



REPORT SUMMARY SHEET FORM

Instructions: Submit this signed form with the grant report narrative and attachments by the date indicated by the funder. A cover letter is not required. Most foundations will not consider further grant requests from your organization until this report has been submitted.

Legal Name of Organization: Metropolitan State University of Denver Foundation

DBA (if applicable):

Mailing Address, City, State, and Zip: Campus Box 14, P.O. Box 173362, Denver, CO 80217-3362

Phone: 303-615-0065 **fax:** 84-0576459

Website: www.msudenver.edu

CEO/Executive Director: Christine Marquez-Hudson, ED, MSU Denver Foundation and VP, Univ. Adv.

Phone: 303-615-2081 **mail:** Cmarqu37@msudenver.edu

Report Contact & Title (if not the CEO/Executive Director):

Name of Campus Partner

Phone: *Phone Number* **Email:** *Email*

Dates Covered by This Grant: July 1, 2020 through June 30, 2021

Type of Grant: General Operating Program Capital Other _____

Grant Amount: *Dollar Amount* **Grant ID Number (if applicable):**

Program/Project Name (if applicable): Family Literacy Program

Summary of the Grant Purpose:

Grant funds supported Parents as Teachers (PAT) Early Childhood Education (ECE) components of the Family Literacy Program.

Have there been any changes to your organization's federal tax exempt status since you were awarded this grant? x No Yes (Please explain in the narrative section)

By signing below, I certify that the information contained in this report is true and correct to the best of my knowledge.

April 27, 2021

CEO/Executive Director

Date



GRANT REPORT NARRATIVE

1. PROGRESS AND RESULTS

To date in 2020-2021, the Family Literacy Program (FLP) made significant progress toward its stated goals and the objectives stated in the grant application.

Parents as Teachers (PAT) Birth – Kindergarten for Academic Year 2020-2021

Goal I: Provide stimulation to develop pre-literacy skills for very young children (Birth-Age 2) and equip young children (Age 3-Kindergarten) with skills necessary to succeed in school.

To date during academic year 2020-2021, the FLP's Parents at Teachers Program (PAT) has served 48 families with 48 children and logged 520 hours of virtual visits and virtual group meetings for families. Fathers participated in 11 of the personal visits. Ten new children have enrolled. Of the 40 children—83% of total—screened this program year, 4 were identified as having a concern or delay; 1 for hearing, 1 for vision and 2 for developmental delays. All screening results have been reported to Parent Possible via Visit Tracker (an online system). Due to the pandemic and remote/virtual service delivery recommended by PAT National, caseloads have been reduced slightly for all Parent Educators. Recruitment efforts moved to remote delivery, but typically come from the FLP Early Family Literacy (EFL) center-based, early childhood program as well as from the Denver Housing Authority and word of mouth.

Post-surveys are given each year between March and April. Last spring's results indicate 44% of families report reading or looking at books every day after participating in PAT; a 35-point increase from daily reading frequency reported in the pre-survey. Additionally, 94% or more of guardians report PAT increased their knowledge about key health and development milestones. Based on the guidelines issued by the PAT National Center, the FLP PAT program provides at least eight hours focused on each family per month, consisting of preparation for home visits, the actual home visits, and follow-up. This concentrated time ensures the needs of each family are addressed and families remain connected to the learning of all their members, despite limiting families the FLP can serve.

Goal II: Empower parents as child's first teacher and architect of child's development and foster commitment to education in the home.

The FLP works to retain currently enrolled families and Parent Educators follow up multiple times with families who are not participating. The latest assessment for parent/child interaction showed 100% of parents exhibiting average or above average developmentally appropriate behavior with their children. For example, when asked "I know how to help my child learn," parents average self-rating was 5.22 on the pre-assessment, and 6.12 on the post-assessment, on a 1-7 scale. The most positive self-rating was in praising children regularly, with a 6.61 average. In addition, no families report reading less than once a week on the post-survey, an improvement over the pre-survey of 9 points.

Family-Centered Early Childhood Education (ECE) for Academic Year 2020-2021

Goal I: Provide high quality family literacy services to low-income families

During 2020-2021, the FLP is offering synchronous remote classes twice per week, and asynchronous content twice per week for adults and children. Health and safety considerations permitting, in fall 2021 the ECE program will return for face-to-face learning at three school sites. When possible, face-to-face learning will resume with the previous schedule; enrolled parents and their young children attend family literacy classes three or four days per week depending upon the parents' English as a Second Language class schedules. To date



during 2020-2021, the FLP has provided 96 families with English as a Second Language programming, and 34 children have enrolled in Early Family Literacy (EFL). Goals for families are determined through a needs assessment. Family Service Learning activities have changed dramatically during the program year due to COVID-19. Since many families were new to remote learning, enrolled families helped each other navigate technology, as well as familiarizing one another with Google Classroom—the platform used in the Adult Education program and by many school-aged children.

Goal II: Partner with parents of children, ages one to four, to encourage children's optimal growth and development with a focus on early literacy.

Typically, in addition to two home visits, EFL staff conduct three Parent/Teacher Conferences during the school year to share progress and support parents with goal-setting for their child. With no face-to-face programming during 2020-2021, video/audio calls substituted for home visits and Parent/Teacher conferences (a sample home visit plan is attached). Prior to the coronavirus pandemic, Parents and Children Together (PACT) time was offered 30 minutes each week in the Early Family Literacy (EFL) classroom for children and parents. With remote/virtual learning, EFL teachers have been providing a 30-minute ECE-specific PACT activity each week with a/synchronous instruction and no-contact delivery of materials needed to complete each activity. Each child received a backpack filled with school supplies for their lessons, including scissors, paper, crayons, glue, popsicle sticks, name cards, and books.

Goal III: Assist children, ages one to four, in attaining school readiness.

The FLP continues to support children and their families in attaining school readiness. Parents are encouraged to log into Google Classroom with their children for EFL preschool class three or four days per week. Online participation closely mimics that of face-to-face classroom time, but different schedules align with the Adult Education class schedule. The EFL Program provides high quality early learning in a play-based, developmentally appropriate setting (during non-pandemic times) for children ages one through four, with an emphasis on the development of pre-literacy skills. Child development and growth are encouraged in six main areas of Development (Social-Emotional, Physical, Language, Cognitive, Literacy, and Math). The TS GOLD Assessment System is used to measure developmental areas with checkpoints and Parent/Teacher conferences. Not surprisingly, the information collected in TS GOLD was very limited during fall 2020. EFL teachers are hopeful that more data can be collected in the spring.

2. SUCCESSES AND CHALLENGES

Successes:

- MSU Denver PAT maintained services for families using virtual visit platforms and electronic media.
- PAT Parent Educators provided food to families in need donated from the Denver Rescue Mission through home delivery in a socially distant manner and following recommended precautions.
- Family stress has been a significant issue for many parents. Parents have reported to Parent Educators that the mindfulness techniques they are sharing through the Enhanced Home Visitation project have helped both parents and their children maintain a calm household.
- Two of three Parent Educators have completed Mental Health endorsements through Colorado Association for Infant Mental Health, and the third is nearing completion of the process.
- Since the onset of the pandemic, Parent Educators have continued monthly virtual individual and group meetings with a Mental Health Consultant from the Mariposa Center for Infant, Child, and Family Enrichment to learn strategies on offering valuable support to families during this incredibly stressful period.



- In fall 2020, Early Family Literacy started using space in Brighton at St. Augustine’s School, which is an excellent location as many Brighton families that could benefit from FLP programming now have access.

Challenges:

- COVID-19 has posed a significant challenge to the EFL program component, causing staff to reformat lessons and activities to provide intentional remote preschool programming for children as well working to keep families engaged with PACT virtually.
- Zoom fatigue is a major challenge for families, PAT Parent Educators, EFL teachers and program supervisors, however, visit numbers have not been impacted and parents indicate that FLP programming helps alleviate stress.
- The EFL program component is no longer located at the McElwain site as the space was needed for a kindergarten classroom.
- The participation and support of School of Education (SOE) students in the EFL classrooms and on home visits has been invaluable in the past. Not surprisingly however, SOE field placements were suspended in mid-March 2020 as a result of the coronavirus pandemic.

3. LESSONS LEARNED

Virtual trainings focused on mindfulness and trauma-informed practice from Jessica Gershwin, formerly of the Denver Children’s Advocacy Center, has been extremely beneficial for the PAT Parent Educators.

Through the Quality Endorsement and Improvement Process (QEIP), a new policies and procedures manual has been created, and additional trainings have been identified and implemented for Parent Educators and will continue through the new year, e.g., maintaining cultural sensitivity when evaluating family well-being. Other training opportunities include a new visit observation protocol supervisors will implement with Parent Educators to ensure they are learning new ways to provide visits as well as ensuring fidelity to the PAT Model. The pandemic created several disruptions to the QEIP application process. The final application was submitted on June 1, 2020, and MSU Denver PAT received 73/75% necessary to obtain Blue Ribbon designation. The outlined improvements were put into place, a final report was submitted in April 2021 and FLP was awarded the Blue Ribbon designation by the PAT National Center.

4. ADDITIONAL INFORMATION.

- All three PAT Parent Educators have participated in the following trainings:
 - Individual Reflective Supervision with the Mental Health Specialist on a regular basis—including work toward Infant Mental Health endorsements through Colorado Association for Infant Mental Health.
 - Monthly group meetings with the Mental Health Specialist, Emily McNeil.
- PAT continues to partner with the Denver Rescue Mission for regular food distributions (two per month by PAT Parent Educators) to participating families.
- EFL continues to collaborate with the Early Childhood Partnership of Adams County (ECPAC).
- EFL has successfully provided preschool family support during the many challenges of the COVID pandemic. Classes began later than expected; however, enrolled families are eager for the FLP services and continued involvement with the program.



ATTACHMENTS

Instructions:

Submit the following attachments along with the narrative report. Label each attachment. Please note that you may be providing financial statements for more than one year to cover the funded grant period. It is generally understood that the fiscal year(s) of the funder, nonprofit, and grant period may not be in alignment. For further clarification on any of these items, please refer to the CGR User's Guide or contact the funder directly.

1. FINANCIAL STATEMENTS.

- (a) For all grants, submit your organization's Statement of Financial Position (Balance Sheet) and Statement of Activities (Income and Expense Statement) for the year(s) in which the grant was used.
- (b) If reporting on a specific program/capital project, also submit income and expenditure information compared to the approved budget for the program/capital project.
- (c) If the funder has requested the following information (for example, by indicating in their report guidelines or by checking the boxes below) also submit:
 - Audit for most recent fiscal year completed
 - IRS Form 990 for most recent fiscal year completed

2. ACCOMPANYING NARRATIVE (if applicable).

- (a) Explain any significant changes in the organization's financial position since the grant was awarded.
- (b) If all funding was not expended during the grant period, explain why.
- (c) For program and capital grants, explain any major variances between the approved budget and the final financial statements being submitted with this report.

3. EVALUATION RESULTS.

If available, provide the organization's most recent evaluation results or findings, relevant to the funded grant. Note: providing this attachment does not take the place of answering Question 1(b) in the narrative section.

**MSU DENVER FAMILY LITERACY PROGRAM
2020 - 2021 Budget**

REVENUE RECEIVED AS OF 12-31-20	
Public	\$\$\$\$\$\$
Private (Individuals, Foundations, Corporations)	\$\$\$\$\$\$
TOTAL	\$\$\$\$\$\$

EXPENSES	Projected '20- '21 Budget	YTD Expenditures as of 12-31-20	<i>Donor Name</i> Expenditures as of 3-31-21
Personnel			
Family Literacy Director	\$\$\$\$\$\$		
Early Childhood Education/ Literacy Coordinator (1.0 FTE)	\$\$\$\$\$\$		
Parents as Teachers (PAT) Coordinator/Parenting Instructor (0.20 FTE)	\$\$\$\$\$\$		
Adult Education Program Manager & Instructional Lead (1.0 FTE)	\$\$\$\$\$\$		
Spanish GED Educator	\$\$\$\$\$\$		
PAT Home Visitor (0.475 FTE; 19 hours/week)	\$\$\$\$\$\$		
PAT Co-Coordinator & Liason to Spanish Speaking Families (1.0 FTE)	\$\$\$\$\$\$		\$\$\$\$\$\$
PAT Parent Educator and ECE Classroom Teacher (1.0 FTE)	\$\$\$\$\$\$		
ESL Instructor & Parent Facilitator (0.90 FTE)	\$\$\$\$\$\$		
Part-Time Adult ESL Instructor	\$\$\$\$\$\$		
Part-Time Adult ESL Instructor	\$\$\$\$\$\$		
Part-Time Adult ESL Instructor	\$\$\$\$\$\$		
Elem.	\$\$\$\$\$\$		
Former Early Childhood Literacy Coordinator / Early Fam Lit (ECE Classroom) Teacher	\$\$\$\$\$\$		
Early Fam Lit (ECE Classroom) Teacher	\$\$\$\$\$\$		
Early Fam Lit (ECE Classroom) Teacher	\$\$\$\$\$\$		\$\$\$\$\$\$
Early Fam Lit (ECE Classroom) Teacher	\$\$\$\$\$\$		
Early Fam Lit (ECE Classroom) Small Center Director at STEM Launch	\$\$\$\$\$\$		
<i>America Reads Work Study Student (an SOE ECE student)</i>	\$\$\$\$\$\$		
<i>America Reads Work Study Student</i>	\$\$\$\$\$\$		
Subtotal Salaries	\$\$\$\$\$\$	\$\$\$\$\$\$	\$\$\$\$\$\$
Benefits			
Staff @ 30.1%	\$\$\$\$\$\$		\$\$\$\$\$\$
	\$\$\$\$\$\$	\$\$\$\$\$\$	\$\$\$\$\$\$
Consultant Fees			
PAT Infant/Toddler Mental Health Consultant (required and supported by the MIECHV and Enhanced Home Visitation Grants)	\$\$\$\$\$\$		
Consulting Nurse Visits (1/mon--an ECE licensing requirement) 10 visits @ \$85/visit + \$10 mileage X 2 licensed sites	\$\$\$\$\$\$		
Subtotal Consultant Fees	\$\$\$\$\$\$	\$\$\$\$\$\$	

Program Expenses			
PAT Literacy and Related Materials	\$\$\$\$\$\$		
PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes) Tool Costs	\$\$\$\$\$\$		
Denver Children's Advocacy Center Mindfulness Trainings for PAT staff	\$\$\$\$\$\$		
Colorado Association for Infant Mental Health (CoAIMH) Membership	\$\$\$\$\$\$		
Infant Mental Health Endorsements for PAT staff	\$\$\$\$\$\$		
Books & Materials for 185 adult ESL/GED students	\$\$\$\$\$\$		
Consumable Parent Education and Support Materials	\$\$\$\$\$\$		
PAT National Program Affiliation Fee	\$\$\$\$\$\$		
PAT Recertification and On-line Curriculum Access for 3 Parent Educators and 1 supervisor (@ \$225 each)	\$\$\$\$\$\$		
Fee paid to Parent Possible for their role as MIECHV grant state intermediary	\$\$\$\$\$\$		
Annual Subscription to Visit Tracker, Web-based Family Contact management system (\$425 is the rate charged for 3-5 users)	\$\$\$\$		
Early Childhood Instructional and Assessment Materials	\$\$\$\$\$\$		
ECE Consumable Classroom Materials	\$\$\$\$\$\$		
Desktop and Student/Classroom Supplies	\$\$\$\$\$\$		
PAT and Early Childhood Trainings and Related Materials (Professional Development)	\$\$\$\$\$\$		
Parent Meetings and Community Events	\$\$\$\$\$\$		
Subtotal Program Expenses	\$\$\$\$\$\$	\$\$\$\$\$\$	
Travel			
Mileage for Home Visits, Trainings, Meetings, etc. @ \$0.52/mile	\$\$\$\$\$\$		
Conference Travel (annual NCFL and PAT conferences, plus State and Regional Meetings) and Travel to PAT Trainings	\$\$\$\$\$\$		
Subtotal Travel	\$\$\$\$\$\$	\$\$\$\$\$\$	
Operational Costs			
Phones, Internet, and Postage	\$\$\$\$\$\$		
Childcare Licensing, Background Checks, etc.	\$\$\$\$\$\$		
Printing and Copying	\$\$\$\$\$\$		
Facilities/Rent/Utilities (Quigg Newton Office and Off-Site Storage space)	\$\$\$\$\$\$		
Subtotal Operational Costs	\$\$\$\$\$\$	\$\$\$\$\$\$	
Subtotal Direct Cost	\$\$\$\$\$\$	\$\$\$\$\$\$	\$\$\$\$\$\$
Indirect Cost Recovery (The 20% federally negotiated indirect cost rate for MIECHV)	\$\$\$\$\$\$	\$\$\$\$\$\$	
Administrative Costs on Private Grants (where allowable) @ 6%	\$\$\$\$\$\$	\$\$\$\$\$\$	\$\$\$\$\$\$
Total Expenditures	\$\$\$\$\$\$	\$\$\$\$\$\$	\$\$\$\$\$\$

PARENTS AS TEACHERS (PAT) SITE SUMMARY REPORT 2019-2020 Metro State University of Denver PAT

INTRODUCTION

Each year, Parent Possible conducts an evaluation of the Parents as Teachers (PAT) program in Colorado. Evaluation tools include a parent survey, an assessment of parent-child interactions, and a child assessment of school readiness. Data from these instruments are analyzed to describe families served by PAT as well as examine changes in parent protective factors, practices, and confidence; the quality of parent-child interactions; and children's school readiness. Unlike in previous years, the current pandemic and quick change to virtual visits in the spring of 2020 meant that we were unable to collect any post-assessments of school readiness. As such, no results for change in children's school readiness are included in the following report. For details on the measures used and statistical tests conducted, please reach out to Parent Possible.

Sample sizes shown throughout the report are the maximum; individual items may have smaller sample sizes due to missing data. For detailed aggregate results for all PAT sites across Colorado, please see the statewide report.

All families included in this report received services from this program in 2019-2020. The parent demographics include information from these families, though there is missing data on some items. The parent survey and parent-child interaction results include information from guardians and children who completed both a pre- and post-assessment. Exact n sizes are reported in each respective section.

SUMMARY OF FINDINGS

PARENT SURVEY

94% or more of guardians report PAT increased their knowledge about:

- Recognizing developmental milestones
- How to interact to help their child's development
- How to use good parenting practices
- Where to find resources
- Positive discipline techniques
- Recognizing possible developmental delays
- Recognizing possible vision, hearing, or health delays
- Where to get help for vision, hearing, or health problems

After participating in PAT, 44% of families report reading or looking at books every day; this represents a 35-point increase from the daily reading frequency reported in the pre-survey. In addition, no families (0%) report reading less than once a week on the post-survey—a decrease of 9 points between pre- and post-survey.

After participating in PAT, 62% of guardians report reading more than 10 minutes per day; this represents a 13-point difference from the state aggregate of new families completing a pre-survey this year. In addition, 97% of guardians report having more than 10 books in the home at the post-survey, a 33-point difference from the aggregate pre-survey.

PARENT-CHILD INTERACTIONS

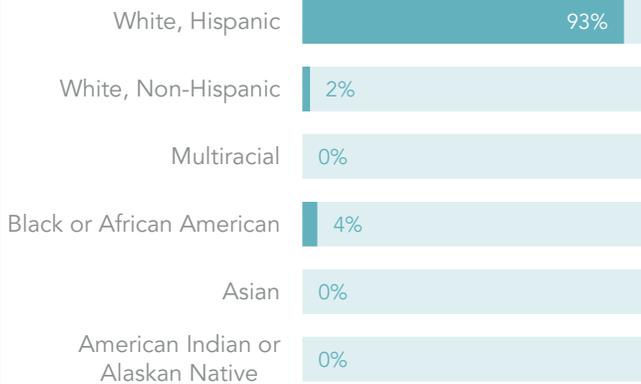
At the post assessment, 100% of guardians exhibited average or above-average developmentally-appropriate behavior with their children overall. From pre to post, guardians demonstrated statistically significant growth in the total PICCOLO score and 4 of 4 subscales: Affection, Responsiveness, Encouragement, and Teaching.

Number of Guardians Served: **46**

Number of Children Served: **46**

Number of Home Visits Completed: **787**

GUARDIAN RACE



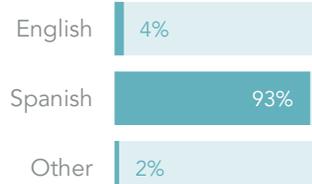
GUARDIAN ETHNICITY



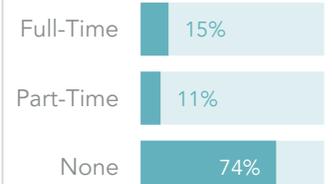
GUARDIAN GENDER



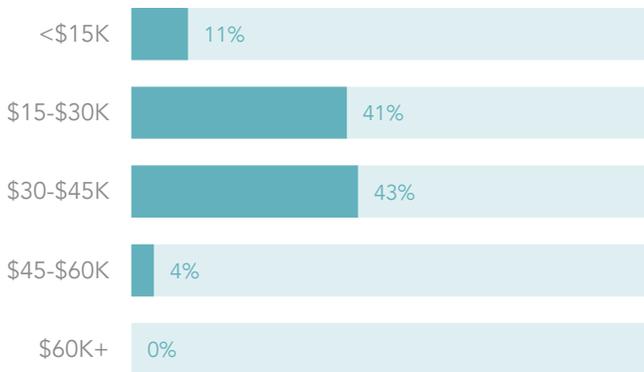
PRIMARY LANGUAGE



EMPLOYMENT STATUS



HOUSEHOLD INCOME



Federal Poverty Level (FPL) for a family of four:

\$26,200

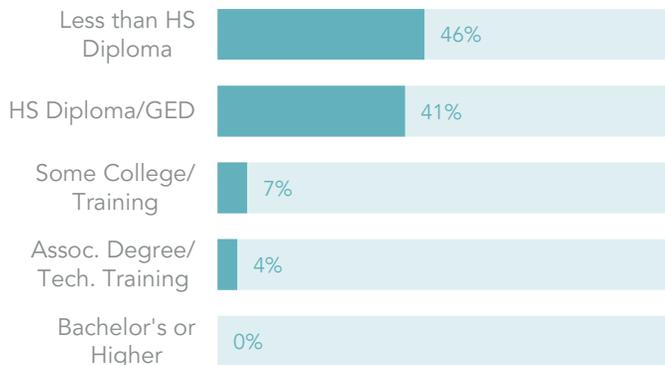
Households served that are at or below 100% of the FPL:

50%

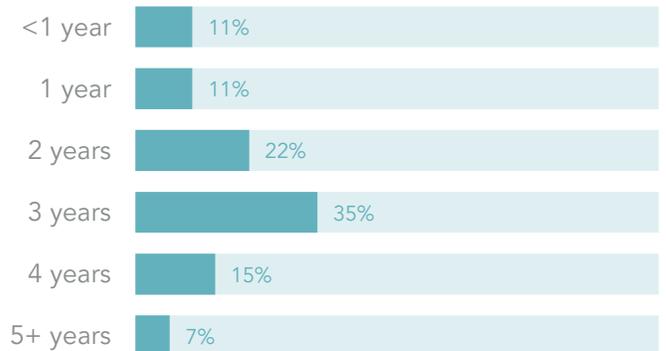
Households served that are at or below 200% of the FPL:

100%

GUARDIAN EDUCATION LEVEL



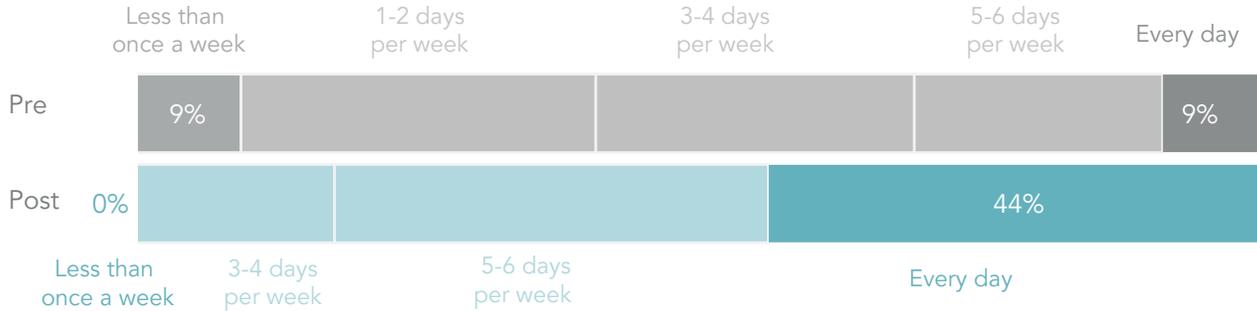
CHILD AGE



Note: Chart totals may not equal 100% due to missing or unknown data.

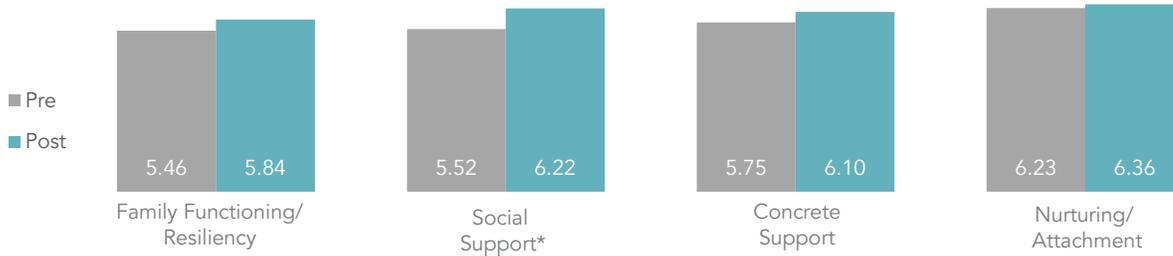
PARENT SURVEY

After participating in PAT, 44% of families report reading or looking at books every day; this represents a 35-point increase from the daily reading frequency reported in the pre-survey. In addition, no families (0%) report reading less than once a week on the post-survey—a decrease of 9 points between pre- and post-survey.



PFS SUBSCALES (N=35)

The Protective Factors Survey (PFS) is a 20-item measure designed for use with caregivers receiving services such as home visiting, parent education, and family support. The PFS is completed by parents as part of the parent survey and measures protective factors in five areas: family functioning/resiliency, social support, concrete support, nurturing and attachment, and knowledge of parenting/child development. PFS subscales are based on a 1-7 scale, with 1 indicating "strongly disagree" and 7 indicating "strongly agree."



KNOWLEDGE OF PARENTING/CHILD DEVELOPMENT ITEMS (N=35)



* = data statistically significant, $p < .05$
 ^ = items were reverse coded; higher scores on all items indicate stronger protective factors

PARENT SURVEY, cont.

(N=35)

After participating in PAT, 62% of guardians report reading more than 10 minutes per day; this represents a 13-point difference from the state aggregate of new families completing a pre-survey this year. In addition, 97% of guardians report having more than 10 books in the home at the post-survey, a 33-point difference from the aggregate pre-survey.



** = due to a limited sample size for newly enrolled families in 2019-2020, the pre-survey results represent those from all sites combined

Parents report PAT increased their knowledge in many areas related to parenting and child development:



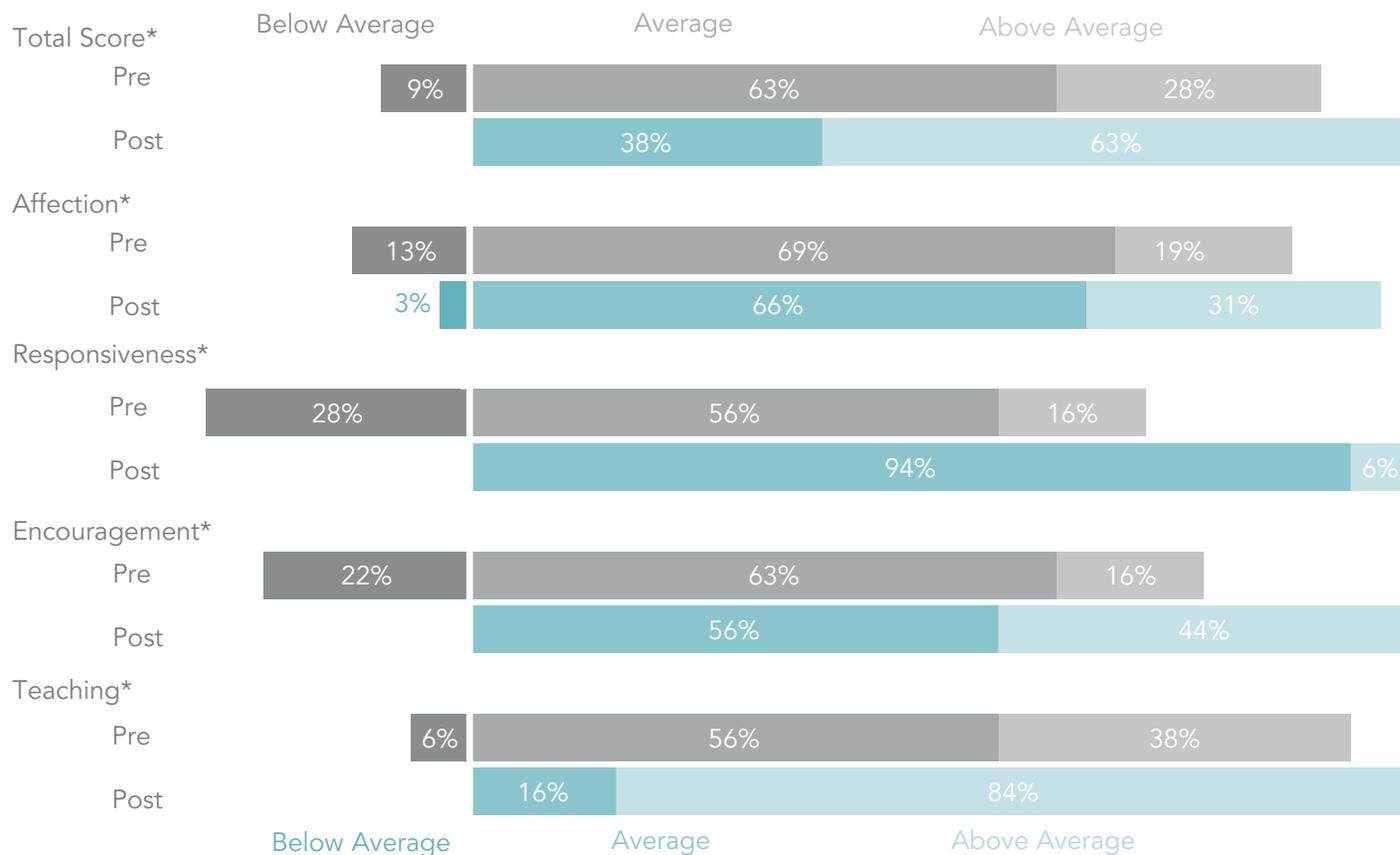
Note: Percentage of guardians enrolled in PAT for at least 3 months reporting that the program increased their knowledge "quite a bit" or "alot."

PARENT-CHILD INTERACTIONS

The PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes) is a strengths-based measure of parenting interactions that predicts children’s early social, cognitive, and language development. The PICCOLO measures four domains: affection, responsiveness, encouragement, and teaching. Based on research with diverse, low-income samples, the measure developers identified proficiency cutoffs of below average, average, and above average, which are shown here.

PARENT AND CHILD INFORMATION

(N=32)



*= data statistically significant, $p < .05$

MSU Denver Early Family Literacy – Home Visit

Child's Name: _____

Age of Child (year/months): _____

Date of Observation: _____

Address: _____

Teachers Conducting Home Visit:

Guardians/Family Participating (please list name and relation to child):

Questions/Comments from Family:

___ Book modeled for reading to family:

___ Writing Activity (ask child to draw you a picture; post in classroom)

Additional Information:

Questions to ask guardians:
What are your hopes and dreams for your child this year?

You are your child's first teacher. What can you tell me that will help me teach them best?

Do you have any special interests or skills you would like to share with us?

Parent/Guardian's Signature

Date

Parent/Guardian's Signature

Date