

## 2016-2017 Sonoma Wine Country Weekend: SCOPE OF WORK

**PROGRAM/PROJECT:** Santa Rosa City Schools *Links to Literacy*

KEY STRATEGIES /ACTIVITIES	TIMELINE	MEASURABLE PROGRAM OUTPUTS	MEASURABLE PROGRAM OUTCOMES	EVALUATION STRATEGIES
<i>We will employ the following strategies or activities to achieve our desired outcomes:</i>	<i>Strategies will occur on this schedule (months):</i>	<i>We expect the strategies to produce the following <b>measurable</b> deliverables or products:</i>	<i>We expect that once completed the strategies will achieve the following <b>measurable</b> changes/results in our target populations/service systems:</i>	<i>We will measure these outputs and/or outcomes in the following ways:</i>
<b>Schools of Hope</b>				
First and second grade teachers from 7 elementary schools (Biella, Lehman, Steele Lane, Monroe, Burbank, Lincoln, and Brook Hill) identify the specific students in greatest need of tutoring assistance, based on their Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) results of needing Strategic or Intensive Support.	September 2016	The highest need first and second grade students in Biella, Lehman, Steele Lane, Monroe, Burbank, Lincoln, and Brook Hill Elementary Schools are identified.	Biella, Lehman, Steele Lane, Monroe, Burbank, Lincoln, and Brook Hill Elementary Schools' first and second graders with the highest need of increased reading proficiency enroll in Schools of Hope.	100% of the students who score as needing Strategic Support and the top 25% of students who score as needing Intensive Support via the DIBELS Next assessment are recommended to receive a tutor.

KEY STRATEGIES /ACTIVITIES	TIMELINE	MEASURABLE PROGRAM OUTPUTS	MEASURABLE PROGRAM OUTCOMES	EVALUATION STRATEGIES
<i>We will employ the following strategies or activities to achieve our desired outcomes:</i>	<i>Strategies will occur on this schedule (months):</i>	<i>We expect the strategies to produce the following <b>measurable</b> deliverables or products:</i>	<i>We expect that once completed the strategies will achieve the following <b>measurable</b> changes/results in our target populations/service systems:</i>	<i>We will measure these outputs and/or outcomes in the following ways:</i>
<i>Links to Literacy Program Director meets with United Way staff to discuss the 2016-17 needs of Biella, Lehman, Steele Lane, Monroe, Burbank, Lincoln, and Brook Hill Elementary School first and second graders and program logistics.</i>	September 2016	United Way clearly understands the literacy needs of the first and second graders at Biella, Lehman, Steele Lane, Monroe, Burbank, Lincoln, and Brook Hill Elementary Schools.	United Way develops an implementation plan to serve Biella, Lehman, Steele Lane, Monroe, Burbank, Lincoln, and Brook Hill Elementary Schools during the 2016-17 school year.	United Way's implementation plan will accurately reflect SRCS' 2016-17 Schools of Hope needs for Biella, Lehman, Steele Lane, Monroe, Burbank, Lincoln, and Brook Hill Elementary Schools.
United Way recruits, screens, and trains volunteers who will tutor targeted children.	September 2016	United Way identifies enough volunteer tutors to meet the needs of Biella, Lehman, Steele Lane, Monroe, Burbank, Lincoln, and Brook Hill Elementary Schools.	Teachers match screened and trained volunteers tutors with students and develop a tutoring schedule for the 2016-17 school year.	All children recommended as needing tutoring assistance, according to the DIEBELS Next assessment, are matched with a tutor (estimated at 140 first graders and 140 second graders).

KEY STRATEGIES /ACTIVITIES	TIMELINE	MEASURABLE PROGRAM OUTPUTS	MEASURABLE PROGRAM OUTCOMES	EVALUATION STRATEGIES
<i>We will employ the following strategies or activities to achieve our desired outcomes:</i>	<i>Strategies will occur on this schedule (months):</i>	<i>We expect the strategies to produce the following <u>measurable</u> deliverables or products:</i>	<i>We expect that once completed the strategies will achieve the following <u>measurable</u> changes/results in our target populations/service systems:</i>	<i>We will measure these outputs and/or outcomes in the following ways:</i>
Volunteers tutor their assigned child/children once or twice per week during 30 minute sessions conducted during school days.	October 2016-May 2017	100% of the volunteers honor their commitment to provide consistent tutoring support to their assigned students throughout the school year.	Each child in the program receives at least 25 one-on-one tutoring sessions.	Tutors are required to login using the computer-based record-keeping system at each site every time they arrive at and leave their assigned classroom.
A United Way staff member (Emmanuel Moon) and a member of the Sonoma State University Schools of Hope evaluation team (Stephanie Simon) observe volunteer tutors.	October 2016; January 2017	Observations are completed for all volunteer tutors who are new to Schools of Hope.	100% of volunteer tutors are implementing Schools of Hope with fidelity to the program model.	Observational checklist and reporting tool, called <i>Tutor Observation Form</i> (included as Appendix 3 in the Schools of Hope evaluation from Fall 2015)
Teachers re-administer the DIBELS Next assessment and report results, as directed by Program Evaluator.	January and May 2017	Teachers administer the DIBELS Next assessment to 100% of the students enrolled in the program.	Tutored students show reading proficiency growth 28%-50% higher than non-tutored students.	DIEBELS Next assessment

KEY STRATEGIES /ACTIVITIES	TIMELINE	MEASURABLE PROGRAM OUTPUTS	MEASURABLE PROGRAM OUTCOMES	EVALUATION STRATEGIES
<i>We will employ the following strategies or activities to achieve our desired outcomes:</i>	<i>Strategies will occur on this schedule (months):</i>	<i>We expect the strategies to produce the following <u>measurable</u> deliverables or products:</i>	<i>We expect that once completed the strategies will achieve the following <u>measurable</u> changes/results in our target populations/service systems:</i>	<i>We will measure these outputs and/or outcomes in the following ways:</i>
<b>School Readiness Backpacks</b>				
United Way delivers 216 School Readiness Backpacks to Santa Rosa City Schools.	August-September 2017	United Way prepares 216 backpacks in the appropriate language.	Santa Rosa City Schools receives one backpack for each family of the 216 TK students from 12 TK sites in the district.	All TK teachers keep a log of the names of all parents who receive a backpack
<i>Links to Literacy</i> Program Director conducts training for all district TK teachers so they know how to train parents on backpack usage.	August-September 2016	12 TK teachers are trained in how to effectively use the materials in the backpack.	All TK teachers feel confident in their ability to conduct parent training on backpack usage.	Post-training survey developed by United Way and administered by the <i>Links to Literacy</i> Program Director

KEY STRATEGIES /ACTIVITIES	TIMELINE	MEASURABLE PROGRAM OUTPUTS	MEASURABLE PROGRAM OUTCOMES	EVALUATION STRATEGIES
<i>We will employ the following strategies or activities to achieve our desired outcomes:</i>	<i>Strategies will occur on this schedule (months):</i>	<i>We expect the strategies to produce the following <b>measurable</b> deliverables or products:</i>	<i>We expect that once completed the strategies will achieve the following <b>measurable</b> changes/results in our target populations/service systems:</i>	<i>We will measure these outputs and/or outcomes in the following ways:</i>
TK teachers provide backpacks for all parents of their students, administer a pre-test, and train them on how to use the backpack materials.	August-September 2016	216 parents receive backpacks and are assessed on the number of hours they currently read to their children and the amount of knowledge they have on how children learn.	Prior to using the backpack contents: (1) 39% of all parents read to their child each day; (2) 42% of all parents engage in other learning activities with their child every day; and (3) 70% all parents are very knowledgeable about how their child learns (based on actual 2015-16 Sonoma County School Readiness Backpacks evaluation pre-surveys)	Each parent who receives a backpack completes a School Readiness Backpack pre-survey developed by United Way's third party evaluator, indicating current amount of time parents spend reading and engaging in other learning activities with their child and report the extent to which they are knowledgeable about how their child learns
Parents use backpack materials to prepare their children for kindergarten.	October 2016-January 2017	216 parents use backpack materials with their children.	95% of parents report that they feel confident using the backpack materials to help their child learn.	School Readiness Backpack post-survey, developed by United Way's third party evaluator, administered by United Way 2-3 months after parents receive backpacks

KEY STRATEGIES /ACTIVITIES	TIMELINE	MEASURABLE PROGRAM OUTPUTS	MEASURABLE PROGRAM OUTCOMES	EVALUATION STRATEGIES
<i>We will employ the following strategies or activities to achieve our desired outcomes:</i>	<i>Strategies will occur on this schedule (months):</i>	<i>We expect the strategies to produce the following <u>measurable</u> deliverables or products:</i>	<i>We expect that once completed the strategies will achieve the following <u>measurable</u> changes/results in our target populations/service systems:</i>	<i>We will measure these outputs and/or outcomes in the following ways:</i>
United Way administers a post-test to all parents and reports results.	February 2017	At least 65% of parents complete the post-test. United Way staff/volunteers conduct follow-up, as needed, to increase response rate.	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.	School Readiness Backpack post-survey, developed by United Way's third party evaluator, administered by United Way 2-3 months after parents receive backpacks

KEY STRATEGIES /ACTIVITIES	TIMELINE	MEASURABLE PROGRAM OUTPUTS	MEASURABLE PROGRAM OUTCOMES	EVALUATION STRATEGIES
<i>We will employ the following strategies or activities to achieve our desired outcomes:</i>	<i>Strategies will occur on this schedule (months):</i>	<i>We expect the strategies to produce the following <u>measurable</u> deliverables or products:</i>	<i>We expect that once completed the strategies will achieve the following <u>measurable</u> changes/results in our target populations/service systems:</i>	<i>We will measure these outputs and/or outcomes in the following ways:</i>
<b>Latino Family Literacy Project</b>				
Latino Family Literacy Project conducts a 3.5 hour training program for 12 people (staff and volunteers new to the program and Program Director) on how to implement the program--1 person from each of 8 elementary schools plus 4 people from the new centrally located site at the District Office. Individuals could include principals, Family Engagement Facilitators, teachers, and/or parent volunteers.	August-September 2016	12 site-level individuals plus the Links to Literacy Program Director are trained.	All trained individuals feel confident they can implement the program.	Latino Family Literacy Project administers a post-training survey and reports outcomes to the Program Director.

KEY STRATEGIES /ACTIVITIES	TIMELINE	MEASURABLE PROGRAM OUTPUTS	MEASURABLE PROGRAM OUTCOMES	EVALUATION STRATEGIES
<i>We will employ the following strategies or activities to achieve our desired outcomes:</i>	<i>Strategies will occur on this schedule (months):</i>	<i>We expect the strategies to produce the following <b>measurable</b> deliverables or products:</i>	<i>We expect that once completed the strategies will achieve the following <b>measurable</b> changes/results in our target populations/service systems:</i>	<i>We will measure these outputs and/or outcomes in the following ways:</i>
Latino Family Literacy Project ships (1) 180 second semester bilingual K-3 picture books and 2 Literacy Kits (that families use to make a family album aligned to the topics of each week's class) to each school and (2) 180 first semester and 180 second semester bilingual K-3 picture books and 2 Literacy Kits to the District Office for the centrally located district-wide site implementation. Each site's staff procures recruitment materials and supplemental class supplies.	August-September 2016	8 schools have a lending library of 180 second semester picture books, a Family Literacy Kit for 30 families, and adequate supplies. (These schools received their first semester lending libraries through 2015-16 Wine Country Weekend Fund the Future funding.)  One centrally-located district-wide site (District Office) has a lending library of 180 first semester and 180 second semester picture books, a Family Literacy Kit for 30 families, and adequate supplies.	Each site has the materials it needs to implement the program.	Program Director develops purchase orders for all needed materials and supplies and documents receipt via packing paperwork that accompanies all shipments.



KEY STRATEGIES /ACTIVITIES	TIMELINE	MEASURABLE PROGRAM OUTPUTS	MEASURABLE PROGRAM OUTCOMES	EVALUATION STRATEGIES
<i>We will employ the following strategies or activities to achieve our desired outcomes:</i>	<i>Strategies will occur on this schedule (months):</i>	<i>We expect the strategies to produce the following <b>measurable</b> deliverables or products:</i>	<i>We expect that once completed the strategies will achieve the following <b>measurable</b> changes/results in our target populations/service systems:</i>	<i>We will measure these outputs and/or outcomes in the following ways:</i>
Each site's Family Engagement Facilitator conducts outreach to Spanish-speaking families of the K-3 children in their school to recruit them into the program.	August-September 2016	30 families with their estimated 45 children per site are identified as program participants, with 15 families/22-23 children scheduled for the fall semester and 15 families/22-23 children scheduled for the spring semester.	270 families and their 405 children enroll in the program.	Enrollment tracking reported by each site's Family Engagement facilitator to the Program Director.

KEY STRATEGIES /ACTIVITIES	TIMELINE	MEASURABLE PROGRAM OUTPUTS	MEASURABLE PROGRAM OUTCOMES	EVALUATION STRATEGIES
<i>We will employ the following strategies or activities to achieve our desired outcomes:</i>	<i>Strategies will occur on this schedule (months):</i>	<i>We expect the strategies to produce the following <b>measurable</b> deliverables or products:</i>	<i>We expect that once completed the strategies will achieve the following <b>measurable</b> changes/results in our target populations/service systems:</i>	<i>We will measure these outputs and/or outcomes in the following ways:</i>
Staff conduct a 10-week Family Literacy program one night a week for two hours in their school's library (for sites with libraries) or other suitable space, starting with a pre-test and ending with a post-test; Each week, parents are introduced to a new book to take home and read with their families, then return the following week. They learn simple techniques for reading aloud with their children and for establishing a reading routine. The program includes a multi-level English curriculum, including new vocabulary, verb conjugation, grammar and structure, conversation, and practice opportunities; Family Engagement Facilitators continue to connect to families to encourage their continued participation.	October-December 2016  February-April 2017	95% of the families participating in the program complete the program.	97% of parents read more often to their children; 94% of parents learn new techniques for reading with their children; and 90% of parents enhance their literacy skills.	Program Director collects attendance data from each site; Third party evaluator administers a post-test among parents at the end of each semester.

KEY STRATEGIES /ACTIVITIES	TIMELINE	MEASURABLE PROGRAM OUTPUTS	MEASURABLE PROGRAM OUTCOMES	EVALUATION STRATEGIES
<i>We will employ the following strategies or activities to achieve our desired outcomes:</i>	<i>Strategies will occur on this schedule (months):</i>	<i>We expect the strategies to produce the following <b>measurable</b> deliverables or products:</i>	<i>We expect that once completed the strategies will achieve the following <b>measurable</b> changes/results in our target populations/service systems:</i>	<i>We will measure these outputs and/or outcomes in the following ways:</i>
A children's librarian from the Sonoma County Library system visits each program site and issues library cards to all family members; The librarian schedules a night when the class will go to the Santa Rosa Central Branch for a tour and children's story-time.	October-December 2016  February-April 2017	100% of participating family members receive a Sonoma County Library Card and 85% visit the library during the class.	100% of the families participating in the program can identify ways that the library's resources can help them and their children improve their literacy skills.	Program Director receives data reported by the Sonoma County Library on number of library cards issued and dates of library tours; Third party evaluator administers a post-test among parents at the end of each semester.
All children participating in the program select 5 books from <i>First Book</i> ( <a href="http://www.firstbook.org/">http://www.firstbook.org/</a> ) that they may keep for their home library upon completion of the program.	December 2016  April 2017	All children program completers select 5 books they may keep, for a total of 2,025 books to be included in children's home libraries.	All children completers have the start of a personal home library, with at least 5 books.	Third part evaluator administers post-test among parents at the end of each semester.

KEY STRATEGIES /ACTIVITIES	TIMELINE	MEASURABLE PROGRAM OUTPUTS	MEASURABLE PROGRAM OUTCOMES	EVALUATION STRATEGIES
<i>We will employ the following strategies or activities to achieve our desired outcomes:</i>	<i>Strategies will occur on this schedule (months):</i>	<i>We expect the strategies to produce the following <b>measurable</b> deliverables or products:</i>	<i>We expect that once completed the strategies will achieve the following <b>measurable</b> changes/results in our target populations/service systems:</i>	<i>We will measure these outputs and/or outcomes in the following ways:</i>
<b>Links to Literacy Program Evaluation</b>				
Dr. Carlos Ayala, Dean of the School of Education at Sonoma State University, 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 <i>Links to Literacy</i> : Schools of Hope, School Readiness Backpacks and Latino Family Literacy Project.	July-August 2016	<i>Links to Literacy</i> Evaluation Plan is updated.	All staff and volunteers implementing Links to Literacy receive the Evaluation Plan and understand their roles in the evaluation process.	Completion of the 2016-17 <i>Links to Literacy</i> Evaluation Plan; All staff and volunteers collect and report data as stipulated in the Evaluation Plan.

KEY STRATEGIES /ACTIVITIES	TIMELINE	MEASURABLE PROGRAM OUTPUTS	MEASURABLE PROGRAM OUTCOMES	EVALUATION STRATEGIES
<i>We will employ the following strategies or activities to achieve our desired outcomes:</i>	<i>Strategies will occur on this schedule (months):</i>	<i>We expect the strategies to produce the following <b>measurable</b> deliverables or products:</i>	<i>We expect that once completed the strategies will achieve the following <b>measurable</b> changes/results in our target populations/service systems:</i>	<i>We will measure these outputs and/or outcomes in the following ways:</i>
Program evaluator will implement the 2016-17 <i>Links to Literacy</i> Evaluation Plan, while following existing evaluation protocol established by Schools of Hope, School Readiness Backpacks, and Latino Family Literacy Project.	August 2016-June 2017	Program evaluator provides input to the Program Director for her mid-term report for Wine Country Weekend funding and then completes the full 2016-17 school year <i>Links to Literacy</i> comprehensive evaluation	<p><u>Schools of Hope:</u> (1) Tutored students show reading proficiency growth 28%-50% higher than non-tutored students.</p> <p><u>Backpacks:</u> 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.</p> <p><u>Latino Family Literacy Project:</u> (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.</p>	Completion of the 2016-17 <i>Links to Literacy</i> evaluation: Schools of Hope outcomes data reported; School Readiness Backpacks outcomes data reported; and Latino Family Literacy Project outcomes data reported

If you have any questions, please reach out to Community Foundation Sonoma County's Vice President for Programs, Karin Demarest via email at [kdemarest@sonomacf.org](mailto:kdemarest@sonomacf.org) or 707-303-9621.