

FUNDING APPLICATION

GENERAL INFORMATION

Organization Information

Legal Name: Literacy San Antonio, Inc. (dba SAREADS & Design)		Federal Tax ID#: 27-1393015		501(c)(3) Public Charity 509 (a)(1)	
Address: P.O. Box 460176		City: San Antonio		State: TX	
				Zip Code: 78246	
Website: www.sareads.org		Fax: (210) 957-8790		United Way Funded: No	

Head Of Organization

Name: Pamela Toman		Title: Co-Founder & Executive Director	
E-Mail Address: pamela@literacysanantonio.com		Phone: (210) 957-8790	

Application Contact

Name: Pamela Toman		Title: Co-Founder & Executive Director		E-Mail Address: pamela@literacysanantonio.com		Phone: 210-957-8790	
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Previous Najim Funding

Year	Funding \$
2013	\$20,000
2014	\$20,000
2015	\$25,000
2016	\$25,000
2017	\$32,500
2018	\$40,000
Total	\$162,500

Has the organization applied to the Najim Family Foundation in the past and been declined?

No

Grant Amount Requested \$:	Total Project Budget \$:	Organization's Annual budget \$:
\$50,000	\$487,650	\$564,892

Mission Statement:

Literacy San Antonio, Inc. increases literacy and academic achievement in Bexar County. SAReads(R) is a project of Literacy San Antonio to increase the number of children reading on grade level.

PROJECT INFORMATION

Program / Project Title:

To support SA Reads Tutoring Program which provides one-on-one tutoring and book distribution for K-3rd grade students in Southwest ISD.

PROJECT TIMELINE**Start Date****End Date**

08/01/2019

07/31/2020

Harvey E. Najim Family Foundation Priorities:

Education

Education Priorities:

Elementary to High School

Program / Project Description:

SAReads(R) addresses two needs facing low-income children: the critical need for research-based reading instruction and access to books. SAReads(R) provides early literacy services for elementary children because these are the years children are "learning to read." SAReads(R) provides research-based reading instruction and books to children because these needs are not met for most low-income children, even though experts agree that all children will learn to read with proper instruction.

Generous support from The Najim Charitable Foundation allows SAReads(R) to develop research-based reading instruction programs that change children's reading outcomes. In 2018-19 SAReads(R) expanded services to reach more than 2,500 students per year and help them achieve reading benchmarks at an annual cost to the foundation cost of \$20 per child.

More than 95% of children learn to read on grade level with proper instruction over enough time. It is critical to serve children during the grades when they are "learning to read" (K-2) because children's brains are primed for literacy and language acquisition at those ages. The National Institute of Child Health and Development states, "When intervention is delayed, it takes four times as long to intervene in 4th grade as it does in late kindergarten because of brain development and because of the increase in content for students to learn as they grow older." After 3rd grade, children are expected to "read to learn."

For nearly two decades there has been a huge gap between the science of reading and instructional practices in America's classrooms. This is becoming so widely understood that the 86th Texas Legislature recently passed laws mandating Texas public schools must use direct systematic phonics instruction in kindergarten through 3rd grade no later than the 2021-22 academic year.

Far too many children fail to meet 3rd and 4th grade reading milestone because they do not receive proper reading instruction during the "learning to read" years. "The emergence of our literacy problem is visible in the performance of 4th and 8th graders on the National Assessment of Educational Progress (NAEP), "the Nation's Report Card," an assessment administered by the US Department of Education. Over half the children have scored AT BASIC or BELOW BASIC levels every time it has been administered." (Mark Seidenberg, Language At The Speed of Sight: How We Read, Why So Many Can't, And What Can Be Done About It) An abstract of the reading research in Sage Journals summarized: "From these different sources of evidence, two inescapable conclusions emerge: (a) Mastering the alphabetic principle (that written symbols are associated with phonemes) is essential to becoming proficient in the skill of reading, and (b) methods that teach this principle directly are more effective than those that do not (especially for children who are at risk in some way for having difficulty learning to read). Using whole-language activities to supplement phonics instruction does help make reading fun and meaningful for children, but ultimately, phonics instruction is critically important because it helps beginning readers understand the alphabetic principle and learn new words. Thus, elementary-school teachers who make the alphabetic principle explicit are most effective in helping their students become skilled, independent readers."

SAReads(R) addresses this need through a comprehensive, collaborative effort incorporating best practices from the National Reading Panel (NRP) with the goal of improving literacy levels in San Antonio. According to the NRP, effective reading programs adopt five essential components: 1) Phonemic awareness, 2) Phonics, 3) Reading fluency, 4) Vocabulary development and 5) Reading comprehension strategies (National Institute of Child Health and Human Development [NICHD], 2000). Using these five essential components, SAReads(R) facilitators and tutors work directly with students across eleven elementary schools to empower thousands of children to learn to read and adequately prepare to meet 3rd grade STAAR reading standards. SAReads(R) complements children's education by offering an array of books, celebrations and enrichment activities to extend learning beyond the school day.

SAReads(R) increases children's access to books throughout Bexar County. In partnership with bookstores and community organizations, SAReads(R) coordinates annual book drives, collecting and distributing over 50,000 books per year to children, high-need schools and nonprofits serving low-income children: 10% of books go to infants, 70% to children, and 20% to young adults.

Evaluation Plan:

SAReads(R) evaluates student reading outcomes using IStation and STAAR data. SAReads(R) evaluates and reports the same data school administrators and the State of Texas use to assess student success.

Academic Year 2019-20 Objectives:

Objective 1: To increase reading achievement to grade level benchmarks for 2,500 Kindergarten through 2nd grade children across eleven elementary schools in Southwest ISD.

Outcome: By the end-of-year 2019-20, 70% of K-2 children served at each school will meet or approach grade-level reading proficiency (which means these students are not in need of intensive reading intervention). As the K-2 percentages rise and more children reach grade level, we expect 3rd grade STAAR scores will also increase because children will be prepared with foundational reading skills before 3rd grade.

Objective 2: To increase the supply of books to low-income children by coordinating city-wide book drives and distributing 50,000 books to low-income households with children, classrooms, and nonprofits.

Outcome: By July 2020, 50,000 books will be collected and distributed.

Plans to sustain project beyond the term of this request:

SAReads(R) is a multiyear and multi faceted project to increase the number of children reading on grade level. This project is supported by the City of San Antonio and Bexar County, and it will take several years to implement in our partner schools. We also intend to expand this model to additional schools.

SAReads(R) is supported by a diverse group of corporate and philanthropic investors with sustaining support from the SAReads(R) Society. Financial support from corporate and private foundations, including The Najim Charitable Foundation, is essential to helping SAReads(R) cover program expenses as we implement our model to prepare all children to achieve reading proficiency by 3rd grade.

Children Impacted:

How many unduplicated children will the TOTAL PROJECT INITIATIVE impact?

2,500

How many unduplicated children will NFF REQUESTED FUNDS impact?

2,500

Please provide the percentage of each group below that will be served by the project in which funds are being requested. Do not leave any area blank. If that specific group will not be served, include zero. The percentage should total 100%.

A. Population Served Age		B. Population Served Ethnicity	
Infants (0-5)	20%	African American	3%
Children (6-13)	80%	Asian American	1%
Young Adults (14-18)	0%	Caucasian	5%

TOTAL:	100%	Hispanic/Latino	90%
		Native American	0%
		Other and Define	1%
		TOTAL:	100%

City Council District for Which Children are Being Served:

District1, District3, District4, District5, District6

Line item Budget:

Line Item Description	Total Project Funds Allocation	Najim Funds Allocation
SAReads Book Bank	\$30,000	\$5,000
Tutoring Program	\$6,000	\$6,000
Supplies and Materials	\$4,550	\$1,000
IT, Software and Maintenance	\$7,100	\$4,000
Printing and Advertising	\$12,500	\$6,000
Salaries and Professional Fees	\$400,000	\$18,000
Children's Book Packages	\$20,000	\$6,000
Travel and Mileage	\$7,500	\$4,000
TOTAL:	\$487,650	\$50,000

OTHER FUNDING RESOURCES

For Project being Requested: Funding sources and amounts, pending and committed.

PROJECT - PENDING

Funder Name	Amount Requested
Kempner Fund	\$10,000
Valero BFC	\$40,000
H-E-B	\$25,000
Valero Multi Year	\$50,000
Individuals & Business	\$50,000
TOTAL:	\$175,000

PROJECT - COMMITTED

Funder Name	Amount Requested
Hixon Properties	\$10,000
Napier Charitable Trust	\$50,000
Giving Society	\$17,000
TOTAL:	\$77,000

Other funding sources and amounts, pending and committed not specific to this request.

ALL OTHER ORGANIZATION REQUESTS - PENDING

Funder Name	Amount Requested
	\$0
TOTAL:	\$0

ALL OTHER ORGANIZATION REQUESTS - COMMITTED

Funder Name	Amount Requested
City of San Antonio	\$50,000
County of Bexar-CDBG	\$75,000
TOTAL:	\$125,000

BOARD OF DIRECTORS

What percentage of your board contributes financially to the organization?
 100%

If Board giving is not at 100%, please explain why?

How are board members expected to participate in your organization?
 Every board member contributes financially to Literacy San Antonio. Board members hold an annual retreat for strategic planning. Individual members provide technical assistance and professional advice on various matters, such as human resources, organizational development, financial planning, marketing, public relations and reading research. Our board chair has been instrumental in transitioning us from startup to scalability. Another board member has been instrumental in helping the organization structure advanced financial planning and reporting processes. Another board member is rebranding SAReads(R) and coordinating a Science of Reading Symposium. Several board members provide extensive knowledge of reading research and education policies to inform SAReads(R) programs and strategies.

LIST OF BOARD DIRECTORS

Name & Office Held	Corporate Affiliation
Kathryn Keeton, Board Chair	Industrial-Organizational Psychologist, Minerva Work Solutions, PLLC
Louis Cardenas	Owner-Creative Director, Blonde Creative
Kelley Farwell	Director of Organizational Development, FMCU
Becky Huang	Associate Professor, Bicultural-Bilingual Studies, UTSA
Elizabeth Kempner McFarland	CEO, Kempner McFarland Interests
David Olson	Director of Heavy Products and Fuel Oil, Valero Energy
Debra Salge	Chief Administrative Officer, Raise Your Hand Texas

Signature
 Pamela R. Toman