

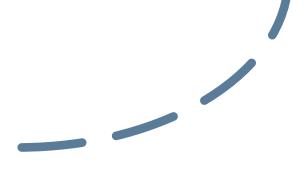
Why is this initiative important? Learning to read is a critical component of future academic and life success. Once children have mastered literacy, learning in all areas is considerably easier. The longer children struggle with reading and comprehension, the further behind their peers they become, which for some leads to dropping out of school and a life of continued struggle.



What are we doing in this initiative? The Weld Trust will expand funding for literacy and parent engagement projects, and ensure parents have easily accessible literacy materials and support.

Additionally, The Weld Trust will support literacy in schools through training programs and staff professional development to assist students.

Outside the home, The Weld Trust will support efforts to provide high-quality early childhood experience either in formal centers or through family, friend, and neighbor networks.





What are the priorities in this initiative?

Curriculum Development

Increase the high-quality curriculum and literacy-focused support in schools.



• Early Childhood Education (ECE) Programs

Increase the number of developmental screenings to ensure children are kindergarten ready, as well as increase the training and participation for ECE caregivers.

Out of School Time (OST) Programs

Increase in participation in tutoring, library, or Out of School Time programs.

Parent Programs and Education on Literacy

Increased access to high quality information for parents.

Skills Development/Training Programs/Professional Development

Increase the number of teacher training programs and/or literacyfocused professional development, as well as increase the number of literacy-focused support staff and tutors in schools and in after-school programs.

What are our goals for this initiative?

- Help in the development/establishment of a comprehensive system of classes for parents.
- Ensure parents have the literacy resources and skills they need to help their child be ready for Kindergarten.
- Decrease Significant Reading Deficiencies (SRD) Countywide at the Kindergarten level.
- Increase the percentage of children in Weld County enrolled in highquality Early Childhood Education programs.
- Decrease Significant Reading Deficiencies (SRD) countywide so that Weld County is 5% below the statewide average at the end of third grade.
- Increase in the number and percent of Weld County students in 3rd grade who are at a proficient reading level.
- Increase the number of teachers certified and skilled in early literacy instruction.

Childhood Literacy Logic Model

Mission Statement: To promote excellence in health and education in Weld County.

Initiative Statements – The Weld Trust will support organizations that can improve childhood literacy education and resources for families. The Weld Trust will fund organizations that market and promote quality resources for families that will improve childhood literacy.

BIRTH TO FOUR YEARS

To help ensure that Weld County is the most educated County in the State of Colorado, The Weld Trust will support the development of career paths*, STEM, and vocational/technical training opportunities*, as well as collaborative initiatives that provide site-based services for K-12 students in Weld County.

Our approach to addressing the strategic issues will be:	Activities TWT will undertake	Partner Organizations	Outputs	Immediate Outcomes 0-4 years	Intermediate Outcomes 4-8 years	Long-term Outcomes/Impact 8+ years
Parental Engagement Parent education and resources Increase access to literacy materials and programs Increase access to parenting education programs Increase screenings of children for developmental delays Promote a literacy/story-telling culture through the home	 Research quality literacy materials and programs; determine current availability in Weld County; make list of potential materials and programs that might be brought in to bolster what's currently available Thought partnership: Convening of stakeholders to learn and share Attracting organizations that align with our goals Attracting other funders who support similar work or other work that will assist Weld County Ensure parents have a list of parent-focused literacy resources on an easily accessible website (provided by a government agency or prominent grantee) Site visits and relationship building in the community, including hosting informational meetings, resource fairs, community meetings, trainings, workshops, or symposiums Expand funding for literacy and parent engagement initiatives over time (to result in more available programs and reaching more families) 	 Reach Out and Read North Range Behavioal Health-HIPPY Nurse-Family Partnership Book Trust Bright by Text Envision United Way of Weld County - PASO Invest in Kids SEVA - Brain bags Immigrant and Refugee Center Hope House Dolly Parton Foundation Vroom Health Partners: Sunrise Banner UC Health High Plains Library District - Mom Kits 	 Number and percent of families supported with literacy materials and resources Number of literacy materials distributed (educational info, books, list of resources) Number of parenting education programs funded Number of parents completing funded parent education programs Number of developmental screenings conducted by partner organizations 	 Decrease Significant Reading Deficiencies (SRD) Countywide, at the Kindergarten level, so that Weld County is equal to or below the Statewide average (State test, administered by schools) Increase in family knowledge of literacy resources (grantee administered surveys) Increase in distribution of literacy materials (grantee reports) Increase of reading at home in participating families (grantee administered questions) Demonstrated growth in practice of interacting (reading and talking) with a child between pre and post assessments administered to parents (grantee administered surveys; report to TWT) Increase in developmental screenings (grantee reports to TWT) PICCOLO, ASQ (Ages and Stages) State READ Act o SRD assessment 	 Decrease Significant Reading Deficiencies (SRD) Countywide, at the Kindergarten level, so that Weld County is 2% below the Statewide average (State READ Act reports) Increase in number of programs funded by TWT available for family participation (Blackbaud system) Increase of families participation (Blackbaud system) Increase of families engaged in parent education activities (baseline to be established; grantee reports and TWT monitoring) Established culture of literacy in homes (long term goal w/ participating families; participating families; participating families; participating families; participating families; participating families (grantee reports, as reported in grantee reports) Increase of pre-literacy skills amongst O-4-year-old children of participating families (grantee reports and State READ Act reports) Increase in parent readiness of participating families to support their child's early literacy (grantee surveys of participating families) Commonly utilized assessments: PICCOLO, ASQ (Ages and Stages) State READ Act o SRD assessment o Teaching Strategies Gold 	 Decrease Significant Reading Deficiencies (SRD) Countywide, at the Kindergarten level, so that Weld County is 5% below the Statewide average (READ Act Reports) Increase in Kindergarten readiness (READ Act Reports; Teaching Strategies Gold information) Established system of parent classes and resources for parents (Weld County website and other grantee websites will show increased offerings from current baseline) Parents have the literacy resources and skills they need to help their child be ready for Kindergarten (as evidenced by decreased SRD and increased kindergarten readiness scores on state tests) Measurement tools: Pre/Post Surveys Quality of life survey Kindergarten readiness assessment as req. by READ ACT – TS Gold, etc. ASQ, PICCOLO, Bracken; ESQ State READ Act assessments o SRD assessment





Our approach to addressing the strategic issues will be:	Activities TWT will undertake	Partner Organizations	Outputs	Immediate Outcomes 0-4 years	Intermediate Outcomes 4-8 years	Long-term Outcomes/Impact 8+ years
Education Outside the Home Early Childhood Centers, Preschools, and Family, Friend & Neighbor Networks (FFN) • Increase capacity o Facilities o Personnel • Increase access, especially in areas where childcare is hard to find • Ensure high quality curriculum • Ensure high quality teachers • Ensure parents have quality info to make informed choices	 Research number and type of programs outside of the home Thought partnership: Convening of stakeholders to learn and share Attracting organizations that align with our goals Attracting other funders who support similar work or other work that will assist Weld County Incentivize childcare providers (through a partner organization) to obtain licensure that will allow them to participate in the Universal Preschool Program (UPP) Site visits to program partners and relationship building in the community Funding opportunities, including hosting informational meetings, trainings, workshops, or symposiums List of centers for parents. Including state ratings. Provide marketing resources to all levels of providers 	 United Way of Weld County Early Childhood Council PASO Reading Great by 8 Thrive by 25 Project Connect UNC – Teacher Training Program AIMS CC – Teacher Training Program Weld Early Childhood Initiative Weld County Department of Human Services Non-profit ECE Centers Weld County School Districts and BOCES For Our Children – Weld For profit providers? ABC Centers State funding entities Department of Human Services – CCAP UWWC – Council CEEN – Head Start This is a partial list which will expand as our grant making continues.	 Number of FFN graduates Number of children served by funded programs Number of families served by funded programs Number of childcare spaces in Weld County Number of ECE, preschools, and FFN's providing quality instruction and care Number of trainings delivered to ECE caregivers by funded programs Number and percent of ECE teachers and FFN providers receiving quality training Number of centers/homes adopting quality curriculum Number of parents accessing info to make informed choices As measured by: Grantee Reports United Way: Community Reports, 211 info, early childhood council website clicks Pre/Post Surveys of grantees Site Visits Colorado Shines reports/ratings (Quality Rating & Improvement System -QRIS) 	 Capacity & Access Increase participants in programs such as PASO by 10-15% annually (grantee reports) Increased number of children and families impacted by grant partners (grantee reports) Increase childcare spots available in Weld County by 5% annually, until the need is met (County QRIS ratings and data) High Quality Education Decrease Significant Reading Deficiencies (SRD) Countywide, at the Kindergarten level, so that Weld County is equal to or below the Statewide average (State test, administered by schools) Increase training and participation for ECE caregivers (grantee reports) Increase adoption of quality Childhood reports) Improved scores on kindergarten readiness assessments; district by district, school, countywide, to be equal or better than statewide averages (READ Act data) Informed Parents Increased access to quality information for parents (review of County Health Department and United Way websites) 	 Capacity & Access Increased capacity (number of seats) of funded programs based on subpopulation needs (grantee reports) Increase number of centers qualifying to receive funding through universal preschool program (Department of Early Childhood reports) High Quality Education Decrease Significant Reading Deficiencies (SRD) Countywide, at the Kindergarten level, so that Weld County is 2% below the Statewide average (State READ Act reports) Adoption of readiness standards in funded programs assessments, shown in grantee reports) Adoption of quality standards in funded programs (facility issues, grantee reports) Increase of countywide implementation of quality curriculum (curriculum utilized, shown in grante reports) Increase Colorado Shines ratings Number of 3, 4, and 5-star ratings increased (from 12% in 2021 to a goal of over 20% in 2025, as measured by QRIS ratings) Increase number of ECE personnel recruited to and graduating from teacher training programs Improved scores on kindergarten readiness assessments to be 3% better than statewide averages, as measured by READ Act reports Increased number of parents choosing high quality centers in childcare Parental satisfaction with ability to make informed choices re: education outside the home 	 Decrease Significant Reading Deficiencies (SRD) Countywide, at the Kindergarten level, so that Weld County is 5% below the Statewide average (READ Act Reports) Increase percentage of children in Weld County enrolled in high-quality ECE programs (rated 3 stars or above), which stands at approximately 12% in 2021, to 15% by 2024. Improved scores on kindergarten readiness assessments County-wide, to be at least 5% better than statewide averages Parents have adequate access to information about childcare options near them (improved website information at both United Way's Early Childhood Council website and the County Health Department website) Other measurement tools: Assess ASQ, PICCOLO, TSGold dat <i>Sidebar: alignment of ECE – K12 readiness assessments (determine where prepared kids are coming from)</i>

Childhood Literacy Logic Model

THE

TRUST

Mission Statement: To promote excellence in health and education in Weld County.

Initiative Statements – The Weld Trust will support organizations that can improve childhood literacy education and resources for families. The Weld Trust will fund organizations that market and promote quality resources for families that will improve childhood literacy.

FIVE TO EIGHT YEARS AND BEYOND (K-12)

The remaining balance of funding will be invested in children 5-8 years-old, with a focus on helping parents, teachers, schools, and other support mechanisms (tutors, after-school programs, etc.) provide effective literacy interventions to enable children to read as early as possible. Our goal here is to increase the percentage of students reading by third grade, which research shows to increase overall graduation rates. 2 We also realize that not all children are going to reach reading proficiency by the end of third grade, so we will look for programs that effectively and efficiently help students who are behind progress toward grade-level proficiency as quickly as possible.

Our approach to addressing the strategic issues will be:	Activities TWT will undertake	Partner Organizations	Outputs	Immediate Outcomes 0-4 years	Intermediate Outcomes 4-8 years	Long-term Outcomes/Impact 8+ years
Parental Support • Increase access for parents to literacy materials and programs • Promote a literacy-focused and story- telling culture in the home of every Weld County resident School Support • Teacher training programs • Staff professional development for literacy • Curriculum improvements • Literacy Tutors, Paraprofessionals, programs • BOCES programs Other Support Mechanisms • Specialized tutoring • Library Programs • Afterschool programs	 Research current data on interim assessments and state test results (READ Act data) to determine greatest needs Help provide a list of parent-focused literacy resources on an easily accessible website and push the community to that site Internal and external thought-partnership Convening of stakeholders Hosting informational meetings, trainings, workshops, symposiums, etc. Attracting organizations that align with our mission Attracting other funders who support similar work or other work that will assist Weld County Inquiry and Grant application opportunities 	 Bright by Text Parent Possible (Vroom) United Way Weld County Early Childhood Council Reading Great by 8 Thrive by 25 Weld Project Connect Local Coordinating Organization for UPP Teacher training programs UNC AIMS BOCES (alternative license programs; professional development) Weld County Department of Human Services Weld County School Districts and BOCES High Plains Library District Boys and Girls Clubs ABC Learning Centers and others FFN and In-home Providers Book Trust Reading Achievers Reading Corps This is a partial, current list which will expand as our grantmaking continues. 	 Number of grant applications received Number of approved grants within initiative Number of children/students and families participating in TWT funded programs Number of literacy/reading focused programs available (in school and out of school) Number of participants in teacher training or licensure programs funded by TWT Number of programs implementing high quality curriculum Number of literacy-focused support staff in schools and tutors for in-school and after-school programs 	 Decrease Significant Reading Deficiencies (SRD) Countywide so that Weld County is equal to or below the Statewide average Parental Support Increase of children and families served by TWT funded programs Increase of literacy/reading materials countywide as measured by increased distribution of books to homes (grantee reports) School Support Increase numbers in teacher training programs and/or literacy-focused professional development (training program and school district reports) Increase number of literacy- focused support staff and tutors in schools and in after-school programs (grantee reports) Other Support Increase in participation in tutoring, library, or Out of School Time (OST) programs funded by TWT (grantee reports) Increase of hours spent reading by children in funded tutoring, library, or OST programs (grantee reports) 	 Decrease Significant Reading Deficiencies (SRD) Countywide so that Weld County is 2% below the Statewide average (READ Act reports) Parenta Support Parents actively access literacy resources and programs (United Way: Community Reports, 211 info, Early Childhood Council data) School Support Increase in teachers certified and skilled in early literacy instruction (Ed. Dept. and District reports) Increase in number of literacy-focused support staff and tutors in schools and in after-school programs (grantee reports) Other Support Increase participation in after-school literacy and tutoring programs funded by The Weld Trust (grantee reports) Students in grades K-3 increase academic growth in points and percentages (on interim assessments within schools and state assessments – READ Act and others) 	 Decrease Significant Reading Deficiencies (SRD) Countywide so that Weld County is 5% below the Statewide average at the end of third grade Includes students that are in special education, are English Language Learners (ELL), and are high poverty, as indicated by Free or Reduced Lunch (FRL). Countywide increase in the number and percent of students in 3rd grade who are reading at a proficiency level (State READ Act assessments and State Assessments of 3rd Grade Reading) Increase of 4th grade reading competency (State tests)

ASSUMPTIONS and ECOSYSTEM

The READ Act requires use of an interim assessment to determine whether a student has a significant reading deficiency (SRD) in grades K through 3. The most commonly used assessment in Colorado in the 2020-2021 school-year was Acadience Reading (formerly known as DIBELS Next), but there are a number of acceptable assessment alternatives authorized for use by the State. The state SRD rate for 2020-2021 was 22.8%. By grade level the state rate was: Kindergarten 17.3%, First 26.6%, Second 23.8%, Third 23.3%.

(https://www.cde.state.co.us/code/readactdashboard)

- Six school districts in Weld County have overall SRD rates higher than the state. These include Ault-Highland RE-9, Greeley 6, Johnstown-Milliken RE-5J, Platte Valley RE-7, Weld RE-3J, and Weld RE-8.
- Nine out of thirteen districts in Weld County have higher SRD rates than the state in at least one grade level K-3.
- o Districts with SRD rates higher than the state overall or specific grade level would be areas to target.
- This data also shows that as students progress from K to 3, higher percentages of students have SRDs. This indicates that students who enter K at grade level are falling behind as they progress.

High quality early childhood education is related to better performance on child outcomes including cognitive, language, and communication. Research shows that the relationship between quality and outcomes has been stronger for disadvantaged children. Data shows that modest improvements in the quality of educational experiences for low-income children during preschool years have significant effects. One suggested avenue for improving quality is offering high-quality professional development opportunities for classroom teachers.3

The Colorado Legislature, with support and prompting from Governor Jared Polis, recently passed legislation calling for implementation of a Universal Preschool Program (UPP), enabling families to enroll their 4-year-old child in 10 hours per week of paid childcare. In addition, the Governor has established a new Cabinet-level department within his administration to be known as the Department of Early Childhood. This new Department will oversee 32 regional "Local Coordinating Organizations (LCO's) that will implement the Universal Preschool Program in their region, with a start date of Fall 2023. There are numerous challenges to be overcome before the start date of the new UPP, including adequate facility space and openings (childcare spots) to accommodate the additional children expected to be served, making a high-quality curriculum selection, and making sure there are adequate numbers of well-trained teachers for the additional children. It is expected that the LCO will develop and implement a plan that will cover these issues, as well as the equitable distribution of funds for the new program.

- (1) The Annie E. Casey Foundation. (2014). KIDS COUNT Data Snapshot: Early Reading Proficiency in the United States. Page 2.
- (2) The Annie E. Casey Foundation. (2013). Early Warning Confirmed: A Research Update on Third-Grade Reading. Baltimore, MD: Author.
- (3) Neuman, S. B., Dickinson, D. K., & Sprague, K. E. (2003). The Nature and Impact of Early Childhood Care Environments on the Language Development of Children from Low-Income Families. In Handbook of Early Literacy Research (pp. 263–280). essay, Guilford Press.

EXTERNAL FACTORS (barriers/facilitators)

The Weld Trust recognizes that there are many external factors that affect childhood literacy. While some of these factors are being addressed in other funding initiatives, these need to be taken into consideration when evaluating progress towards the distal outcomes. Identifying these external factors can help inform funding decisions across multiple initiatives. Some external factors that have been identified include:

- Family dynamics including employment, behavioral health, housing stability, food security
- Poverty
- Transitory families
- Lack of transportation
- Subjectivity and biases
- Language barriers
- Shortage of qualified educators, over-burdened and under-paid educators
- COVID Mandates and school closures
- Majority of ECE providers are for-profit entities
- Differing childcare/ECE philosophies

