

# STATE OF COLORADO

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Colorado Department  
of Public Health  
and Environment

## Tony Grampas Youth Services Program

## **2007-2008 Annual Report**

**Submitted by:**  
Alyssa Lasseter  
TGYS Program Director  
Prevention Services Division  
October 31, 2008

## **Tony Gramscas Youth Services Program**

2006-2007 Annual Report

Executive Summary

### **Purpose:**

The Tony Gramscas Youth Services (TGYS) Program is authorized by §25-20.5-201 through 205, C.R.S. and is intended to provide funding to community-based organizations that serve children, youth and their families with programs designed to reduce youth crime and violence and prevent child abuse and neglect. The TGYS Program supports five funding areas including: early childhood, student dropout prevention, youth mentoring, before and after-school, and violence prevention programs. An 11-member statutory board oversees and provides leadership for the program.

### **Resource Allocation:**

For fiscal year 2007-08, the TGYS Program was appropriated \$3,602,098 in Master Settlement Agreement Tobacco funds and \$300,000 in Before and After School Cash funds. Therefore, out of the total \$3,902,098 appropriated to the TGYS Program, the TGYS Board allocated \$3,346,032 to 117 local TGYS providers through 58 grants.

An additional \$185,000 was allocated to the Omni Institute for evaluation, technical assistance and monitoring services. An allocation of \$121,258 was designated for capacity building and support services for TGYS provider organizations, and \$249,808 in funds supported administrative costs.

According to statute, at least 20 percent of the appropriated grantee funds must support early childhood programs and at least 20 percent must support student dropout prevention programs. In fiscal year 2007-08, 21 percent of TGYS funds supported early childhood programs, and 20 percent supported student dropout prevention programs.

### **Expenditure Information:**

TGYS expenditures totaled \$3,852,710, out of an appropriation of \$3,902,098, with 1.1 percent, or \$46,231, returned to the legislature. Of the Before- and After- School Cash fund, \$3,157 was not expended. These dollars remain in this cash fund, per §25-20.5-205, C.R.S. The grantee expenditures for fiscal year 2007-08 equaled \$3,335,801 or 87 percent of TGYS funds expended. TGYS grantees contributed \$9,125,062 in matching funds and in-kind support. The remaining expenditures were \$185,628 (5%) for evaluation and program-monitoring services, \$106,687 (3%) for provider support services and capacity-building initiatives, and \$224,594 (6%) for personnel services.

### **Accomplishments:**

The TGYS Program is designed to serve children, youth, and families across Colorado. In fiscal year 2007-08, TGYS-funded programs served 52 out of the 64 Colorado counties and served 29,361 children, youth and adults. Of this total, 25,042 of the individuals served were children and youth, and 4,319 of the individuals were parents or caregivers. TGYS-funded programs also served disparate populations in Colorado. The racial/ethnic breakdown of individuals served is as follows: 54 percent Hispanic, 30 percent White, 8 percent African-American, 1 percent American Indian, 1 percent Asian, and 6 percent Other. According to data from the U.S. Census Bureau, in year 2000, the racial/ethnic breakdown of children and youth, ages 0-19, in Colorado was as follows: 21 percent Hispanic, 68 percent White Non-Hispanic, 4 percent African-American, 1 percent Native American, 2 percent Asian, Pacific Islander, and 4 percent More than one race. The TGYS Program serves a diverse population: the percentages of African-American and Hispanic youth in the program are at least double the percentages of children in these racial/ethnic groups in the state. Thirty-seven grantees reported that 9,782 of those served

## **Tony Gramscas Youth Services Program**

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### **Executive Summary**

qualify for free and reduced school lunch, which represents 45 percent of the children and youth these agencies serve. According to the Colorado Department of Education, in Fall 2007, an average of 35 percent of K-12 students qualified for free and reduced lunch among Colorado school districts.

In fiscal year 2007-08, the TGYS Program, in partnership with The Omni Institute, continued the program-wide outcome evaluation. TGYS identified a number of long-term participant outcomes shown in research to be important factors in youth crime and violence reduction as well as child abuse and neglect prevention. These outcomes were measured by grantees administering validated, reliable pre-test and post-test instruments to program participants.

The TGYS evaluation is designed primarily to assess program participants' change in outcomes from intake (pre-test) to the end of program services (post-test). There were approximately 7,500 individuals with evaluation data for the TGYS-funded programs in FY 2007-2008, nearly double that of FY 2005-2006, and nearly equal to that of FY 2006-2007, despite 72 additional agencies that year. Providers' evaluation capacity and ability to contribute to the statewide evaluation of prevention clearly increased over the 2005-2008 grant cycle. Overall, results from Fiscal Year 2007-2008 were encouraging, similar to those reported in the first two years of the grant cycle. With OMNI's guidance, TGYS grantees selected and submitted data on 24 measures from the approved list, 23 of which could be subjected to pre-post significance testing. Out of those 23, 19 measures showed change in the expected/desirable direction (e.g., increases for school performance measures, parenting knowledge measures; decreases for bullying and substance use).

Given the results for three consecutive years (FYs 2005-2006, 2006-2007, and 2007-2008) were similarly positive, one can infer TGYS programming is partially responsible for these findings. However, with effectiveness research, any single finding needs to be interpreted with caution and ideally, with respect to comparison data.

## **I. PROGRAM OVERVIEW**

The Tony Grampsas Youth Services Program is a program authorized by §25-20.5-201 through 205, C.R.S., to provide funding to community-based organizations that serve children, youth and their families with programs designed to reduce youth crime and violence and prevent child abuse and neglect. Eligible TGYS applicants include: local governments, schools, non-profit organizations, state agencies and institutions of higher education.

### **A. Program Governance**

In accordance with §25-20.5-201 through 205, C.R.S., an 11-member board oversees and provides leadership for the Tony Grampsas Youth Services Program. The TGYS Board is authorized to establish program guidelines, grant application timelines, match requirements, criteria for awarding grants, and result-oriented criteria for measuring the effectiveness of programs that receive any type of TGYS funds. The TGYS Board reviews grant requests, selects entities to receive grants and determines the amount of each grant. The board makes funding recommendations that are sent to the Governor for final approval.

Four members of the TGYS Board are appointed by the Governor, three members are appointed by the Speaker of the House of Representatives, two members are appointed by the President of the Senate and one member is appointed by the Minority Leader of the Senate. In addition to the appointed board members, the Executive Director of the Colorado Department of Public Health and Environment, or his designee, serves as a member of the board. No more than six of the members appointed to the board are members of the same political party. Board members serve two- or three-year terms.

Appointed board members have knowledge and awareness of innovative strategies for youth crime prevention and child abuse and neglect prevention. Members appointed to the board also have knowledge and awareness of early childhood, school dropout prevention and community planning for youth violence prevention. At least one member appointed to the board is representing the minority community.

### **B. Program Goals**

The TGYS Program provides funding to local organizations that implement programs designed to reduce youth crime and violence and prevent child abuse and neglect. The TGYS Program Logic Model demonstrates how these goals are achieved (Appendix A).

### C. Resource Allocation

For fiscal year 2007-08, the TGYS Program was appropriated \$3,602,098 in Master Settlement Agreement Tobacco funds and \$300,000 in Before and After School Cash funds. Out of the total \$3,902,098 appropriated to the TGYS Program, the TGYS Board allocated \$3,343,032 to 117 local TGYS providers through 58 grants.

In order to support the 117 TGYS-funded agencies and effectively administer the \$3.9 million in state dollars, \$185,000 in funds were allocated to The Omni Institute for evaluation and program monitoring services. An allocation of \$121,258 was designated for capacity building and support services for TGYS provider organizations, and \$249,808 was designated for administrative costs.

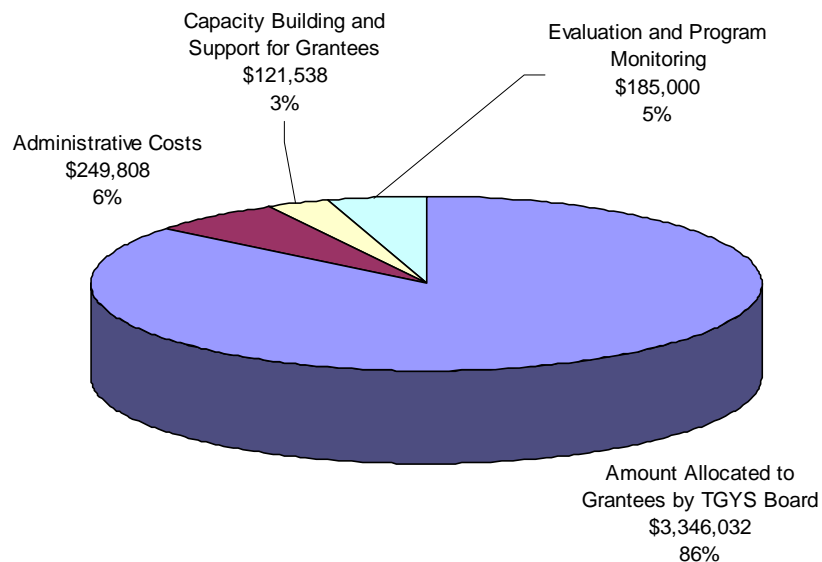


Figure 1. TGYS Resource Allocation

### D. Program Expenditures

Out of an appropriation of \$3,902,098, expenditures totaled \$3,852,710, with 1.1 percent, or \$46,231, returned to the legislature. Since TGYS Grantees receiving funds from the Before and After- School Cash Fund did not request reimbursement for the full \$300,000 allocated, \$3,157 was not expended. These dollars remain in this cash fund, per §25-20.5-205, C.R.S. The grantee expenditures for fiscal year 2007-08 equaled \$3,335,801 or 87 percent of TGYS funds. Of the grantee expenditures, \$3,038,958 were Master Settlement Agreement Tobacco funds and \$296,843 were Before- and After- School Cash Funds. At year-end, TGYS grantees had contributed \$9,125,062 in matching funds and in-kind support.

Expenditures of \$185,628 (5%) were for evaluation and program monitoring services. Provider support services and capacity-building initiatives totaled \$106,687 (3%) of total expenditures. The remaining \$224,598 (6%) covered personnel services.

## E. Population Served

The TGYS Program is designed by statute to serve children, youth, and families across Colorado. In fiscal year 2007-08, TGYS-funded programs served individuals in 52 counties (Figure 2).

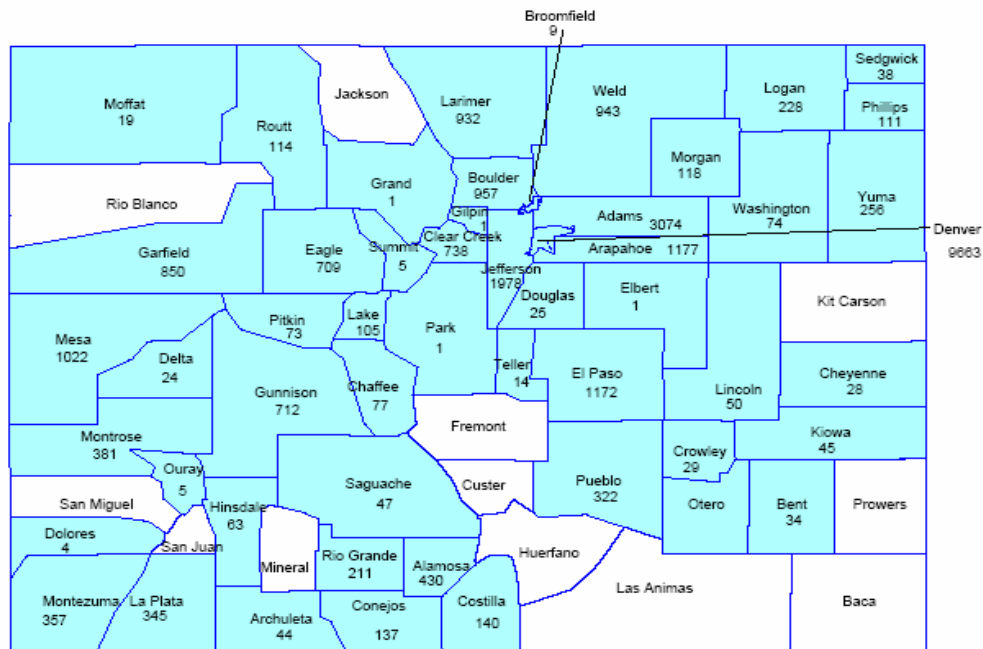
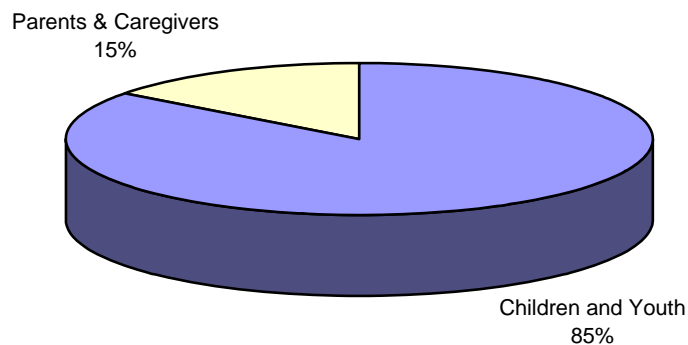


Figure 2. Number of individuals served by TGYS-funded programs, by county

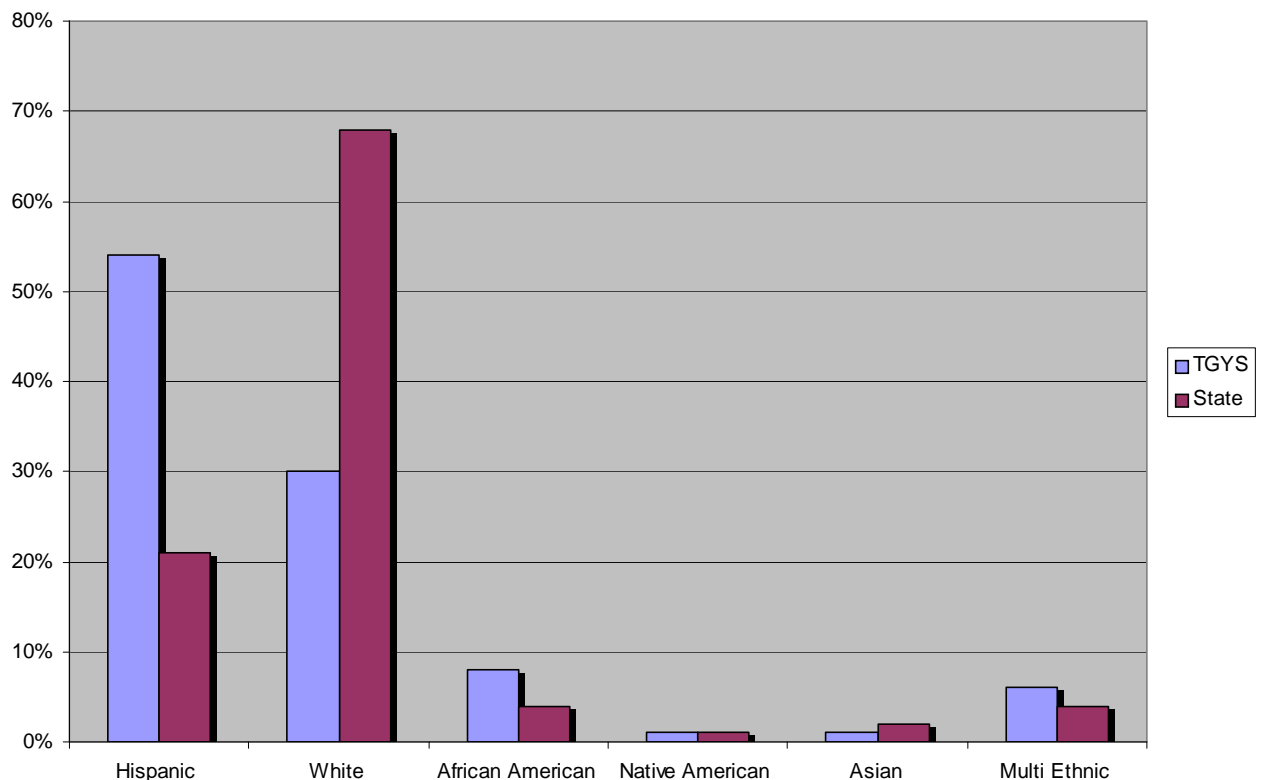
In fiscal year 2007-08, 117 TGYS-funded programs projected they would serve 23,619 individuals. At fiscal year end, TGYS programs actually served 29,361 children, youth and parents. This represents increase of over 20 percent from the projected numbers of individuals served by TGYS dollars. Of this total, 25,042 (85%) of the individuals served were children and youth, and 4,319 (15%) of the individuals were parents (Figure 3). The TGYS Program serves a diverse population: the percentages of African-American and Hispanic youth in the program are at least double the percentages of children in these racial/ethnic groups in the state. Of those served, 54 percent were female and 46 percent were male.



*Figure 3.* Percent of children and youth versus parents and caregivers served.

The racial/ethnic breakdown of individuals served is as follows: 54 percent Hispanic, 30 percent White, 8 percent African-American, 1 percent Native American, 1 percent Asian, and 6 percent other. These percentages include the 4,319 caretakers/parents served by TGYS. According to data from the U.S. Census Bureau, in year 2000, the racial/ethnic breakdown of children and youth, ages 0 - 19, in Colorado was as follows: 21 percent Hispanic, 68 percent White Non-Hispanic, 4 percent African-American, 1 percent Native American, 2 percent Asian, Pacific Islander, and 4 percent More than one race (Figure 4). The TGYS Program serves a diverse population evidenced by the percentage of African American and Hispanic youth served.

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*Figure 4. Percent race/ethnicity of children and youth served by TGYS-funded programs in comparison to the Colorado population of children and youth.*

Since not all programs request families to disclose their income, 37 grantees, out of 58, reported that 9,782 of those served qualify for free and reduced school lunch, this represents 45 percent of the children and youth these agencies serve. According to the Colorado Department of Education, in Fall 2007, on average 35 percent of K-12 students qualified for free and reduced lunch among Colorado school districts.

## **F. Services Provided**

The TGYS Program supports five funding areas, defined by statute, including: early childhood, student dropout prevention, youth mentoring, before- and after-school, and violence prevention programs. In fiscal year 2007-08, the TGYS Program funded 117 programs with a total of \$3,346,032. TGYS grantees contributed \$9,125,062 in matching funds and in-kind support. A list of TGYS grantees with their program descriptions, counties served, numbers served, amount awarded, and amount match is included (Appendix B).

According to statute, at least 20 percent of the appropriated funds must support early childhood programs, and at least 20 percent must support student dropout prevention programs. In fiscal year 2007-08, 21 percent of TGYS funds supported early childhood

programs, and 20 percent supported student dropout prevention programs (Figure 5). Additional data for each of the five TGYS funding categories are presented below.

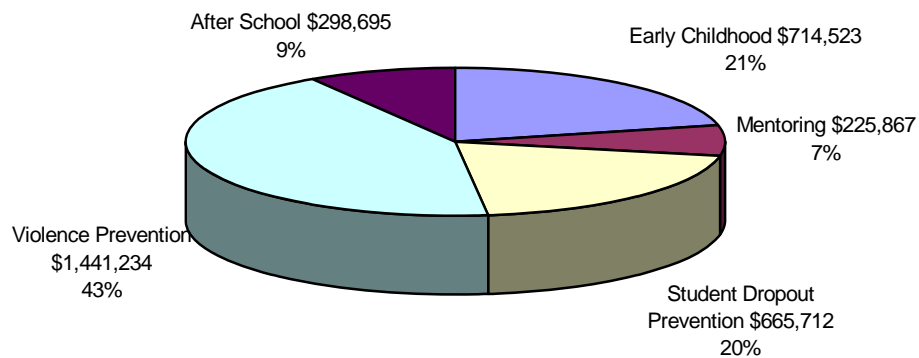
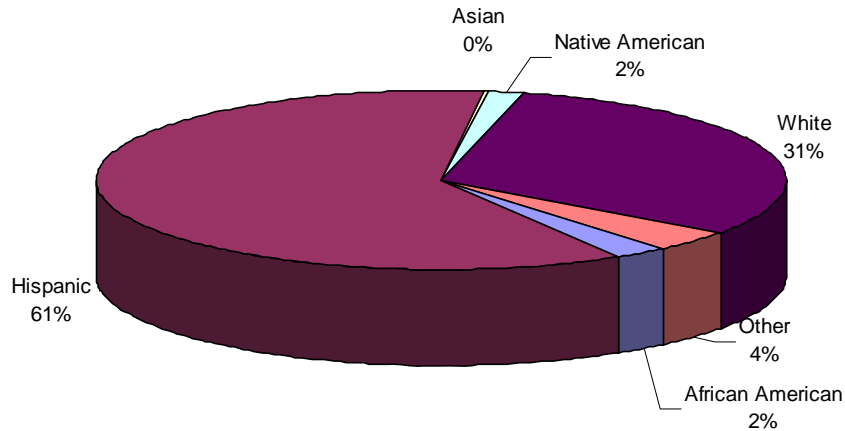


Figure 5. TGYS funding categories by dollar amount and percentages.

### **Early Childhood Programs**

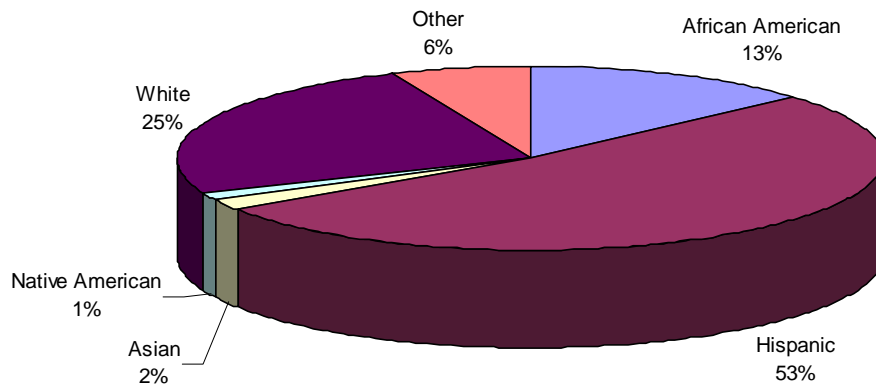
Early childhood programs serve children younger than nine years of age (0-8 years) and their caregivers. Examples of TGYS-funded early childhood programs include: literacy-based home visitation programs, training for parents and child care providers, and programs that aim to improve school readiness among participants. Early childhood programs received 21 percent of fiscal year 2006-07 TGYS funds, totaling \$714,523. Services were provided for a total of 6,024 participants, with 3,579 female participants female and 2,435 male. Participants' race/ethnicity is shown below (Figure 6).



*Figure 6. Percent race/ethnicity served by early childhood programs.*

### **Student Dropout Prevention and Intervention Programs**

Student dropout prevention programs are intended to fund prevention and intervention services for at-risk students and their families in an effort to reduce the dropout rate in secondary schools through a combination of academic and extracurricular activities designed to enhance the overall education of students. According to statute §25-20.5-201 through 205, C.R.S., at-risk students are defined as students in secondary schools who are at-risk of dropping out of school because of their socio-economic background, lack of adult support, language barriers, poor academic performance or other identified indicators. Examples of TGYS-funded student-dropout programs include: college prep programs, academic based after school programming, school-based or group mentoring, alternatives to suspension programs, among others. Student dropout prevention programs received 20 percent of fiscal year 2007-08 TGYS funds, totaling \$665,712. Services were provided to 7,684 students, with 3,753 female participants and 3,915 male. Participants' race/ethnicity is displayed below (Figure 7).



*Figure 7. Percent race/ethnicity served by student dropout prevention programs.*

### **Youth Mentoring Programs**

Youth mentoring programs are intended to target at-risk youth in an effort to reduce substance abuse and decrease the incidence of youth crime and violence. According to statute §25-20.5-201 through 205, C.R.S., “at-risk” means a person who is at least five years of age but who is less than 18 years of age and who is challenged by such risk factors as: poverty, residence in a substance-abusing household, exposure to family conflict, association with peers who commit crimes, residence in a single-parent household, participation in delinquent behavior or child victimization.

#### **Agencies implementing youth mentoring programs must meet the following best practice requirements:**

1. Actively recruit qualified and appropriate adult volunteers who are willing to serve as youth mentors for a period of not less than one year and to commit to spending an average of three hours per week with the at-risk youth;
2. Effectively screen adult volunteers to serve as mentors, including but not limited to conducting criminal background checks of adult volunteers;
3. Provide training and ongoing support to adult volunteers to prepare them to serve in one-year mentoring relationships with at-risk youth;
4. Carefully match each adult volunteer with an at-risk youth based upon the unique qualifications of the adult volunteer and the specific needs of the youth;
5. Supervise closely, through case management, the activities of the adult volunteer and the effectiveness of the mentoring relationship;

6. Make available life skill workshops, recreational activities, and community service opportunities to the at-risk youth and adult volunteer.

Youth mentoring programs received 7 percent of fiscal year 2007-08 TGYS funds, totaling \$225,867. Unlike in past years, there is currently no separate appropriation for youth mentoring. Services were provided for a total of 252 youth. 118 of the participants were female, and 134 were male. Participants' race/ethnicity is shown below (Figure 8).

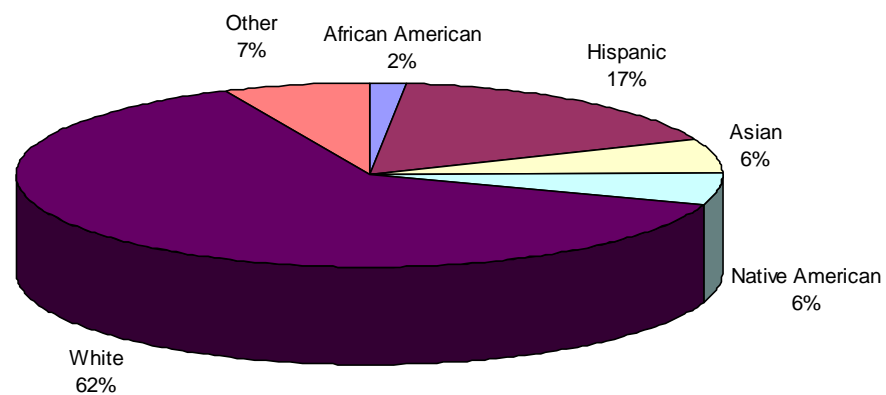
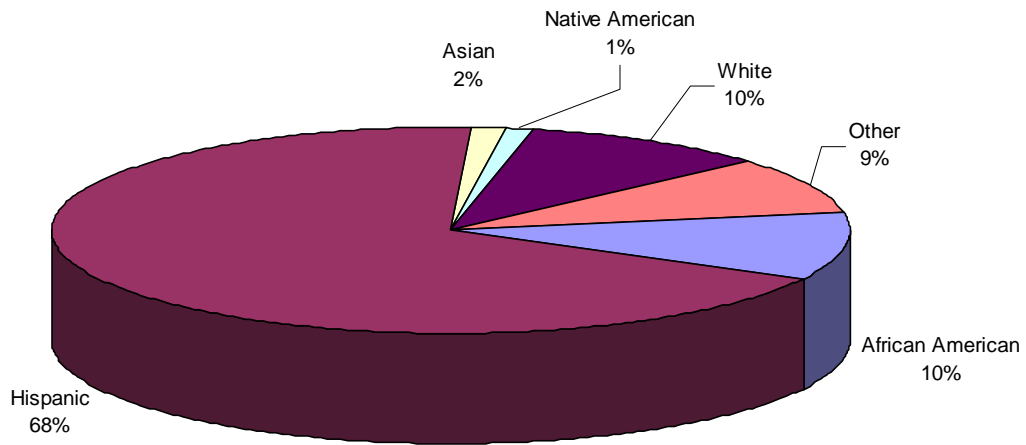


Figure 8. Percent race/ethnicity served by mentoring programs.

### **Before and After-School Programs**

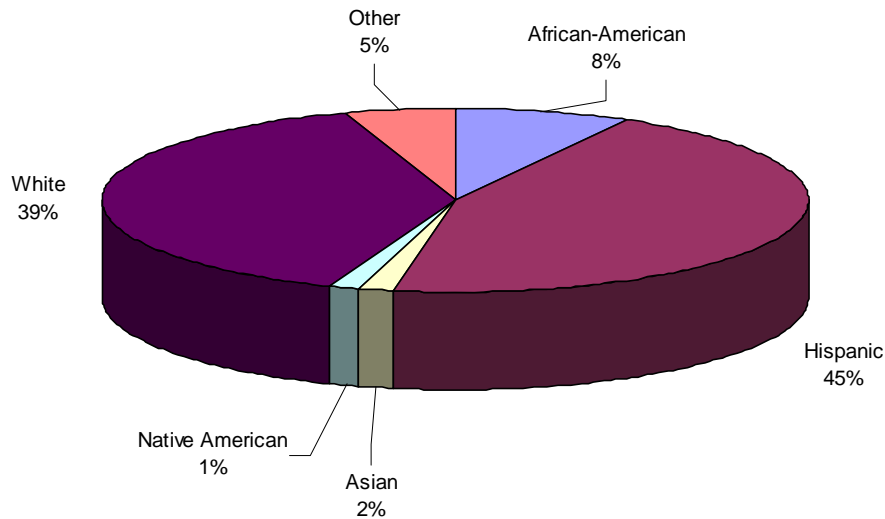
Before-and-after-school programs meet before regular school hours, after regular school hours, or during a period when school is not in session. Before-and-after-school programs may include an alcohol or drug abuse prevention and education component. As defined in statute, these programs serve 6<sup>th</sup>-8<sup>th</sup> grade students or 12-14 year olds only and help youth develop their interested and skills in the areas of sports and fitness, character and leadership, or arts and culture and may provide education regarding the dangers of the use of alcohol and drugs. TGYS before-and-after-school programs designed primarily to increase academic achievement or that provide religious instruction are not included. Before-and-after-school programs received 9 percent of fiscal year 2007-08 TGYS funds from the Before and After-School Cash Fund, totaling \$298,695. Services were provided for a total of 3,453 youth, with 1,984 female participants and 1,469 male. Participants' race/ethnicity is shown below (Figure 9).



*Figure 9. Percent race/ethnicity served by Before- and After school programs.*

### **Violence Prevention Programs**

Programs and services that align with the TGYS Program's goals and outcomes, but do not meet the statutory criteria of the other funding categories, are termed violence prevention programs. Examples of violence prevention programs include: restorative justice, life skills education, leadership development, and employment training programs. Violence prevention programs received 44 percent of fiscal year 2007-08 TGYS funds, totaling \$1,487,804. Services were provided to 11,370 participants, 5,708 of the participants were female, 5,659 were male, and 3 were transgender. Participants' ethnicity is shown below (Figure 10).



*Figure 10. Percent race/ethnicity served by violence prevention programs.*

## **II. EVALUATION OF THE TGYS PROGRAM: Program Effectiveness**

### **A. Description of the Evaluation**

This section describes the data results obtained during the third and final year of the 2005-2008 TGYS funding cycle. The evaluation of TGYS programming is designed to align with TGYS' primary missions to 1) reduce youth crime and violence and 2) prevent child abuse and neglect. Several long-term participant outcomes are specified in the TGYS logic model as contributing factors to achieving these goals:

- ❖ Improve school performance
- ❖ Decrease alcohol, tobacco and marijuana use
- ❖ Decrease delinquency
- ❖ Increase self-efficacy/self-esteem
- ❖ Increase life skills
- ❖ Decrease bullying
- ❖ Decrease recidivism
- ❖ Improve progress toward achieving (child) developmental milestones
- ❖ Increase positive parenting skills/practices

In order to measure these outcomes, TGYS contracted with OMNI Institute (OMNI) to design and manage a statewide outcome evaluation of the direct, measurable impacts

among individuals served through the TGYS program. Service providers participated in a standardized pre-/post-test evaluation design that yielded local-level and aggregate data. Each provider selected an appropriate TGYS outcome (listed above) for their program and chose an instrument from a menu of 23 validated and reliable instruments. Using their selected instrument(s), service providers collected data on program participants at the beginning and end of their program cycle or the grant period. Providers were generally required to collect data on all participants in TGYS-funded programs. In some cases, such as school-based programs that serve hundreds of youth, OMNI worked with these sites to sample the appropriate number of program participants.

Overall, 29,361 individuals were served through the TGYS program in FY 2007-08, and TGYS providers successfully obtained *matched* evaluation data on approximately 7,500 participants from 107 agencies. Since FY 2006-2007 included participants from an additional 72 agencies that were funded only that year, it is a testament to the growth in evaluation capacity of the providers that this year's sample size rivaled that of last year (approximately 8,000).

The TGYS Program fulfills requirements of the §25-20.5, C.R.S. by providing the necessary infrastructure for TGYS grantees to participate in the larger statewide evaluation of prevention services led by the Prevention Leadership Council. The statute mandates the coordination and streamlining of state processes related to prevention services for children and youth, including outcome evaluation. OMNI assisted TGYS agencies by assuring standardization of data reporting methods and measure selection, allowing for the aggregation of TGYS data as a significant contribution to the statewide evaluation of prevention services.

## **B. Methods**

### ***Technical Assistance***

OMNI provided training and technical assistance to all TGYS providers in order to assist them in participating in the TGYS evaluation. Although most instruments are self-report surveys, collecting data from youth in this way is complex. Evaluation technical assistance was given to TGYS providers in FY 2007-08 through the following ways:

- ❖ Evaluation trainings were conducted that helped many programs choose the most appropriate measures to capture outcomes and improve program services.
  - “Evaluation 101” provided basic information about choosing appropriate instruments, logic models, tracking participants, and administering surveys.
  - “Evaluation 202” provided information specific to an agency's outcome data, how to read and interpret the data, and how to apply lessons learned to improve programming.
  - Colorado KIT, an evaluation database, new user and refresher trainings provided basics and particulars of navigating this data management system for those TGYS grantees who continued using it in the third year rather than opting out or using Scantron surveys.
  - 42 participants from 33 agencies attended these trainings.

- ❖ Approximately 600 hours of one-on-one technical assistance were provided to TGYS grantees (95 individuals from over 70 agencies). This technical assistance included both proactive and responsive support, such as site visits, phone calls, emails, and individualized web-based data entry help.
- ❖ The following materials and resources were disseminated to build capacity and evaluation infrastructure:
  - “How to Make the Most of Your Outcome Data” guide
  - TGYS scenarios manual
  - Program Evaluation Manual
  - Survey administration training and guide
  - TGYS logic model and measure selection trainings
  - TGYS Evaluation Checklist

OMNI also provided support to agencies around issues of client confidentiality, assigning unique client identifiers, and data entry.

### ***Analysis***

Paired T-tests. Once post-test data were available, OMNI data analysts “cleaned” and restructured the final datasets (e.g., establishing protocols to account for missing data, deleting duplicates, running descriptive statistics to eliminate out-of-range values) to ready them for statistical analyses. Generally, paired samples t-tests were conducted in order to examine the difference between the pre- and post-test means. Paired t-tests calculate the probability (p-value) that the changes in the scores of the pre-test and post-test are due to chance rather than being a real change. Thus, smaller p-values are more desirable. A level of less than .05 is considered statistically significant, and levels less than .10 and greater than .05 are considered to be approaching statistical significance. Paired t-tests are used whenever matched cases are available, because they are an indication of individual-level change over time. These analyses are a powerful means of detecting whether or not TGYS programs had an impact on individuals’ behavior, on average. It is most important to always observe the actual means at pre- and post-test, and not just the test of significance, to understand the meaning of the findings with respect to the scale being used.

Effect Size. One disadvantage to tests of statistical significance is that the yes-or-no answer provided makes it difficult to assess the *magnitude* of the effect. Moreover, the greatest determiner of p-value is sample size. This has the result of potentially overstating the meaning of small effects in large samples, or understating the meaning of larger effects in small samples. One commonly used effect size metric is *Cohen’s d*, which provides an indication of the amount of change regardless of sample size. This effect size statistic can be interpreted similarly to a “percent difference,” on a metric between .00 and .99. Occasionally, when pre-post differences are very large and standard deviations are small (i.e., the scores are tightly clustered around the mean as opposed to widely spread out across the entire scale), effect sizes can be larger than 1. Generally speaking, effect sizes in social research are likely to be small (under .2). Effect sizes can

be negative or positive, and a score of 0 represents no change. We use the convention that positive effect sizes represent mean changes that go in the desired direction (e.g., a decrease in ATOD use or an increase in self-esteem) and negative effect sizes represent mean changes that go in the undesired direction (e.g., an increase in bullying or a decrease in positive parenting). We analyzed every pre-post change with effect size as well as a significance test in order to provide additional supportive information about the meaning of the changes. The following set of benchmarks was established by Cohen:

.20	=	small effect size
.50	=	moderate effect size
.80	=	large effect size

In rare cases, programs' services do not fit into a standard pre-post design but still fit within TGYS' mission and logic model. One such case is included in this year's aggregate results: Colorado Criminal Contacts-Reoffenses, which captured recidivism in TGYS Restorative Justice programs. In this case, providers submit data only after youth have been out of their programs for a minimum of 6 months.

### C. Results for Fiscal Year 2007-2008

#### *Representative Demographics*

Figure 16 presents information on the age, gender, and race/ethnicity of a select sample of TGYS participants for whom these data were readily available. The total number of individuals represented in the table is 3,199.

Gender		Age		Race/Ethnicity	
Male	50.3%	6-10	28.7%	White	43.5%
Female	49.6%	11-13	27.3%	Black	4.8%
		14-16	31.0%	Native-American	2%
		17-18	12.1%	Asian/Pacific Islander	1%
		19-21	1.2%	Latino	43.6%
				Other	5.4%

*Figure 16.* Demographics of individuals in sub-sample of evaluation participants.

These data are similar to those reported for TGYS overall for FY 2007-08, thus providing confidence that the evaluation sub-sample did not substantially differ from the population served by TGYS overall.

On the following page, Figure 17 displays the FY 2007-08 aggregate results for the evaluation of client impact conducted by OMNI. Results are organized by outcome and measure.

Figure 17. TGYS Aggregate Results for FY 2007-08

OUTCOME	Measure /Instrument	Sample Size	Pretest Group Mean	Posttest Group Mean	Mean Change	Desired Direction of Change?	Effect Size	Desirable Change to Results After Risk Analyses? <sup>1</sup>
Increased School Performance	<b>GPA – Direct School Records</b> <i>Standard GPA ranging from 0.00 to 4.00</i>	1025	2.02	2.32	.30	Yes*	.27	
	<b>GPA - Self Report</b> <i>1 = Mostly F's 2 = Mostly D's 3 = Mostly C's 4 = Mostly B's 5 = Mostly A's</i>	52	3.47	3.49	.02	Yes <sup>n.s.</sup>	.02	Yes – See Discussion of Results
	<b>Attendance – Skipped classes</b> <i>6 = More than 20 times 5 = 11-20 times 4 = 6-10 times 3 = 3-5 times 2 = 1 or 2 times 1 = Not at all</i>	51	2.56	2.16	-.40	Yes <sup>n.s.</sup>	.23	
	<b>School Bonding/Commitment</b> <i>1 = Never 2 = Seldom 3 = Sometimes 4 = Often 5 = Almost Always</i>	967	3.91	3.87	-.04	No*	-.07	Yes – See Discussion of Results
	<b>DIBELS</b> <i>1 = Deficit 2 = Emerging 3 = Established</i>	542	2.45	2.83	.38	Yes*	.74	
	<b>School-Based Math and Verbal Testing</b>	158	.43	.64	.21	Yes*	.89	
Decreased Delinquency	<b>Delinquency</b> <i>6 = About every day 5 = About every week 4 = About every month 3 = 3-11 times 2 = 1-2 times 1 = 0 times</i>	58	1.32	1.33	.01	No <sup>n.s.</sup>	-.02	Yes – See Discussion of Results

OUTCOME	Measure /Instrument	Sample Size	Pretest Group Mean	Posttest Group Mean	Mean Change	Desired Direction of Change?	Effect Size	Desirable Change to Results After Risk Analyses? <sup>1</sup>
	<b>Recidivism</b>	387				Yes <sup>2</sup>		
	<b>Attitudes Towards Deviance</b> 1 = Not at all wrong 2 = A little bit wrong 3 = Wrong 4 = Very wrong	28	2.96	3.37	.41	Yes*	.69	
<b>Increased Life Skills</b>	<b>Conflict Resolution</b> 1 = NO! 2 = no 3 = yes 4 = YES!	22	3.36	3.40	.04	Yes <sup>n.s.</sup>	.09	Yes – See Discussion of Results
	<b>Decision-Making</b> 1 = Never 2 = Sometimes, but not often 3 = Often 4 = All the time	44	2.83	2.84	.01	Yes <sup>n.s.</sup>	.02	Yes – See Discussion of Results
	<b>Goal-Setting</b> 1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree	97	3.04	3.09	.05	Yes <sup>n.s.</sup>	.09	Yes – See Discussion of Results
	<b>Character Development</b> 1 = Not Like Me At All 2 = Mostly Not Like Me 3 = Somewhat Like Me 4 = Mostly Like Me 5 = Exactly Like Me	298	3.73	3.71	-.02	No <sup>n.s.</sup>	-.03	Yes – See Discussion of Results
	<b>Social Competence – Teacher Ratings</b> 1 = Not At All 2 = A Little 3 = Moderately Well 4 = Well 5 = Very Well	1356	3.12	3.76	.64	Yes*	.78	
<b>Decreased Bullying</b>	<b>Bullying</b> 1 = Never 2 = Almost never 3 = Sometimes 4 = A lot of the time	682	1.52	1.14	-.38	Yes*	1.38	

OUTCOME	Measure /Instrument	Sample Size	Pretest Group Mean	Posttest Group Mean	Mean Change	Desired Direction of Change?	Effect Size	Desirable Change to Results After Risk Analyses? <sup>1</sup>
Increased Self-Esteem/Efficacy	<b>Self-Efficacy Adolescent</b> 1 = Not at all true 2 = Hardly true 3 = Moderately true 4 = Exactly true	66	3.11	3.27	.16	Yes*	.37	
	<b>Self-Efficacy Child</b> 1 = Not well at all 2 = Not too well 3 = Sometimes well 4 = Pretty well 5 = Very well	300	3.99	3.94	-.05	No <sup>n.s.</sup>	-.08	Yes – See Discussion of Results
	<b>Self-Esteem</b> 1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree	63	3.08	3.11	.03	Yes	.06	Yes – See Discussion of Results
Decreased Alcohol, Tobacco and Other Drug (ATOD) Use	<b>Alcohol, Tobacco and Marijuana 30-Day Use</b> 1 = 0 occasions 2 = 1-2 occasions 3 = 3-5 occasions 4 = 6-9 occasions 5 = 10-19 occasions 6 = 20-39 occasions 7 = 40+ occasions	59	2.02	1.29	-.73	Yes*	.76	
Progress Towards Developmental Milestones	<b>Devereux Early Childhood Assessment</b>	549	47.99	53.11	5.12	Yes*	.46	
Increased Parenting Skills	<b>Parenting Practices Scale</b> 1 = Never 2 = About once a week or less 3 = More than once a week, but less than once a day 4 = 1-2 times a day 5 = many times each day	81	3.91	4.06	.15	Yes*	.23	
	<b>Adult-Adolescent Parenting Inventory</b> 1-3 = High Risk 4-7 = Average Risk 8-10 = Low Risk	26	4.91	6.09	1.18	Yes*	.79	

OUTCOME	Measure /Instrument	Sample Size	Pretest Group Mean	Posttest Group Mean	Mean Change	Desired Direction of Change?	Effect Size	Desirable Change to Results After Risk Analyses? <sup>1</sup>
	<b>Parenting Stress Index</b> <i>15-80 = Stress levels within normal limits</i> <i>&gt;90 = Clinically significant stress levels</i>	42	48.30	40.86	-7.44	Yes*	.20	
	<b>Parenting Practices Interview</b> 1 = Never 2 = Seldom 3 = Sometimes 4 = About half the time 5 = Often 6 = Very often 7 = Always	174	4.46	5.22	.76	Yes*	1.10	

\* Matched T-Test results are statistically significant at  $p < .05$ .

n.s. Matched T-Test results are not statistically significant.

<sup>1</sup>Risk analyses were conducted for all measures that 1) went in the wrong direction or 2) went in the correct direction but had an effect size less than .10. Detailed explanation of risk analyses methodology and results in text below under "Risk Analyses."

<sup>2</sup> See text under "Discussion of Results" for explanation of juvenile recidivism.

## **D. Discussion of Results**

Overall, results from Fiscal Year 2007-2008 were similar to those reported in the first two years of the grant cycle, and encouraging. With OMNI's guidance, TGYS grantees selected and submitted data on 24 measures from the approved list, 23 of which could be subjected to pre-post significance testing. Out of those 23, 19 measures showed change in the expected/desirable direction (e.g., increases for school performance measures, parenting knowledge measures; decreases for bullying and substance use). Out of those 19 measures, 13 measures showed statistically significant results, meaning that the desirable mean change from pre-test to post-test was large enough that there is a 95 percent probability that the finding is not due to chance alone.

### ***Recidivism***

The outcome that was reported on this year but is not a pre/post assessment is recidivism (Colorado Criminal Contacts-Reoffenses). It is important to understand that recidivism is extremely difficult to capture and define. The definition of recidivism varies on a number of key factors, such as length of time, size of catchment area, and definition of re-offense itself (e.g., any police contact, re-arrests, or reincarceration). Because of this, no single rate of national juvenile recidivism exists. This does not indicate that juvenile recidivism is not carefully studied; on the contrary, there are volumes of scholarly research efforts geared towards helping the field of juvenile justice become more explicit about operationalizing re-offenses. In the same way that homelessness is well-studied but its specific definition has direct implications for measuring the success of reducing it, recidivism rates too have very different implications depending on how broadly or narrowly they are defined. Last year, OMNI facilitated a series of conference calls with the TGYS Restorative Justice providers in order to determine a more efficient and, therefore, more comparable way of capturing recidivism. This resulted in the Colorado Criminal Contacts-Reoffenses instrument that was piloted for the first time in FY 2007-2008. In all, recidivism data were received on 387 youth and a total 6-month recidivism rate of 11 percent was obtained. Also encouraging to note is that there was a fair amount of consistency in programs' risk-levels and methods for obtaining recidivism: 68.9 percent of youth were first-time offenders, 70.8 percent used local law enforcement records as their data source, and 64.2 percent of the data were obtained from the "city" as the catchment area (as opposed to the county, district, state, or nation-wide).

We conducted a literature review in order to compare TGYS' recidivism rate to other rates of juvenile recidivism obtained for Colorado. In one national study on juvenile recidivism in which recidivism was defined as referrals to court after release from incarceration (Juvenile Offenders and Victims: 2006 National Report, Office of Juvenile Justice and Delinquency Prevention), Colorado's juvenile recidivism rate was 45 percent. Other Colorado studies of juvenile recidivism have varied in terms of the risk level of the participants as well as the time duration in which recidivism was tracked. Taking into consideration these various factors, the rates of recidivism ranged from 22 percent for youth with a low risk of recidivating to 68 percent for youth with a high risk of recidivating (<http://www.ncjrs.gov/html/ojjdp/201800/page11.html>; [http://njjn.org/media/resources/public/resource\\_310.doc](http://njjn.org/media/resources/public/resource_310.doc)). Given that the TGYS population included mostly first-time offenders (who had not necessarily reached the level of incarceration) who were involved in alternative programs aimed at reducing

recidivism such as Restorative Justice, we would expect a much better rate than the average, statewide rate. Therefore, the 11 percent recidivism rate for TGYS providers is a highly encouraging result relative to any of the rates we found in the literature.

### ***Pre-Post Measures: Patterns and Comparison to Previous Years***

For the pre-post measures, the rate of statistical significance was somewhat lower than last year's (13/23 vs. 20/23). Since statistical significance is driven primarily by sample size, this most likely occurred as a result of drawing fewer participants to certain measures. Despite the overall comparable aggregate sample size, certain measures had fewer participants and significance usually suffered in these cases. For at least three measures for which the results were statistically significant last year but are not this year, the sample size was substantially lower: Conflict Resolution,  $n = 22$  for FY 2007-2008 and  $n = 220$  for FY 2006-2007; Decision-Making,  $n = 44$  for FY 2007-2008 and  $n = 262$  for FY 2006-2007; and Self-Esteem,  $n = 63$  for FY 2007-2008 and  $n = 134$  for FY 2006-2007. Delinquency had fairly low sample sizes and demonstrated negligible pre-post change both years.

Also important to note, however, is that two measures that did not perform well last year showed stronger and statistically significant results this year: School Performance: Direct School Records and Parenting Stress Index. These two improvements are not explained by sample size since the number of participants for both measures was actually lower this year. Obtaining significant results on these two measures in particular is encouraging since they are both known to be difficult to change, albeit for different reasons. Grades obtained from school records are one of the few non-self-report outcomes. At the same time, improving academic achievement is a primary TGYS outcome because it is a strong protective mechanism and predictor of success in other areas as well (e.g., Burchinal, Roberts, Zeisel, & Rowley, 2008; Eccles, 2008). Also note that the other two direct assessments of academic achievement – DIBELS and School-Based Math and Verbal Testing –showed pre-post gains to a statistically significant extent. In addition, parenting stress is also known to be difficult to change, yet a substantial correlate of other family and youth risk factors, such as child abuse, behavior problems, depression and conduct disorder (Calkins, Blandon, Williford, & Keane, 2007; Hutchings, Bywater, Davies, & Whitaker, 2006; Mackenzie, 2007).

Two measures had substantial sample sizes but demonstrated pre-post change in the wrong direction: Colorado School Bonding and Character Development. Colorado School Bonding was assessed last year and although it increased to a statistically significant extent, the actual increase was 6-hundredths of 1 point (out of 5 points on the scale), with an effect size of .11. This year, the decrease was 4-hundredths of 1 point with an effect size of -.07. The pre and post means for both years were substantially close to 4 out of 5 on the scale. In other words, Colorado School Bonding likely demonstrated *ceiling effects* for both years: the levels started out desirable and remained desirable with very little room for growth, which means that slight changes up or down from year-to-year cannot be interpreted substantially differently. However, results such as this (insubstantial fluctuations around the mean) always raise the question of whether or not there could be different patterns of results for different sub-groups that are being “washed out” when examining the results for the entire sample. Specifically, the ceiling effects could exist primarily in the sub-group of individuals that started out with the highest scores. Character Development was used for the first time this year and therefore we have no comparison point for TGYS participants. Yet again, the negligible change from

pre-test to post-test in the measure (a decrease of 2-hundredths of 1 point in a 5-point scale) led us to suspect a similar phenomenon of ceiling effects in one sub-group that may have obscured the more substantial movement in another sub-group. It was findings like these that led us to conduct “risk-level” analyses for every measure for which the pre-post change either went in the undesirable direction or was minimal (defined as an effect size of less than .10).

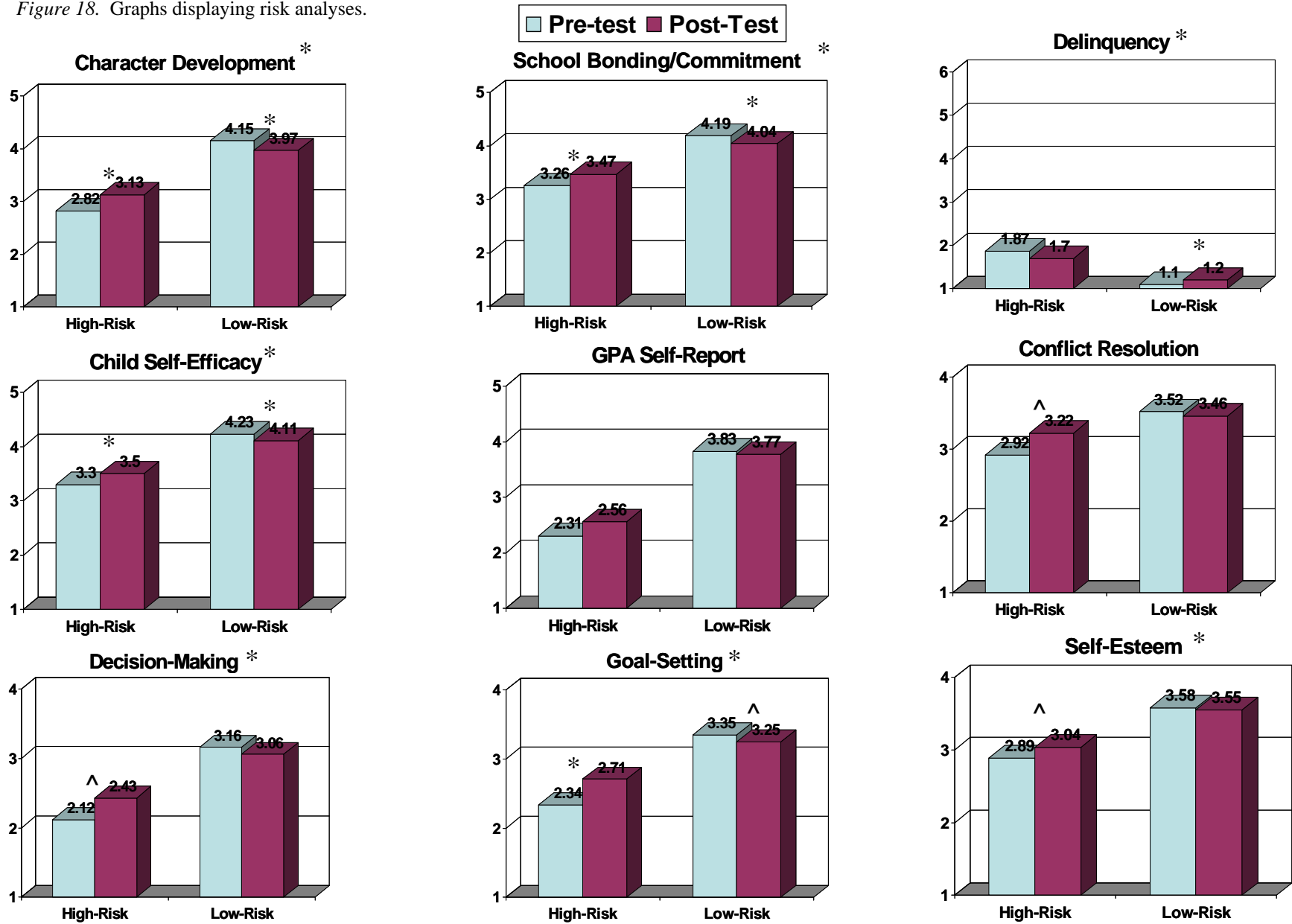
#### **E. Risk Analyses: Do Results Differ According to Pre-Test Risk-Level?**

One way to assess participants’ initial risk levels when they enter a program is simply to examine their pre-test levels on the targeted outcomes. Using the criteria specified above, nine total measures were subjected to the risk analyses. This section describes the methodology employed to conduct the risk analyses. The results are displayed on the following page.

##### ***Risk Analyses: Methodology and Rationale***

The definition of risk employed here was that the lowest third of scores was deemed “high-risk” and the highest two-thirds of scores were deemed “low-risk.” This definition was used for two primary reasons. First, definitive cut-offs for risk levels have not been established on any of these instruments. Second, if the group were simply divided 50-50 (i.e., a median-split) this results in too many individuals being categorized as high-risk relative to what is true in the population at large. Thus, it was safest to assume that the high-risk group would have fewer individuals. This analysis was conducted on the pre-test mean for *all* participants with pre-test data, that is, not exclusively those with matched post-tests. This also was felt to be a fairer and more accurate assessment of the full range of risk in TGYS participants as opposed to only those participants who remained in their programs and submitted post-test data. This meant that the sample sizes for the final matched groups did not always have a consistent 1/3 – 2/3 split. Note also that the terms “high-risk” and “low-risk” are shorthands for pre-test scores on a particular instrument, and do not imply that anything else is known about the risk-levels of the individuals in these groups in general, or in any other way. It could be that the individuals in the high-risk group are simply more realistic about the challenges facing them than the low-risk group. It could also be that on that particular instrument, the high-risk individuals are more vulnerable and in greater need of intervention than the low-risk individuals. While these analyses cannot definitively answer which of those two scenarios is more likely, they can determine whether the change over time for these two different groups behaves substantially differently. As shown in figures 18 and 19 below, it appears that, indeed, individuals starting with the lowest scores improve substantially over time, and individuals with the highest scores decline to a more modest extent over time.

Figure 18. Graphs displaying risk analyses.



Note. An \* above the bars in the graph means that the pre-post difference in that group was statistically significant at the  $p < .05$  level. A ^ above the bars in the graph means that the pre-post difference in that group was approaching statistical significance at the  $.05 < p < .10$  level. An \* next to the title of the graph means that the mean changes from pre-test to post-test in the high- and low-risk groups were statistically significantly different from each other at the  $p < .05$  level.

All risk analyses results are repeated below in table form. The table also includes sample sizes for each group, mean pre-post differences, and effect sizes for the pre-post differences.

Figure 19. Comprehensive table of risk analyses results.

Measure /Instrument		Pretest Group Mean	Posttest Group Mean	Mean Change	Desired Direction of Change?	Effect Size	Pre-Post Change Statistically Significant?	Difference between High- and Low-Risk Groups Significant?
<b>Character Development</b> 1 = Not Like Me At All 2 = Mostly Not Like Me 3 = Somewhat Like Me 4 = Mostly Like Me 5 = Exactly Like Me	High Risk (n=92)	2.82	3.13	.31	Yes	.50	*	*
	Low-Risk (n=203)	4.15	3.97	-.18	No	-.32	*	
<b>School Bonding/Commitment</b> 1 = Never 2 = Seldom 3 = Sometimes 4 = Often 5 = Almost Always	High Risk (n=286)	3.26	3.47	.21	Yes	.43	*	*
	Low-Risk (n=677)	4.19	4.04	-.15	No	-.37	*	
<b>Delinquency</b> 6 = About every day 5 = About every week 4 = About every month 3 = 3-11 times 2 = 1-2 times 1 = 0 times	High Risk (n=16)	1.87	1.70	-.17	Yes	.32	n.s.	*
	Low-Risk (n=42)	1.10	1.20	.10	No	-.57	*	
<b>Self-Efficacy Child</b> 1 = Not well at all 2 = Not too well 3 = Sometimes well 4 = Pretty well 5 = Very well	High Risk (n=82)	3.30	3.50	.20	Yes	.42	*	*
	Low-Risk (n=218)	4.23	4.11	-.12	No	-.26	*	
<b>GPA - Self Report</b> 1 = Mostly F's 2 = Mostly D's 3 = Mostly C's 4 = Mostly B's 5 = Mostly A's	High Risk (n=12)	2.31	2.56	.25	Yes	.34	n.s.	n.s.
	Low-Risk (n=40)	3.83	3.77	-.06	No	-.08	n.s.	
<b>Conflict Resolution</b> 1 = NO! 2 = no 3 = yes 4 = YES!	High Risk (n=6)	2.92	3.22	.30	Yes	1.15	^	n.s.
	Low-Risk (n=16)	3.52	3.46	-.06	No	-.14	n.s.	

Measure /Instrument		Pretest Group Mean	Posttest Group Mean	Mean Change	Desired Direction of Change?	Effect Size	Pre-Post Change Statistically Significant?	Difference between High- and Low-Risk Groups Significant?
<b>Decision-Making</b> 1 = <i>Never</i> 2 = <i>Sometimes, but not often</i> 3 = <i>Often</i> 4 = <i>All the time</i>	<b>High Risk (n=14)</b>	2.12	2.43	.31	Yes	.91	^	*
	<b>Low-Risk (n=30)</b>	3.16	3.06	-.10	No	-.22	n.s.	
<b>Goal-Setting</b> 1 = <i>Strongly Disagree</i> 2 = <i>Disagree</i> 3 = <i>Agree</i> 4 = <i>Strongly Agree</i>	<b>High Risk (n=30)</b>	2.34	2.71	.37	Yes	.95	*	*
	<b>Low-Risk (n=67)</b>	3.35	3.25	-.10	No	-.23	^	
<b>Self-Esteem</b> 1 = <i>Strongly Disagree</i> 2 = <i>Disagree</i> 3 = <i>Agree</i> 4 = <i>Strongly Agree</i>	<b>High Risk (n=18)</b>	2.89	3.04	.15	Yes	.51	^	*
	<b>Low-Risk (n=37)</b>	3.58	3.55	-.03	No	-.09	n.s.	

^ approaching significance at the  $.05 < p < .10$  level

\* statistically significant at the  $p < .05$  level

n.s. not significant, i.e.,  $p > .10$

## Tony Gramscas Youth Services Program

2007-2008 Annual Report

### *Discussion of Risk Analyses Results*

There are several striking patterns of note in risk analyses results displayed above. First, in terms of the conceptual validation of having created high- and low-risk groups in this manner, in each case (except for delinquency, which is a very low-frequency occurring behavior) the high-risk group and the low-risk group have pre-test means that fall between adjacent but distinct scale-points. For example, for School Bonding/Commitment, the high-risk group mean falls between “sometimes” and “often” and the low-risk group mean falls between “often” and “almost always”. Furthermore, it is most often the case that the high-risk group mean falls somewhere between the desirable and undesirable scale-point descriptors whereas the low-risk group has a mean that falls squarely within only the positive portion of the scale. For example, for Character Development, the high-risk group mean falls in between “mostly not like me” and “somewhat like me” whereas the low-risk group mean falls in between “mostly like me” and “exactly like me”. This serves as partial validation for the fact that the high- and low-risk groups have substantive meaning and not just relative, mathematical meaning within the sample. Self-Efficacy Child and School Bonding/Commitment are the only two instruments for which the high-risk group had a pre-test mean that fell just above the positive portion of the scale.

In terms of the substantive results from the risk analyses, four patterns exist supporting the hypothesis that the high-risk youth demonstrated desired gains and the low-risk youth demonstrated ceiling effects and/or regression to the mean:

1. In every case, the direction of effects is desirable for the high-risk group and undesirable for the low-risk group, i.e., the mean changes are not only different in strength but *opposite* in direction (note the opposite patterns in the bar graphs and alternating pattern of “yes” and “no” in the “Desired Direction of Change?” column in the table).
2. In every case except for Delinquency, the desirable change demonstrated by the high-risk group has a substantially larger effect size than the undesirable change demonstrated by the low-risk group. This provides supportive evidence that the desirable changes were meaningful and that the undesirable movements are probably too small to interpret substantively.
3. Except for Delinquency, and where there is a difference in statistical significance of the pre-post change, the p-level of the high-risk group is always smaller (i.e., lower probability that the finding is due to chance) than the low-risk group. This is true despite the consistently lower sample size of the high-risk group.
4. Finally, in 7 of 9 cases, the differences between the high- and low-risk groups were statistically significant as well. That is, the mean pre-post *differences* for each group (the numbers in the “Mean Change” column) were *directly* compared in an Analysis of Variance (ANOVA). Since the magnitude of the pre-post change of the high-risk group was always larger than that of the low-risk group, the ANOVAs provided more supportive evidence that the findings in the high-risk group were meaningful and that the findings in the low-risk group were likely due to chance (i.e., not a legitimate decline).

In sum, the risk analyses supported the hypothesis that in cases where the overall sample’s results were unexpected or small, the high-risk and low-risk groups demonstrated literally opposite patterns of pre-post change, thus “washing out” any

## Tony Gramscas Youth Services Program

2007-2008 Annual Report

effects when those groups were not analyzed separately. Most importantly, these results indicate that the higher-need and more vulnerable TGYS youth demonstrated the positive gains expected in these outcomes. It could be that these 9 self-report, youth-based measures are particularly susceptible to a “social desirability” effect, whereby youth tend to answer how they think they should. Therefore, it would stand to reason that youth would require some more serious vulnerabilities on these issues before they would be willing to endorse the more negative end of the scale, even if scores do not reach the absolute lowest end of the scale. Given the supportive evidence presented here, it is likely that TGYS services contributed to desirable improvements in key outcomes such as self-efficacy, character development, school bonding, and conflict resolution in the most vulnerable youth who needed these improvements most.

### F. Conclusions and Considerations for Interpreting Results

- In FY 2007-2008, TGYS providers achieved a sample size ( $\approx 7,500$ ) nearly double that of FY 2005-2006, and nearly equal to that of FY 2006-2007, despite there being 72 more agencies that year. Providers’ evaluation capacity and ability to contribute to the statewide evaluation of prevention clearly increased over the 2005-2008 grant cycle.
- The TGYS evaluation for FY 2007-2008 yielded positive results, demonstrating improvements in scores for 19 of the 23 measures included in the pre-post design, 13 of which reached the level of statistical significance.
- Colorado Criminal Contacts and Re-Offenses (recidivism), showed encouraging results compared to statewide baselines for the same index: 11 percent recidivism for TGYS vs. Colorado rates ranging from 22-68 percent
- Splitting the sample into the higher-risk one-third, and the lower-risk two-thirds, revealed dramatic results for those measures that had undesirable or small effects when the whole sample was analyzed at once: The high-risk and low-risk groups showed change in *opposite* directions, causing these groups to cancel each other out and creating the appearance of no pre-post change at all.
- Pre-post changes were desirable for the high-risk group for all 9 measures, statistically significant or approaching significance for 7 of 9 measures, and had a moderate to large average effect size of .61. Thus, the most vulnerable TGYS youth demonstrated the hoped-for improvements in constructs such as goal-setting, self-efficacy, and character development.
- Although changes for the low-risk group always went in the undesirable direction, there is evidence to support that these changes represent *regression to the mean* (i.e., a natural falling of scores toward the average from an abnormally high starting point), rather than a legitimate worsening for these low-risk youth. The average effect size for the high-risk group was -.25.

For three consecutive years now, TGYS pre-post evaluation results within each fiscal year have been positive in terms of demonstrating increases in positive constructs (e.g., self-efficacy, grades, autonomy-granting parenting) and decreases in negative constructs (e.g., alcohol and drug use, bullying, physical means of conflict resolution), with the majority of these pre-post changes reaching the level of statistical significance. Last year, we examined results by age and gender. The conclusion of these analyses was

## Tony Gramscas Youth Services Program

2007-2008 Annual Report

that TGYS services appeared to be equally effective across genders and ages. This year, we examined results by pre-test risk levels and it was found that, as expected, TGYS services appear to have concentrated benefits in the more vulnerable participants (as defined by their pre-test scores on particular measures). Taken together, these sub-group analyses from last year and this year provide evidence that TGYS services are effective in the hoped-for manner, to the extent that this can be assessed in the given evaluation design. “Demographic” variables such as age and gender should not have any direct bearing on the likelihood of program effectiveness. Conversely, it is desirable to see that TGYS providers are targeting their services based on variables with more direct psychological meaning such as risk-level.

### ***Limitations***

Lack of control group. TGYS programming is understood to be a contributing factor in the positive conclusions above. However, the ability to draw firm conclusions about the efficacy of TGYS programming is limited in the absence of comparison groups. A confound of particular importance in any group mostly comprised of youth is development. Youth change rapidly and it is likely that the simple fact of “growing up” is responsible for a portion of the positive changes seen from pre-test to post-test.

Participant drop-out can cause biased results. Another limitation to consider in any longitudinal study is that it is possible that results may be slightly inflated if only the highest functioning youth to begin with are able to follow through with attending their services, and thus remain in the program by post-test. This concern, however, is unlikely in the current sample given the repeated demonstration of ceiling effects and regression to the mean in the highest-functioning youth. Since larger *improvement/change* over time is the essential outcome being analyzed here, a preponderance of higher-functioning youth would inflate the mean levels, but not the level of change in those means from pre- to post-test.

The “real-life” meaning of modest changes in scores is unknown. Researchers make a distinction between statistical significance and clinical significance. Statistical significance, or even large effect sizes, do not necessarily indicate that the lives of participants are improving in tangible ways. It is likely that the constructs assessed by TGYS, as well as the fiscal year time-frame for this examination, are such that these improvements are pre-cursors that are necessary but not sufficient for real-life, substantial change. TGYS participants likely need continued supports in their families and communities to be able to manifest sustainable life changes.

Self-report measures are subject to social desirability effects. Despite the higher-risk status of youth and parents served by TGYS relative to the population at large, the mean levels of scores tend to rest within the adaptive portions of the scale. This is common in social science research, and can cause some of the analytic challenges seen here, such as regression to the mean. It is important to note, however, that TGYS does assess some standardized and non-self-report measures (grades from school records, math and verbal testing, developmental assessments for early childhood) and these instruments demonstrated positive and statistically significant changes.

## Tony Gramscas Youth Services Program

2007-2008 Annual Report

Other indicators of “baseline risk” are not assessed. In comprehensive studies of risk and program effectiveness, multiple measures, with multiple methodologies (e.g., survey, observation, interview, standardized testing) are examined in relation to each other to provide a more complete picture of individual change. Although we constructed risk groups, ideally, risk-level would be defined by a measure separate from the one assessing effectiveness (i.e., the pre-post measure assessed both). As it stands, the TGYS evaluation design as well as the capacity of TGYS providers are such that a more comprehensive assessment of participant background variables is either untenable or inappropriate. Consequently, the providers submit a small amount of information (pre-post scores on one measure) from a large amount of participants, and therefore the depth to the analyses that can be done is limited.

### ***Future Directions for the TGYS Evaluation***

Given the large number of agencies as well as the diversity in service types supported by TGYS, evaluating the effectiveness of TGYS will always be a process of seeking to find balance between breadth and depth. The menu of measure choices must always meet the unique needs of programs as well as capture the overlap across agencies in order to provide meaningful aggregate results. Requiring a certain degree of uniformity in evaluation methods and measures will increase the rigor and generalizability of aggregate results, but cannot occur at the expense of agencies being asked to meet standards that are either interfering with service provision, at worst, or not relevant, at best. With this balance in mind, future directions for the TGYS evaluation in the next three-year funding cycle might include:

- ❖ Employing more all-encompassing measures for youth-based programming. This has the benefit for TGYS of being able to draw more participants to fewer measures while also giving providers a greater chance to demonstrate positive results on a larger number of constructs.
- ❖ Employing a modest level of standardization to the collection of risk-factor data, such as family income and degree of mobility. This would allow for more rigorous and statistically sound sub-group analyses of results by risk levels.
- ❖ Continuing efforts to coordinate and streamline evaluation efforts across the state that overlap with the TGYS population, e.g., Results Matter, Youth Mentoring Collaborative, Invest in Kids.
- ❖ Beginning to standardize the collection of process data, so that dosage-to-outcome analyses can be conducted. This would allow researchers, program staff and local providers to understand the ways in which implementation affects outcomes and to identify specific ways to maximize program effects for sub-groups within the target populations served.
- ❖ Identifying opportunities to move toward a quasi-experimental evaluation design to better evaluate TGYS program effects. Such opportunities include the identification and utilization of national- or state-level data that can be used as comparison groups for specific measures, selecting measures for which comparison data are available, and establishing waitlist comparison groups at agencies for which waitlists are the standard of care.
- ❖ Analyzing community-level indicators of risk in relation to individual-level outcomes to determine whether the most vulnerable communities are

## **Tony Gramscas Youth Services Program**

2007-2008 Annual Report

demonstrating the hoped-for improvements. An initial analysis of indicator data by TGYS funding regions could help answer the most basic question of whether TGYS programming is distributed appropriately and according to community need.

- ❖ Expanding evaluation services to be able to operate outside the bounds of the fiscal year. This could improve the sample size and rigor of evaluation results for agencies with unique service schedules and agencies that operate on a rolling, rather than seasonal basis (such as mentoring). Moreover, programs that serve a substantial proportion of their individuals and families for more than a year (such as early childhood home visiting programs) could benefit from multiple time-point analyses. Generally speaking, the capacity to assess individuals even after “graduation” from TGYS programming could be critical since we are ultimately trying to answer the question of whether we are reducing risk and improving the quality of life for at-risk youth and parents.

### **III. EVALUATION OF TGYS PROGRAM: Program Operation**

The operation of the TGYS Program was both productive and efficient in fiscal year 2007-08. Accomplishments included: conducting comprehensive program monitoring, partnering with statewide organizations to offer support and capacity-building opportunities to TGYS grantees, and facilitating complex board decision-making regarding funding allocations. Challenges include the lack of staff capacity to perform the necessary operational functions of the TGYS Program.

#### **A. Grantee Conference Calls**

Two conference calls were conducted to introduce grantees to TGYS Staff, update them on legislation and appropriation information, discuss the funding process, provide information about program requirements, review the budget modification and invoice forms and provide information about statewide resources.

#### **B. Program Monitoring**

The TGYS Program implemented a comprehensive monitoring plan this year to ensure the accountability of grantees both programmatically and fiscally. Program monitoring provides an opportunity to learn about the strengths and challenges of each grantee, identify areas for technical assistance and identify issues of concern or non-compliance. The monitoring mechanisms implemented in fiscal year 2007-08 included conducting site visits, reviewing annual reports, and checking billing status.

Since the TGYS Board made a three-year commitment to grantees who received funds in fiscal year 2005-06, the TGYS Program planned to conduct site visits with one-third of grantees for each year of the three-year funding cycle. In fiscal year 2006-07 the TGYS Program, in partnership with The Omni Institute, actually conducted 23 site visits with grantees, leaving eight grantee organizations to visit in fiscal year 2007-08. Site visit reports and recommendation letters were documented for each of the eight visits conducted in fiscal year 2007-08. Grantees received recommendations and requirements,

## **Tony Gramscas Youth Services Program**

2007-2008 Annual Report

when appropriate, for improving their programs and services. As of June 30, 2008, providers addressed all of the recommendations and requirements.

Annual reports for the TGYS Program were due on July 30, 2008 for the 2007-08 fiscal year. Grantees provide process data such as program participants' demographic information, numbers served, counties served, services and activities implemented, and matching fund amounts in these reports. All 58 grantees submitted completed reports in a timely manner. TGYS staff members reviewed all of the reports and followed-up in response to questions or concerns.

TGYS staff members also reviewed the billing status of each grantee in February and April 2008 and followed-up with providers who had not billed TGYS sufficiently for their programs and services rendered to date.

### **C. Grantee Reporting Time**

TGYS grantees reported spending, on average, 81 hours per year on TGYS mandated grant-reporting activities. Grantees were also asked how time spent reporting on their TGYS funded program compares with other grants they administer. Over 40 percent of grantees reported spending more time on reports for TGYS than for other funding sources. In addition to the time reported by grantees state TGYS staff spent at least 120 hours entering and analyzing the data. This amount of time is necessary to ensure alignment with funding categories and compliance with statutorily required earmarks.

### **D. Capacity Building and Support Services**

The TGYS Board approved the funding of professional development opportunities to support TGYS grantees in fiscal year 2007-08. For 2007-08, the board provided \$500 to each grantee, a total of \$26,371, to participate in professional development for their staff. Through the professional development opportunities, grantees learned best practice strategies for working with children and youth.

### **E. Board Engagement**

The TGYS Board was fully appointed during the 2007-08 fiscal year. To view a list of current board members, please see the TGYS web page at [www.tgys.org](http://www.tgys.org).

Five in-person meetings, including an all day retreat, and one teleconference was held during the fiscal year.

The board approved the following recommendations for fiscal year 2007-08.

- ✓ The TGYS Board approved continued funding in the amount of \$3,440,840 for 58 grantees representing 117 agencies. These funds are Master Settlement Agreement Tobacco funds and Before- and After-School Cash funds.

## **Tony Grampsas Youth Services Program**

2007-2008 Annual Report

- ✓ The board approved funding each grantee with \$500 to use for Professional Development.
- ✓ The TGYS Board approved the Request for Applications and Review process, which incorporated the Uniform Minimum Standards, for the next three-year grant cycle beginning on 2008-09.
- ✓ The TGYS Board oversaw the review of 190 applications for funding and recommended 94 contracts, representing 155 agencies in 60 counties to receive \$4,831,995 for fiscal year 2008-09 to the Governor.
- ✓ The TGYS Board is required to approve all Tony Grampsas Tobacco Initiative (TTI) funding decisions. Therefore, the board approved \$2,400,000 in funding for 30 TTI grantees and four technical assistance providers for fiscal year 2008-09.

### **F. Prevention Leadership Council**

The TGYS Director participated in multiple committees and workgroups of the Prevention Leadership Council to further the efforts of coordinating prevention, intervention and treatment services among Colorado state agencies serving children and youth. TGYS is one of the largest funding sources for youth prevention in Colorado, due to the scope of the program there is a strong correlation between the work of the Prevention Leadership Council and TGYS.

### **G. Staff Capacity**

The TGYS Program was allocated two full-time equivalent staff members for fiscal year 2007-08. With 58 grantees representing 117 agencies and \$3.9 million to administer, it is a continuous challenge to effectively monitor, support, and evaluate grantees and their services. Temporary staff were hired throughout the year to provide program and administrative support. A program-monitoring contract was also continued with the Omni Institute in order to implement necessary monitoring procedures.

### **H. Three-Year Summary**

#### **Funding**

Fiscal year 2007-2008 was the third and final year in a three-year grant cycle approved by the TGYS Board in 2005-2006. From 2005-2008 the TGYS Program allocated \$12,752,021 to 186 local agencies. Of the initial 54 grantees, representing 114 agencies, awarded funding in 2005-06, 48 received funding for all three years totaling \$8,626,573. The remaining six agencies received funding for one or two years due to issues including, but not limited to, inability to meet program goals or compliance issues with their contracts. In fiscal year 2006-2007 the TGYS Program received \$4,000,000 in 2005-2006 General Fund dollars with spending authority until June 30, 2007. With these additional

## **Tony Gramsas Youth Services Program**

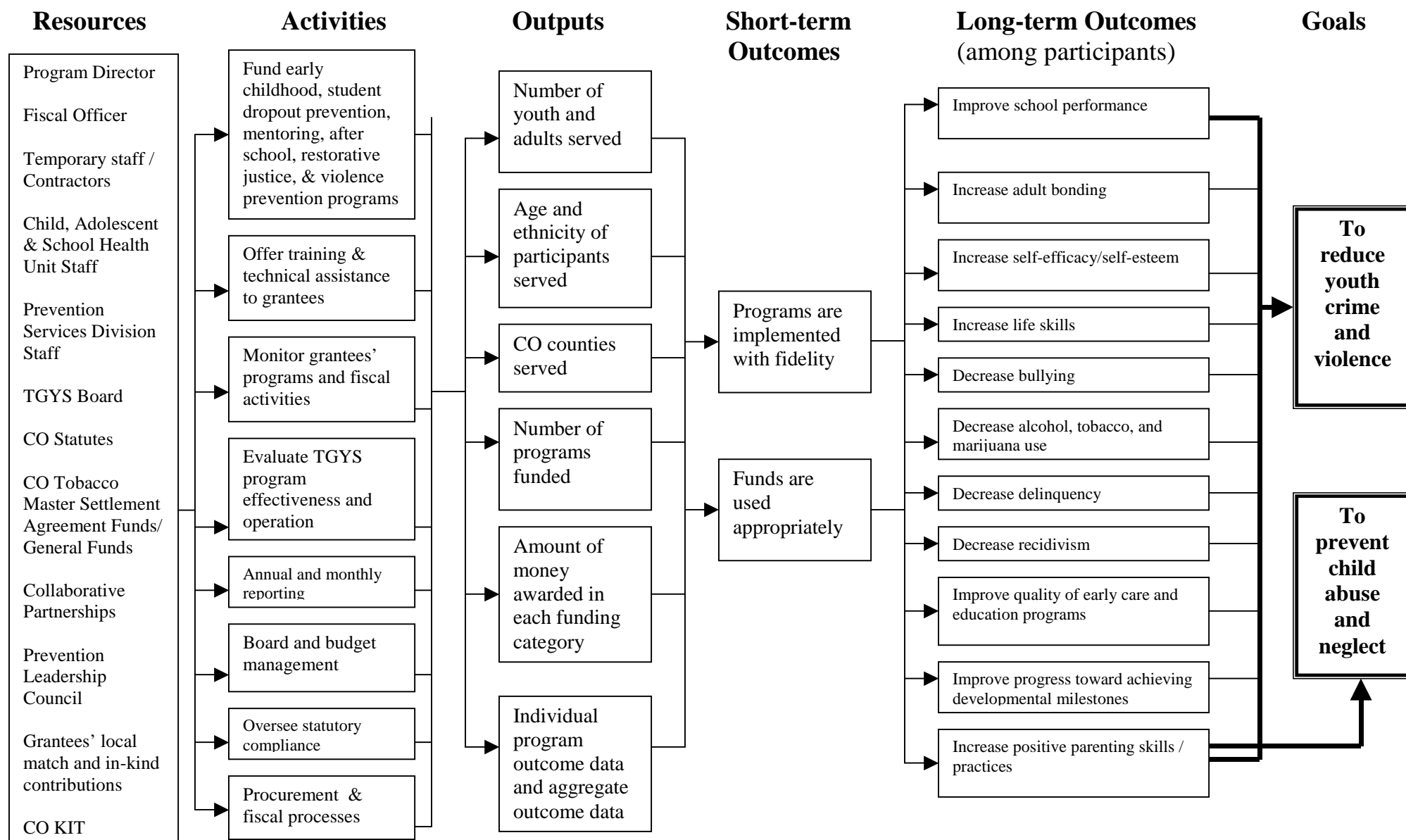
2007-2008 Annual Report

dollars the TGYS Program was able to increase funding to the initial 54 grantees and fund an additional 50 grantees representing 72 local agencies.

### **Population Served**

From 2005-2008 TGYS grantees served 96,351 individuals. Of those, 84,963 were children and youth and 11,388 were parents. On average, 52 percent of the individuals served were female and 48 percent were male. The average racial/ethnic breakdown of individuals served is as follows: 53 percent Hispanic, 31 percent White, 9 percent African American, 1 percent Native American, 1 percent Asian and 5 percent Other. Grantees served individuals in 52 out of the 64 Colorado counties.

## Tony Grampsas Youth Services Program Logic Model





**TONY GRAMPSAS YOUTH SERVICES**  
**2007-2008 Grantees**

**Adams County Head Start, Commerce City:** Adams County Head Start administers the *Incredible Years Series* in eight Head Start classrooms. Incredible Years is designed to prevent or reduce aggressive and oppositional behavior, thus reducing the chances of developing later delinquent behavior, drug abuse and violence. The program's goal is to increase positive parenting practices and help children ages 3-5 achieve age-appropriate developmental milestones.

**Total Grant:** \$32,770

**Numbers Served:** 446

**Counties Served:** Adams County

**Match Amount:** \$8,336

**Adams County School District 50, Westminster:** Adams County School District 50 offers the Hidden Lake Young Parent Program (YPP) to pregnant or parenting teens ages 14-19 enrolled at Hidden Lake High School. The program offers on-site daycare for the participants' infants from birth to 18 months, parenting and child-development classes, family support, personal relationship counseling, career exploration and college counseling. The program's goals are to prevent child abuse and domestic violence through education while empowering young parents to finish high school and positively contribute to society.

**Total Grant:** \$28,823

**Numbers Served:** 24

**Counties Served:** Adams, Denver, Boulder and Jefferson counties

**Match Amount:** \$19,679

**Asian Pacific Development Center, Denver:** The Asian Youth Mentorship Program provides a caring adult mentor to Asian youth ages 12-14 attending Adams County School District 50. Activities include monthly group excursions, life-skills workshops, community-service learning projects and ongoing trainings for mentors. The program's goals are to reduce incidences of youth crime and delinquent behavior while increasing youth's resiliency, emotional stability, self-reliance and educational performance.

**Total Grant:** \$22,730

**Numbers Served:** 15

**Counties Served:** Adams and Jefferson counties

**Match Amount:** \$2,790

**Baby Bear Hugs, Yuma:** This parent-to-parent support and education program serves expecting parents and parents of children ages 0-3. Trained, culturally appropriate,

paraprofessional visitors provide parenting support, education, and connection to community resources through home visits and group support. The visitors teach parenting skills, child development stages and health and safety information. The program encourages positive parent/child interactions that promote self-sufficiency and to reduce stress levels for parents.

**Total Grant:** \$65,691

**Numbers Served:** 941

**Counties Served:** Cheyenne, Lincoln, Logan, Morgan, Phillips, Sedgwick, Washington and Yuma counties

**Match Amount:** \$106,791

**Big Brothers Big Sisters of Colorado, Inc., Denver:** The mission of Big Brothers Big Sisters of Colorado is to help low-income, at-risk youth ages 7-17 reach their full potential through professionally supported one-to-one volunteer mentoring relationships with measurable impact. These mentoring services in Metro-Denver and Pikes Peak focus on positive youth development through safe, quality relationships that lead to an improved sense of self and community, greater awareness of the future and improved school performance.

**Total Grant:** \$60,970

**Numbers Served:** 78

**Counties Served:** Adams, Arapahoe, Broomfield, Boulder, Denver, Douglas, El Paso and Jefferson counties

**Match Amount:** \$23,758

**Boys & Girls Clubs/Girls Inc. of Pueblo County & Lower Arkansas Valley, Pueblo:** This multi-agency project consisting of Boys and Girls Clubs of Metro Denver, Boys and Girls Clubs of Pikes Peak Region, Boys and Girls Clubs of Weld County, Boys and Girls Clubs of the San Luis Valley, Boys and Girls Clubs of Larimer County, and Black Canyon Boys and Girls Clubs offers activities for disadvantaged youth at 18 individual program sites. Club members can participate in a variety of educational, recreational and arts activities during traditionally unsupervised times, including after school, evenings, weekends, and in the summer. The goal of the collaborative is to increase bonding with adults and improve academic performance.

**Total Grant:** \$309,304

**Numbers Served:** 4416

**Counties Served:** Alamosa, Denver, Rio Grande, Conejos, El Paso, Larimer, Weld, Montrose and Pueblo counties

**Match Amount:** \$801,908

**Butterfly Hope, Denver:** This youth development and prevention program serves children ages 5-12 in the West Colfax neighborhood of Denver. Direct social-skills training is combined with project-based cooperative learning in arts, science, and gardening through structured multi-week programs. Butterfly Hope provides needed opportunities for bonding with adult and peer role models through mentoring, as well as unique teaching strategies that increase self-efficacy as it pertains to social competency.

**Total Grant:** \$35,327

**Numbers Served:** 136

**Counties Served:** Denver County

**Match Amount:** \$12,120

**Catholic Charities and Community Services, Denver:** The Rishel Beacon Neighborhood Center, located in southwest Denver, provides a safe, structured after-school environment to low-income, inner-city youth ages 5-15. The program's goal is to ensure youth success through the promotion of positive, healthy behaviors and family support.

**Total Grant:** \$33,349

**Numbers Served:** 513

**Counties Served:** Denver County

**Match Amount:** \$8,784

**Cerebral Palsy of Colorado, Denver** (serving Adams, Arapahoe and Denver counties) **\$38,717:**

The Creative Options Centers provide resources and training to low-income parents and caregivers of children from birth to 5 years of age. Parents and caregivers are given resources to implement home-based evaluation and curriculum that responds to challenging behaviors.

Creative Options Centers also implement nationally recognized screenings, curriculum and best practices to help children in the classroom. Activities reduce violence, improve positive social skills, help children achieve age-appropriate outcomes and increase positive parenting practices.

**Total Grant:** \$38,717

**Numbers Served:** 394

**Counties Served:** Adams, Arapahoe and Denver counties

**Match Amount:** \$12,127

**Chaffee County Department of Health Human Services, Buena Vista:** Chaffee Prevention Partnership is a collaboration between Chaffee County Mentors and the Boys & Girls Club of Chaffee. Both organizations serve populations of high-risk youth ages 7-15 through different strategies, but with the same goal: reducing the early initiation of problem behaviors by increasing protective factors. The organizations improve outcomes for youth by collaborating on evidenced-based, prevention strategies for youth such as mentoring, tutoring and sports.

**Total Grant:** \$42,031

**Numbers Served:** 77

**Counties Served:** Chaffee County

**Match Amount:** \$81,524

**City of Aurora, Aurora:** This multi-agency project consisting of the City of Aurora, Aurora Public Schools, Aurora Visual Arts and Creative Expressions, provides services to students from Aurora's North, South and West Middle Schools who have a history of academic failure and discipline problems. The program provides academic enrichment activities and creative experiences for youth ages 11-14 in an after school environment, with positive adult role models, leading to decreases in suspension rates and delinquency, and increases in school attendance, school bonding and academic achievement.

**Total Grant:** \$87,742

**Numbers Served:** 2,887

**Counties Served:** Adams and Arapahoe counties

**Match Amount:** \$128,376

**City of Greeley Youth Net, Greeley:** This dual-agency project consists of the City of Greeley and the Greeley Dream Team. Together two programs are offered to elementary, middle and high-school youth that strive to deter them from crime and violence. Through this collaborative effort youth are provided with mentoring, recreational, leadership and after-school programs as well as educational assistance. These programs strive to increase youths' self-efficacy, increase their bonding with adults and enhance their leadership abilities.

**Total Grant:** \$70,471

**Numbers Served:** 511

**Counties Served:** Weld County

**Match Amount:** \$53,648

**City of Longmont Youth Services, Longmont** (serving Boulder county) **\$0:** *Due to environmental challenges, this organization decided not to reapply for FY 2007-08 TGYS funding.*

**Clear Creek County Department of Health and Human Services, Idaho Springs:** This multi agency project consists of the Clear Creek County Department of Health and Human Services, Families United, Inc., Birth Paths Childbirth Services, Relationship Roots Counseling Center, Clear Creek High School, Rock House, and the Youth Empowerment Program. This collaborative offers an array of high quality prevention and intervention services, such that all children and families in the county receive the services that best fit their individual needs. The goals of this collaborative are to improve academic performance, increase adult bonding, increase self-efficacy, and improve school readiness among children.

**Total Grant:** \$159,755

**Numbers Served:** 738

**Counties Served:** Clear Creek County

**Match Amount:** \$94,457

**College Summit Colorado, Denver:** This innovative program equips at-risk youth with the tools needed to overcome barriers to college entry. The target population is youth ages 16-18 from low-income public high schools and their parents. Tools offered include college-application workshops, a peer-leader program for high-school seniors, parent/guardian meetings, and booster events. The goals are to encourage students to believe in themselves and their potential and to pursue the goals of higher education.

**Total Grant:** \$39,360

**Numbers Served:** 1,118

**Counties Served:** Adams and Denver counties

**Match Amount:** \$652,050

**Colorado I Have a Dream Foundation, Denver:**

Colorado I Have a Dream Foundation's mission is to encourage 100 percent high-school graduation from a specific group of potentially at-risk students (Dreamers). The program provides youth, in grades 3-12, with strong support networks including tutoring, mentoring, and individualized case management. Participants also take part in ongoing enrichment, community service, recreational and social opportunities that help foster youth development. Upon

successful completion of all high-school requirements an academic or vocational scholarship is awarded.

**Total Grant:** \$46,346

**Numbers Served:** 253

**Counties Served:** Denver County

**Match Amount:** \$426,460

**Colorado Parent and Child Foundation, Denver:** This multi-agency project consisting of Adams County Head Start, San Luis Valley Tri-County, Metropolitan State College of Denver Family Literacy Program, Jefferson County Family Literacy Program, Clayton Foundation and Focus Points Family Resource Center serves to promote and support the Home Instruction for Parents of Preschool Youngsters (HIPPY), Parents as Teachers and other early childhood family initiatives in Colorado. HIPPY is a home-based, peer-delivered, early intervention program that helps parents to provide educational enrichment for their preschool-aged children in order to improve parenting practices and increase school readiness. The program also helps parents and families access other community resources.

**Total Grant:** \$233,168

**Numbers Served:** 1,779

**Counties Served:** Adams, Alamosa, Conejos, Costilla, Denver and Jefferson counties

**Match Amount:** \$1,270,754

**Colorado Statewide Parent Coalition, Westminster:**

The Abraham Lincoln High School Success Project is a partnership between the Colorado Statewide Parent Coalition and Lincoln High School, located in southwest Denver. Its purpose is to increase attendance for ninth and tenth grade students ages 13-15 at Lincoln High School. Students receive support and are mentored by teachers and youth advocates through a daily attendance-check, weekly advisement classes and monthly parent/student workshops.

**Total Grant:** \$37,884

**Numbers Served:** 140

**Counties Served:** Denver County

**Match Amount:** \$10,700

**Community Partnership: Family Resource Center, Divide:** Through the After-School Program, middle-school youth, ages 12-14, in Teller county attend a well-supervised, licensed after-school program that promotes academic performance and prevents the dysfunctional behavior often found in children left unattended after school. Services include tutoring, computer training, games, crafts and structured physical activity.

**Total Grant:** \$24,707

**Numbers Served:** 14

**Counties Served:** Teller County

**Match Amount:** \$5,117

**Cross Community Coalition, Denver:** The Cross Community Coalition's Homework Help Club provides tutoring assistance to students in first through ninth grade who live in the Swansea, Elyria, and Globeville neighborhoods of Denver. The program's purpose is to improve students'

academic success and school bonding by helping them understand and complete their homework assignments in a safe setting after school.

**Total Grant:** \$38,565

**Numbers Served:** 136

**Counties Served:** Denver County

**Match Amount:** \$20,000

**Denver Children's Advocacy Center, Denver:**

Safe From the Start is a pilot project designed to protect Denver children ages 3-5 from sexual abuse. Safe From the Start works on three levels to increase the safety of children by involving educators, parents, and the children themselves. The program results in an increased knowledge of how parents can protect their children from sexual abuse. It provided teachers with information on how to access prevention resources as well as recognize and prevent abuse. Also, children learn basic self-protective safety skills.

**Total Grant:** \$33,184

**Numbers Served:** 333

**Counties Served:** Denver County

**Match Amount:** \$7,000

**Durango School District 9-R, Durango:** CAST is a multi-agency project consisting of The Phoenix Program, Big Brothers Big Sisters of La Plata County, Durango Latino Education Coalition, Fort Lewis College, La Plata Youth Services and Southwest Conservation Corps. The program brings community and schools together to provide at-risk youth, ages 5 -18, with a comprehensive set of services that are educational, recreational, cultural, and job-skills/employment focused. The goals of the program are to improve academic performance while increasing cultural competency, self-efficacy and healthy decision-making in an environment structured for pro-social engagements.

**Total Grant:** \$198,291

**Numbers Served:** 381

**Counties Served:** Alamosa, Archuleta, Conejos, Costilla, Dolores, La Plata, Mineral, Montezuma, Rio Grande, Saguache and San Juan counties

**Match Amount:** \$82,510

**Escuela Tlatelolco Centro de Estudios, Denver:** Escuela Tlatelolco's dual language, Circulo Montessori program provides low income, at-risk Latino children, ages 3-8, with high-quality preschool and elementary educations. Services include a prepared learning environment based on Montessori child development theories, dual English/Spanish language instruction, extended hours of operation, on-site health care, a bilingual Family Services worker and support for parents including education on non-violent discipline and communication. The program's goals are to help children attain developmentally appropriate milestones and improve their literacy skills while parents improve their parenting and discipline skills.

**Total Grant:** \$39,672

**Numbers Served:** 52

**Counties Served:** Denver County

**Match Amount:** \$282,078

**Excelsior Youth Centers, Inc., Aurora:** Excelsior Youth Center is the largest residential treatment center in Colorado for high-risk girls ages 11-18. The Center provides a structured educational and therapeutic environment for the low-income at-risk girls who have experienced abuse, academic failures, truancy and who have not found success with other programs. More than 80 percent of attendees successfully complete Excelsior's phased program and transition back to their communities. Excelsior's Transitional Services Unit and on-going Aftercare Program aim to reduce the incidence of the criminal and violent behavior for adolescent girls utilizing its Transitional Readiness Services program.

**Total Grant:** \$33,346

**Numbers Served:** 137

**Counties Served:** Adams, Alamosa, Arapahoe, Archuleta, Boulder, Costilla, Delta, Denver, Douglas, El Paso, Elbert, Garfield, Gilpin, Jefferson, La Plata, Larimer, Logan, Mesa, Morgan, Montrose, Park, Pueblo, Weld and Yuma counties.

**Match Amount:** \$46,700

**FACES (Family, Advocacy, Care, Education, Support), Denver:** The FACES Home Visitation Program seeks to prevent the abuse and neglect of children ages 0-8. The program offers prevention and intervention services and addresses risk factors associated with abuse or neglect. Outcomes are accomplished through a variety of interventions aimed at both prevention and treatment. FACES aims to minimize the maltreatment of young children, promote positive parenting skills, and improve family management and coping skills.

**Total Grant:** \$30,307

**Numbers Served:** 137

**Counties Served:** Adams, Arapahoe, Broomfield, Denver, Douglas, Jefferson counties

**Match Amount:** \$8,763

**FrontRange Earth Force, Denver:** The Youth Council Initiative provides students in grades 4-8 throughout Metro Denver with a combination of social/emotional-learning, environmental-education and service-learning opportunities. Students tackle diverse issues, ranging from school-health and nutrition to environmental concerns. Youth participate in councils, summits and conferences throughout the year. The program aims to give youth a working knowledge of how to effect change in the community through the Community Action and Problem Solving process.

**Total Grant:** \$29,520

**Numbers Served:** 201

**Counties Served:** Adams, Arapahoe, and Denver counties

**Match Amount:** \$39,621

**Full Circle of Lake County, Inc., Leadville:** The Full Circle Project serves high-risk youth, ages 9-18, through three distinctive programs: Mentoring, Outdoor Leadership and Latinos Unidos. These programs build resiliency by promoting positive behavior and life-skill development through outdoor experiences, team building and leadership activities, community-service projects, and drug-abuse prevention activities. The program's goals are to increase self-efficacy, positive life skills and positive life choices.

**Total Grant:** \$50,116

**Numbers Served:** 105

**Counties Served:** Lake County

**Match Amount:** \$30,906

**Girls Incorporated of Metro Denver, Denver:** The Teen Programs are a series of classes for girls ages 11-18, most of whom are from high-risk, underserved communities in the Metro Denver area. Through a Comprehensive Prevention and Empowerment Program girls can participate in a leadership and community action program; a college preparatory and future goals program; a pregnancy-prevention curriculum; a science, computer, health and fitness summer camp; and arts programs. These programs increase the girls' capacity to make positive life choices and overcome obstacles such as poverty, teen pregnancy, peer pressure, gender and ethnic discrimination, and educational limitations.

**Total Grant:** \$39,361

**Numbers Served:** 174

**Counties Served:** Denver and Jefferson counties

**Match Amount:** \$162,749

**Goodwill Industries of Denver, Denver:** The School-To-Work dropout-prevention program targets youth ages 14-21 enrolled at seven Metro Denver secondary schools. School-To-Work provides real-world training in life skills, conflict resolution, employment readiness, and post-secondary education preparation. The program empowers at-risk students to overcome their lack of school connectedness and helps students graduate from high school.

**Total Grant:** \$49,200

**Numbers Served:** 2,383

**Counties Served:** Denver County

**Match Amount:** \$205,544

**Gunnison Country Partners, Gunnison:** This multi-agency project consists of the City of Gunnison, the Departments of Human Services and Public Health, Gunnison Valley Alliance for Community Restorative Justice, and the CSU Cooperative Extension-Gunnison County. The collaborative provides a diverse array of needed services for at-risk youth and families, such as in-home visits for newborns, restorative-justice for juveniles, mentoring, and after-school and summer programs for youth ages 5-12. Program outcomes are to improve school performance, reduce recidivism, reduce delinquency and decrease substance abuse.

**Total Grant:** \$66,806

**Numbers Served:** 775

**Counties Served:** Gunnison and Hinsdale counties

**Match Amount:** \$97,800

**Hilltop Community Resources, Inc., Grand Junction:** This multi-agency project consists of the Mesa County Department of Human Services, Hilltop Community Resources, the Grand Junction Police Department, Mesa County Sheriff's Office and Mesa Youth Services. The program provides a police-level alternative designed around restorative community-justice principles for minor, first-time offenders ages 10-17. Youth are afforded the opportunity to meet face-to-face in victim/offender mediation. The mediation results in an agreement between the victim and offender and offers an expedited process as an alternative to formal processing

through the juvenile justice system. The goal of the project is to decrease delinquent behavior as measured by the number of re-arrests of program participants.

**Total Grant:** \$31,424

**Numbers Served:** 37

**Counties Served:** Mesa County

**Match Amount:** \$9,466

**Housing Authority of the City & County of Denver, Denver** (serving Denver county) **\$0:**

*Due to environmental challenges, this organization decided not to reapply for FY 2007-08 TGYS funding.*

**“I Have a Dream” Foundation of Boulder County, Boulder:** This is a long-term intervention program that serves low-income, at-risk youth in Boulder County. The dropout-prevention program includes after school and summer programs, mentoring, family outreach, and college and career preparation. Children enter the program in second grade and work with experienced staff and trained volunteers through graduation from high school. Upon graduation, each student is awarded a four-year tuition-assistance scholarship.

**Total Grant:** \$50,974

**Numbers Served:** 688

**Counties Served:** Boulder County

**Match Amount:** \$307,782

**Jefferson Center for Mental Health, Arvada:** The ROAD is a drop-in resource center for youth ages 15-22 with mental-health or emotional problems. Participants learn the skills necessary to positively transition to adulthood by learning coping strategies to successfully manage their symptoms and function in a self-sufficient manner. Participants are able to access peer and other counseling resources, recreational activities, life skills workshops, GED tutoring, job-search strategies, leadership development and independent-living classes.

**Total Grant:** \$34,848

**Numbers Served:** 263

**Counties Served:** Clear Creek, Gilpin and Jefferson counties

**Match Amount:** \$145,163

**Mesa County Partners, Grand Junction:** Participating Junior Partners from high-risk environments, ages 7-17, are referred to the Mentoring Program by youth-serving agencies such as the DA's Office, school districts, mental health agencies and the Department of Human Services. Senior Partners serve as one-to-one mentors, tutors, advocates and positive role models. The Program staff provides case management, counseling, on going support, referrals to outside resources and organizes recreational and educational activities. These services increase youths' attachment to adults and decrease their acceptance of violence, and their self-reported delinquency.

**Total Grant:** \$39,360

**Numbers Served:** 51

**Counties Served:** Mesa County

**Match Amount:** \$17,640

**Mesa County Valley School District #51, Grand Junction:** This multi-agency project consists of the Mesa County Valley School District #51, Tree House and the Parks and Recreation Department of the City of Grand Junction. The collaborative offers the STARS program, which provides tutoring, an online diploma program and a suspension program to at-risk middle and high school students in Mesa County. These programs work to improve academic performance, increase school bonding, and help students accrue credits towards their diplomas.

**Total Grant:** \$82,533

**Numbers Served:** 923

**Counties Served:** Mesa County

**Match Amount:** \$139,810

**Metro Denver Partners, Denver:** The Gang Rescue and Support Project provides gang intervention services to Metro-Denver youth ages 14-19 who are at risk of becoming involved in gangs or are gang-involved. Activities include weekly bilingual-support groups, recreational activities, coordination of free tattoo removal and community presentations. Services are provided to prevent youth from becoming gang-involved and to achieve a reduction in delinquent acts.

**Total Grant:** \$32,177

**Numbers Served:** 90

**Counties Served:** Denver County

**Match Amount:** \$91,825

**Mi Casa Resource Center for Women, Inc., Denver:**

The Mi Casa Lake Beacon Neighborhood Center is a program based out of Lake Middle School designed to provide positive after-school activities for youth ages 11-14. The program focuses on five areas of enrichment: sports and recreation, technology, culture, educational enrichment, and leadership. Through these programs, youth are provided with the skills necessary to achieve academic success and make healthy decisions, as well as improve school and adult bonding.

**Total Grant:** \$42,854

**Numbers Served:** 329

**Counties Served:** Denver County

**Match Amount:** \$204,768

**Mile High United Way, Denver:** This multi-agency project consists of North High School, Servicios de la Raza, Goodwill Industries of Denver, Horace Mann Neighborhood Center and the Northwest Coalition for Better Schools. The Northwest Denver Collaborative for Academic Success provides a continuum of support for youth from elementary school through high school who are struggling with poor grades and low attendance. The collaborative aims to increase student attendance and improve academic performance, thereby reducing the risk of students dropping out or participating in youth crime and violence. Activities include tutoring and mentoring programs, intensive case management and life-skills building and after-school activities provided in a safe and enriching environment.

**Total Grant:** \$137,114

**Numbers Served:** 852

**Counties Served:** Denver County

**Match Amount:** \$122,083

**Mile High Youth Corps, Denver:** This program provides employment and educational opportunities for Metro Denver youth ages 16-21. By integrating paid-work experience, community service and educational activities, this program helps youth develop the skills they need to succeed in the classroom, the workforce and every day life. It meets the needs of a diverse community by offering year-round programs for out-of-school youth, summer programs for high school and college students, and a GED program for high school dropouts. Mile High Youth Corps helps youth improve their job readiness, increase their education level, gain access to post-secondary education, develop a connection to their community, and improve their self-efficacy.

**Total Grant:** \$30,307

**Numbers Served:** 85

**Counties Served:** Adams, Arapahoe, Denver, Douglas and Jefferson counties

**Match Amount:** \$264,898

**Montezuma County Partners, Inc., Cortez:** Through a One-to-One Mentoring Program, low-income youth, ages 8-18, known as Junior Partners are matched with a Senior Partner. Mentoring Partners meet weekly for at least one year. Junior Partners are also offered monthly group recreational activities, life-skills workshops, and a monthly newsletter. This community-based program uses prevention and intervention services in an effort to reduce the incidences of youth crime and violence and increase youth/adult bonding.

**Total Grant:** \$26,552

**Numbers Served:** 26

**Counties Served:** Dolores and Montezuma counties

**Match Amount:** \$77,808

**Mountain Resource Center, Conifer:** The Peer Actions Connecting Teens (PACT) program helps prevent and reduce violence as it fosters healthy relationships and pro-social skills. Through the program, Youth Educators train and coach teen PACT Leaders throughout the school year to become agents of social change in Conifer, Evergreen, and Bailey schools. Conducting six to eighteen educational sessions for students from kindergarten to 10<sup>th</sup>-grade, PACT Leaders help students increase social skills and protective factors, while preventing school bullying and violence.

**Total Grant:** \$30,307

**Numbers Served:** 1,132

**Counties Served:** Jefferson County

**Match Amount:** \$33,334

**Partners in Routt County, Steamboat Springs:**

The Partners Mentoring Program recruits, screens, trains and supports adult volunteers and matches them for year-long mentoring relationships with at-risk youth ages 7-17. Senior Partners meet weekly with youth and serve as friends, advocates and positive role models to decrease their Junior Partners' drug abuse and favorable attitudes towards violence. Activities include monthly group recreational activities, life-skills workshops, bi-monthly newsletter distribution, and ongoing trainings for adult volunteers.

**Total Grant:** \$34,037  
**Numbers Served:** 43  
**Counties Served:** Routt County  
**Match Amount:** \$139,000

**Partners of Delta Montrose and Ouray, Montrose:** This program serves youth, ages 6-17, who have been identified as needing the guidance of a caring adult mentor by other youth-serving agencies and professionals. Many of these children are victims of sexual abuse, physical abuse or neglect. The program's goal is to influence positive change in victimized youth: reducing and preventing delinquency and violence by creating structured and supported one-to-one mentoring relationships between at-risk youth and adult volunteers.

**Total Grant:** \$29,717  
**Numbers Served:** 55  
**Counties Served:** Delta, Montrose and Ouray counties  
**Match Amount:** \$22,039

**Passage Charter School, Montrose:** Passage Charter School is a small high school for pregnant and parenting teens in Montrose County. The school offers the Nurturing Parent Program for Teen Parents as part of the required coursework for students earning a diploma from the school. The Nurturing Parent Program seeks to increase students' ability to successfully parent their children by reducing behaviors and attitudes associated with child maltreatment. The program uses a wide range of activities including teaching about child development and working with students to develop self-nurturing strategies.

**Total Grant:** \$7,362  
**Numbers Served:** 30  
**Counties Served:** Delta, Montrose and Ouray counties  
**Match Amount:** \$3,581

**Roaring Fork Family Resource Center, Carbondale:** The Roaring Fork Family Resource Centers, including Basalt, Carbondale and Glenwood Springs Family Resource Centers, connect youth ages 4-18 and their families with health services and support and remove barriers to accessing needed services. They offer prevention, intervention and education programs to reduce high-risk behaviors and academic failure in children. The program also aims to reduce the incidence of child abuse and neglect by increasing families' knowledge about healthy parenting.

**Total Grant:** \$55,311  
**Numbers Served:** 1,156  
**Counties Served:** Eagle, Garfield, and Pitkin counties  
**Match Amount:** \$565,636

**Rocky Mountain Parents as Teachers, Denver:** Rocky Mountain Parents as Teachers is a monthly home visitation program delivered by trained Parent Educators to help children from birth until school entry to develop optimally during this critical period in their lives. Information on child development and ways parents can interact with their child to support this development is provided along with strategies and handouts to support parents in the challenges they face as

their children pass through various developmental stages. The goal of the program is to create a safe, healthy and nurturing environment so that children will enter school with readiness skills in place that will enable them to succeed.

**Total Grant:** \$14,400

**Numbers Served:** 81

**Counties Served:** Adams, Arapahoe, Broomfield, Denver, Douglas and Jefferson counties

**Match Amount:** \$33,750

**Rocky Mountain Youth Corps, Steamboat Springs:** Rocky Mountain Youth Corps' *Healthy Lifestyles Mentoring Program* offers both a school-based mentoring program for youth ages 10-14, as well as a Conservation Corps mentoring-program for youth ages 14-18. Younger youth meet with a mentor weekly for the duration of the school year and participate in after-school and service clubs. Older youth participate in a weekly formal education program that consists of activities addressing substance abuse, jobs skills, social skills, academics and violence reduction in a residential, outdoor environment. These opportunities provide tools for these youth to live healthy and productive adult lives.

**Total Grant:** \$29,762

**Numbers Served:** 107

**Counties Served:** Clear Creek, Eagle, Garfield, Grand, Jackson, Moffat, Pitkin, Rio Blanco and Routt counties

**Match Amount:** \$27,906

**San Luis Valley Victim-Offender Reconciliation Program now Center for Restorative Programs, Alamosa:** This program serves youth ages 10-19 with the goal of reducing youth-in-conflict behaviors through three restorative intervention models: youthful offender/victim dialogue for delinquency cases; restorative discipline processes for youth at risk for school suspension, expulsion or voluntary withdrawal; and parent-teen mediation for families experiencing adolescent-related conflict. The program's goals are to improve family dynamics and communication, to reduce suspensions, and to reduce or prevent recidivism.

**Total Grant:** \$12,123

**Numbers Served:** 63

**Counties Served:** Alamosa, Conejos, Costilla, Mineral, Rio Grande and Saguache counties

**Match Amount:** \$4,434

**Save Our Youth, Inc., Denver:** This is a comprehensive program that intervenes in the lives of at-risk youth ages 10-18 by providing adult mentor relationships that promote skills for success in spiritual, educational and emotional development. Youth also participate in activities such as community service and recreational events with their mentors, as well as college-prep courses. Participants remain in school and learn valuable life skills such as problem-solving, goal-setting and conflict resolution in order to be successful as adults.

**Total Grant:** \$49,401

**Numbers Served:** 106

**Counties Served:** Arapahoe, Denver and Jefferson counties

**Match Amount:** \$12,880

**School District #1, Denver Public Schools, Denver:** The TechKnow program helps primarily low-income middle-school students stay engaged in their education and go on to graduate high school. In this after-school program, students refurbish computers to learn about technology. Upon successful completion of the program they “earn” their computers to take home. The program aims to increase participants’ academic success and prevent students from dropping out.

**Total Grant:** \$68,875

**Numbers Served:** 169

**Counties Served:** Denver County

**Match Amount:** \$203,046

**Summer Scholars, Denver:** This program serves Denver Public Schools elementary students ages 5-11 who are from low-income families and are behind in reading. The program provides intensive summer literacy and recreation services. Children participate in small group reading and writing activities on weekday mornings. Afternoon activities include sports, arts & cultural projects, field trips, games and other enrichment activities. Teachers and reading assistants conduct family visits with parents of participating students to share student progress and offer tools and skills to promote reading success. The program works to build students’ reading skills, social skills, and to improve parental involvement in literacy activities.

**Total Grant:** \$75,768

**Numbers Served:** 1,125

**Counties Served:** Denver County

**Match Amount:** \$1,322,027

**Teaching Peace, Longmont:** This program uses various restorative justice models to address issues of crime and serious school violations in the Longmont and St. Vrain Valley School District. Volunteer facilitators meet with juvenile offenders, ages 10-18; their parents; victims of their crimes; and community members in order to create agreement that strives to repair the harm done by their crimes. Teaching Peace also offers a Shoplifting Solutions Workshop for 12-17 year olds who are referred by police for shoplifting. These programs aim to reduce recidivism for criminal acts and school-based suspensions, and to demonstrate pro-social behavior through completion of the conference agreements.

**Total Grant:** \$39,360

**Numbers Served:** 248

**Counties Served:** Boulder County

**Match Amount:** \$180,000

**The Eagle River Youth Coalition, Edwards:** This multi-agency program consists of Eagle County School District’s Kindergarten and High School Readiness programs, the Literacy Project, Meet the Wilderness, The Buddy Mentors and the Snowboard Society. The program serves children and youth ages 3-18 with the goals of increasing academic success, decreasing substance abuse, and improving school readiness. Components of the program include preschool readiness programming, academic tutoring, mentoring, life-skills training through adventure education, and after-school and summer-school classes for students at risk of dropping out.

**Total Grant:** \$104,384

**Numbers Served:** 478

**Counties Served:** Eagle County

**Match Amount:** \$215,611

**The Early Childhood Council of Larimer County, Fort Collins:** This multi-agency project consists of United Day Care Center, Sunshine School, Springfield Court and Thompson Valley Preschool. The collaborative supports children from 6 weeks to 6 years of age in the Loveland and Ft. Collins area by providing a safe, nurturing environment and programs that foster children's resiliency, reduce their risk factors, and prepare them to enter school. Additionally, the Council coordinates and builds partnerships with community agencies and offers training and technical assistance, environmental ratings, and scholarships to early childhood professionals. The objective of these efforts is to identify children who exhibit socio-emotional developmental concerns in the areas of attachment, initiative and self-control, and create learning environments to support children's progress toward achieving age-appropriate developmental milestones.

**Total Grant:** \$58,216

**Numbers Served:** 490

**Counties Served:** Larimer County

**Match Amount:** \$21,924

**The Piñon Project, Cortez:** This multi-agency project implements The Incredible Years Child Program and The Incredible Years Parent Program in over twenty preschool classrooms in southwest Colorado. The Child Program uses a research-based, social-emotional curriculum to deliver two weekly lessons that are reinforced with daily activities and teacher/child interactions. Parenting Classes are held weekly for twelve consecutive weeks, to increase positive parenting, parent/child bonding and decrease harsh punishment. These programs support preschool children by increasing social skills including communication, cooperation, problem-solving and self-regulation skills.

**Total Grant:** \$51,052

**Numbers Served:** 280

**Counties Served:** Montezuma County

**Match Amount:** \$51,200

**Town of Pagosa Springs, Pagosa Springs:** The Archuleta County Juvenile Impact Program is the only entity within the community that provides probation services to youth ages 10-17 adjudicated by Pagosa Springs Municipal Court for misdemeanors. The Juvenile Services Administrator (JSA) conducts face-to-face and phone contacts with youth and their parents to monitor compliance with school, counseling, and Court requirements. The JSA assigns community service and conducts a quarterly drug and alcohol-education program. The goals of the program are to deter recidivism, reduce the occurrence of crime per capita and reduce the use of alcohol and drugs among the youth of the community.

**Total Grant:** \$13,171

**Numbers Served:** 32

**Counties Served:** Archuleta County

**Match Amount:** \$78,699

**Tri-County Family Care Center, Inc., Rocky Ford:** The Early Childhood Program promotes positive parenting practices and progress toward age-appropriate developmental milestones for families with children ages 0-8. One-hour home visits are made at least monthly to provide resources and referrals, parent education and family support. Playgroups are held bi-monthly for

one hour, where both parents and children enjoy one-on-one interaction, age-appropriate crafts, activities and snacks.

**Total Grant:** \$33,035

**Numbers Served:** 585

**Counties Served:** Bent, Crowley and Otero counties

**Match Amount:** \$7,961

**Urban Peak, Denver:** Urban Peak Denver and Urban Peak Colorado Springs provide street outreach and drop-in resource center activities to homeless youth, including post-secondary education, a GED program and college mentoring. “The Spot” is an evening drop-in center for urban youth ages 14-24 in at-risk situations. An array of recreational, educational, creative and other services are offered. It provides a safe, creative, and respectful environment to engage youth. These resources work to increase the ability of youth to achieve and sustain self-efficacy, and to increase the number of high school graduates and the number of youth obtaining a college or other post-secondary education.

**Total Grant:** \$124,804

**Numbers Served:** 292

**Counties Served:** Adams, Arapahoe, Boulder, Broomfield, Denver, Douglas, El Paso and Jefferson counties

**Match Amount:** \$16,807

**Workout, Ltd., Colorado Springs:** The Workout, Ltd. Restorative Justice Program serves youth and juvenile offenders ages 11-19 who have become involved with Colorado’s 4th Judicial District. Using Victim-Offender Mediation Conferences, juvenile offenders compensate their victims and the community for any losses caused by their crime through public service, a public apology, training, counseling or other measures.

**Total Grant:** \$29,292

**Numbers Served:** 118

**Counties Served:** El Paso and Teller counties

**Match Amount:** \$100,664