



Sonoma Wine Country Weekend 2016/17 Fund the Future – School Districts Grant Application Overview

Sonoma Wine Country Weekend is Sonoma County's signature, and largest, charity event, bringing together over 200 of Sonoma's top winemakers and growers, along with a collection of the area's best chefs. Jointly produced by the Sonoma County Vintners and the Sonoma Valley Vintners & Growers Foundation, all proceeds benefit local charities. Since its inception, Sonoma Wine Country Weekend has raised over \$20 million for charities that benefits our entire community.

Funds raised through our flagship Sonoma Harvest Wine Auction and are distributed in one of two ways, either through our Community Grants program, ranging in size from \$2,000 to \$25,000, or through our Fund-the-Future auction lot, which in 2015 exceeded \$1.9 million in total giving. In 2012, Sonoma Wine Country Weekend began a multi-year commitment to dedicate our Fund-the-Future dollars to early childhood literacy-based programs.

The goal for Fund the Future is to significantly increase the number of Sonoma County third-grade students reading at or above grade level. Research shows that third-grade reading proficiency is a powerful predictor of academic achievement. Students who do not reach reading proficiency by third grade are less likely to graduate from high school, and have an increased chance of future poverty, health problems and other social issues. We recognize that third grade reading level is one of the first key markers in a child's academic success and therefore is one of the leading issues facing our community. Sonoma County's vintners and winegrowers are making a multi-year commitment to address this challenge in the Sonoma County community, and the Fund the Future is at the center of this effort. Sonoma Wine Country Weekend hopes to ensure that all Sonoma County children have the opportunity for success and academic achievement.

Your school district has been invited to submit an application to be considered as one of our Fund the Future partners for 2016/17. Below you will find information on the criteria we use to select our partners, a link to the online application, as well as a timeline for the application process.

The selection committee will choose organizations to be designated as the Fund the Future beneficiaries using the following criteria:

1. Delivery of services and benefits must be for the residents of Sonoma County.
2. Requests must support the Fund the Future goal of significantly increasing the number of Sonoma County third-grade students reading at or above grade level.

- 3 Applicants must demonstrate expertise and capacity to effectively implement their programs.
- 4 Applicants demonstrate an effective evaluation process showing evidence of successfully reaching key outcomes.
- 5 Applicants must demonstrate the sustainability of the program for which they are applying beyond funding from Sonoma Wine Country Weekend.

Application Timeline:

Application Opens – April 22,
2016 Application Closes – May
20, 2016 Applicants Notified –
Early June

How to Apply

Sonoma Wine Country Weekend, in conjunction with Community Foundation Sonoma County, uses an online process for submitting grant applications. [Please click here to apply.](#)

If this is your first application using the online program, you will be asked to set up an account, provide your IRS Tax ID (or Fiscal Sponsor Tax ID) and take a short eligibility quiz.

If you have an established account, you will be asked for your password to either access existing application drafts or to open a new application.

Once you've opened an online account, you will be asked a series of questions that include your contact information, funding request amount, project start and end date and a series of narrative questions about the project. For your review, we have included the narrative questions at the end of this document.

Applicants will be required to upload the following documents:

- A list of board trustees with their professional affiliations
- The most recent audited financial statement (when possible) or an organizational budget
- A Scope of Work*
- Program Budget*

***Please use the templates provided by the Community Foundation.**

To save and finish your electronic application at a later time, you must:

A word of caution: When working in the electronic application program, save your work as you go along and, if you want to leave and then return to complete your application later, save your work before you exit the program. Once you've exited without saving, your unsaved work is lost.

- Click **Save and Finish Later** at the bottom of the application page you are working on
- To return to your application go to the Community Foundation's

website (www.sonomacf.org) and click **My Grants Account**

- Sign in with your email address and password and click **Continue**
- In the **My Grants Account** page you will see applications that you are currently working on and applications that you have previously submitted. In the Open section, click on the application that you wish to complete

It can be helpful to answer the narrative questions listed below in a word document, then copy answers into the online application.

Please answer the following questions within the word limits stated.

Application starts here:

Program Title: Links to Literacy

This grant is to support... (40 words are less) Links to Literacy, an integrated program enabling low-performing grade TK-3 students in Santa Rosa City Schools from 760 low-income families to become proficient readers by the end of third grade through family engagement and volunteer tutor support.

School district budget: \$219,538,186

Amount of request: \$94,983.00

Percentage of school district budget represented through this request: .04%

1. Briefly describe the program for which you are applying.(150-word max/141 currently):

Links to Literacy incorporates three evidence-informed programs enabling 90% of Santa Rosa City Schools (SRCS) third-graders to read at or above grade level by 2020. *Links to Literacy* is a partnership with United Way of the Wine Country (UW), Latino Family Literacy Project, Sonoma County Library, and 760 TK-3 families and their children involving the following three components: (1) Conduct United Way's Schools of Hope program in seven high need elementary schools for 280 below-proficient students; (2) Provide a United Way School Readiness Backpack in English or Spanish for 216 district Transitional Kindergarten student families; and (3) Conduct the evidence-informed Latino Family Literacy Project (<http://www.latinoliteracy.com/>) for 405 K-3 children and their 270 Spanish-speaking families at the 8 SR elementary schools on the Sonoma County First 5 list of focus schools plus one for Spanish-speaking families attending 5 additional SR elementary schools.

2. The goal for Fund the Future is to significantly increase the number of Sonoma County third- grade students reading at or above grade level. Please describe how your program supports this goal. (300-word max/299 now):

In 2015, only 27% of SRCS' third graders were proficient in reading, compared to 39% of Sonoma County third graders. Links to Literacy is an intensive, integrated approach to serving SRCS's below-proficient children in grades TK-3 by providing three evidence-informed programs and supporting materials to support literacy acquisition among children from 760 at-risk families.

1. With the United Way, we will provide Schools of Hope tutoring to the highest need students in grades 1

and 2 from 7 SRCS elementary schools. All students in these schools who score as needing Strategic Support and the top 25% of students who score as needing Intensive Support will be matched with a volunteer tutor who will support his/her assigned student once or twice per week for 30 minutes at a time during school days. Schools of Hope originated in 1995 in Dane County, WI, with the stated goal to close the achievement gap. Within ten years, the third grade reading achievement gap was reduced from 12% to 2% (unitedwaydanecounty.org, 2014).

2. All TK students in our elementary schools will receive a School Readiness Backpack from the United Way. These backpacks include bilingual books and 80 activities parents can use to ensure their children are ready to start kindergarten. 2015-16 evaluation data on the Sonoma County backpacks program show that 51% of Spanish speaking parents and 38% of English speaking parents increase the amount of time they read to their children after using the backpack materials.

3. We will implement the award-winning Latino Family Literacy Project to give Spanish-speaking parents tools to support literacy skills and create a reading routine at home by providing bilingual books and literacy activities. Over 40 years of research confirms that family engagement improves student readiness, student academic achievement, and graduation rates. (The Harvard Family Research Project, 2014).

3. What is the greatest strength of your program? (300-word max/250 now):

The greatest strength of Links to Literacy is that it provides a true community-based and family-based intervention to help low-performing students become proficient readers by the end of third grade. According to a survey conducted by the National Center for Families Learning (NCFL), 53 percent of parents wish that they knew how to make better use of their time with their children (NCFL, 2014). Both the School Readiness Backpacks and Latino Family Literacy Project provide evidence-informed guidance and bilingual books for parents to use to help them invest the time they spend with their children wisely to support learning. The backpacks include a well-researched guidebook containing 80 activities to help parents understand milestones in their child's development; develop their child's skills in language, reading, art, math, and social studies; and teach their children about health and safety. The Family Literacy Project's primary focus is on increasing the amount of time parents spend reading with their children by providing each child with a weekly book from a lending library, 5 books to keep in a home library, and a library card from the Sonoma County Library to access its extensive bilingual, young readers' collection. Through the use of volunteer tutors of all ages from throughout the community, children engaged in Schools of Hope receive the additional reading support they need to increase reading proficiency. Tutoring, as a supplement to classroom teaching, is generally considered the most powerful form of instruction for increasing underachieving students' reading achievement (Burns, Senesac, & Symington, 2004).

4. What is the most significant challenge you face when implementing this program? (300- word max/298 now):

Links to Literacy depends on parental engagement and community volunteers for its success. As such, the need to recruit both parents and community volunteers to become engaged and remain engaged is the greatest challenge we face. The key reason we partner with United Way on Schools of Hope is because the organization has staff and financial resources dedicated to recruiting, training, and retaining volunteer tutors. United Way uses a train-the-trainer model to train school site staff to train tutors that United Way recruits and screens. Site coordinators follow a prescribed format based upon their training by United Way staff. Site coordinators demonstrate various pedagogical techniques, such as modeling a book walk, hands-on practice, power point presentations, and videos. Each training lasts between one and two hours and are conducted at school sites. Since high retention among volunteer tutors who help struggling early readers is positively correlated with adequate training and an emphasis on the importance of making a year-long commitment to serve (Jacob, Armstrong, & Willard, 2015), Schools of Hope emulates these best practices.

Latino Family Literacy Project staff provides training to the school site teams that includes strategies for recruiting parent participants among Spanish-speaking families and tips for maintaining parent engagement. Teachers directly recruit their students' parents. In addition, each site's Family Engagement Facilitators contact families to elicit their participation and, once they join the program, continue to connect with them weekly to encourage their continued participation.

The School Readiness Backpacks program is successful because TK teachers distribute backpacks to parents either during one-on-one parent meetings or mandatory group parent meetings. Thus, all parents are personally invited to receive a backpack. In addition, United Way staff provides training materials for TK teachers to use to show parents how to use the backpack contents to maximize student learning.

5. Who will directly benefit from this program? Identify the target population, including demographics and number to be served. (300-word max/287 words now):

Links to Literacy will benefit 760 TK-3 socioeconomically disadvantaged Santa Rosa families who have TK and K-3 children who read below the proficient level.

216 TK students, ages 4-5, of whom 51% are English Learners (EL) and 62% are socioeconomically disadvantaged (SED), will receive School Readiness Backpacks in English or Spanish. Backpacks will be provided to parents of TK students attending Biella, Brook Hill, Cesar Chavez Language Academy, Burbank, French-American Charter, Hidden Valley, Hidden Valley Satellite, Lehman, Lincoln, Monroe, Proctor Terrace, and Steele Lane.

We will provide Schools of Hope for 280 first and second grade students who score on the DIBELS Next assessment as needing Strategic or Intensive Support at the following elementary schools:

Lehman (66% EL; 88% Free and Reduced-Price Meal Program (FRMP)

Biella (56% EL; 79% FRMP)

Steele Lane (64% EL; 94% FRMP)

Monroe (75% EL; 95% FRMP)

Burbank (69% EL; 96% FRMP)

Lincoln (77% EL; 95% FRMP)

Brook Hill (70% EL; 92% FRMP)

We will serve 30 Spanish-speaking families and their estimated 45 K-3 children at each of the 8 Sonoma County First 5 focus schools plus one district-wide site for Spanish-speaking families from 5 additional elementary schools through the Latino Family Literacy Project, totaling 270 families and 405 English Learner K-3 students. Over 81% of the students targeted for the Latino Family Literacy Project are classified as EL/FRPM. The Latino Family Literacy Project will be conducted for K-3 ELs and their families at these 8 high need elementary schools: Lincoln, Monroe, Burbank, Steele Lane, Lehman, Brook Hill, Biella, and Cesar Chavez Language Academy. In addition, Spanish-speaking families from French-American Charter, Hidden Valley, Hidden Valley Satellite, Proctor Terrace, and Santa Rosa Charter School for the Arts will be served through a centrally-located site at the District Office.

6. Briefly describe the qualifications of 2-3 key staff members that will be implementing your program. Specifically identify qualifications that relate to the program goals listed in question 2. (300-word max/273 words now):

Kelley Dillon, SRCS Director of K-6 Curriculum and Instruction, has served as the Links to Literacy Program Director since its inception in 2015. With extensive experience serving students in grades 1-3 to achieve grade-level proficiency, Ms. Dillon is well-suited to lead Links to Literacy. Prior to her current district-wide position in which she has served since 2014, she was the principal of Steele Lane

Elementary School from 2010 to 2014. Between 2002 and 2010, Ms. Dillon was a classroom teacher and an instructional coach at Lehman Elementary School. Prior to that, she taught grades 5 and 6 at Stockmeir Elementary School in Cupertino. Ms. Dillon earned an M.A. in Education Administration from Sonoma State University. Ms. Dillon has led the district's Schools of Hope initiative since 2009 and participated in its formal evaluation.

Susan Fries, a bilingual educator, has served as a leader in the Latino Family Literacy project at SRCS since its inception in 2015. She has worked for over 25 years as a SRCS elementary school teacher, currently teaching at Biella. Through the Latino Family Literacy Project, she coaches parents on how to teach early literacy skills and engage in bilingual reading. She earned an M.A. in Early Childhood Education from Sonoma State University. Ms. Fries has taught grades PK, 1, 2, 4, 5, and 6 and has a passion for working with second language learners. She tutors adult advanced English learners twice a week, is involved in a college/career guest forum event, and helps to implement the GREAT (Gang Resistance Education and Training) program at Biella through the Santa Rosa Police Department. She is also involved with SRCS' Common Core Leadership Training.

7. Please describe how the program is evaluated. (300-word max/300 words now):

Dr. Carlos Ayala, Dean of the Sonoma State University School of Education, has led the evaluation of Links to Literacy since its inception in 2015 and will continue to do so in 2016-17. In July-August 2016, Dr. Ayala will update the Links to Literacy Evaluation Plan he developed during the 2015-16 school year to assess literacy improvement achieved through the three program components of *Links to Literacy*: Schools of Hope, School Readiness Backpacks and Latino Family Literacy Project. Dr. Ayala will then implement the 2016-17 *Links to Literacy* Evaluation Plan, while following existing evaluation protocol established by Schools of Hope, School Readiness Backpacks, and Latino Family Literacy Project.

Since Dr. Ayala currently conducts the entire Sonoma County Schools of Hope evaluation for the United Way of the Wine Country, it will be seamless for him to gather the appropriate data to report on the 7 SRCS schools implementing Schools of Hope, using DIEBELS Next data and data gathered from site observations.

Dr. Ayala will obtain outcome data from the School Readiness Backpacks program from the United Way, which will implement the 2016-17 School Readiness Backpacks program evaluation internally, using the protocol and data collection tools developed by a third party evaluator during the 2015-16 program year. The School Readiness Backpacks evaluation includes a pre-assessment completed when parents obtain their child's backpack and a post-assessment completed by as many parents as possible (Sonoma County response rate for 2015-16 school year was 66%.) On their assessment form, all parents indicate the specific school where they obtained their child's backpack. As a result, Dr. Ayala will be able to glean outcomes by specific TK school site.

To assess Latino Literacy Project outcomes, Dr. Ayala will use a pre-post assessment, workshop observations, and data from the Sonoma County Library on number of cards issued.

8. Please describe how your district or school uses results from your evaluation to refine the program. (300-word max/182 now):

Upon completion of Dr. Ayala's evaluation report, which will be received in June 2017, Dr. Ayala will conduct a half-day meeting with Kelley Dillon, Program Director, and the principals from the schools involved in Links to Literacy to review evaluation outcomes, compare actual outcomes with anticipated outcomes, and to develop an action plan for implementing changes that will result in increased student reading proficiency and higher quality programming. This evaluation debrief

session will compare actual evaluation results achieved during the 2016-17 school year with the following anticipated program outcomes:

Schools of Hope: (1) Tutored students show reading proficiency growth 28%-50% higher than non-tutored students.

School Readiness Backpacks: 40% of parents increase the amount of time they read to their children and engage in other learning activities; 80% of parents increase their knowledge of how their child learns and the role the family plays in a child's learning.

Latino Family Literacy Project: (4) 97% of parents read more often to their children; (5) 94% of parents learn new techniques for reading with their children; and (6) 90% of parents enhance their literacy skills.

9. Please describe the sustainability plan for your program. Specifically, describe any strategies you have developed to sustain the program beyond Sonoma Wine Country Weekend funding. (300-word max):

Implementation of early literacy programs is a key K-6 goal in our state-approved Local Control Accountability Plan (LCAP), so we are committed to finding evidence-informed solutions to ensure third grade reading proficiency. We will continue to leverage our relationship with United Way of the Wine Country to continue to implement Schools of Hope for our highest need students at no cost to SRCS. To provide School Readiness Backpacks for future TK students, we will collaborate with the United Way to assist them with presentations to prospective donors they identify. To sustain and/or expand the Latino Literacy Project, we will work with the SRCS leadership to identify any LCAP or Title I funding that may be available.

10. Are you familiar with the county-wide initiatives Cradle to Career and Upstream Investments? If so, please describe your interest or participation in these efforts. (300-word max/175 words):

Anna Guzman, SRCS Assistant Superintendent for Curriculum and Instruction K-6, serves on the Cradle for Career Operations Team. In this role, she is an active participant in Sonoma County's Cradle to Career initiative. As an official Partnering Organization, SRCS has signed the Cradle to Career Pledge. Both Schools of Hope and the School Readiness Backpacks programs are included as Tier Two programs on the Sonoma County Portfolio of Model Upstream Investments. The local evaluation for Schools of Hope was completed in Fall 2015. The local evaluation for the School Readiness Backpacks program, which specifically includes the results of backpacks distributed in SRCS during the 2015-16 school year, will be completed by the third-party evaluator by June 1, 2016.

On September 15, 2015, the White House announced that the Latino Family Literacy Project is one of the Bright Spots in Excellence for Hispanic Education. The Project was selected because it offers a culturally relevant and bilingual approach to parent involvement for English-language learners, and promotes early learning, English-language development, home family reading routines, and college awareness.

11. Is there anything else you would like us to know as we consider your application? (300-word max/198 now):

We are grateful for the support provided through our 2015-16 Wine Country Weekend Fund the Future grant to launch Links to Literacy during this current school year. By the end of this year, we anticipate that we will have achieved the following successes from our Year One implementation: (1) 95 students (instead of the planned 80 students) participated in the SRCS Schools of Hope program; (2) Over 1,000 tutor visits occurred with these 95 struggling readers; (3) 162 School Readiness Backpacks were distributed; (4) 100% of the parents who received backpacks reported that they felt confident in being able to use them to help their children learn; (5) the Latino Family Literacy Project successfully prepared 96 families to work with their children on their literacy skills; (6) 100% of parents interviewed during the Latino Family Literacy Project evaluation reported that they were pleased with the program and enjoyed the activities with their children, including the creation of a family album linked to the books they read with their children; (7) a majority of the Spanish-speaking parents reported that they were learning English because of the Latino Family Literacy Project; and (8) 71 families received Sonoma County Library cards.

We are pleased to report that the SRCS' Latino Family Literacy Project on the Albert Biella campus was featured in the January issue of La Voz newspaper.