grades)?

Likewise, if your school or schools serves some ineligible Grades (e.g. Grades 9 through 12) in addition to eligible Grades (e.g. Grades JK through 8), you are still eligible for the grant. Successful recipient schools will be granted support based on the number of students in eligible Grades only.

What if my school does not serve Junior Kindergarten through Grade Eight students?

If your school does not serve any of the eligible Grades (e.g. Grades JK through 8), your school is not eligible to receive the literacy fund grant.



Are daycares eligible to apply for the Literacy Fund Grant?

We recognize the importance of the work that daycares dedicated to literacy do to support children across the country. At this time daycares are not eligible for the Literacy Fund Grant opportunity as the program is currently scaled for schools serving grades K-8.

Are non-profit organizations that support eligible to apply for the Literacy Fund Grant?

Non-profit organizations that support schools in eligible grades (Junior Kindergarten to Grade Eight) are now eligible to apply for the Literacy Fund Grant opportunity on behalf of their partner schools.

Why are non-profit organizations supporting schools now eligible to apply for the Literacy Fund Grant?

In instances where schools feel they do not currently have the capacity to apply for or execute this grant on their own, we have opened up a stream for school boards/educational authorities/non-profit literacy organizations to apply for this grant on their behalf. This opportunity was developed based on successes we saw throughout the Covid-19 pandemic within our Community Response Fund. Within that program, we saw non-profits successfully partnering with schools across the country meet their literacy goals during this challenging time. While the Literacy Fund Grant will always be a school-based initiative, we want to remain responsive to the needs of schools and educators at this time and are hopeful these new partnerships will give schools in our hardest hit communities, who might otherwise not have had the capacity to apply for these funds.

For nonprofit partners considering this route, please remember that the school or schools you are partnering with will need to provide a letter of support for your application in order to be eligible for these funds.

As an organization, how many priority schools can we incorporate under our umbrella through this application?

Organizations have the option to apply for up to a maximum of 10 high-needs or priority schools in their network/district. Any schools within this cohort, also have the option of submitting an individual school application on their own behalf. For organizations with innovative plans of launching or enhancing literacy projects involving MORE than 10 schools, we encourage them to reach out directly to loveofreading@indigo.ca.

My school received a Literacy Fund grant many years ago when we had a different principal. Can we receive the grant again?

Preference will be given to schools with excellent applications applying to receive the Literacy Fund Grant for the first time.



GRANT STRUCTURE AND ELIGIBLE COSTS

GRANT STRUCTURE

The Literacy Fund's grant distribution is determined by numerous factors, such as the scope of socio-economic factors that impact literacy, a school's literacy resource needs, school population, etc. Each year the grant is broken into two distinct portions:

- **90%** is set up as a Corporate Account for Love of Reading schools to purchase books through Indigo, Chapters and Coles locations at a 30% discount
- **10%** is provided in the form of a discretionary cheque and is to be used to support literacy projects at the school

Both the 90% Corporate Account and 10% cheque will be distributed to your school over the course of 3 years.

ELIGIBLE COSTS

What items can we order using the 90% portion of the Literacy Fund grant?

These funds should be used at Indigo either in-store or through Corporate Sales for the purchase of books and Kobo e-readers to help promote a community of learning at your school. Examples of what *cannot* be purchased:

- Gift cards
- General merchandise (i.e. toys, furniture, décor)
- Online shopping (shop through our Corporate Sales instead via LORCorporateSales@indigo.ca)
- Gourmet merchandise (eg. Food items)

What items can we order using the 10% portion of the Literacy Fund grant?

The 10% cash portion of the grant is to be used towards funding for educational resources and literacy projects.

Examples of how these funds could be spent:

- Guest authors to read to classes
- School trips to see plays/theatres including busing/transportation costs
- Levelled readers, dual-language books, e-books, reading assessment resources that are not currently available through Indigo
- Prizes for writing/reading contests
- Professional Development for teachers (training costs- not release time)

Examples of what cannot be purchased:

- Salaries



- Capital investments (i.e. playgrounds, building additional rooms)
- Textbooks

HOW TO APPLY

- Applications for funding must be completed via the online application available from the program portal. If you don't have adequate access to the internet or technology, please contact the Indigo Love of Reading team as soon as possible at loveofreading@indigo.ca to discuss alternative methods of submitting the application.
- Please make sure your application is complete. We will not process incomplete applications.
- The foundation will only accept one application per school or educational organization (e.g. School boards, First Nations Educational Authorities, Non-profit literacy organizations, etc.)
- Applications that are printed or handwritten, and then mailed/faxed to the Foundation will **not** be accepted for review.

PREPARING YOUR RESPONSES:

Please download a copy of the application worksheet where you can see all of the questions in advance to prepare your answers in advance of completing the online application.

- Individual school application worksheet: can be downloaded [HERE](#)
- Educational organizations and school boards application worksheet: can be downloaded [HERE](#)

Please note: *The above worksheets cannot be uploaded to the online portal, nor emailed to us as an official application. All responses must be entered directly into the online application form.*

COMPLETING THE APPLICATION

The following information is provided to help you complete the requirements and answer the questions in the grant application form successfully.

GENERAL TIPS:

- ✓ Avoid generalizations. For example, instead of writing "our library books are very old," provide details such as "30% of our books are over 15 years old."
- ✓ Provide references for all the data you submit to support your answers.
- ✓ Pay close attention to each section's "Key Decision-Making Factor" when drafting question responses.



- ✓ **The best applications generally have the input from several members of your school team who have specialties in various aspects of administration, learning instruction, resource development/procurement, and interventional literacy strategies.**

SCHOOL /ORGANIZATION INFORMATION SECTION:

Please provide background information about your school/organization and the contact information for your school principal/main organizational contact. All contact information will be used strictly for grant application purposes only.

A couple of notes to consider:

- a) Selecting a partner store: The Indigo Love of Reading Foundation partners winning schools with an Indigo store to provide assistance using grant funds and for hosting special events. You will be asked to indicate a store that you will partner with over the multiple years of the grant in the event that your school is selected as a 2025 grant recipient. Educational organizations supporting more than one school may select up to two (2) stores to partner with during the grant term. Your partner store(s) may be within the nearest geographic proximity to your school(s) or a store(s) you may have partnered with in the past through other initiatives.
- b) Adopt A School-Opt in: Applicants can now opt-in to be considered for a 2025 Adopt a School grant as a part of the Literacy Fund Grant application process. If a school is NOT selected for a Literacy Fund Grant, and they select the "opt in to Adopt a School consideration" on the application form, the school's application will automatically be submitted into the applicant pool for an *Adopt a School* grant. To learn more about this grant, click [here](#).
- c) Organizations completing the application on behalf of multiple schools in their district/network will be required **to include a letter of support from the principal of each of the schools looking to participate in the literacy fund grant program.**

SECTION A: TELL US ABOUT YOUR SCHOOL COMMUNITY (TIES)

Key Decision-Making Factor: Community Need – how the quantifiable data and anecdotes from your school community directly link to your school's literacy challenges.

Question 1. Tell us about the literacy challenges and opportunities at your school (s). In doing so please cite any relevant local or national research, test scores (reading inventories, qualitative/quantitative surveys, report card data, etc.) to support your current reality.

When completing this question please ensure:



- ✓ You have cited credible references for all literacy performance data presented (e.g. EQAO data, school board/community data sources, report card data, etc.)

Question 2. Please speak to how the demographic landscape of your school community may have impacted your reason to apply for this grant. In doing so, please cite any relevant information to support your statements.

Often times the demographic composition of a community can have an impact on student literacy. The purpose of this question is to determine whether or not this is the case for your school(s) and to allow you to contextualize the scope of need in your community (ties).

When completing this question please ensure:

- ✓ Overall, there are clear connections made between the presented demographic information and how it relates to your needs for applying for the literacy fund grant
- ✓ Try to avoid using purely anecdotal evidence (e.g. "many of the families in our school community face significant socioeconomic challenges") but that you also provide quantitative metrics to support your claims (e.g. "At our school the average family household income in our school community is roughly between \$30,000- \$49,999; The percentage of single parent families is 30% as compared to 15% in our entire school board")
- ✓ You have cited credible references for all demographic data presented (e.g. EQAO data, school board/community data sources, parent census data, report card data, etc.)

Some examples of information you can provide that help to paint a picture of the scope of need faced by students and families in your school community:

- Average Median family income within your school community
- The percentage (%) of lone-parent (also referred to as single-parent) families in your school community
- The percentage (%) of students in your school community that speak a language other than French or English in the home
- The percentage (%) of students in your school community that self-identify as Indigenous (i.e. Aboriginal, First Nations, Métis, or Inuit)
- The percentage (%) of people/families in your school community who have a post-secondary certificate, diploma, or degree (e.g. university, trade school, college, etc.)
- The percentage (%) of people who moved from one residence to another at least once in the last year (e.g., family moved to a new apartment)
- The percentage (%) of your students' families needing financial support to by school supplies and/or enable their child to participate in school activities (e.g. field trips and clubs)?
- The percentage (%) of students that access nutrition programs through your school
- Any special learning designations or indexes such as the [TDSB Learning Opportunities Index \(LOI\)](#) that apply to your school. When citing a special learning designation or index, please ensure you are describing the criteria that define the designation.



*For any metrics provided you must state **the source of this information**. This can be derived from a number of different sources, e.g. Census data ([Stats Can](#)), family/caregiver surveys, school board data, etc.

SECTION B: CURRENT ACCESS TO BOOKS

The questions in this section are designed to provide the Love of reading team and our judging committees with a deeper understanding of the general challenges and successes within your current library system/access opportunities to books and literature. This information also provides us with further context on the ecosystem of resources currently available to students who would further benefit from the literacy fund grant program. You will likely need to consult library and office records to fill out this section of the application for information (e.g. Operational funding available to your library, average age of books, gaps in your library collections, etc.)

SECTION C: PROJECT SUMMARY AND NEED

Key Decision-Making Factor: Vision and Objectives – how your project will address both immediate gaps and long-term literacy engagement.

Note on scale/scope of your proposed project: Participation in the Literacy Fund Grant program represents a multi-year commitment with funding being provided over a period of 3 years. Your proposed project should therefore represent a scale and scope where both short- and long- term impacts can be tracked that have the potential to reach a wide number of students (if not all students) at your school.

- First, list the name of for your project (e.g. "Intentional Diversity in the classroom and LLC")

To help inform your project summary and need review this [checklist of critical gaps](#) and consider using student voices in identifying gaps (e.g., student surveys)

Question a) Please indicate the objective(s) of the ILOR Literacy Fund Grant program that your project will fulfill:

For this question, please complete and consider the following:

- From the drop-down menu, select all the grant objectives that your project will fulfill- there are six objectives listed that relate directly to the key impact areas that the foundation tracks through this grant program
- **The foundation is cognizant that schools may be at different stages in their literacy journeys and encourage applicants to not only select the grant objectives that align with your literacy project but that are also within their capacity to achieve over the next 3 years**



Question b) Tell us about your literacy project idea and how the project satisfies the objective(s) of the ILOR Literacy Fund Grant program that you indicated in the previous question.

For this question, please complete the following:

- Clearly state how all the initiatives within your project will satisfy a grant objective or objectives you selected in question a)

Please note:

- Your overall project idea may be multi-faceted in approach, however each initiative must connect clearly to an objective(s) of the literacy fund grant program.
- The initiative(s) that support your overall project may be in service of enhancing any **current** literacy programs that you already run at your school(s) and/or **new** literacy initiatives that you would like to build out at your school(s)

Question c) Why is your literacy project needed? What critical gaps are being filled? Please cite any school-based performance data and/or research that support your response

- Clearly state how your initiative(s) within your project will satisfy critical gaps and benefit your students. Be sure to cite credible school-based data that support your responses

SECTION D: PROJECT PLAN

The purpose of this section is to allow your literacy team to clearly map out your top goals/milestones that will be achieved in support of your overall literacy project. For each milestone you will be required to list the supporting activity to achieve your milestone, as well as key members that you will hold accountable to ensure your project's success within established timelines. Please ensure that when filling out this section that your milestones connect directly to your project summary details listed in Section C ("Project Summary and Need") of this application. When determining a turnover plan, please consult with members of your literacy team and your administration to devise a realistic plan that will ensure the continuity of your project execution over multiple years.

Example: The following is an example of a project plan for supporting a multi-faceted literacy project. This example is intended as a guideline only.



What major steps will you take to complete the literacy project?

- List and describe up to five (5) MAJOR MILESTONES your school team will achieve over the three years of the grant to execute the main goals of your literacy project.
- Please keep your activity descriptions short/concise where possible
- Please include a general timeline that outlines the duration of when you will execute your activities to achieve each milestone
- Please list any staff members, special committees, or community members (e.g. Parents associations) that may be working to help your school accomplish each milestone

Milestone achieved (specific output results of your project plan)	Supporting activity (ties) to achieve milestone (a general description)	When (dates)- years?	Who's responsible?
1. Classroom libraries are fully stocked with levelled culturally relevant and responsive books	Our school will purchase culturally relevant and responsive books for students of various reading levels where students can see themselves and their peers represented in their daily environment, with a focus on kindergarten and primary classes	First year of grant: September 2024- April 2025	<ul style="list-style-type: none"> • Literacy intervention team including our Vice Principal
2. The library learning commons and classroom libraries are fully stocked with high-interest books for student use	With guided input from students, our school will purchase high-interest books with a specific focus on graphic novels, age-appropriate manga, and a variety of genres including mystery and fantasy. A special focus will be on filling in missing gaps in book collections at the junior and intermediate level.	Second year of grant: May 2025- April 2026	<ul style="list-style-type: none"> • All teachers at school who will consult with students on book choices
3. Our school's collection of dual language books is updated to meet the needs of students and families	We will use our cheque portion to purchase dual language books from our school's approved vendor list for the Library Learning Commons. The main dual language books purchased will be Gujarati, Urdu, Punjabi, Hindi, and Tamil as these are the top 5 home languages in our school community.	Over three years of the grant: September 2024- March 2027	<ul style="list-style-type: none"> • Literacy committee



<p>4. Our school hosts two annual read-a-thon/ community family literacy events</p>	<p>The school will engage students and teachers to support an annual read-a-thon within each grade division in the winter months culminating with a family literacy event where families will join students for a group read and a special author visit</p>	<p>Over the last two years of the grant: Winter 2025 and Winter 2026</p>	<ul style="list-style-type: none"> • Parent teachers' association • Literacy committee • Division leads for primary, junior, and intermediate grades
<p>5. Classroom libraries and the Library Learning Commons are fully stocked with needed non-fiction (e.g. STEM and biographies for Social Studies) material that help teachers meet their curricular needs</p>	<p>The literacy committee will consult with all grade division leads to conduct a weeding of all outdated non-fiction books in the LLC and classroom libraries that do not meet current curricular needs or have outdated information- this will be in collaboration with the school board. The literacy committee will then consult to build out a book list based on the needs of the curriculum, as well purchasing plan (will see what books are available and what books need to be purchased</p>	<p>Winter 2025: weeding of collections</p> <p>Spring 2025: complete book list for new non-fiction materials based on curricular needs</p> <p>Fall 2025- Winter 2026: purchase books and begin re-stocking LLC and classroom libraries</p>	<ul style="list-style-type: none"> • Teacher-librarian at our school • Division leads for primary, junior, and intermediate students

TURNOVER PLAN: Many schools will experience turnover in key roles (e.g. principal, librarian, educators on school literacy teams) in the course of the multi-year literacy Fund grant. Describe the general transition plan that you would put into place in the event there are key staffing changes at your school over the duration of this grant program.

Example response:

The most effective way to plan for turnover and change would be to embed the multi-year literacy fund grant plan into our school's Improvement Plan and to document this plan using Google Apps for Education. An Indigo Love of Reading (LOR) Literacy Grant Chair will be appointed. The LOR Literacy Chair will provide updates on the multi-year plan at every



September and June staff meeting, and at other times, as needed. The LOR Literacy Chair and Achievement Committee/Team will work with administrators to embed the literacy fund grant plan into the School Improvement Plan. The Chair will be the owner of a Shared Google Drive that will be created as the main access point for all information regarding the grant. Access to this drive will be given to other members of the team including the Grant Application.

ANTICIPATED CHALLENGES: What challenges do you anticipate facing in implementing your literacy project? Please describe how these challenges might impact the success of your project and outline specific strategies you will use to address them.

Example Response:

Obstacle: Limited Staff Availability for Literacy Initiatives

Impact: Teachers and staff already have significant responsibilities, making it challenging to allocate additional time for planning and managing the literacy project

Strategy: form a dedicated literacy committee comprising teachers and admin. This team will share responsibilities, ensuring no single person is overwhelmed.

Obstacle: Engaging Families and the Wider Community

Impact: A lack of family community involvement could limit the success of events like family literacy nights and reduce the overall impact of the project.

Strategy: Use surveys and focus groups to understand family availability and interests, tailoring events to maximize participation.

SECTION E: PROJECT BUDGET

This section will present you with the opportunity to tell us how much funding you require in total for your project budget. Your total budget will include your grant funding request for books (90% of your grant total) as well as for discretionary expenses that support literacy engagement in your school (10% of your grant total).

Please take close note of the following:

- Your **budget items should directly relate** to the project summary (Section C) and project plan (Section D) of this application
- Feel free to use the supporting notes column to contextualize item costs
- Please note that books purchased through grants funds are at a 30% discount to the listed price. For example- a book found at Indigo with a \$10.00 regular listed price can be purchased at \$7.00 (with the 30% discount applied) with your grant funding
- When listing a budget item, please ensure you have researched current costs of the item to the best of your ability, and you have considered any operational funding that you may already be set to receive to finance the cost of your item

Example: The following is an example of a project budget for supporting a multi-faceted literacy project. This example is intended as a guideline only.



Total Request for your project (Books + literacy resources): \$23,250.00			
Total requests for books (90%): \$21,250.00		Total request for supporting literacy resources (10%): \$2,000.00	
1. How will you spend the grant funds on books (your 90% allotment)?			
Budget item	Description of the item	Grant Funding (CDN \$)	Supporting notes (Optional)
Levelled books for classroom libraries	Culturally relevant and responsive books for students of various reading levels	\$3,000.00	Costs based on purchasing up to 200 books at an average cost of \$15/book (after incorporating the 30% discount) to be distributed across all of our K-3 classes
High-interest books	High-interest books with a specific focus on graphic novels, age-appropriate manga, and a variety of genres including mystery and fantasy	\$10,000.00	Costs based on purchasing up to 1,000 books at an average cost of \$10/book (after incorporating the 30% discount) to be distributed across all grade classrooms and the LLC
Dual language books	Dual language books purchased will be Gujarati, Urdu, Punjabi, Hindi, and Tamil that are available through Indigo	\$2,250.00	Costs based on purchasing up to 150 books at an average cost of \$15/book (after incorporating the 30% discount) to be distributed across all K-3 grade classrooms and the LLC
Non-fiction books	Non-fiction books that will support curricular instruction for educators with a primary focus on acquiring STEAM books, biographies, as well as	\$6,000.00	Costs based on purchasing up to 300 books at an average cost of \$20/book (after incorporating the 30% discount) to



	multi-genre literature that focuses on Indigenous peoples and worldviews		be distributed across all grade classrooms and the LLC
	TOTAL	\$21, 250.00 CAD	
2.How will you spend the grant funds on supporting literacy resources (your 10% allotment)?			
Budget item	Description of the item	Grant Funding (CDN \$)	Supporting notes (Optional)
Author visits	Author fees to support having local authors come to speak to our students about their books and writing craft	\$300	Based on author fees for authors that have come to chat with
Snacks for family literacy event	Food/drink to help to amplify literacy events involving families in our community	\$300	
Literacy school trip-busing expenses	Busing costs to get students and staff members to local plays related to in-class learning	\$200	Costs are based on previous invoices from our bussing services for local events
Literacy school trip-school play expenses	Student/staff entrance fees for local plays (across all grades)	\$500	Costs are based on previous invoices from school-based literacy related trips across various grade divisions
Dual-language books (not available through Indigo)	Dual language books in Gujarati, Urdu, Punjabi, Hindi, and Tamil that are NOT available through Indigo	\$300	Costs based on listed pricing of books from our school vendor list; have confirmed these books are not available through Indigo
	TOTAL	\$2,000.00	

SECTION F: PROJECT IMPACT

Key Decision-Making Factor: Sustainability – how your school plans to maintain and scale the impact of the grant beyond the 3-year period.



Question 1) Who are the groups of people that will benefit from your project? Please check all that apply on the form:

- Students at your school
- Student's parents, caregivers, other family members
- Educators
- Community members (not parent/caregivers)
- Other (please specify)

Question 2) Please estimate how many individuals (e.g. # students, # teachers, #parents/caregivers, # community members, etc.) will be directly involved, participate and benefit from your literacy project?

Please estimate the number of individuals who will directly benefit, learn and be made aware of your project. The numbers can include: participants in project activities, social media followers, family members who receive information/attend literacy initiatives at your school, etc.

Question 3) What is your plan to create awareness or promote your literacy project? Tell us about the communication tools (e.g. emails, social media, newsletters, etc.) that you will use.

Please indicate a general awareness plan that you will employ to communicate the impact of the grant in your school community.

Question 4) How will you track and measure the success of your project? Please refer to the application guide for examples of qualitative and quantitative indicators that you may want to use to evaluate the success of your project.

- Qualitative indicators are typically determined through pre- and post-project surveys and may include: student engagement surveys, social media interactions, student reflection stories, anecdotal stories of impact, improved knowledge and behaviour changes you see in your students around reading
- Quantitative indicators are measurements expressed in numbers or percentage, such as the numbers of people you have engaged in project activities, literacy event attendance numbers by community members, library circulation data, % lift in reading performance skills, etc.

Question 5) Please specify if there are certain benchmarks that you are looking to lift (e.g. reading and writing scores in your standardized testing) and to what degree would you look to lift these benchmarks through the support of the grant.



This question is targeted towards schools that have a vested interest in lifting student achievement levels in their students through the literacy fund grant. If your school is not looking to lift academic benchmarks through the grant, please state that this is the case for your school.

Question 6) The Indigo Love of Reading Foundation works with grant recipients to track quantitative and qualitative change in key impact areas. Examples of key impact areas include improvements in variety of books, student literacy engagement, and student literacy achievement.

Recipient schools will be required to complete an annual report each year of the grant that will require collaborative input from teachers, students, librarian/library staff, and other stakeholders.

Below are some examples of quantitative and qualitative questions that you might encounter on end-of-year program reporting. Note responses will be captured through a scale (Not at all-Very little-Somewhat-To a Great Extent).

IMPACT AREA	INDICATOR	SAMPLE QUESTION
Infrastructure & Inventory Increase access to a greater number of relevant literature and reading resources in an enhanced learning library environment	# of books purchased by schools through grant	Q: Approximately how many new books were purchased using grant funds in the last year?
	% of partners who report improved variety of books available	Q: Select a rating based on this statement: "Because of our school's involvement with this grant there is a greater variety of books"
	% of partners who report improved relevance of books available to complement the curriculum	Q: Select a rating based on this statement: " "Because of our school's involvement with this grant the books are more relevant to the curriculum"
Student literacy engagement Increase student engagement with literacy and reading to	% of partners who report an increase in student book sign-outs	Q: Select a rating based on this statement: "Because of our school's involvement with this grant the number of books signed out by students has increased"



<p>develop a life-long love of reading</p>	<p>% of students whose attitude towards reading improves</p>	<p>Q: Select a rating based on this statement: "Because of our school's involvement with this grant students are motivated to spend time reading."</p>
<p>Student literacy achievement</p> <p>Students improve reading level outcomes; Students more readily meet curricular expectations through expanded access to books</p>	<p>% of partners who report an improved ability for students to decode new words they come across</p>	<p>Q: Select a rating based on this statement: "Because of our school's involvement with this grant students' ability to decode new words they come across has improved."</p>
	<p>% of partners who report an improved ability for students to make inferences based on the information they read</p>	<p>Q: Select a rating based on this statement: "Because of our school's involvement with this grant students' ability to make inferences based on the information they read has improved."</p>
<p>Student and Educator Skills Acquisition</p> <p>Increase student/educator skills within certain thematic areas such as: Indigenous Knowledge, DE&I concepts, Environmental literacy, STEM, etc. through books)</p>	<p>% of partners who report an improved ability to deliver on curriculum expectations because of the DEI literature</p>	<p>Q: Select a rating based on this statement: "Because we have more books on Diversity, Equity and Inclusion, teachers are better able to deliver on curriculum expectations relating to DE&I"</p>
	<p>% of partners who report that students are learning more about issues relating to diversity, equity and inclusion through the books they acquired from the grant</p>	<p>Q: Select a rating based on this statement: "Because we have more books on Diversity, Equity and Inclusion students learned more about issues related to Diversity, Equity and Inclusion"</p>
<p>Community Engagement</p> <p>Involvement of parents, family and community members) around</p>	<p>% of partners who report an increase in parent/family/community member visits to the library</p>	<p>Q: How often would you say that parents/family/community members visit the library?</p>



literacy initiatives at your school	% of partners who report an increase in parent/family/community member participation in school/library initiatives	Q: How often would you say that parents/family/community members participate in school/library initiatives"
Student School Engagement Student engagement with their library/school over time through expanded access to literature	% of partners who report an increase in students who express that they feel represented by the books available at the school / library	Q: How often would you say that students express that they feel represented in the books available at school/library?

Question 7) Describe any current literacy-focused programs, initiatives, or partnerships in place at your school. Explain how these efforts align with your goals to enhance literacy and foster a love of reading.

QUALITATIVE REPORTING: RELATING STORIES OF CHANGE

Below are some examples of qualitative questions that you may encounter on end-of-year program reporting:

1. In 3-5 sentences, please articulate the impact of the Literacy Fund Grant, thus far, on your school and community. Please begin your response by completing the following sentence: "The impact the Indigo Love of Reading grant has had on our school so far is..."

An example of a response could be "...the new excitement students have in coming to the library. By seeing new books on the shelves that reflect their diverse interests, are students are beginning to consider reading time as a highlight of their day."

2. Please tell us the story of one student (or a small group of students) whose level of literacy development or engagement was increased by the addition of a book(s) purchased through the Literacy Fund Grant.

Please indicate the student's grade level(s) and be as detailed as possible when communicating how the student(s) was/were impacted.

For the student(s) featured in the above, please provide a photo of the student(s) holding up the book(s) that resonated with them most. Please also upload the associated signed media release form if applicable.

Photo options:



Option A



Option B

After reviewing these qualitative and quantitative questions, please consult with your team to confirm the following on the application:

- A) Does your school have sufficient capacity to collect this kind of data over the next three years of the grant? (applicant will indicate "yes" or "no")

If the applicant's answer is "no" applicant will be asked: "Please specify the barriers that will allow you to answer some or all of these questions"

- B) Does your school currently collect information quantitative/qualitative data of this kind? (applicant will indicate yes or no)

If the applicant's answer is "yes"- applicant will be asked- "Please elaborate on the quantitative and/or qualitative data that you currently document that aligns with Love of Reading's reporting requirements."

Question 8) How does your school plan to maintain and scale the project after the grant ends?

Please consider how you will embed the project into the school culture and track long-term success (i.e., using the success of the project to pilot new initiatives, establish long-term student and family engagement programs etc.).



SECTION G: ENRICHING THE ECOSYSTEM OF LEARNING AT YOUR SCHOOL

In this section we are inquiring if there are any specific curriculum areas you are seeking to enhance through the books provided in this grant. This information is gathered to support the foundation in providing schools with free access to thematic book lists, curriculum-linked book guides, professional learning opportunities and specialized trainings on these topics should schools be interested in pursuing them. **You will not be scored on this section.**

Question: Please list all the curricular areas (e.g. DE&I, Indigenous Knowledge and Worldviews, Environmental literacy, Social Emotional Learning, etc.) and any school-wide goals you may be seeking to enhance with books acquired through this grant and generally how you are hoping these resources will support critical learning opportunities for your students and/or educators.

Please note: In answering this question, we suggest as a beginning step that you consult with the teachers and admin at your school to identify curricular areas and/or embedded school improvement plans that would be well-served by books provided through the grant.

SECTION H: CREATIVE COMMUNITY PROJECT

The creative community project will be evaluated using a 1 to 5 scale rubric, assessing various aspects of the project on a scale from "needs improvement" to "exceptional." This rubric ensures clear and consistent evaluation based on predefined standards.

This creative project is an opportunity to share your school community's culture of literacy and need for funding through various voices such as admin, teachers, community members, and especially, students. There are two options for this mandatory creative project:

1. A **video** that captures the values of your school, its commitment to literacy, and need for funding. Your submission should include interviews/reflections from your school community, including:
 - Your school principal
 - A student or group of students at your school
 - Teacher(s) at your school, including any librarians/library staff (if applicable)
 - Community members external to your school (eg. parents/caregivers)

The video should be a maximum length of 5 minutes.

OR

2. A **PowerPoint/Google slides presentation or Google/Word document** that captures the values of your school, its commitment to literacy, and need for funding. Your submission should include the following voices:



- Your school principal
- A student or students at your school (you may consolidate letters, quotes or reflections from students)
- Teacher(s) at your school, including any librarians/library staff (if applicable)
- Community members external to your school (eg. parents/caregivers)

For this option, you are welcome to integrate multimedia components such as photos and video within your presentation that reflect your school's culture of literacy and need for funding.

Other considerations:

- We recommend that you begin your creative project in tandem with your online application.
- Creative content that is mailed to the Foundation will not be reviewed.
- Please do not upload extra materials. **Any additional creative content will not be considered.**
- If your creative content is too large to upload to the grant application portal, consider uploading your content to an online file storage service (such as [Google Drive](#)), pasting the link to that file in a Word document, and then uploading that document to the application portal.
- If you elect to use an online file storage service, we cannot take responsibility for ensuring that such a service keeps your information private.

Creative Community Project Criteria

Each criterion is rated on a scale from 1 to 5. 1 = needs improvement and 5 = exceptional

Criteria	1-Needs Improvement	3-Meet Expectations	5-Exceptional
Alignment with Grant Objectives /5	Project lacks a clear connection to literacy commitment or community engagement.	Project aligns with some grant objectives but could demonstrate stronger connections to literacy goals.	Project demonstrates strong community engagement and strong commitment to championing literacy goals.
Inclusion and Diverse Voices /5	Includes only one perspective (e.g., principal without broader community input).	Features input from multiple stakeholders but lacks depth or diversity.	Represents a variety of voices (e.g., students, teachers, parents, community members) with meaningful contributions.
Creativity and Engagement /5	Minimal effort or lacks originality; does not effectively engage viewers.	Shows some creativity and includes basic elements like testimonials or visual aids.	Highly creative and engaging, using multimedia (e.g., videos, photos etc.) to tell a compelling literacy story.



Clarity and Organization /5	Project is disorganized, difficult to follow, or unclear in its messaging.	Project is organized but could be clearer or more cohesive.	Well-structured and easy to follow; effectively communicates the school's need and literacy commitment.
Demonstration of Need /5	Does not clearly articulate literacy challenges or how the grant will address them.	Identifies literacy needs but lacks depth or supporting evidence.	Provides a compelling case for literacy needs, supported by data or examples, and clearly explains how the grant will help.
Alignment with Submission Requirements /5	Fails to meet format or content requirements (e.g., length, perspectives); key elements are missing.	Follows most guidelines but has minor errors or omissions.	Fully adheres to guidelines, including format and content requirements, and uses innovative approaches to comply.
Comments:			

Total score: 30

25-30 = strong submission that fully aligns with grant objectives

18-24 = good submission with room for improvement in specific areas

Below 18 = requires significant improvement to meet the grant's expectations

SUBMITTING THE APPLICATION

1. Applications for funding can be completed online via the online portal [HERE](#). If you don't have adequate access to the internet or technology, please contact loveofreading@indigo.ca for alternative methods for submission.
2. You will receive an email from the foundation confirming receipt of your application once you have submitted your application
3. All submissions for funding will first undergo a completion review by Indigo Love of Reading staff to determine eligibility. The completion review will confirm:
 - ✓ That your school(s) is provincially or federally funded (at least 80% of your school(s) total operational budget)
 - ✓ ALL sections of the application have been completed and that there is a sufficient amount of overall information to adequately assess the application
 - ✓ All submitted hyperlinks (e.g. Google drive link to your creative community project) are working properly. In the event there are non-functional hyperlinks found or we do not have sufficient permissions to access your content, a member of our team will reach out to your school/organization to resolve as soon as possible; **please**



ensure all submitted hyperlinks have open permissions so that ANYONE can access the content

4. Applications that pass the completion review will then advance to the first judging round.

DECISION-MAKING PROCESS

APPLICATION REVIEW STEPS

First Round - Internal Indigo volunteer review (first shortlist): eligible applications are scored by a grant review committee composed of internal staff at Indigo that have a vested interest in equitable educational opportunities and supporting the activities of the Indigo Love of Reading Foundation. All committee members score their assigned applications with a designated rubric and provide their overall feedback and a tabulated score. Each application is reviewed by three different judges and the final score is a calculated average between the three scores. The top 100-120 applications then move on to the second round.

Second Round – Past educator recipient review (second shortlist): shortlisted applications are scored by a grant review committee composed of educators and admin from current or past literacy fund grant schools. All educator committee members score their assigned applications with a designated rubric and provide their overall feedback and a tabulated score. Each application is reviewed by three different educator judges and the final score for each school is a calculated average between the three scores. The top 50-80 applications then move on to the second round.

Third Round – Indigo Love of Reading team completes final shortlist: decisions are made to confirm the top 25-30 applicants that will participate in the literacy fund grant program. Careful consideration is given to select a cohort across the country that has meaningful reach across:

- Indigenous/First Nations on-reserve schools
- Northern/remote/rural schools
- Schools located in areas of the country with large BIPOC populations
- French-language (Francophone) and French-Immersion schools



CONTACT US

For questions about the Literacy Fund Grant program or for general guidance about preparing your application, please contact: loveofreading@indigo.ca

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