

# STATE OF COLORADO

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Colorado Department  
of Public Health  
and Environment

## Tony Grampas Youth Services Program

## **2009-2010 Annual Report**

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# **Tony Gramscas Youth Services Program**

## **2009-2010 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 six funding areas including early childhood, student dropout prevention, youth mentoring, before- and after-school, restorative justice, and violence prevention programs. An 11-member statutory board oversees and provides leadership for the program.

#### **What is at Stake**

The health and well-being of youth have a major impact on the overall health of our society. Preventing problems that commonly affect youth — physical, emotional or academic — is undeniably an important goal.<sup>1</sup>

The following statistics emphasize a cause for concern in Colorado:

- In 2008, 10,698 Colorado youth were substantiated victims of abuse or neglect.<sup>2</sup>
- In 2008, 15.1 percent of Colorado's children were living in poverty—down from 16.3 percent in 2006.<sup>3</sup>
- In a 2009 survey, 16.7 percent of high school students in Colorado reported carrying a weapon in the past 30 days.<sup>4</sup>
- Colorado ranks 41 out of 50 states and the District of Columbia in overall quality of early care and education programs for children.<sup>5</sup>
- Colorado spends two and a half times more money on prisoners than on public school students.<sup>6</sup>
- There were 39,876 juvenile arrests in 2009.<sup>7</sup> To provide context to this data point, there were 530,839 juveniles ages 10-17 in the state of Colorado in 2009.<sup>8</sup>
- Colorado ranks 35 out of 50 states plus the District of Columbia for student support services expenditures.<sup>9</sup>

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<sup>1</sup> Novick, L (2006). Youth Development as a "Big Picture" Public Health Strategy. *Public Health Management and Practice. Supplement*, S23.

<sup>2</sup> Colorado Central Registry, Colorado Department of Human Services. (2007). 2007 Unique Children Report Disposition by County. Denver, CO.

<sup>3</sup> U.S. Census Bureau, 2008 American Community Survey, Table B17001. Retrieved Sept. 17, 2010 from <http://www.census.gov/acs/www/>

<sup>4</sup> Youth Risk Behavior Surveillance System. (2009). 2009 Colorado Youth Risk Behavior Survey Results. Retrieved September 17, 2010, from <http://www.cdphe.state.co.us/hs/adolescentdata/adolescentdata.html>

<sup>5</sup> National Association of Child Care Resources & Referral Agencies (2009). We Can Do Better, NACCRRA's Ranking of State Child Care Center Standards and Oversight. Retrieved November 3, 2009, from <http://issuu.com/naccrra/docs/we-can-do-better-2009-update>

<sup>6</sup> Children's Defense Fund (2010). Children's Defense Fund - The State of America's Children® 2010 Report. Retrieved September 17, 2010, from <http://www.childrensdefense.org/child-research-data-publications/data/state-of-americas-children-2010-education.pdf>

<sup>7</sup> Colorado Bureau of Investigation. Crime in Colorado 2009, 2009 Colorado Reported Statewide Juvenile Arrests. Retrieved September 17, 2010, from [http://cbi.state.co.us/CNC/cic2k9/state%20totals/statewide\\_juvenile\\_arrests.html](http://cbi.state.co.us/CNC/cic2k9/state%20totals/statewide_juvenile_arrests.html)

<sup>8</sup> Colorado State Demographer's Office, Colorado Department of Local Affairs. Retrieved October 25, 2010, from [https://dola.colorado.gov/demog\\_webapps/pag\\_parameters.jsf](https://dola.colorado.gov/demog_webapps/pag_parameters.jsf)

<sup>9</sup> National Center for Education Statistics, Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2007-08 (Fiscal Year 2008). Retrieved September 17, 2010, from [http://nces.ed.gov/pubs2010/expenditures/tables/table\\_04.asp](http://nces.ed.gov/pubs2010/expenditures/tables/table_04.asp)

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**Resource Allocation**

The annual Long Bill appropriated \$4,124,767 in Master Settlement Agreement Tobacco (MSA) funds and another \$1,000,000 from the General Fund in fiscal year 2009-10 for the TGYS Program. Senate Bill 09-269 adjusted the MSA amount down by \$132,237. Due to 2009-10 General Fund reductions in the state budget the \$1,000,000 General Fund appropriation was eliminated. Allocations were also reduced by \$5,002 due to the state furloughs resulting in a final appropriation of \$3,987,528. Table 1 summarizes the costs incurred by the TGYS Program.

Table 1	Description	FY 2009-10 Amount:
<b>FY2009-10 Long Bill Appropriation:</b>		
	TGYS Tobacco Master Settlement Agreement (MSA)	\$4,124,767
	General Fund	\$1,000,000
<b>FY2009-10 Long Bill Adjustments to TGYS:</b>		
	Senate Bill 09-269	-\$132,237
	General Fund Appropriation Eliminated	-\$1,000,000
	Statewide Furlough Reduction	-\$5,002
<b>Total TGYS Spending Authority:</b>		<b>\$3,987,528</b>
<b>FY2009-10 Expenditures:</b>		
	Local Agencies	\$3,599,774
	Personnel Services	\$220,215
	Operating and Travel Costs	\$8,775
	Program Evaluation by External Evaluator	\$157,311
<b>Total TGYS Expenditures:</b>		<b>\$3,986,075</b>
<b>Reverted Spending Authority:</b>		
	June 30, 2010 for FY2009-10	-\$1,453
	Local Agencies Accounts Payable Reversion for FY2009-10 in FY2010-11 (resulting in \$3,578,008 to Local Agencies in MSA funds)	-\$21,766
<b>Total Reverted Spending Authority:</b>		<b>-\$23,219</b>
<b>Actual TGYS MSA Expenditures after reversions (\$3,987,528-\$23,219)</b>		<b>\$3,964,309</b>

Additionally, in partnership with the Colorado Children's Trust Fund and the Colorado Youth Development Team the TGYS Program submitted a collaborative application to the Department of Human Service's Statewide Strategic Use Fund (SSUF). The application was funded for one year at \$1,000,000. Of this amount, \$477,602 was allocated to the TGYS Program. The TGYS Program granted \$473,692 to 13 TGYS grantees that serve children and youth outside of the metro area and \$3,910 was allocated for travel for site visits to those organizations.

From a total of \$4,465,130 in appropriated and grant funds (\$3,987,528+\$477,602) received by the TGYS Program, the TGYS Board allocated \$4,075,975 to 94 grantees representing 145 local TGYS providers. An additional \$150,000 was allocated for program evaluation to be conducted by an external evaluator. Through a request for proposals (RFP) selection process the Colorado

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State University Occupation Health Psychology Department (CSU) was awarded the contract for the TGYS Program evaluation beginning in the 2009-10 fiscal year. An allocation of \$220,245 was designated for personnel services, and \$18,910 in funds supported operating and travel 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 2009-10, 26 percent of TGYS funds supported early childhood programs, and 22 percent supported student dropout prevention programs.

**MSA and Federal Grant Expenditure Information**

For fiscal year 2009-10, TGYS expenditures totaled \$4,430,055 (after \$23,219 of MSA funds were returned to the Legislature, \$21,766 of which was an accounts payable reversion in fiscal year 2011). Grantee expenditures for fiscal year 2009-10 equaled \$4,043,495 or 91 percent of TGYS funds expended. TGYS grantees contributed \$11,956,189 in matching funds and in-kind support. Remaining expenditures included \$157,311 (3.5 percent) for evaluation and technical assistance, \$3,943 (less than 1 percent) for provider support services and capacity-building initiatives, and \$225,305 (5 percent) for administration, which includes personnel and other administrative costs.

**Accomplishments**

The TGYS Program is designed to serve children, youth and families statewide across Colorado. In fiscal year 2009-10, TGYS-funded programs served 52,161 children, youth and parents, in 57 out of 64 Colorado counties. Of this total, 11,008 were children (ages 0-8), 30,563 were youth (ages 9-18), 1,928 were young adults (ages 19-24), and 8,662 were parents.

TGYS-funded programs also served disparate populations in Colorado. The racial/ethnic breakdown of individuals served is as follows: 45 percent White/Hispanic, 37 percent White/non-Hispanic, 9 percent African-American, 1 percent American Indian, 2 percent Asian, and 6 percent multi-ethnic. According to data from the Colorado Department of Local Affairs for 2007, the racial/ethnic breakdown of children and youth, ages 0-19, in Colorado was as follows: 25 percent White/Hispanic, 65 percent White/non-Hispanic, 5 percent African-American, 2 percent Native American, and 3 percent Asian. The TGYS Program serves a diverse population: the percentages of African-American and Hispanic youth in the program are greater than the percentages of children in these racial/ethnic groups in the state. Grantees reported that 49 percent of those served qualified for free and reduced school lunch. However it is important to note that not all grantees report on free and reduced school lunch since not all grantees request this information from participants. According to the Colorado Department of Education, in fall 2009, an average of 39 percent of K-12 students qualified for free and reduced lunch in Colorado.

As a result of a Request for Proposals for evaluation services for the TGYS Program, Colorado State University was awarded the contract to conduct the TGYS Program evaluation. The TGYS Program 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.

**Program Monitoring**

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The TGYS Program implemented a comprehensive monitoring plan this year to ensure grantee programmatic and fiscal compliance. Program monitoring provides an opportunity to learn about the strengths and challenges of each grantee, while identifying areas for technical assistance and issues of concern or noncompliance. The monitoring mechanisms implemented in fiscal year 2009-10 included conducting site visits (one per three-year grant cycle), progress calls (one per year), reviewing annual reports and checking billing status.

Since the TGYS Board made a three-year commitment to grantees receiving funding in fiscal year 2009-10, the TGYS Program planned to conduct site visits with one-third of grantees for each year of the three-year funding cycle. The Uniform Minimum Standards assessment tool was utilized during site visits. The visits were used as both compliance monitoring and an opportunity to connect grantee organizations with resources or other partners as needed. In fiscal year 2009-10, the TGYS Program conducted 47 site visits with grantees. Site visit reports and recommendation letters were documented for each of the 47 visits conducted in fiscal year 2009-10. Grantees received recommendations and requirements, when appropriate, for improving their programs and services.

In fiscal year 2009-10, the TGYS Program required annual progress calls with all grantees. The progress call format is based on questions developed using the Uniform Minimum Standards, created by the Prevention Leadership Council. These calls provide an opportunity to assess how a grantee organization is doing and for grantees to discuss their agency and programs with TGYS staff.

Annual grantee reports for the TGYS Program were due on July 30, 2010, for the 2009-10 fiscal year. Through these reports, grantees provided process data, such as program participants' demographic information, numbers served, counties served, services and activities implemented, and matching fund amounts. All 94 grantees submitted complete reports in a timely manner. TGYS staff members reviewed all of the reports and followed up as needed, in response to any questions or concerns about the information reported.

TGYS grantee organizations are required to bill at least quarterly. TGYS staff members review the billing status of each grantee on a monthly basis in partnership with fiscal staff.

### **TGYS Evaluation Summary**

As a result of a Request for Proposals for evaluation services for the TGYS Program, Colorado State University was awarded the contract to conduct the TGYS Program evaluation.

This year's evaluation report focuses on the data results obtained during the second year of the three-year, 2008-2011 Tony Grampsas Youth Services (TGYS) Program's funding cycle. The evaluation of TGYS programming meets the requirements established in legislation and aligns with TGYS' two key goals: 1) to reduce youth crime and violence and 2) to prevent child abuse and neglect. The goals of providing the following evaluation results are to:

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1. Help grantees verify program impact on youth and parents,
2. Identify program strengths and weaknesses to improve programs and their delivery,
3. Use the results to promote services in the community, and
4. Aid in program planning at the state level.

Results are designed to facilitate thinking about the goals of the TGYS program, including how and if programs goals are met.

During the 2009-10 fiscal year (FY), TGYS contracted with CSU to manage an evaluation of the direct, measurable impacts among individuals served through the TGYS program. Grantees participated in a standardized pre-/post-test evaluation design that yielded local level and aggregate data. Each grantee identified which of the 11 long-term outcomes in the TGYS logic model was appropriate for their program. Once the long-term outcome was identified an instrument was chosen from a menu of 24 instruments. These 24 instruments were chosen to measure the 11 long-term outcomes delineated in the TGYS logic model. Those 11 long-term outcomes were identified to meet the TGYS goals of reducing youth crime and violence and preventing child abuse and neglect. Grantees collected data on program participants at the beginning and end of their program cycle or grant period. Grantees 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, CSU worked with these sites to sample an appropriate number of program participants.

CSU also conducted the analyses of the data. The analyses of participants-level pre- and post-intervention responses were conducted separately for the entire sample and for the higher-risk sub-group. The sub-groups were defined as those with scores in the 25 percent least desirable range for a measure or instrument, for example those students with the 25 % lowest GPA would be deemed at-risk for grantees using direct school records to report on improving school performance. Some TGYS instruments were scored by combining all items into an overall score, while others were divided into sub-scales such that separate scores were calculated by combining groups of items. Some important terms to consider are statistical significance and effect size. For the purposes of this report, 'statistical significance' refers to the probability that the observed difference between pre- and post-test average scores occurred by pure chance. 'Effect size' refers to the size of the difference between pre- and post-test average scores. Effectiveness of different programs with similar outcomes of interest can be compared this way, because effect sizes are calculated on a common scale. Highlights of results are as follows:

**All Participants**

- 80 percent or 12 out of 15 overall scale scores demonstrated statistically significant mean change in the desired direction. Effect sizes for these changes ranged from 0.11 to 2.09.
- Of the instruments that were scored by sub-scale, 50 percent, or 8 out of 16 instrument sub-scales demonstrated statistically significant mean change from pre- to post-test. Effect sizes ranged from 0.02 to 1.26.
- The largest effects were demonstrated by the Colorado School Bonding, Conflict Resolution/Self-Control Subscale, and Social Competence instruments.

**Risk Group**

- 93 percent or 14 out of 15 overall scales demonstrated statistically significant change in the desired direction. Effect sizes for these changes were quite large, ranging from 0.63 to 7.89.

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- Sixty-three percent, or 10 out of 16 instrument sub-scales demonstrated statistically significant change from pre- to post-test. Effect sizes ranged from 0.01 to 5.63.
- The large effect sizes for the high-risk group were again mostly accounted for by the Colorado School Bonding, Conflict Resolution/Self-Control Sub-scale, and Social Competence instruments.

These aggregate findings suggest that interventions funded by TGYS generally lead to desired outcomes for participants. As can be reasonably expected, improved outcomes appear to be greatest for the higher risk individuals.

## **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, nonprofit 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 awards and determines the amount of funding for each grantee. Funding recommendations determined by the board are sent to the governor for final approval.

Four members of the TGYS Board are appointed by the governor, three are appointed by the speaker of the Colorado House of Representatives, two members are appointed by the president of the Colorado Senate and one is appointed by the minority leader of the state Senate. In addition to the appointed board members, the executive director of the Colorado Department of Public Health and Environment, or his or her 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 three-year terms.

Appointed board members are knowledgeable about youth crime prevention and child abuse and neglect prevention. In addition, members also are familiar with early childhood issues, school dropout prevention and community planning for youth violence prevention. At least one member appointed to the board represents a minority community.

### **B. Program Goals**

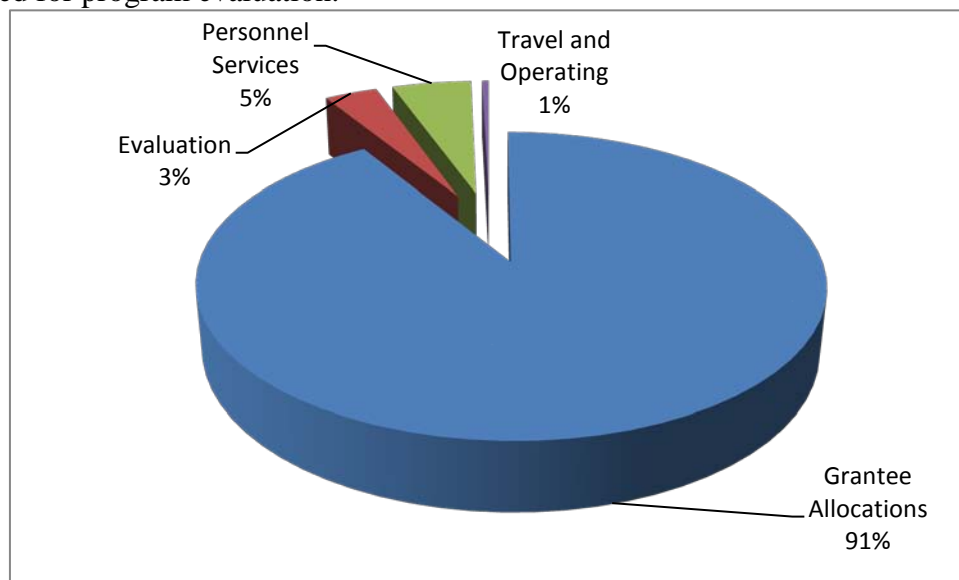
The TGYS Program provides funding to local organizations that implement programs designed to reduce youth crime and violence and prevent child abuse and neglect. The TGYS Program logic model demonstrates how these goals are achieved (Appendix A).



### C. Resource Allocation

For fiscal year 2009-10, the TGYS Program was appropriated \$3,987,528 in Master Settlement Agreement Tobacco funds and received \$477,602 in Statewide Strategic Use Funds (SSUF) through a one year collaborative application for funding from the Colorado Department of Human Services.

From the total MSA appropriation and SSUF grant funds (\$4,465,130), the TGYS Board allocated \$4,075,975 to 145 local TGYS providers. In order to support the 145 TGYS-funded agencies, and effectively administer the \$4.4 million in state dollars, an allocation of \$220,245 was designated for personnel services, and \$18,910 in funds supported operating and travel costs. Lastly, TGYS statute compels the board to incorporate evaluation of the impact of services provided. To meet this requirement, \$150,000 was allocated for program evaluation.



*Figure 1. TGYS Resource Allocation*

### D. MSA and Federal Grant Expenditure Information

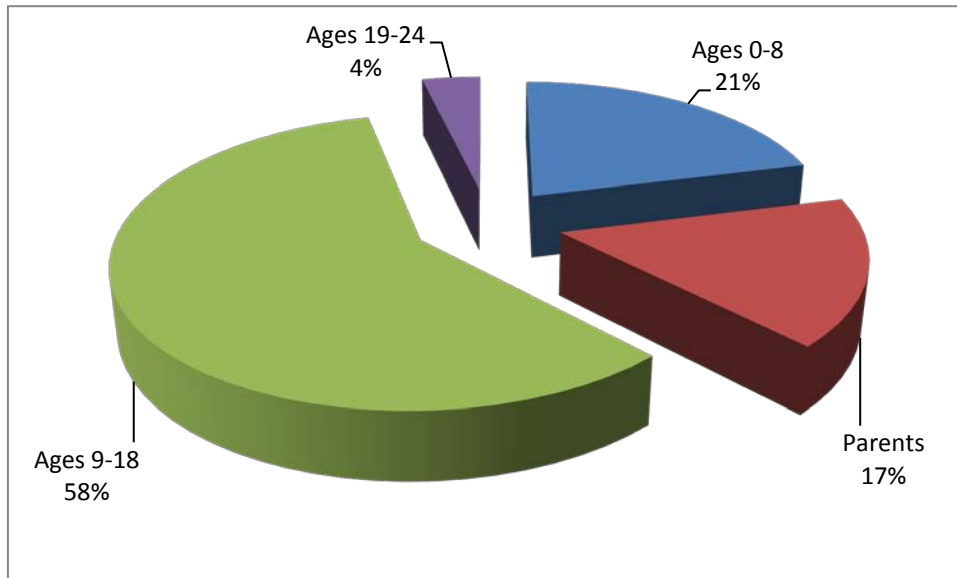
For fiscal year 2009-10, TGYS expenditures totaled \$4,430,055 (after \$23,219 of MSA funds were returned to the Legislature, \$21,766 of which was an accounts payable reversion in fiscal year 2011). Grantee expenditures for fiscal year 2009-10 equaled \$4,043,495 or 91 percent of TGYS funds expended. TGYS grantees contributed \$11,956,189 in matching funds and in-kind support. Remaining expenditures included \$157,311 (3.5 percent) for evaluation and technical assistance, \$3,943 (less than 1 percent) for provider support services and capacity-building initiatives, and \$225,305 (5 percent) for administration, which includes personnel and other administrative costs.

### E. Population Served

The TGYS Program is designed by statute to serve children, youth and families across Colorado. In fiscal year 2009-10, TGYS-funded programs served individuals in 57 counties (Figure 2).

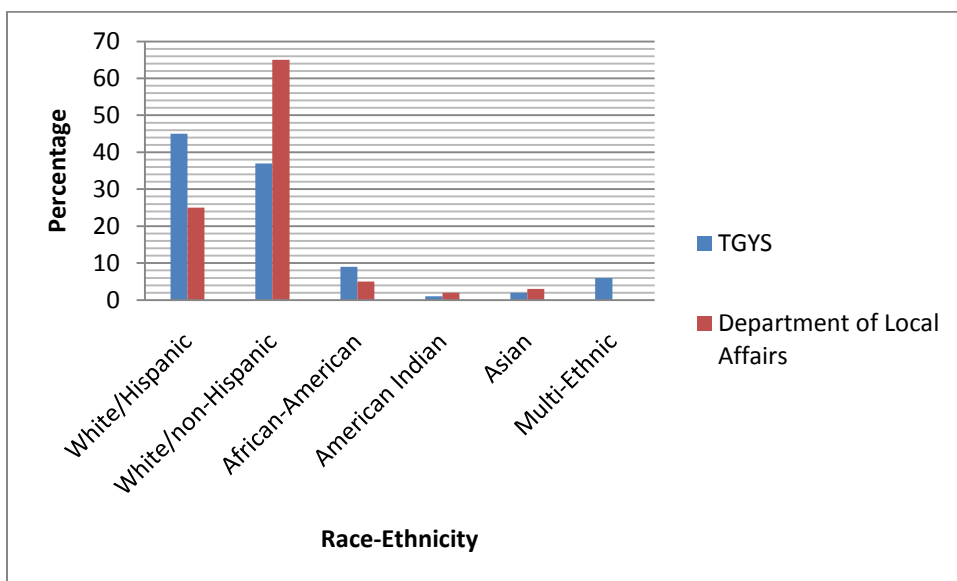
A map of Colorado showing its 64 counties. Each county is labeled with its name and a number. The counties are: Moffat (832), Routt (330), Jackson (unlabeled), Larimer (1241), Weld (2080), Logan (17), Sedgwick (6), Phillips (10), Rio Blanco (1), Grand (273), Boulder (1650), Morgan (37), Washington (7), Yuma (47), Garfield (972), Eagle (1), Clear Creek (83), Adams (4198), Arapahoe (2795), Summit (1772), Gilpin (93), Jefferson (1888), Douglas (133), Elbert (unlabeled), Kit Carson (unlabeled), Mesa (2613), Delta (178), Lake (91), Park (688), Teller (1), El Paso (309), Lincoln (5), Cheyenne (1), Gunnison (396), Chaffee (828), Fremont (834), Pueblo (7005), Crowley (4), Kiowa (3), Montrose (964), Ouray (34), Hinsdale (35), Saguache (180), Custer (58), Otero (64), Bent (8), Prowers (unlabeled), San Miguel (107), Dolores (38), San Juan (unlabeled), Mineral (unlabeled), Rio Grande (154), Alamosa (1420), Huerfano (341), Montezuma (581), La Plata (2597), Archuleta (37), Conejos (220), Costilla (275), Las Animas (1), and Baca (1). Two lines originate from the top right corner: one points to Broomfield (8) and the other points to Denver (13,887).

In fiscal year 2009-10, 145 TGYS-funded programs served 52,161 children, youth, young adults, and parents. Of this total, 11,008 (21 percent) of the individuals served were children (ages 0-8), 30,563 (58 percent) were youth (ages 9-18), 1,928 (4 percent) were young adults (ages 19-24), and 8,662 (17 percent) were parents (Figure 3). Of those served, 53 percent were female and 47 percent were male.



*Figure 3. Percentage of children, youth, young adults, and parents served by the TGYS Program*

The racial/ethnic breakdown of individuals served is as follows: 45 percent White/Hispanic, 37 percent White/non-Hispanic, 9 percent African-American, 1 percent Native American, 2 percent Asian, and 6 percent multi-ethnic. According to data from the Colorado Department of Local Affairs for 2007, the racial/ethnic breakdown of children and youth, ages 0-19, in Colorado was as follows: 25 percent White/Hispanic, 65 percent White/non-Hispanic, 5 percent African-American, 2 percent Native American, and 3 percent Asian (Figure 4). The data demonstrates that the TGYS Program serves a diverse population and that the percentages of African-American and Hispanic children and youth in the program are greater than the percentages of African-American and Hispanic children and youth in the state overall.



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

Grantees reported that 49 percent of those served qualified for free and reduced school lunch. However, it is important to note that not all grantees report on free and reduced school lunch since not all grantees request this information from participants. According to the Colorado Department of Education, in fall 2009, an average of 39 percent of K-12 students qualified for free and reduced lunch among Colorado school districts.

## F. Services Provided

The TGYS Program supports six funding areas, defined by statute, including early childhood, student dropout prevention, youth mentoring, before- and after-school, restorative justice and violence prevention programs. In fiscal year 2009-10, the TGYS Program funded 145 programs, through 94 contracts, for a total of \$4,075,975. TGYS grantees contributed \$11,956,189 in matching funds and in-kind support. A list of TGYS grantees including program descriptions, counties served, numbers served, funding awarded, and funding match is included in 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 2009-10, 26 percent of TGYS funds supported early childhood programs, and 22 percent supported student dropout prevention programs (Figure 5). Additional data for each of the five TGYS funding categories are presented below.

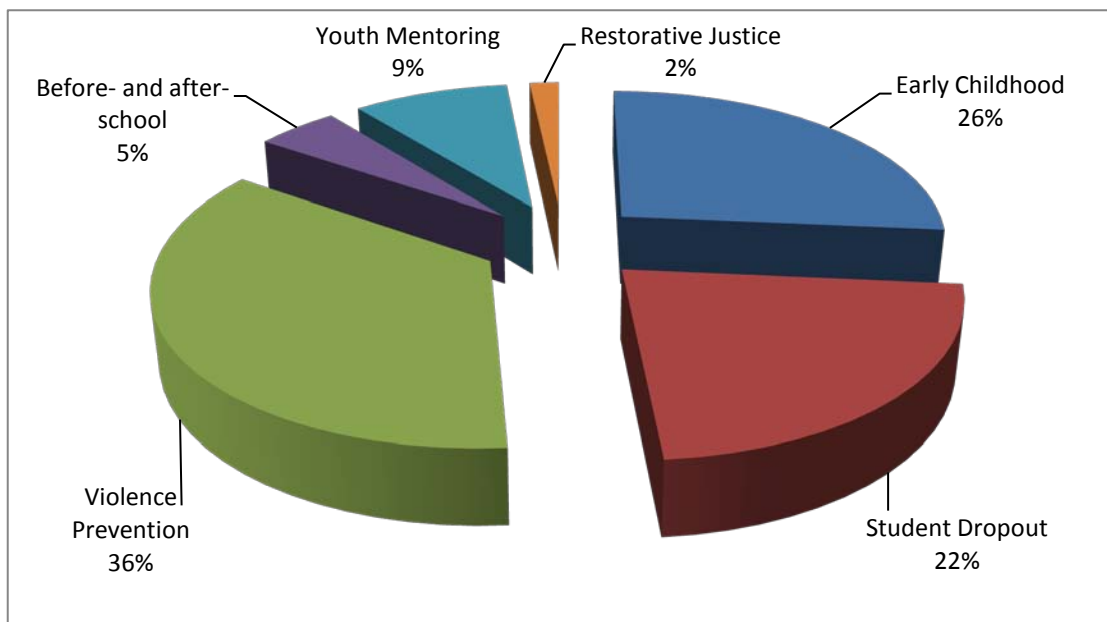


Figure 5. TGYS funding categories by percentage of total funding.

### Early Childhood Programs

Children and youth in Colorado are victims of increasing rates of child abuse and neglect.

- For the total population of children and youth ages 0-17 in Colorado between 2002-2006, there has been an increase in reported cases of child abuse and neglect

from 3 percent to 4 percent and an increase from 0.6 percent to 0.9 percent of substantiated cases.

- According to the Colorado Department of Human Services, in 2008 there were 10,698 substantiated cases of abuse and neglect.

Additionally, the early childhood community faces many challenges:

- Colorado ranks 41st out of the 50 states and the District of Columbia in overall quality of early care and education programs for children.
- Students who start out behind are more likely to stay behind, and eventually drop out of school, get into trouble with the law, and have emotional difficulties. Children who lack the skills to succeed in school are much more likely to drop out, which often leads to low wages, unemployment and welfare dependence.

TGYS-funded early childhood programs reduce child abuse and neglect by serving children younger than 9 years of age (0-8 years) and their caregivers. Examples of TGYS-funded early childhood programs include home visitation programs, training for parents and child care providers, literacy programs, and interventions that aim to improve school readiness among participants. Early childhood programs received 26 percent of fiscal year 2009-10 TGYS funds, totaling \$1,077,712. Services were provided for a total of 16,781 participants, 8,122 children ages 0-8 and 8,662 parents. Participants' race/ethnicity is shown below (Figure 6).

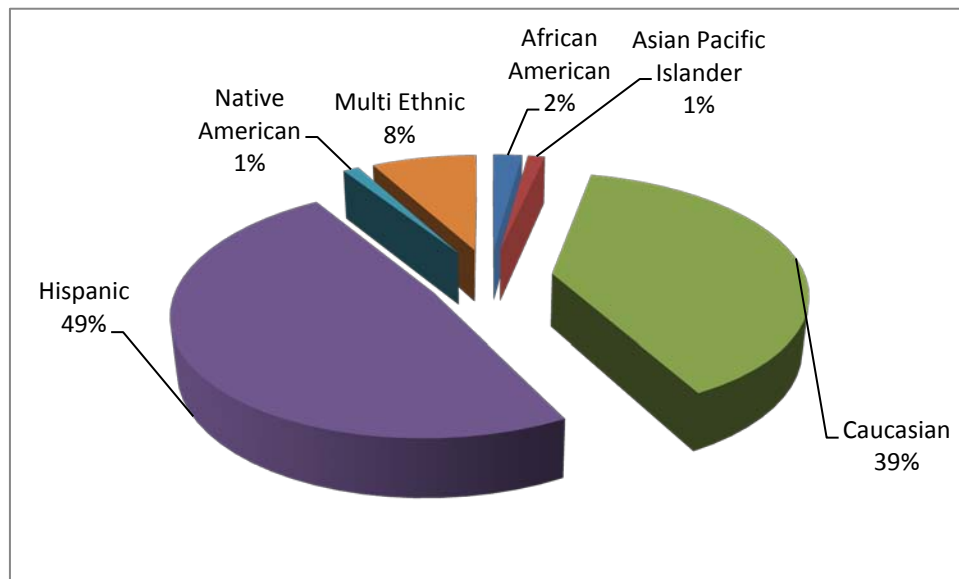


Figure 6. Percent of TGYS participants served by early childhood programs by race/ethnicity.

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

The Colorado Department of Education tracks dropout rates for students in public schools each year.

- During the 2008-2009 school year, the dropout rate for Colorado was 3.6 percent, which is an improvement from the previous school year, when it was 3.8 percent. This equates to about 500 fewer dropouts during the 2008-2009 school year.
- The dropout rate during the 2008-2009 school year was 3.4 percent and 3.8 percent for females and males, respectively.
- Native Americans had the highest dropout rate (6.8 percent) followed by White/Hispanics (6.2 percent), African Americans (5.0 percent), White/non-Hispanics (2.3 percent), and Asians (2.2 percent).

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. 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 socioeconomic background, lack of adult support, language barriers, poor academic performance or other identified indicators. Examples of TGYS-funded student dropout programs include, but are not limited to, college prep programs, academic-focused after-school programming, school-based or group mentoring, and alternatives to suspension programs. Student dropout prevention programs received 22 percent of fiscal year 2009-10 TGYS funds, totaling \$910,602. Services were provided to 10,679 students, with 10,440 youth ages 9-18 and 239 young adults ages 19-24. Participants' race/ethnicity is displayed below (Figure 7).

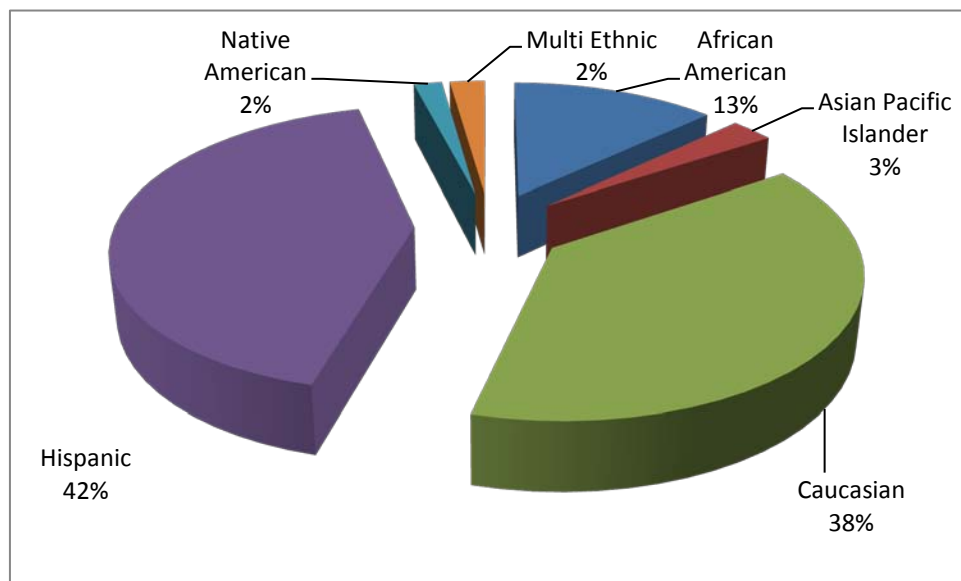


Figure 7. Percent of TGYS participants served by student dropout prevention programs by race/ethnicity.

### **Youth Mentoring Programs**

Adolescents in Colorado report varying rates of participation in risk-taking behaviors.

- According to the Colorado Bureau of Investigation, 495 juveniles were arrested for weapons violations and 3,332 juveniles were arrested for drug violations in 2009.
- High school students who participated in the 2009 Colorado Youth Risk Behavior Survey reported the following:
  - 32.0 percent were involved in a physical fight at least once in the last year.
  - 5.5 percent carried a weapon on school property at least once in the past month.
  - 25.1 percent consumed five or more drinks of alcohol in a row, within a couple of hours, at least once in the past month.
  - 24.8 percent used marijuana at least once in the past month.

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 younger 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.

**Per statute, 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.
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 skills workshops, recreational activities and community service opportunities to the at-risk youth and adult volunteer.

Youth mentoring programs received 9 percent of fiscal year 2009-10 TGYS funds, totaling \$369,648. Unlike past years, there currently is no separate appropriation for youth mentoring. Services were provided for a total of 714 youth, of which 64 were children ages 0-8, 648 were youth ages 9-18 and 2 were young adults ages 19-24. Participants’ race/ethnicity is shown below (Figure 8).

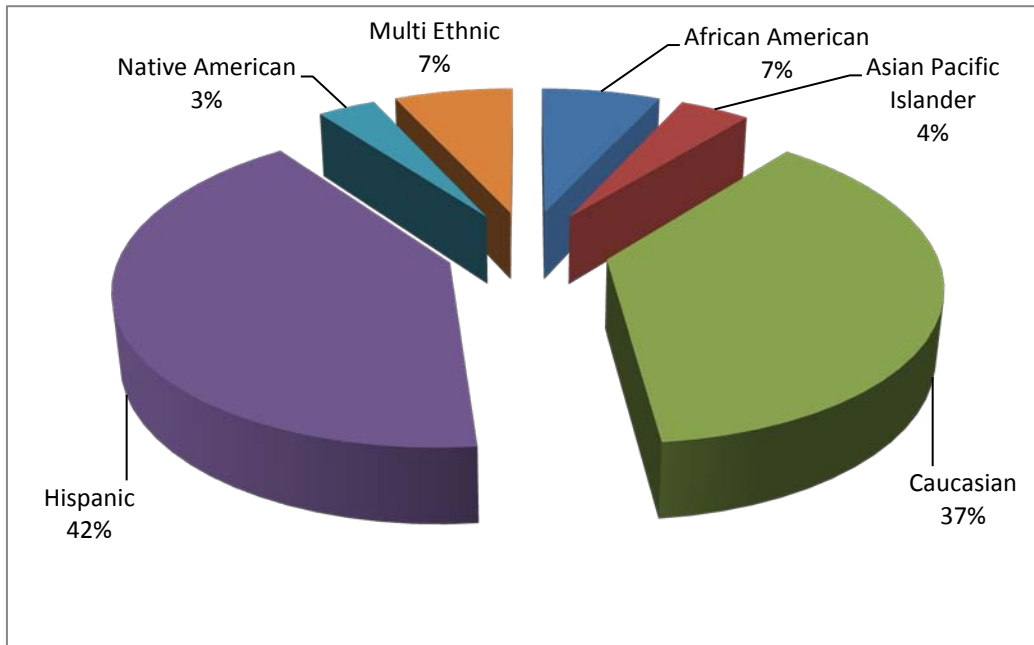


Figure 8. Percent of TGYS participants served by mentoring programs by race/ethnicity.

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

The 2009 “America After 3 PM” household survey, conducted by the Afterschool Alliance found the following:

- 31 percent of Colorado’s K-12 youth are responsible for taking care of themselves after school, spending an average of seven hours per week unsupervised after school.
- In contrast, only 13 percent of Colorado’s K-12 youth participate in afterschool programs. On average, after-school participants spend seven hours per week in afterschool programs. Participation averages two days per week.
- 40 percent of all children not currently enrolled in afterschool programs would be likely to participate if an after-school option were available in the community, regardless of their current care arrangement.

TGYS-funded 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 only sixth- through eighth-grade students or 12- to 14-year-olds, helping youth develop their interests 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 provide religious instruction are not included in this funding category. Unlike past years, there currently is no separate appropriation for before- and after-school programs. Before- and



after-school programs received 5 percent of fiscal year 2009-10 TGYS funds, totaling \$193,867. Services were provided for a total of 1,873 youth, all of whom were ages 9-18 years old. Participants' race/ethnicity is shown below (Figure 9).

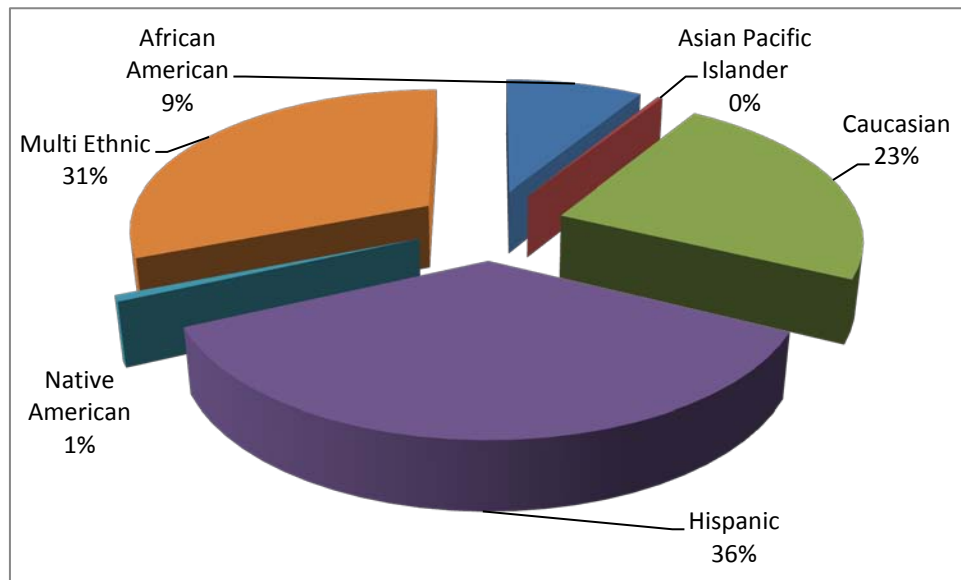


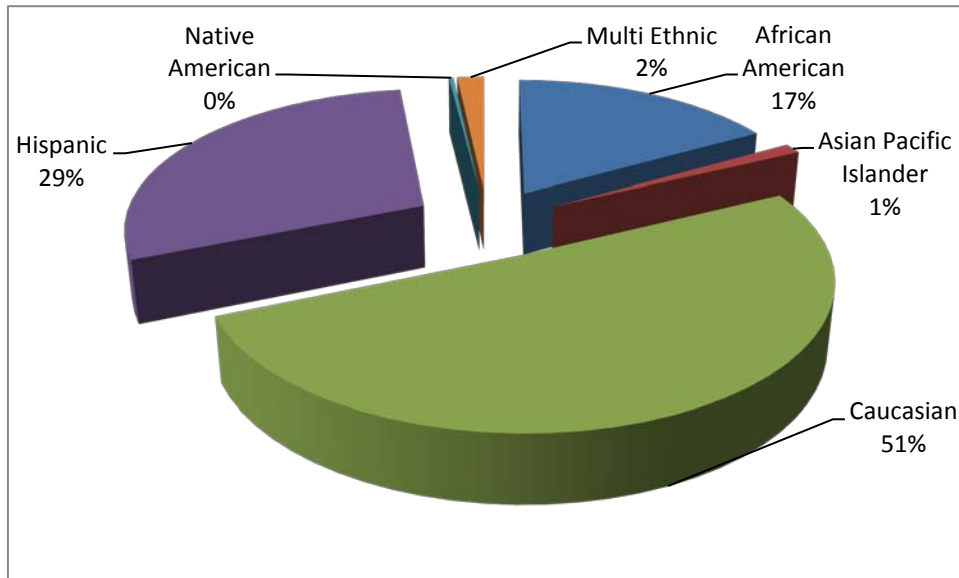
Figure 9. Percent of TGYS participants served by before- and after-school programs by race/ethnicity

### **Restorative Justice Programs**

Youth pose a special set of challenges for the criminal justice system.

- According to the Colorado Bureau of Investigations uniform reporting, 39,876 juvenile arrests were reported for violations in 2009.
- The Division of Youth Corrections reports the recidivism rate for youth one year after discharge from a detention facility is an alarming 39 percent, up from 38 percent the previous year.
- An 18-year-old is five times more likely to be arrested for a property crime than a 35-year-old.

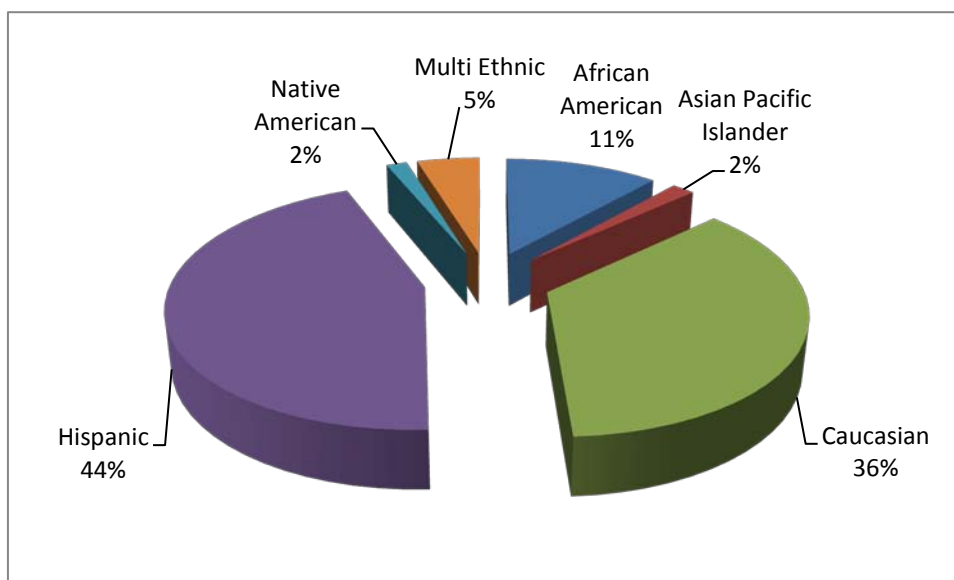
According to the Office of Juvenile Justice and Delinquency Program's *Guide for Implementing the Balanced and Restorative Justice Model*, a key principle of restorative justice programs is that through understanding the human impact of their behavior, accepting responsibility, expressing remorse, taking action to repair the damage and developing their own capacities, juvenile offenders become fully integrated, respected members of the community. TGYS-funded programs offer restorative justice programs to youth convicted of offenses such as possession of alcohol or other substances and shoplifting, and first time offenders. Restorative justice programs received 2 percent of fiscal year 2009-10 TGYS funds, totaling \$69,581. Services were provided for a total of 352 youth, all of whom were ages 9-18 years old. Participants' race/ethnicity is shown below (Figure 10).



*Figure 10. Percent of TGYS participants served by restorative justice programs by race/ethnicity.*

### **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 36 percent of fiscal year 2009-10 TGYS funds, totaling \$1,456,404. Services were provided to 21,762 participants, 9,525 of the participants were female, of which 2,822 were children ages 0-8 years old, 17,253 were youth ages 9-18 years old and 1,687 were young adults ages 19-24 years old. Participants' ethnicity is shown below (Figure 11).



*Figure 11. Percent of TGYS participants served by violence prevention programs by race/ethnicity.*

## **II. EVALUATION REPORT**

### **TGYS Evaluation Summary**

As a result of a Request for Proposals for evaluation services for the TGYS Program, Colorado State University was awarded the contract to conduct the TGYS Program evaluation.

This year's evaluation report focuses on the data results obtained during the second year of the three-year, 2008-2011 Tony Grampas Youth Services (TGYS) Program's funding cycle. The evaluation of TGYS programming meets the requirements established in legislation and aligns with TGYS' two key goals: 1) to reduce youth crime and violence and 2) to prevent child abuse and neglect. The goals of providing the following evaluation results are to:

5. Help grantees verify program impact on youth and parents,
6. Identify program strengths and weaknesses to improve programs and their delivery,
7. Use the results to promote services in the community, and
8. Aid in program planning at the state level.

Results are designed to facilitate thinking about the goals of the TGYS program, including how and if programs goals are met.

During the 2009-10 fiscal year (FY), TGYS contracted with CSU to manage an evaluation of the direct, measurable impacts among individuals served through the TGYS program. Grantees participated in a standardized pre-/post-test evaluation design that yielded local level and aggregate data. Each grantee identified which of the 11 long-term outcomes in the TGYS logic model was appropriate for their program. Once the long-

term outcome was identified an instrument was chosen from a menu of 24 instruments. These 24 instruments were chosen to measure the 11 long-term outcomes delineated in the TGYS logic model. Those 11 long-term outcomes were identified to meet the TGYS goals of reducing youth crime and violence and preventing child abuse and neglect. Grantees collected data on program participants at the beginning and end of their program cycle or grant period. Grantees 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, CSU worked with these sites to sample an appropriate number of program participants.

CSU also conducted the analyses of the data. The analyses of participants-level pre- and post-intervention responses were conducted separately for the entire sample and for the higher-risk sub-group. The sub-groups were defined as those with scores in the 25 percent least desirable range for a measure or instrument, for example those students with the 25 % lowest GPA would be deemed at-risk for grantees using direct school records to report on improving school performance. Some TGYS instruments were scored by combining all items into an overall score, while others were divided into sub-scales such that separate scores were calculated by combining groups of items. Some important terms to consider are statistical significance and effect size. For the purposes of this report, 'statistical significance' refers to the probability that the observed difference between pre- and post-test average scores occurred by pure chance. 'Effect size' refers to the size of the difference between pre- and post-test average scores. Effectiveness of different programs with similar outcomes of interest can be compared this way, because effect sizes are calculated on a common scale. Highlights of results are as follows:

### **All Participants**

- 80 percent or 12 out of 15 overall scale scores demonstrated statistically significant mean change in the desired direction. Effect sizes for these changes ranged from 0.11 to 2.09.
- Of the instruments that were scored by sub-scale, 50 percent, or 8 out of 16 instrument sub-scales demonstrated statistically significant mean change from pre- to post-test. Effect sizes ranged from 0.02 to 1.26.
- The largest effects were demonstrated by the Colorado School Bonding, Conflict Resolution/Self-Control Subscale, and Social Competence instruments.

### **Risk Group**

- 93 percent or 14 out of 15 overall scales demonstrated statistically significant change in the desired direction. Effect sizes for these changes were quite large, ranging from 0.63 to 7.89.
- Sixty-three percent, or 10 out of 16 instrument sub-scales demonstrated statistically significant change from pre- to post-test. Effect sizes ranged from 0.01 to 5.63.
- The large effect sizes for the high-risk group were again mostly accounted for by the Colorado School Bonding, Conflict Resolution/Self-Control Sub-scale, and Social Competence instruments.

These aggregate findings suggest that interventions funded by TGYS generally lead to desired outcomes for participants. As can be reasonably expected, improved outcomes appear to be greatest for the higher risk individuals.

## **DESCRIPTION OF THE EVALUATION**

During the 2009-10 fiscal year, the TGYS Program contracted with Colorado State University (CSU) to manage an evaluation of the direct, measurable impacts among individuals served through the TGYS Program. Grantees participated in a standardized pre-/post-test evaluation design that yielded grantee-level and aggregate data. Each grantee selected one of 11 long-term outcomes for their program and chose an instrument from a menu of 24 instruments. Grantees collected data on program participants at the beginning and end of their program cycle or the grant period. Grantees 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, CSU worked with sites to sample the appropriate number of program participants.

Overall, 52,161 individuals were served through the TGYS program in FY 2009-10, and TGYS grantees successfully obtained *matched* evaluation data on approximately 9,300 participants from 112 agencies. This number is a slight over-estimate, as some individuals complete more than one measurement instrument as a result of participating in more than one program.

This evaluation report fulfills requirements of the §25-20.5-202, C.R.S., which states that the TGYS board shall develop result-oriented criteria for measuring the effectiveness of programs that receive grants under the Tony Grampsas youth services program as deemed appropriate to the nature of each program including, but not limited to, requiring grantees to evaluate the impact of the services provided by the program. Additionally CSU assisted TGYS grantees by assuring standardization of data reporting methods and instrument selection, allowing for the aggregation of TGYS data as a significant contribution to the statewide evaluation of prevention services as required by §25-20.5 C.R.S. The statute mandates the coordination and streamlining of state processes related to prevention services for children and youth, including outcome evaluation.

## METHODS

### *Technical Assistance*

CSU provided technical assistance to TGYS grantees in order to assist them in participating in the TGYS evaluation. Upon transition into the role of evaluator on October 15, 2009, the CSU technical evaluation team provided 600 hours of one-on-one technical assistance to TGYS grantees. This technical assistance included both proactive and responsive support, such as help with data collection, management and entry, site visits, phone calls, and reminder/monthly emails.

- Each of three members of the CSU technical evaluation team assumed the role of primary contact for one-third of the grantees. This strategy supported relationship building and program efficiency. Between October 15 and November 15, 2009, all TGYS grantees were contacted via phone conference. The phone calls revealed several themes related to perceived barriers to effective evaluation, including the impact of budget cuts, pre- and post-test timing and procedures, feeling overburdened with testing and reporting, and a desire to have more interaction with fellow grantees. Grantee goals and success criteria were discussed and cross-checked with those delineated on each grantee's individual evaluation plan submitted November 13, 2009. Changes or clarifications were made to grantee logic models before final submission of each plan to the TGYS Program.
- In addition to the initial phone calls, the CSU technical evaluation team conducted eight grantee site visits in the Denver area during February 2010. These visits provided in-depth understanding about each TGYS-funded program, evaluating whether measurement tools assessed desired outcomes delineated in the TGYS logic model (Appendix A), as well as identifying and helping to address grantees' actual or potential barriers to effective program implementation and evaluation.
- A toll-free number was established for technical assistance requests. Calls not answered during routine business hours were returned within a 24-hour period. Inquiries and discussions were logged on a central server summarizing time spent with each grantee, the nature of the inquiry and the outcome.
- Regular email and phone reminders were conducted to help grantees submit individual evaluation plans and pre- and post-test data in a timely manner. Monthly emails were sent to grantees on the 7<sup>th</sup> of each month that communicated best practices, as well as lessons learned during the month.
- The CSU technical evaluation team provided grantees the opportunity to complete a 3-item online performance survey inquiring about the timeliness, availability, and knowledge of CSU staff. Seventy-three of 94 grantees participated in the survey. Eighty-four percent of respondents agreed or strongly agreed that questions were answered in a timely manner (10 percent answered "N/A", or that they did not have enough experience to respond), 91 percent agreed or strongly agreed that staff were available to respond to questions (4 percent answered

“N/A”), and 82 percent agreed or strongly agreed that staff had appropriate knowledge to answer questions (9 percent answered “N/A”). Results were provided to TGYS grantees in the monthly email described above, and also to the TGYS Program in the April monthly report. The CSU technical evaluation team will continue to collect grantee feedback by coordinating biannual surveys with the TGYS team at the CDPHE.

- A website (<http://csuohp.org/>) was launched to provide contact information, copies of available TGYS instruments, training materials created by OMNI Institute, and a discussion forum. Training materials created by the CSU evaluation team that cover basic evaluation concepts, data results interpretation, and data collection and management were also made available through the website. This site allowed an additional venue for asking questions, as well as a place for grantees to interact.
- To manage pre- and post-test data submitted by TGYS grantees, CSU maintained physical storage files and an internal database throughout the year. Updates were made to this database to record incoming data. After data were logged and filed, grantees were notified via e-mail that their data were received. In order to obtain Scantrons, grantees were able to download instrument samples and order forms from the CSU website described above. All orders were shipped within seven days and shipping details for each order were recorded in the database. Grantees have also been provided the option for online data submission during the 2010-11 fiscal year.
- One-to-one assistance pertaining to evaluation training was provided as necessary to help program staff solve problems, collect and manage data, and improve program services. In addition, three trainings developed by OMNI Institute (based on the agreement between CDPHE and OMNI Institute) were posted on CSU’s website until new trainings were made available as mentioned above.

## *Analyses*

### Paired Samples *t*-tests

Paired samples *t*-tests were performed comparing pre-and post-test means of a measurement instrument, to determine whether there was an observed difference between them, and whether that difference was statistically significant. Statistical ‘significance’ is indicated by the probability (or *p*-value) that the difference is due to program effects. As is typical in social science research, tests yielding a *p*-value of less than 0.05 (i.e., there was a less than 5 percent likelihood that a pre-post difference was due to chance alone) were considered significant.

The paired *t*-tests compared means on the same participants who were tested before and after participating in TGYS programs. When this kind of test is conducted, the same person is assessed by a measurement tool at both time points. This design likely holds

some factors to be constant, and the change between the first measure and the second is attributable to whatever happened in between (e.g., the TGYS program). Because each person has his or her own control, there is less variation in the sample than if different people in two different groups (independent samples) were compared. In general, a paired *t*-test has more statistical power than an independent-samples *t*-test to detect significant change because there is less variability.

Some TGYS instruments are scored by combining all items, or questions, into an overall score, while others are divided into sub-scales such that separate scores are calculated by combining groups of related items. For example, mean scores for the Colorado School Bonding instrument can be reported as an overall score (all items included) and also as individual sub-scales (Perceived Relevance of School Work, Enjoyment of School, Effort in School, and Educational Aspirations). Other instruments, such as Conflict Resolution, have sub-scales that cannot be logically collapsed into an overall scale (e.g., Self Control, Cooperation). As such, results in this chapter are reported for matched data (i.e., participants completed both a pre- and post-test) by both sub-scale and total scale mean, or by just sub-scale mean where appropriate.

These analyses were also conducted paying attention to the most at-risk youth. Some participant samples or measurement tools may exhibit higher scores in the pre-test for various reasons, including: social desirability, or the tendency for participants to initially report what they think program administrators want to see. Thus, pre-post change results may be masked by the effect of high scores on pre-tests wherein participants score higher on pre-tests and subsequently show little or no change at post-test. When scores start out unrealistically high in the pre-test, they likely cannot be maintained at that level and will drift, or *regress*, downward at post-test. If *t*-tests include the entire sample, participants who started out with higher than average scores at pre-test will likely wash out the true level of pre-post change for participants who started out showing vulnerability (risk) on the instruments. Separating out ceiling effects (which is what is accomplished by looking at the highest and lowest scorers separately) provides the potential for finding realistic pre-post changes in the high-risk group, which provide different perspectives when reviewing the results derived from the whole sample.

The definition of risk employed was that the least desirable 25 percent of scores was deemed “at-risk”, for example those students with the 25 % lowest GPA would be deemed at-risk for grantees using direct school records to report on improving school performance. For some instruments, higher scores are more desirable as they indicate higher levels of positive outcomes (e.g., Self-Efficacy or Coping Strategies). The risk group for such instruments included those who had lower scores. For other instruments (e.g., Bullying, 30-day Alcohol Tobacco and Other Drug Use), lower scores are more desirable. The risk group for such instruments included those who had higher scores. Definitive thresholds for risk levels have not been pre-determined for any of the TGYS instruments. The selected percentile level was chosen based on the reasonable assumption that the at-risk group would have fewer individuals, similar to the population at large.

During grantee phone conferences in October 2009, it was determined that many grantees have participants who receive programming for multiple years. These grantees were



instructed not to include returning youth in pre-testing. Collecting pre-test data from people who have already been exposed to programming have the potential to artificially inflate pre-test means, thus making it more difficult to see significant mean change at post-test. Measurement instruments used by grantees with returning participants have two separate tables in the results section of this chapter; a table comparing 2008/2009 pre-test means (for returning participants) to 2009/2010 post-test means, as well as a table comparing 2009/2010 pre-test means to 2009/2010 post-test means.

### Effect Size

While  $p$ -values indicate whether the difference in pre-post means was significant, these values can be influenced by sample size. This has the result of potentially exaggerating the meaning of small effects in large samples, or minimizing the meaning of larger effects in small samples. Effect size, on the other hand, is a simple calculation unaffected by sample size that can inform not just *whether* there was a pre-post difference, but the *amount* of the difference. This chapter reported effect size results using *Cohen's d*, which provides an indication of the amount of pre- to post-test change regardless of significance or sample size. Effect size benchmarks ( $< 0.20$  = small effect;  $0.21-0.79$  = moderate effect;  $0.80-1.0$  = large effect) help determine the amount of pre-post difference, and thus the impact of TGYS programs. It is possible for effect sizes to be larger than 1.0 when pre-post differences are very large and participant scores are close together (i.e., there is a small standard deviation).

## EVALUATION RESULTS FOR FISCAL YEAR 2009-2010

### *Representative Demographics*

Figures 1 and 2, below, provide information on the grade level, and race/ethnicity of TGYS participants who completed pre-tests for the 2009-10 FY. Many agencies use multiple measurement instruments. To obtain a representative estimate and avoid counting participants more than once, demographics were calculated by using data from the most widely used measurement instruments that did not include responses from overlapping participants. These instruments included Life Effectiveness, the Devereux Early Childhood Assessment, the Adult-Adolescent Parenting Inventory, Colorado Criminal Contact Reoffenses, School Performance-Self Report, the Denver Public Schools Benchmark Scores, Self-Efficacy Child, Parenting Practices, Attitudes Towards Deviance, Raising a Baby, and the Social Competence Scale. The total number of individuals (*Males* = 46.5 %; *Females* = 53.5 %) represented in the figures is 6,993.

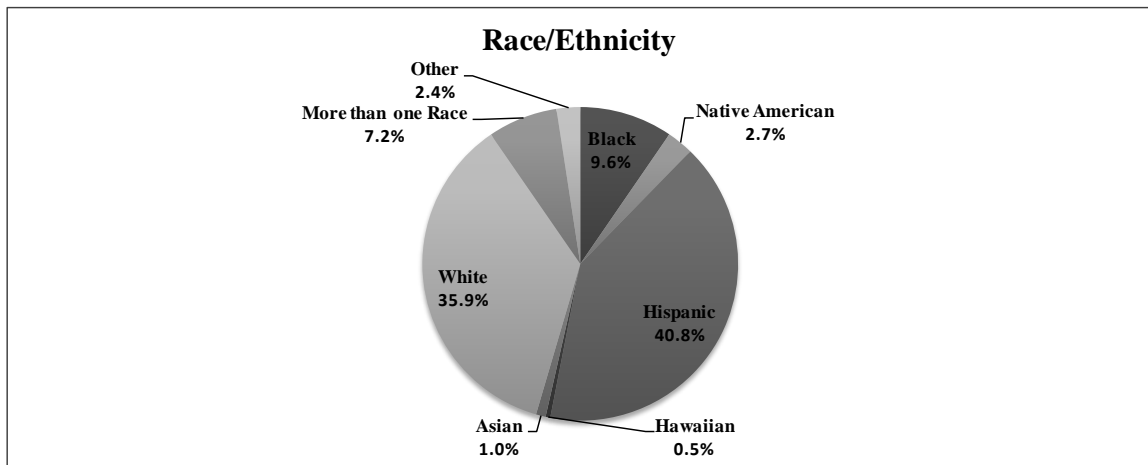
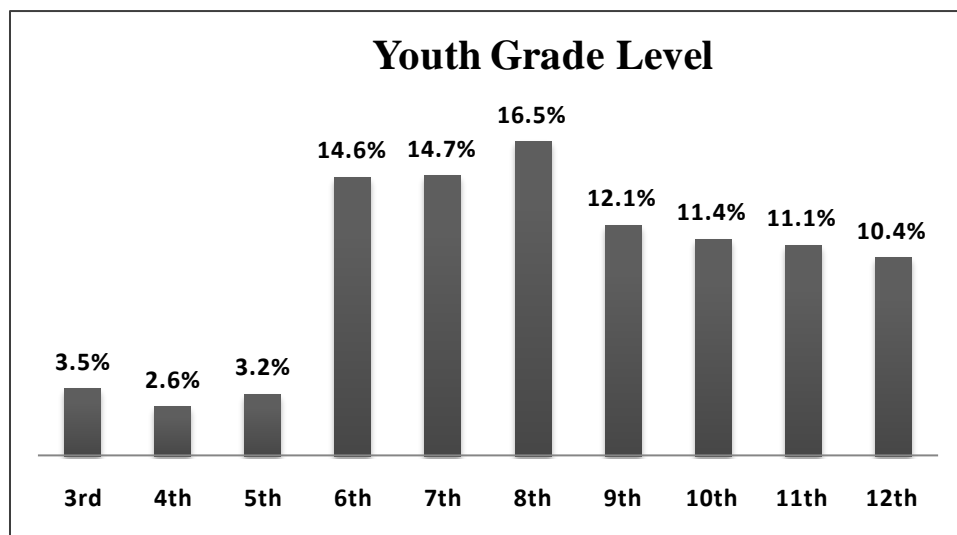


Figure 12. 2009-10 Representative Demographics for Race/Ethnicity of TGYS participants completing pre-tests in FY 2009-10.



*Figure 13. 2009-10 Representative Demographics for Youth Grade Level of TGYS participants completing pre-tests in FY 2009-10.*

On the following pages, the FY 2009-10 aggregate results for the evaluation of TGYS-funded programs conducted by the CSU evaluation team are presented in Tables I - XX. Results are organized by instrument.

### **I. Adult-Adolescent Parenting Inventory (AAPI)**

<b>All Participants</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
Appropriate Parental Expectations - PRE	5.31	311	1.93	Yes	0.00*	0.69
Appropriate Parental Expectations - POST	6.65	311	2.13			
Parental Empathy Toward Children's Needs - PRE	4.66	311	2.08	Yes	0.00*	0.84
Parental Empathy Toward Children's Needs-POST	6.41	311	2.36			
Decreased belief in use and value of corporal punishment - PRE	5.46	311	2.08	Yes	0.00*	0.68
Decreased belief in use and value of corporal punishment - POST	6.88	311	2.01			
Appropriateness of parent-child role - PRE	4.89	311	2.24	Yes	0.00*	0.88
Appropriateness of parent-child role - POST	6.86	311	2.27			
Valuing Children's Power and Independence - PRE	5.06	311	2.21	Yes	0.00*	0.53
Valuing Children's Power and Independence - POST	6.23	311	2.39			
AAPI Overall - PRE	5.08	311	1.64	Yes	0.00*	0.93
AAPI Overall - POST	6.60	311	1.73			

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
Appropriate Parental Expectations - PRE	3.31	112	0.89	Yes	0.00*	2.81
Appropriate Parental Expectations - POST	5.81	112	2.13			
Parental Empathy Toward Children's Needs - PRE	2.05	92	.88	Yes	0.00*	3.47
Parental Empathy Toward Children's Needs-POST	5.10	92	2.26			
Decreased belief in use and value of corporal punishment - PRE	2.98	91	1.13	Yes	0.00*	2.38
Decreased belief in use and value of corporal punishment - POST	5.65	91	1.75			
Appropriateness of parent-child role - PRE	2.24	89	0.84	Yes	0.00*	4.23
Appropriateness of parent-child role - POST	5.79	89	2.40			
Valuing Children's Power and Independence - PRE	2.95	129	1.11	Yes	0.00*	2.49

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Appropriate Parental Expectations - PRE</b>	<i>3.31</i>	<i>112</i>	<i>0.89</i>	<i>Yes</i>	<i>0.00*</i>	<i>2.81</i>
<b>Valuing Children's Power and Independence- POST</b>	<i>5.71</i>	<i>129</i>	<i>2.24</i>			
<b>AAPI Overall - PRE</b>	<i>2.99</i>	<i>84</i>	<i>0.79</i>	<i>Yes</i>	<i>0.00*</i>	<i>3.13</i>
<b>AAPI Overall - POST</b>	<i>5.45</i>	<i>84</i>	<i>1.61</i>			

## II. 30-day Alcohol, Tobacco, and Other Drug (ATOD) Use

<b>All Participants</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>30 day use Cigarettes – PRE</b>	<i>2.05</i>	<i>139</i>	<i>1.43</i>	<i>Yes</i>	<i>0.25</i>	<i>0.04</i>
<b>30 day use Cigarettes – POST</b>	<i>1.99</i>	<i>139</i>	<i>1.42</i>			
<b>30 day use Alcohol – PRE</b>	<i>2.67</i>	<i>139</i>	<i>1.50</i>	<i>Yes</i>	<i>0.02*</i>	<i>0.09</i>
<b>30 day use Alcohol – POST</b>	<i>2.54</i>	<i>139</i>	<i>1.52</i>			
<b>30 day use Marijuana – PRE</b>	<i>2.13</i>	<i>139</i>	<i>1.72</i>	<i>No</i>	<i>0.08</i>	<i>0.09</i>
<b>30 day use Marijuana - POST</b>	<i>2.29</i>	<i>139</i>	<i>1.88</i>			

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>30 day use Cigarettes – PRE</b>	<i>3.47</i>	<i>59</i>	<i>1.14</i>	<i>Yes</i>	<i>0.11</i>	<i>0.18</i>
<b>30 day use Cigarettes – POST</b>	<i>3.27</i>	<i>59</i>	<i>1.34</i>			
<b>30 day use Alcohol – PRE</b>	<i>3.34</i>	<i>99</i>	<i>1.25</i>	<i>Yes</i>	<i>0.02*</i>	<i>0.14</i>
<b>30 day use Alcohol – POST</b>	<i>3.16</i>	<i>99</i>	<i>1.38</i>			
<b>30 day use Marijuana – PRE</b>	<i>3.71</i>	<i>58</i>	<i>1.67</i>	<i>No</i>	<i>0.90</i>	<i>0.01</i>
<b>30 day use Marijuana - POST</b>	<i>3.72</i>	<i>58</i>	<i>1.85</i>			

## III. Bullying – Adolescent

<b>All Participants</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Bullying Overall – PRE</b>	<i>40.27</i>	<i>135</i>	<i>17.04</i>	<i>Yes</i>	<i>0.00*</i>	<i>0.76</i>
<b>Bullying Overall – POST</b>	<i>27.33</i>	<i>135</i>	<i>7.48</i>			

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Bullying Overall – PRE</b>	<i>58.51</i>	<i>55</i>	<i>9.66</i>	<i>Yes</i>	<i>0.00*</i>	<i>2.95</i>

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Bullying Overall – PRE</b>	<i>58.51</i>	<i>55</i>	<i>9.66</i>	<i>Yes</i>	<i>0.00*</i>	<i>2.95</i>
<b>Bullying Overall – POST</b>	<i>30.05</i>	<i>55</i>	<i>7.82</i>			

#### IV. Bullying – Child

<b>All Participants</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Bullying items 1-4 Total – PRE</b>	<i>5.25</i>	<i>65</i>	<i>1.32</i>	<i>Yes</i>	<i>0.95</i>	<i>0.02</i>
<b>Bullying items 1-4 Total – POST</b>	<i>5.23</i>	<i>65</i>	<i>1.34</i>			
<b>Bullying items 5-13 Total - PRE</b>	<i>11.25</i>	<i>64</i>	<i>3.57</i>	<i>No</i>	<i>0.10</i>	<i>0.36</i>
<b>Bullying items 5-13 Total - POST</b>	<i>12.55</i>	<i>64</i>	<i>6.77</i>			

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Bullying items 1-4 Total – PRE</b>	<i>6.77</i>	<i>22</i>	<i>1.07</i>	<i>Yes</i>	<i>0.00*</i>	<i>0.89</i>
<b>Bullying items 1-4 Total – POST</b>	<i>5.82</i>	<i>22</i>	<i>1.26</i>			
<b>Bullying items 5-13 Total – PRE</b>	<i>17.00</i>	<i>12</i>	<i>4.82</i>	<i>Yes</i>	<i>0.29</i>	<i>0.30</i>
<b>Bullying items 5-13 Total – POST</b>	<i>15.75</i>	<i>12</i>	<i>6.57</i>			

#### V. Colorado School Bonding

<b>All Participants</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Perceived relevance of school work - PRE</b>	<i>2.31</i>	<i>759</i>	<i>1.06</i>	<i>Yes</i>	<i>0.00*</i>	<i>1.49</i>
<b>Perceived relevance of school work - POST</b>	<i>3.89</i>	<i>759</i>	<i>0.94</i>			
<b>Enjoyment of school– PRE</b>	<i>2.53</i>	<i>752</i>	<i>0.89</i>	<i>Yes</i>	<i>0.00*</i>	<i>1.27</i>
<b>Enjoyment of school - POST</b>	<i>3.66</i>	<i>752</i>	<i>0.83</i>			
<b>Effort in school - PRE</b>	<i>2.27</i>	<i>752</i>	<i>1.03</i>	<i>Yes</i>	<i>0.00*</i>	<i>1.68</i>
<b>Effort in school– POST</b>	<i>4.00</i>	<i>752</i>	<i>0.79</i>			
<b>Educational aspirations - PRE</b>	<i>2.24</i>	<i>746</i>	<i>1.27</i>	<i>Yes</i>	<i>0.00*</i>	<i>1.40</i>
<b>Educational aspirations - POST</b>	<i>4.02</i>	<i>746</i>	<i>1.09</i>			
<b>School bonding Overall - PRE</b>	<i>2.34</i>	<i>753</i>	<i>0.92</i>	<i>Yes</i>	<i>0.00*</i>	<i>1.68</i>
<b>School bonding Overall – POST</b>	<i>3.89</i>	<i>753</i>	<i>0.74</i>			

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
Perceived relevance of school work - PRE	1.36	309	0.27	Yes	0.00*	5.03
Perceived relevance of school work - POST	4.20	309	0.86			
Enjoyment of school- PRE	1.59	254	0.36	Yes	0.00*	4.53
Enjoyment of school - POST	4.08	254	0.74			
Effort in school - PRE	1.37	312	0.22	Yes	0.00*	6.06
Effort in school- POST	4.28	312	0.74			
Educational aspirations - PRE	1.00	247	0.00	Yes	0.00*	7.24
Educational aspirations - POST	4.44	247	0.95			
School bonding Overall - PRE	1.47	262	0.24	Yes	0.00*	6.82
School bonding Overall – POST	4.30	262	0.59			

## VI. Conflict Resolution

<b>All Participants</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
Self control – PRE	2.22	19	0.85	Yes	0.02*	0.92
Self control – POST	3.00	19	0.65			
Cooperation – PRE	3.45	19	0.43	Yes	0.64	0.14
Cooperation – POST	3.51	19	0.48			

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
Self Control – PRE	1.65	12	1.07	Yes	0.00*	5.63
Self Control – POST	3.34	12	1.26			
Cooperation – PRE	3.23	12	0.40	Yes	0.12	0.67
Cooperation – POST	3.51	12	0.51			

## VIIa. Coping Strategies based on 08/09 Pretests - 09/10 Posttests

<b>All Participants</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
Direct problem solving - PRE	2.76	224	0.67	No	0.46	0.06
Direct problem solving – POST	2.72	224	0.63			
Control subscale– PRE	2.77	224	0.69	No	0.22	0.11
Control – POST	2.69	224	0.71			
Support for feeling - PRE	2.51	223	0.81	Yes	0.80	0.02

All Participants	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Direct problem solving - PRE	2.76	224	0.67	No	0.46	0.06
Support for feeling – POST	2.53	223	0.81			
Support for actions - PRE	2.45	222	0.68	Yes	0.32	0.09
Support for actions – POST	2.51	222	0.68			
Coping strategies Overall - PRE	2.61	224	0.56	No	0.90	0.01
Coping strategies Overall – POST	2.60	224	0.59			

Risk Group Analysis	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Direct problem solving - PRE	2.00	71	0.24	Yes	0.00*	2.71
Direct problem solving – POST	2.65	71	0.57			
Control– PRE	1.97	68	0.30	Yes	0.00*	1.70
Control – POST	2.48	68	0.77			
Support for feeling - PRE	1.59	74	0.39	Yes	0.00*	1.78
Support for feeling – POST	2.28	74	0.80			
Support for actions - PRE	1.72	76	0.30	Yes	0.00*	2.10
Support for actions – POST	2.36	76	0.67			
Coping strategies Overall – PRE	1.87	49	0.22	Yes	0.00*	2.88
Coping strategies Overall – POST	2.52	49	0.64			

#### VIIb. Coping Strategies based on 09/10 Pretests-09/10 Posttests

All Participants	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Direct problem solving – PRE	2.64	739	0.68	Yes	0.66	0.02
Direct problem solving – POST	2.66	739	0.68			
Control – PRE	2.55	736	0.68	Yes	0.01*	0.11
Control – POST	2.62	736	0.71			
Support for feeling – PRE	2.35	737	0.83	Yes	0.09	0.07
Support for feeling – POST	2.41	737	0.82			
Support for actions – PRE	2.31	737	0.68	Yes	0.00*	0.14
Support for actions – POST	2.41	737	0.69			
Coping strategies Overall – PRE	2.45	741	0.59	Yes	0.01*	0.11

All Participants	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Direct problem solving – PRE	2.64	739	0.68	Yes	0.66	0.02
Coping strategies Overall – POST	2.52	741	0.60			

Risk Group Analysis	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Control – PRE	1.76	223	0.31	Yes	0.00*	2.04
Control – POST	2.39	223	0.69			
Support for feeling – PRE	1.37	217	0.29	Yes	0.00*	2.58
Support for feeling – POST	2.11	217	0.86			
Support for actions – PRE	1.51	212	0.26	Yes	0.00*	2.49
Support for actions – POST	2.16	212	0.72			
Direct problem solving – PRE	1.94	279	0.31	Yes	0.00*	1.61
Direct problem solving – POST	2.44	279	0.63			
Coping strategies Overall – PRE	1.77	216	0.25	Yes	0.00*	2.01
Coping strategies Overall – POST	2.27	216	0.61			

#### VIII. Devereux Early Childhood Assessment (DECA)

All Participants	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Initiative Scale – PRE	47.51	584	13.04	Yes	0.00*	0.26
Initiative Scale – POST	50.91	584	13.04			
Self-Control Scale – PRE	51.35	583	14.98	Yes	0.00*	0.13
Self-Control Scale – POST	53.34	583	14.87			
Attachment Scale – PRE	45.42	584	12.64	Yes	0.00*	0.20
Attachment Scale – POST	47.95	584	13.65			
Total Protective Factor Scale - PRE	53.07	584	14.07	Yes	0.00*	0.28
Total Protective Factor Scale - POST	56.97	584	16.15			



Behavioral Concerns Scale – PRE	48.77	575	17.80	Yes	0.00*	0.07
Behavioral Concerns Scale - POST	47.54	575	18.80			

Risk Group Analysis	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Initiative Scale – PRE	30.11	153	5.84	Yes	0.00*	1.23
Initiative Scale – POST	37.28	153	9.62			
Self-Control Scale – PRE	30.38	151	9.54	Yes	0.00*	0.73
Self-Control Scale – POST	37.33	151	14.29			
Attachment Scale – PRE	29.65	164	4.16	Yes	0.00*	1.60
Attachment Scale – POST	36.29	164	9.64			
Total Protective Factor Scale - PRE	36.51	160	5.38	Yes	0.00*	1.44
Total Protective Factor Scale - POST	44.27	160	10.29			
Behavioral Concerns Scale – PRE	67.50	146	3.44	Yes	0.00*	1.95
Behavioral Concerns Scale - POST	60.80	146	9.86			

#### IXa. Life Effectiveness based on 08/09 Pretests-09/10 Posttests

All Participants	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Time Management/Goal Setting – PRE	4.69	400	0.96	No	0.00*	0.24
Time Management/Goal Setting -POST	4.46	400	0.96			
Conflict Resolution – PRE	4.42	378	0.87	No	0.41	0.06
Conflict Resolution – POST	4.37	378	0.85			
Healthy Risk Taking – PRE	4.52	401	1.07	Yes	0.82	0.02
Healthy Risk Taking – POST	4.54	401	1.05			
Social Competence – PRE	4.91	397	0.83	No	0.00*	0.33
Social Competence – POST	4.64	397	0.83			
Self Confidence/Perseverance - PRE	5.09	399	0.87	No	0.00*	0.38
Self Confidence/Perseverance - POST	4.75	399	0.89			
Life Effectiveness Overall – PRE	4.72	397	0.72	No	0.00*	0.24
Life Effectiveness Overall – POST	4.55	397	0.75			

Risk Group Analysis	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Time Management/Goal Setting – PRE	3.41	108	0.59	Yes	0.00*	1.41

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
Time Management/Goal Setting – PRE	3.41	108	0.59	Yes	0.00*	1.41
Time Management/Goal Setting– POST	4.24	108	0.92			
Conflict Resolution – PRE	3.16	84	0.48	Yes	0.00*	1.86
Conflict Resolution – POST	4.06	84	0.79			
Healthy Risk Taking – PRE	2.97	92	0.68	Yes	0.00*	1.89
Healthy Risk Taking – POST	4.26	92	1.09			
Social Competence – PRE	3.56	73	0.59	Yes	0.00*	1.52
Social Competence – POST	4.45	73	0.85			
Self Confidence/Perseverance – PRE	3.88	101	0.69	Yes	0.00*	1.00
Self Confidence/Perseverance - POST	4.57	101	0.82			
Life Effectiveness Overall – PRE	3.59	72	0.45	Yes	0.00*	1.50
Life Effectiveness Overall – POST	4.26	72	0.73			

**IXb. Life Effectiveness based on 09/10 Pretests – 09/10 Posttests**

<b>All Participants</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
Time Management/Goal Setting – PRE	4.46	1687	1.01	Yes	0.00*	0.11
Time Management/Goal Setting -POST	4.57	1687	0.96			
Conflict Resolution – PRE	4.35	1613	0.88	Yes	0.00*	0.15
Conflict Resolution – POST	4.48	1613	0.83			
Healthy Risk Taking – PRE	4.38	1698	1.09	Yes	0.00*	0.20
Healthy Risk Taking – POST	4.60	1698	1.05			
Social Competence – PRE	4.64	1676	0.96	Yes	0.00*	0.08
Social Competence – POST	4.71	1676	0.02			
Self Confidence/Perseverance - PRE	4.82	1691	1.02	Yes	0.50	0.02
Self Confidence/Perseverance - POST	4.84	1691	0.92			
Life Effectiveness Overall – PRE	4.53	1680	0.84	Yes	0.00*	0.13
Life Effectiveness Overall – POST	4.63	1680	0.79			

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
Time Management/Goal Setting – PRE	3.25	532	0.73	Yes	0.00*	0.95
Time Management/Goal Setting– POST	3.95	532	1.02			
Conflict Resolution – PRE	3.24	462	0.54	Yes	0.00*	1.24

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Time Management/Goal Setting – PRE</b>	<i>3.25</i>	<i>532</i>	<i>0.73</i>	<i>Yes</i>	<i>0.00*</i>	<i>0.95</i>
<b>Conflict Resolution – POST</b>	<i>3.90</i>	<i>462</i>	<i>0.82</i>			
<b>Healthy Risk Taking – PRE</b>	<i>2.96</i>	<i>473</i>	<i>0.72</i>	<i>Yes</i>	<i>0.00*</i>	<i>1.39</i>
<b>Healthy Risk Taking – POST</b>	<i>3.97</i>	<i>473</i>	<i>1.15</i>			
<b>Social Competence – PRE</b>	<i>3.40</i>	<i>478</i>	<i>0.72</i>	<i>Yes</i>	<i>0.00*</i>	<i>1.02</i>
<b>Social Competence – POST</b>	<i>4.13</i>	<i>478</i>	<i>0.96</i>			
<b>Self Confidence/Perseverance – PRE</b>	<i>3.68</i>	<i>584</i>	<i>0.80</i>	<i>Yes</i>	<i>0.00*</i>	<i>0.78</i>
<b>Self Confidence/Perseverance - POST</b>	<i>4.31</i>	<i>584</i>	<i>1.00</i>			
<b>Life Effectiveness Overall – PRE</b>	<i>3.42</i>	<i>465</i>	<i>0.59</i>	<i>Yes</i>	<i>0.00*</i>	<i>1.03</i>
<b>Life Effectiveness Overall – POST</b>	<i>4.02</i>	<i>465</i>	<i>0.83</i>			

## **X. Parent-Infant Activities**

<b>All Participants</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Parent-Infant Activities Overall – PRE</b>	<i>58.49</i>	<i>77</i>	<i>12.67</i>	<i>Yes</i>	<i>0.00*</i>	<i>0.80</i>
<b>Parent-Infant Activities Overall - POST</b>	<i>68.65</i>	<i>77</i>	<i>9.59</i>			

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Parent-Infant Activities Overall - PRE</b>	<i>45.3</i>	<i>28</i>	<i>9.18</i>	<i>Yes</i>	<i>0.00*</i>	<i>1.99</i>
<b>Parent-Infant Activities Overall - POST</b>	<i>63.5</i>	<i>28</i>	<i>12.23</i>			

## **XIa. Parenting Practices<sup>10</sup>**

<b>All Participants (Overlapping items)</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Positive parenting practices – PRE</b>	<i>28.15</i>	<i>34</i>	<i>3.63</i>	<i>No</i>	<i>0.55</i>	<i>0.10</i>
<b>Positive parenting practices – POST</b>	<i>27.80</i>	<i>34</i>	<i>3.77</i>			
<b>Negative parenting practices – PRE</b>	<i>3.56</i>	<i>34</i>	<i>1.40</i>	<i>No</i>	<i>0.81</i>	<i>0.31</i>

<sup>10</sup> This instrument was modified from 2008-09 to 2009-10. Some grantees continued using the previous (2008-09) version during 2009-10. Thus, the current analyses were conducted by separately examining all items that were the same (or overlapping) between both versions, and all items that were new to the 2009-10 version of the scale.

All Participants (Overlapping items)	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Positive parenting practices – PRE	28.15	34	3.63	No	0.55	0.10
Negative parenting practices - POST	3.62	34	1.16			

Risk Group Analysis (Overlapping Items)	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Positive parenting practices – PRE	24.50	14	2.28	Yes	0.49	0.04
Positive parenting practices – POST	25.21	14	2.89			
Negative parenting practices – PRE	4.81	16	0.91	Yes	0.01*	0.82
Negative parenting practices – POST	4.06	16	1.06			

### XIb. Parenting Practices

All Participants (New items)	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Positive parenting practices – PRE	11.29	17	1.69	Yes	0.61	0.18
Positive parenting practices – POST	11.59	17	2.09			
Negative parenting practices – PRE	15.04	23	4.15	Yes	0.63	1.26
Negative parenting practices – POST	14.65	23	2.31			

Risk Group Analysis (New Items)	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Positive parenting practices – PRE	9.88	8	0.99	Yes	0.16	0.09
Positive parenting practices – POST	11.13	8	2.53			
Negative parenting practices – PRE	18.90	10	3.07	Yes	0.04*	1.01
Negative parenting practices – POST	15.80	10	1.81			

### XII. Parenting Self-Efficacy

All Participants	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Discipline – PRE	4.25	350	1.10	Yes	0.00*	0.23
Discipline –POST	4.51	350	1.01			
Achievement – PRE	5.23	345	0.86	Yes	0.36	0.05
Achievement – POST	5.27	345	0.65			
Nurturance – PRE	5.15	351	0.89	Yes	0.10	0.10
Nurturance – POST	5.24	351	0.75			
Health – PRE	5.32	355	0.84	Yes	0.02*	0.14
Health – POST	5.44	355	0.66			

Parenting Self Efficacy Overall – PRE	4.97	354	0.76	Yes	0.00*	0.18
Parenting Self Efficacy Overall - POST	5.11	354	0.58			

Risk Group Analysis	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Discipline – PRE	2.81	89	0.33	Yes	0.00*	3.61
Discipline– POST	4.00	89	0.95			
Achievement – PRE	3.91	74	0.82	Yes	0.00*	1.17
Achievement – POST	4.87	74	0.83			
Nurturance – PRE	3.89	92	0.60	Yes	0.00*	1.87
Nurturance – POST	5.01	92	0.75			
Health – PRE	4.38	127	0.68	Yes	0.00*	1.90
Health – POST	5.18	127	0.76			
Parenting Self Efficacy Overall – PRE	3.81	80	0.56	Yes	0.00*	1.51
Parenting Self Efficacy Overall – POST	4.70	80	0.63			

### XIIIa. Raising a Baby based on 08/09 Pretests - 09/10 Posttests

All Participants	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Raising a Baby Overall – PRE	8.62	29	1.61	Yes	0.24	0.38
Raising a Baby Overall – POST	9.21	29	2.51			

Risk Group Analysis	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Raising a Baby Overall - PRE	7.40	15	0.99	Yes	0.05*	2.65
Raising a Baby Overall - POST	8.87	15	3.02			

### XIIIb. Raising a Baby based on 09/10 Pretests-09/10 Posttests

All Participants	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Raising a Baby Overall - PRE	8.36	25	2.55	Yes	0.07	0.36
Raising a Baby Overall - POST	9.32	25	1.91			

Risk Group Analysis	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Raising a Baby Overall - PRE	5.89	9	1.05	Yes	0.02*	1.50
Raising a Baby Overall - POST	8.67	9	2.24			

**XIVa. Resilience based on 08/09 Pretests - 09/10 Posttests<sup>11</sup>**

All Participants	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Resilience Overall – PRE	4.74	899	0.77	Yes	0.00*	0.19
Resilience Overall - POST	4.89	899	0.75			

Risk Group Analysis	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Resilience Overall – PRE	3.60	195	0.64	Yes	0.00*	1.86
Resilience Overall – POST	4.84	195	0.79			

**XIVb. Resilience based on 09/10 Pretests - 09/10 Posttests**

All Participants	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Resilience Overall- PRE	4.75	1975	0.76	Yes	0.00*	0.17
Resilience Overall - POST	4.88	1975	0.75			

Risk Group Analysis	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
Resilience Overall – PRE	3.69	485	0.54	Yes	0.00*	1.43
Resilience Overall – POST	4.46	485	0.86			

**XV. School Performance – Direct School Records**

All Participants	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
GPA on a 4-Point Scale – PRE	2.40	193	1.10	No	0.00*	0.50
GPA on a 4-Point Scale – POST	1.85	193	1.13			

Risk Group Analysis	Mean	N	Std. Deviation	Desired Direction of Change?	Sig.	Effect Size
GPA on a 4-Point Scale – PRE	1.00	55	0.70	Yes	0.00*	1.20

<sup>11</sup> The original source for the modified version of the instrument currently in use is located in:  
Wagnild, G. M., & Young, H. M. (1993). Development and psychometric evaluation of the Resilience Scale. *Journal of Nursing Measurement*, 1, 165-178.

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>GPA on a 4-Point Scale – PRE</b>	<i>1.00</i>	<i>55</i>	<i>0.70</i>	<i>Yes</i>	<i>0.00*</i>	<i>1.20</i>
<b>GPA on a 4-Point Scale – POST</b>	<i>1.80</i>	<i>55</i>	<i>1.15</i>			

#### **XVI. School Performance – Self Report**

<b>All Participants</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>
<b>Self-Reported Reading Grades – PRE</b>	<i>3.13</i>	<i>58</i>	<i>1.10</i>	<i>Yes</i>	<i>0.00*</i>
<b>Self-Reported Reading Grades – POST</b>	<i>3.88</i>	<i>58</i>	<i>0.80</i>		
<b>Self-Reported Math Grades – PRE</b>	<i>2.97</i>	<i>58</i>	<i>1.27</i>	<i>Yes</i>	<i>0.00*</i>
<b>Self-Reported Math Grades – POST</b>	<i>3.74</i>	<i>58</i>	<i>1.02</i>		
<b>Self-Reported School Performance Overall – PRE</b>	<i>3.14</i>	<i>57</i>	<i>1.08</i>	<i>Yes</i>	<i>0.00*</i>
<b>Self-Reported School Performance Overall - POST</b>	<i>3.82</i>	<i>57</i>	<i>0.97</i>		

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>
<b>Self-Reported Reading Grades – PRE</b>	<i>1.75</i>	<i>16</i>	<i>0.45</i>	<i>Yes</i>	<i>0.00*</i>
<b>Self-Reported Reading Grades – POST</b>	<i>3.56</i>	<i>16</i>	<i>0.81</i>		
<b>Self-Reported Math Grades – PRE</b>	<i>1.76</i>	<i>25</i>	<i>0.44</i>	<i>Yes</i>	<i>0.00*</i>
<b>Self-Reported Math Grades – POST</b>	<i>3.44</i>	<i>25</i>	<i>0.96</i>		
<b>Self-Reported School Performance Overall – PRE</b>	<i>1.95</i>	<i>20</i>	<i>0.22</i>	<i>Yes</i>	<i>0.00*</i>
<b>Self-Reported School Performance Overall - POST</b>	<i>3.55</i>	<i>20</i>	<i>1.00</i>		

#### **XVII. Self-Efficacy - Adolescent**

<b>All Participants</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Self-efficacy Adolescent Overall – PRE</b>	<i>3.00</i>	<i>63</i>	<i>0.53</i>	<i>Yes</i>	<i>0.02*</i>	<i>0.25</i>
<b>Self-efficacy Adolescent Overall – POST</b>	<i>3.13</i>	<i>63</i>	<i>0.49</i>			

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Self-efficacy Adolescent Overall – PRE</b>	<i>2.39</i>	<i>19</i>	<i>0.31</i>	<i>Yes</i>	<i>0.00*</i>	<i>1.33</i>

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Self-efficacy Adolescent Overall – PRE</b>	<i>2.39</i>	<i>19</i>	<i>0.31</i>	<i>Yes</i>	<i>0.00*</i>	<i>1.33</i>
<b>Self-efficacy Adolescent Overall – POST</b>	<i>2.80</i>	<i>19</i>	<i>0.41</i>			

### **XVIII. Self-Efficacy Child**

<b>All Participants</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Self-Efficacy Child Overall – PRE</b>	<i>3.96</i>	<i>101</i>	<i>0.49</i>	<i>Yes</i>	<i>0.11</i>	<i>0.18</i>
<b>Self-Efficacy Child Overall – POST</b>	<i>4.05</i>	<i>101</i>	<i>0.56</i>			

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Self-Efficacy Child Overall – PRE</b>	<i>3.35</i>	<i>24</i>	<i>0.22</i>	<i>Yes</i>	<i>0.02*</i>	<i>1.56</i>
<b>Self-Efficacy Child Overall – POST</b>	<i>3.69</i>	<i>24</i>	<i>0.66</i>			

### **XIXa. Social Competence based on 08/09 Pretests - 09/10 Posttests**

<b>All Participants</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Prosocial &amp; Communication Skills Scale - PRE</b>	<i>2.74</i>	<i>18</i>	<i>0.79</i>	<i>Yes</i>	<i>0.01*</i>	<i>1.33</i>
<b>Prosocial &amp; Communication Skills Scale - POST</b>	<i>3.78</i>	<i>18</i>	<i>0.82</i>			
<b>Emotion Regulation Skills Scale – PRE</b>	<i>2.73</i>	<i>18</i>	<i>0.84</i>	<i>Yes</i>	<i>0.00*</i>	<i>1.22</i>
<b>Emotion Regulation Skills Scale – POST</b>	<i>3.76</i>	<i>18</i>	<i>0.63</i>			
<b>Academic Skills Scale – PRE</b>	<i>2.60</i>	<i>18</i>	<i>0.80</i>	<i>Yes</i>	<i>0.00*</i>	<i>1.83</i>
<b>Academic Skills Scale – POST</b>	<i>4.06</i>	<i>18</i>	<i>0.65</i>			
<b>Prosocial &amp; Communication Skills + Emotion Regulation Skills Scale – PRE</b>	<i>2.73</i>	<i>18</i>	<i>0.78</i>	<i>Yes</i>	<i>0.00*</i>	<i>1.31</i>
<b>Prosocial &amp; Communication Skills + Emotion Regulation Skills Scale – POST</b>	<i>3.77</i>	<i>18</i>	<i>0.70</i>			
<b>Social Competence Overall – PRE</b>	<i>2.70</i>	<i>18</i>	<i>0.76</i>	<i>Yes</i>	<i>0.00*</i>	<i>1.51</i>
<b>Social Competence Overall – POST</b>	<i>3.85</i>	<i>18</i>	<i>0.68</i>			



<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
Prosocial & Communication Skills Scale - PRE	2.20	10	0.39	Yes	0.00*	4.54
Prosocial & Communication Skills Scale - POST	3.98	10	0.85			
Emotion Regulation Skills Scale – PRE	2.02	9	0.38	Yes	0.00*	5.45
Emotion Regulation Skills Scale – POST	4.11	9	0.62			
Academic Skills Scale – PRE	2.08	11	0.37	Yes	0.00*	5.71
Academic Skills Scale – POST	4.19	11	0.65			
Prosocial & Communication Skills + Emotion Regulation Skills Scale – PRE	2.12	9	0.37	Yes	0.00*	5.42
Prosocial & Communication Skills + Emotion Regulation Skills Scale – POST	4.12	9	0.49			
Social Competence Overall– PRE	2.08	9	0.32	Yes	0.00*	6.53
Social Competence Overall– POST	4.20	9	0.48			

**XIXb. Social Competence based on 09/10 Pretests-09/10 Posttests**

<b>All Participants</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
Prosocial & Communication Skills Scale - PRE	2.93	33	0.67	Yes	0.00*	2.07
Prosocial & Communication Skills Scale - POST	4.32	33	0.67			
Emotion Regulation Skills Scale – PRE	2.72	33	0.74	Yes	0.00*	1.98
Emotion Regulation Skills Scale – POST	4.18	33	0.65			
Academic Skills Scale – PRE	2.94	33	0.68	Yes	0.00*	2.01
Academic Skills Scale – POST	4.30	33	0.58			
Prosocial & Communication Skills + Emotion Regulation Skills Scale – PRE	2.81	33	0.69	Yes	0.00*	2.07
Prosocial & Communication Skills + Emotion Regulation Skills Scale – POST	4.24	33	0.64			
Social Competence Overall– PRE	2.85	33	0.68	Yes	0.00*	2.09
Social Competence Overall– POST	4.26	33	0.60			

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
Prosocial & Communication Skills Scale - PRE	2.40	16	0.30	Yes	0.00*	7.17
Prosocial & Communication Skills Scale - POST	4.52	16	0.55			
Emotion Regulation Skills Scale - PRE	2.21	19	0.26	Yes	0.00*	8.32

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Prosocial &amp; Communication Skills Scale - PRE</b>	<i>2.40</i>	<i>16</i>	<i>0.30</i>	<i>Yes</i>	<i>0.00*</i>	<i>7.17</i>
<b>Emotion Regulation Skills Scale - POST</b>	<i>4.37</i>	<i>19</i>	<i>0.64</i>			
<b>Academic Skills Scale – PRE</b>	<i>2.38</i>	<i>16</i>	<i>0.28</i>	<i>Yes</i>	<i>0.00*</i>	<i>7.09</i>
<b>Academic Skills Scale – POST</b>	<i>4.36</i>	<i>16</i>	<i>0.48</i>			
<b>Prosocial &amp; Communication Skills + Emotion Regulation Skills Scale – PRE</b>	<i>2.29</i>	<i>17</i>	<i>0.27</i>	<i>Yes</i>	<i>0.00*</i>	<i>7.99</i>
<b>Prosocial &amp; Communication Skills + Emotion Regulation Skills Scale – POST</b>	<i>4.43</i>	<i>17</i>	<i>0.61</i>			
<b>Social Competence Overall– PRE</b>	<i>2.35</i>	<i>18</i>	<i>0.26</i>	<i>Yes</i>	<i>0.00*</i>	<i>7.89</i>
<b>Social Competence Overall– POST</b>	<i>4.40</i>	<i>18</i>	<i>0.54</i>			

**XXa. Things I Have Done – Adolescents based on 08/09 Pretests - 09/10 Posttests<sup>12</sup>**

<b>All Participants</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect</b>
<b>Things I Have Done Overall – PRE</b>	<i>12.17</i>	<i>6</i>	<i>2.86</i>	<i>Yes</i>	<i>0.89</i>	<i>0.06</i>
<b>Things I Have Done Overall – POST</b>	<i>12.00</i>	<i>6</i>	<i>3.58</i>			

**XXb. Things I Have Done – Adolescents**

<b>All Participants</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Things I Have Done Overall – PRE</b>	<i>12.35</i>	<i>31</i>	<i>2.79</i>	<i>Yes</i>	<i>0.45</i>	<i>0.15</i>
<b>Things I Have Done Overall – POST</b>	<i>11.94</i>	<i>31</i>	<i>2.83</i>			

<b>Risk Group Analysis</b>	<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>	<b>Desired Direction of Change?</b>	<b>Sig.</b>	<b>Effect Size</b>
<b>Things I Have Done Overall - PRE</b>	<i>14.50</i>	<i>16</i>	<i>2.19</i>	<i>Yes</i>	<i>0.15</i>	<i>0.63</i>
<b>Things I Have Done Overall - POST</b>	<i>13.13</i>	<i>16</i>	<i>3.14</i>			

**ADDITIONAL RESULTS**

***Invest in Kids***

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<sup>12</sup> The sample size was not large enough to conduct a risk group analysis for the 2008 pretest sample.

Approximately one-third of Invest in Kids (IIK) sites in Colorado receive TGYS funding, and administer the Incredible Years (IY) program. IY is an early childhood social and emotional health program designed to increase children's success at school and home by promoting positive parent, teacher, and child relationships.. Using the Social Competence – Teacher Scale (SCTC), teachers rate the social competence of their students on a number of dimensions including prosocial communication and emotion regulation. Results from IIK students in Montezuma County ( $N = 413$ ) indicated significant, positive change on the SCTC (mean change = 0.81;  $p < .05$ ;  $d = 0.95$ ). The effectiveness of IIK programming is also assessed by Positive Parenting Scales, which measure the increase in positive parenting skills (e.g., appropriate discipline, clear expectations), and the decrease in negative parenting skills (e.g., harsh or inconsistent discipline), among participants. Results from IIK parents in Adams County ( $N = 63$ ) demonstrated positive pre-post change on 4 out of 4 positive parenting skills, and negative, significant pre-post change on 2 out of 3 negative parenting skills. Results from parents in Montezuma County ( $N = 9$ ) indicated positive pre-post change on 4 of 4 positive parenting skills, and negative pre-post change on 3 of 3 negative parenting skills.

### ***Mentoring Services***

Youth Mentoring Collaborative (YMC). The YMC is an inter-grantee collaboration charged with building infrastructure that provides youth mentoring services in Denver. Activities of the YMC include developing best practices in youth mentoring, providing staff training, and guiding the development and practices of future youth mentoring programs. The YMC survey assesses pre-post outcomes on a number of social and school-related constructs. During 2009-10, 65 youth aged 9 and older demonstrated statistically significant pre-post change in the desired direction on *adult social support* (mean change = 0.43;  $p < .05$ ). Though results for all participants did not indicate significant change on any of the instrument's other subscales, moderate effects in the desired direction were demonstrated for *self-esteem* ( $d = 0.23$ ). Risk group analyses ( $N = 24$ ) did yield significant change on multiple sub-scales, including *adult social support* (mean change = 1.55;  $p < .05$ ,  $d = 4.03$ ), *self-esteem* (mean change = 0.70;  $p < .05$ ,  $d = 1.15$ ), *responsibility and decision-making* (mean change = 0.41;  $p < .05$ ;  $d = 0.94$ ), and *school bonding* (mean change = 0.32;  $p < .05$ ;  $d = 0.48$ ). A strong effect in the desired direction was also demonstrated for *social and communication skills* ( $d = 1.58$ ).

Partners Mentoring Association (PMA). Seven out of eight PMA affiliates did receive TGYS-funding. The goal of PMA is to foster socially supportive relationships between youth and their adult mentors to help youth increase bonding to pro-social adults and healthy attitudes about alcohol and substance use, as well as to prevent juvenile delinquency and actual alcohol and substance use over time. PMA currently uses an instrument called the Partners Mentoring Services Effectiveness Index (PMSEI). The PMSEI assesses pre-post outcomes on a number of behavioral and attitudinal scales related to risk and protective factors for substance use and delinquency, as well as measures of actual levels of substance use and delinquency. During 2009-10, 113 youth aged 11 and younger demonstrated statistically significant pre-post change in the desired direction on *bonding to adults* (mean change = 0.47;  $p < .05$ ), *decision-making skills*

(mean change = 0.16;  $p < .05$ ), and *perceived risk of substance use* (mean change = 0.30;  $p < .05$ ). The effect sizes for these changes were moderate ( $d = 0.53, 0.28, 0.27$ , respectively). Participants 12 and older ( $N=54$ ) exhibited statistically significant improvements in *social and communication skills* (mean change = 0.23;  $p < .05$ ;  $d = 0.58$ ), *self-esteem* (mean change = 0.25;  $p < .05$ ;  $d = 0.53$ ), *bonding to adults* (mean change = 0.52;  $p < .05$ ;  $d = 0.59$ ), and *decision-making skills* (mean change = 0.38;  $p < .05$ ;  $d = 0.62$ ). This group also demonstrated decreases in *delinquency* (mean change = -0.28;  $p < .05$ ;  $d = 0.42$ ).

Chaffee County Mentors Survey (CCM). Family & Youth Initiatives is a prevention division within Chaffee County Health and Human Services. The goal of this grantee is to reduce prioritized risk factors and increase safe, healthy and self-sufficient attitudes and behaviors in at-risk and indicated Chaffee County youth and families through evidenced-based programs. Family & Youth Initiative's programs serve over 300 youth and families a year including Chaffee County Mentors. Participants, who were 11 and younger, and participants 12 and older completed different instruments. The CCM survey assesses pre-post outcomes on a number of social and academic related constructs as well as measures of actual levels of substance use and delinquency. Results for participants 11 and younger ( $N = 6$ ) did not indicate significant pre-post change on social communication skills, self-esteem, school commitment, positive adult support, decision-making skills, self-reported delinquency, perceived harm of substance use, or favorable attitudes toward drug use. Though significant change was not found, moderate to strong effects were found in the desired direction, including an increase in *decision-making skills* ( $d = 0.93$ ) and *perceived harm of substance use* ( $d = 0.40$ ). Results for participants 12 and older ( $N = 15$ , depending on sub-scale) also did not show significant pre to post change. However, some sub-scales demonstrated moderate effects in the desired direction, including an increase in *self-esteem* ( $d = 0.51$ ) and a decrease in *favorable attitudes toward drug use* ( $d = 0.43$ ).

### ***Attitudes Towards Deviance (ATD)***

The Attitude Towards Deviance survey is a self-report instrument employed by grantees interested in reducing youth delinquency and redirecting gang-involved youth. It is used to measure feelings toward taking or using things that belong to others, or using personal force or weapons to achieve goals. For this instrument, higher scores are more desirable as they indicate more negative attitudes towards deviant activities (e.g., going for a joyride or attacking someone with a weapon). The sample size was 52 youth, and pre to post change demonstrated a statistically significant increase (mean change = 1.63;  $p < .05$ ). The effect size for this difference was moderate ( $d = 0.52$ ). A risk analysis was also conducted, indicating that 13 youth identified as "at-risk" (those who had lower scores) also showed a significant increase in more negative attitudes towards deviance (mean change = 4.0;  $p < .05$ ). The effect size for these participants was large ( $d = 2.41$ ).

### ***Benchmark Scores for Reading and Math***

Denver Public School District #1 used results of a testing program that yielded benchmark scores in order to assess how well students were progressing toward

proficiency on state standards addressed by the curriculum throughout the school year. Paired *t*-tests could not be conducted for this instrument, because pre- and post-test exams were not identical. Scores for reading and math exams administered to students in September and May were used for this analysis. Students ( $N=141$ ) who participated in the September reading exam scored an average of 57.07 percent of questions correct. Students ( $N=143$ ) who took the September math exam scored an average of 43.56 percent of questions correct. In May, students ( $N=140$ ) who took the reading exam had an average score of 57.27 percent correct, while those who took the math exam ( $N=144$ ) had an average score of 52.95 percent correct.

### ***Colorado Pre-Post Parents as Teachers (PAT) Survey***

Three grantees use the Colorado Pre-Post PAT survey. The primary goals of Parents as Teachers programs are to teach parents how to develop strong bonds with their children, enhance their resiliency and enhance the development of their child's social/emotional, intellectual and motor skills. It measures how parents feel about their own knowledge, confidence, abilities, and involvement as a parent. For this instrument, the sample size was 16 parents, and pre to post change indicated a significant increase (mean change = 12.44;  $p < .05$ ). The effect size for this difference was large ( $d = 0.82$ ). Participants ( $N=8$ ) considered "at-risk" also showed a significant increase in scores (mean change = 21.12;  $p < .05$ ). The effect size for this difference was also large ( $d = 2.70$ ).

### ***Parenting Stress Index (PSI)***

The PSI is a self-report instrument widely used to measure parenting and family characteristics related to child development and functioning. It measures the source of parenting distress, parent-child dysfunctional interaction, and the difficult temperamentally-based behavioral characteristics of the child. The PSI has been significantly correlated with measures of parental neglect and abuse, and attempts to identify parents who are at risk of dysfunctional parenting. Lower scores indicate more healthy parenting attitudes. Sixty-five pre-post matches were included in the analysis of this instrument. Significant decreases in *parental distress* (mean change = -8.61;  $p < .05$ ;  $d = 0.24$ ), *parent-child dysfunction* (mean change = -10.51;  $p < .05$ ;  $d = 0.33$ ), and *total stress* (mean change = -6.94;  $p < .05$ ;  $d = 0.28$ ) were found. Although non-significant, the change from pre- to post-test on the *difficult child* sub-scale was in the expected direction (mean change = -5.26;  $p > .05$ ;  $d = 0.17$ ). The risk analysis included 19 participants. This analysis revealed a significant decrease in *parental distress* (mean change = -20.21;  $p < .05$ ;  $d = 4.03$ ), *parent-child dysfunction* (mean change = -24.53;  $p < .05$ ;  $d = 3.11$ ), *difficult child* (mean change = -25.67;  $p < .05$ ;  $d = 1.95$ ), and *total stress* (mean change = -19.31;  $p < .05$ ;  $d = 0.84$ ).

### ***Colorado Parent & Child Foundation Evaluation Report***

The Colorado Parent & Child Foundation leads the statewide effort to implement two evidence-based early childhood home visitation programs: HIPPY (Home Instruction for Parents of Preschool Youngsters) and PAT (Parents as Teachers). The organization serves as the official state office for these two program models, as designated by the national offices for each model. In this role, the Colorado Parent & Child Foundation

provides Colorado's HIPPY and PAT programs with training, technical assistance, quality and fidelity assurance, evaluation, resource development, replication and start-up assistance, advocacy and leadership.

The Colorado Parent & Child Foundation is a TGYS Intermediary Funding Partner. For the 2009-2010 TGYS program year, the Colorado Parent & Child Foundation and its external evaluation partner, the Center for Education Policy Analysis (CEPA) at the University of Colorado at Denver, worked with HIPPY and PAT sites statewide to evaluate the effectiveness of the programs and its outcomes for families and children served.

HIPPY (Home Instruction for Parents of Preschool Youngsters) is an evidence-based international early childhood home visiting program model with forty years of research. Activities include weekly home visits conducted one-on-one between trained home visitors and parents, monthly parent-child group meetings, and a community resource network to connect families with additional needed services. For the 2009-2010 TGYS program year, data was collected on a sampling of 138 HIPPY families enrolled in all three ages of the curriculum using the HIPPY Parent Survey. There was an increase shown in parent responses of reading a book or story with their child from 62% of parents indicating that they read 2 or more times that week on the pre-survey to 89% of parents indicating they read 2 or more times that week in the age 3 program. In the Age 4 program, 83% of parents indicated that response on the pre and 95% indicated it on the post. In the Age 5 92% indicated it on the pre and 100% indicated it on the post. Parents indicated their confidence level in preparing their child for school with 3% on Age 3 and 2% on the Age 4 reporting "Not Very Confident" on the pre. At the post, all responses were "somewhat confident" to "very confident". There was an increase in the Age 4 responses of parents volunteering in their child's schools from 30% at the pre to 41% at the post and an Age 5 increase from 29% to 40%. This is particularly important as children transition from the home setting into kindergarten. Data on child outcomes was also collected using the Creative Curriculum Developmental Assessment (CCDA). Of the 65 children assessed on the CCDA, 98% had gains of one step or more in each the physical development (gross motor) category and the cognitive development category, 97% had gains of one step or more in each the physical development (fine motor) category and the social-emotional development category, and 96% had gains of one step or more in the language development category. 2009-2010 also marked the first year of a multi-year longitudinal study on the sustained effects of the HIPPY program in the latter school years across a variety of student outcome data. The internal and external review processes to ensure protection of human subjects and the parental consent was obtained, ID matching was accomplished, and the first sets of baseline data was pulled. The study is progressing as scheduled and initial data should be available mid-year.

PAT (Parents as Teachers) is an evidence-based international early childhood home visiting program model with twenty-five years of research. Activities include monthly or bi-weekly home visits conducted one-on-one between certified parent educators and families, monthly parent-child group meetings, annual health, developmental, hearing, and vision screening of age-eligible children, and a community resource network to connect families with additional needed services. For the 2009-2010 TGYS program

year, data was collected on a sampling of 505 PAT families across 16 CPCF TGYS-funded PAT sites using the CEPA Colorado PAT Parent Survey. Results indicate the program is successful in increasing parental confidence (in supporting child learning, knowledge of developmental milestones, interactions to promote development, knowledge of positive parenting practices, use of positive parenting practices, knowledge of parenting resources, knowledge of positive discipline techniques, use of positive discipline techniques, recognition of developmental delays, recognition of vision/hearing/other health problems, and ability to seek help for vision/hearing/other health problems). The results showed statistically significant differences among parents who had participated in the PAT program for one full year or more, versus those who had participated in the program for less than one year (with one exception -the difference among families participating for longer vs. shorter duration were higher among those participating in the program for a longer duration in the area of parental confidence for recognizing vision/hearing/other health delays, but the difference was not statistically significant). With regard to parent-child interaction (such as singing songs, telling stories, reading together, puzzles, letter and math activity, arts and crafts, sports, and chores), parents who participated in the PAT program for one full year or longer reported more frequent engagement in such activity than those who had not been in the program as long, and the difference is statistically significant. Parents who participated in the PAT program for one full year or longer reported higher ratings on average of their child's development in every area: emotional well being, developing social skills, playing with other children, motor skills, language use and early literacy skills. Virtually all parents reported high levels of satisfaction with PAT. 78.3% reporting specific examples of things that they have done differently with their child because of what they learned through PAT, including an expanded variety in parent-child activity, increased patience, healthier snacks, different discipline techniques, consistency, and decreased yelling. In addition to the CEPA Colorado PAT Parent Survey, 53 PAT families from 2 sites using the OMNI Colorado PAT Pre-Post measurement tool demonstrated statistically significant overall pre-post change in the desired direction (mean change = .67;  $p < .05$ ), indicating parents believe their parenting confidence increased overall by the end of the PAT program year (including areas such as knowledge of child development/typical behaviors/brain development; confidence in parenting/setting limits/helping children learn; abilities related to identification of child needs/appropriate response/health and safety; reading and activity interaction and community connectedness).

## **DISCUSSION OF RESULTS**

### ***Pre-Post Change***

Pre-post analyses were conducted separately for the entire sample, and for the risk group on data collected with 20 TGYS-approved measurement instruments. These instruments were chosen to measure the 11 long-term outcomes delineated in the TGYS logic model (Appendix A), which were identified to meet the TGYS goals of reducing youth crime and violence and preventing child abuse and neglect.

- ✓ All Participants. As described earlier, some TGYS instruments were scored by combining all items into an overall score, while others were divided into sub-

scales such that separate scores were calculated by combining groups of items. The results illustrated in Tables I- XX indicate that 80 percent, or 12 out of 15 overall scale scores demonstrated statistically significant mean change in the desired direction. Effect sizes for these changes ranged from 0.11 to 2.09. Of the instruments that were scored by sub-scale, 50 percent, or eight out of 16 instrument sub-scales demonstrated statistically significant mean change from pre- to post-test. Effect sizes ranged from 0.02 to 1.26. The largest effects were demonstrated by the Colorado School Bonding, Conflict Resolution/Self-Control Sub-scale, and Social Competence instruments.

The current analyses of all participants do not definitively answer why some instruments demonstrated unusually large pre-post change. Many grantees that use the Colorado School Bonding Measure have education-focused programs that often provide alternate venues for closely supervised studying or one-to-one tutoring. These kinds of programs often result in steep increases in academic involvement, and could lead participants to feel substantially more invested in school. The Social Competence instrument is completed by the participants' teachers, who may be less prone to social desirability. It is possible that this is a more objective instrument (as opposed to self-report). Thus, the pre-test mean scores could have been more realistic than for some other instruments, leading to more dramatic pre-post differences. On the School Performance – Direct School Records instrument, mean GPA actually decreased significantly from pre- to post-test. The raw data for this instrument was examined to make sure the decrease was a legitimate change, and not a data entry or merging error. Since no errors were identified, several other explanations are possible. It could be that the decline in overall mean GPA was genuine; alternatively, it could be that GPA was reported to grantees in multiple ways by different schools causing imprecise calculations. Moreover, it is difficult to identify the most conclusive explanation for this effect.

- ✓ Risk Group. A risk group analysis was conducted for each TGYS measurement tool. The results indicate that 93 percent, or 14 out of 15 overall scales demonstrated statistically significant change in the desired direction. Effect sizes for these changes were quite large, ranging from 0.63 to 7.89. Sixty-three percent, or 10 out of 16 instrument sub-scales demonstrated statistically significant change from pre- to post-test. Effect sizes ranged from 0.01 to 5.63. The large effect sizes for the high-risk group were again mostly accounted for by the Colorado School Bonding, Conflict Resolution/Self-Control Sub-scale, and Social Competence instruments. Even so, all but one of the overall scales yielded effect sizes larger than 1.0. Beyond reasons previously mentioned, it is possible that the large effects are due in part to participants in the risk group demonstrating lower performance on many of the instruments at pre-test, and thus being in greater need of intervention than the lower-risk individuals.

### ***Recidivism***



The Colorado Criminal Contacts and Re-Offenses survey assesses recidivism for TGYS youth participants already involved in the juvenile justice system. Rates of re-offense are reported at three time points after program entry, including during programming, and at 6 months and 1 year after program exit. The sample size included to calculate re-offense during programming was 359 youth, and the rate of recidivism was 33 percent. The rate of recidivism reported 6 months ( $N = 436$ ) and 1 year ( $N = 27$ ) after program end was 19 percent at both time points. In *the Juvenile Offenders and Victims: 2006 National Report from the Office of Juvenile Justice and Delinquency Prevention* where recidivism was defined as referrals to court after release from incarceration, Colorado's juvenile recidivism rate was 45 percent. Given that the TGYS population included mostly first-time offenders who were involved in alternative programs aimed at reducing recidivism such as Restorative Justice, a rate lower than the statewide rate would be expected.

### ***Limitations***

*Attrition.* Attrition refers to participants leaving a program over time for practical or other reasons, resulting in a decrease in the number of program participants who took post-tests versus those who took pre-tests. Reasons this may occur include the possibility that participants who completed pre-tests did not attend programming on the date of post-testing, chose not to take the post-test, or moved away/left the program during the course of the year. Attrition is normal in longitudinal studies, but can impact results if it occurs in a systematic way. For instance, it is common in youth programming for the participants who are least at-risk to complete a program from start to finish. If this occurs, it is possible for some results to be slightly inflated.

*Social Desirability.* In social science research, there is sometimes a tendency for respondents to reply on self-report instruments in a manner that will be viewed favorably by others. This will generally take the form of over-reporting good behavior (e.g., participants strongly agree that they find their schoolwork interesting) or underreporting bad behavior (e.g., participants respond that they never cheat on exams). Thus, findings derived from self-report instruments should be interpreted with caution.

*No Control Group.* TGYS programming likely contributed to positive significant change in youth and parents as summarized above. However, the use of a pre-post evaluation design that lacks any comparison group does limit the ability to definitively assume that the impact of TGYS programs is the sole reason for change. Events occurring between the first and second measurements might affect the measurement. One such event is the simple process of maturing which takes place in the individual during the duration of the experiment; this may produce changes that are not a result of specific events but of simply growing older.

*Differential Selection.* The selection of the participants determines how the current findings can be generalized. Participants entering a program through court or case-worker referral, or those selected from a small group or one with particular characteristics limits the ability to draw widespread conclusions about how TGYS programming would impact the general population of youth and parents.

*Multiple Program Interference.* If participants are deemed at-risk, they may be targeted for programming in more than one venue (e.g., school, community, etc.). These participants may thus be exposed to more than one program, which would differentially affect the benefit they receive from TGYS programs. Additionally, some TGYS grantees see returning students over multiple sessions or years. In the past, returning participants have been pre-tested along with new participants, which had the potential to inflate pre-test means as described in the Methods section. For the 2009-10 fiscal year grantees were asked not to include returning youth in pre-testing, and to only give such participants a post-test. This procedure was employed to help reduce some of the analytical risks caused by multiple treatment interference.

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

The operation of the TGYS Program was both productive and efficient in fiscal year 2009-10. 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.

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

Five grantee conference calls were conducted to keep grantees up to date on the processes related to the TGYS Program. The agenda included information on the new Contracts Management System, fiscal processes and procedures and evaluation.

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

The TGYS Program implemented a comprehensive monitoring plan this year to ensure grantee programmatic and fiscal compliance. Program monitoring provides an opportunity to learn about the strengths and challenges of each grantee, while identifying areas for technical assistance and issues of concern or non-compliance. The monitoring mechanisms implemented in fiscal year 2009-10 included conducting site visits (one per three-year grant cycle), progress calls (one per year), reviewing annual reports, and checking billing status.

Since the TGYS Board made a three-year commitment to grantees receiving funding in fiscal year 2009-10, the TGYS Program planned to conduct site visits with one-third of grantees for each year of the three-year funding cycle. Site visits utilize the Uniform Minimum Standards assessment tool. The visits are used as both compliance monitoring and an opportunity to connect grantee organizations with resources or other partners as needed. In fiscal year 2009-10, the TGYS Program conducted 47 site visits with grantees. Site visit reports and recommendation letters were documented for each of the

47 visits conducted in fiscal year 2009-10. Grantees received recommendations and requirements, when appropriate, for improving their programs and services.

In fiscal year 2009-10, the TGYS Program required annual progress calls with all grantees. The progress call format is based on questions developed using the Uniform Minimum Standards, created by the Prevention Leadership Council. These calls provide an opportunity to assess how a grantee organization is doing and for grantees to discuss their agency and programs with TGYS staff.

Annual grantee reports for the TGYS Program were due on July 30, 2010, for the 2009-10 fiscal year. Grantees provided process data such as program participants' demographic information, numbers served, counties served, services and activities implemented, and matching fund amounts in these reports. All 94 grantees submitted complete reports in a timely manner. TGYS staff members reviewed all of the reports and followed up in response to questions or concerns.

TGYS grantee organizations are required to bill at least quarterly. TGYS staff members review the billing status of each grantee on a monthly basis in partnership with fiscal staff.

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

From the onset of the first of the three-year grant cycle, TGYS staff have requested that grantee organizations identify their training and technical assistance needs. The top five needs are cultural competency, positive youth development, nonprofit administration, technology, and strategic planning. Due to budget cuts, there were no TGYS Program funds available to implement training for grantees. However, through the Statewide Strategic Use Fund, grantee organizations were able to apply for up to \$2,500 to address capacity building needs. Six TGYS grantee organizations applied and were funded to work with local consultants on topics such as board development, strategic planning and cultural responsiveness.

### **D. Board Engagement**

The TGYS Board was fully appointed during the 2009-10 fiscal year. A list of current board members is available on the TGYS web page at [www.tgys.org](http://www.tgys.org).

Four in-person meetings and three teleconferences were held during the fiscal year.

The board approved the following recommendations for fiscal year 2009-10:

- ✓ The TGYS Board instituted monthly conference calls based on topics relevant to the TGYS Program during months there is not a meeting scheduled. Topics covered on these calls included 2010-11 budget setting, social determinants of health, and the Americorps VISTA Program.

- ✓ The TGYS Board oversaw the request for proposals (RFP) process for an evaluator beginning in 2008-09. An award was made, and then an appeal filed. The appeal was not resolved prior to the end of the 2008-09 fiscal year. The TGYS Board made the final award to CSU for the evaluation contract for the TGYS Program in the 2009-10 fiscal year.
- ✓ The TGYS Board reviewed and approved the four-year State Plan for Prevention, Intervention and Treatment Services for Children and Youth developed by the Prevention Leadership Council.
- ✓ The TGYS Board began the planning process for the 2011 request for applications (RFA) process.

## **E. Prevention Leadership Council**

The TGYS director participated in multiple committees and work groups of the Prevention Leadership Council to further the efforts of coordinating prevention, intervention and treatment services among Colorado state agencies serving children and youth. The TGYS Program is one of the largest funding sources for youth prevention work with a focus on reducing youth crime and violence and preventing child abuse and neglect in Colorado. Due to the scope of the program, there is a strong correlation between the work of the inter-agency Prevention Leadership Council and the TGYS Program in both legislation and in practice.

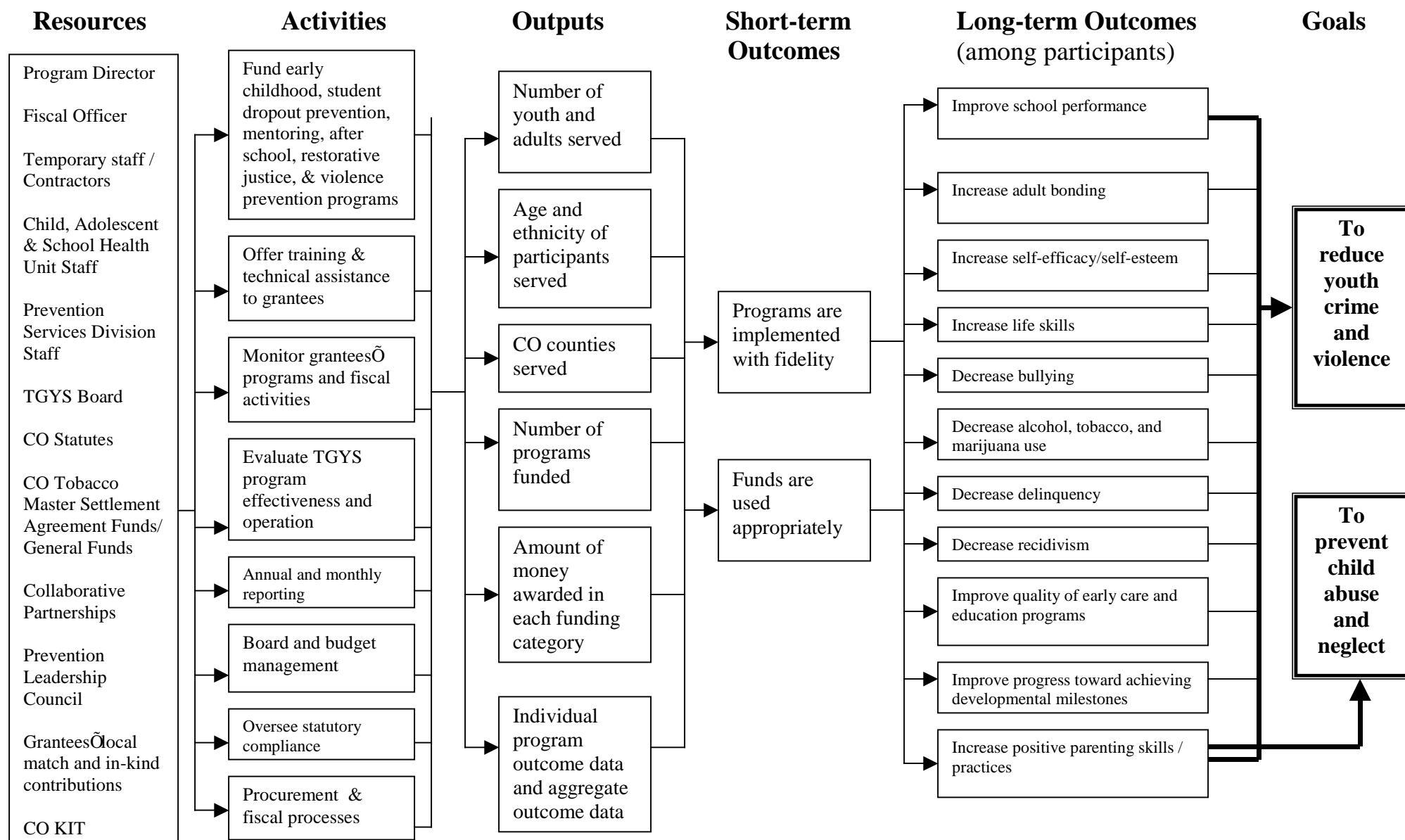
Through participation in the Prevention Leadership Council, the Tony Grampsas Youth Services Program participated in a project to identify local organizations that were being funded by multiple state agencies, albeit for different scopes of work/service provision. After the TGYS General Funds were cut, the Division of Behavioral Health was able to utilize unallocated federal funds to increase their funding to 13 agencies impacted by the TGYS grant reductions, through the grantees' existing contracts with the Division of Behavioral Health.. The funds, totaling \$114,415, assisted these organizations in continuing to fulfill the full scope of work initially developed through their TGYS contracts. This coordination across state-level programs, which was a direct result of participation in the Prevention Leadership Council, helped maintain the provision of much-needed community-based services and provided an opportunity to effectively use unallocated federal funds.

## **F. Staff Capacity**

The TGYS Program was allocated three full-time equivalent staff members for fiscal year 2009-10. One staff position is dedicated to program oversight, one is dedicated to program monitoring and one is dedicated to fiscal and contracting work. With 94 grantees representing 145 agencies and \$4.4 million to administer, it is a continuous challenge to effectively monitor, support and evaluate grantees and their services. Temporary staff was hired throughout the year to provide additional program and administrative support.



## Tony Grampsas Youth Services Program Logic Model





**TONY GRAMPSAS YOUTH SERVICES**  
**2009-2010 Grantees**

**Adams County Foundation/Early Childhood Partnership of Adams County, Westminster:**

The Early Childhood Partnership of Adams County (ECPAC) was founded in 2004 and serves the local early childhood coordinating council for Adams County. The council includes representatives from five school districts, and health, mental health and family support programs. The mission of ECPAC is to enhance early care and education opportunities in Adams County and prevent child abuse and neglect.

**Total Grant:** \$15,456

**Numbers Served:** 63

**Counties Served:** Adams County

**Match Amount:** \$5,072

**Adams County Head Start, Commerce City:** Adams County Head Start (ACHS) is a federally funded program providing comprehensive early childhood education services to families in Adams County. The vision of ACHS is that every child enrolled in Head Start will enter kindergarten with the necessary competencies to succeed in school. ACHS uses the Incredible Years (IY) program to aid in this vision. This curriculum is a set of three separate comprehensive, multi-faceted and developmentally based curricula. These promote emotional and social competence which will help prevent, reduce and treat behavioral and emotional problems in children.

**Total Grant:** \$26,677

**Numbers Served:** 428

**Counties Served:** Adams County

**Match Amount:** \$9,484

**Adams County School District 14, Commerce City:** The Adams County School District 14 has a long history of delivering services to children. Other programs that the school district has been involved in are “Colorado Kids Ignore Drugs” and “Safe and Drug Free Schools”. The Safe School Ambassadors anti-bullying program has a major impact on the “bullying” issue and reduces behavior referrals, suspensions and expulsions. The Protecting Me/Protecting You program is focused on reducing the use of alcohol among District 14 adolescents.

**Total Grant:** \$24,457

**Numbers Served:** 825

**Counties Served:** Adams County

**Match Amount:** \$25,808

**Alternatives for Youth, Inc., Longmont:** Alternatives for Youth has two programs:

1) Clearview Educational Center (CEC) – an alternative transition program for expelled middle and high school students of the St. Vrain Valley School District-- provides academic curriculum, a social development component that focuses on decision making and goal-setting, and parental

support. 2) NorthStar is a partnership between Alternatives for Youth and the St. Vrain Valley School District that provides classes for students at risk of being suspended or expelled as well as students in diversion and probation programs with the goal of keeping kids in school, fostering anger management, conflict resolution and communication skills.

**Total Grant:** \$37,058

**Numbers Served:** 213

**Counties Served:** Boulder and Weld counties

**Match Amount:** \$472,134

**Art from Ashes Inc., Denver:** The purpose of the Phoenix Rising program offered by Art from Ashes (AfA) is to empower marginalized youth by engaging them in poetry workshops that promote self expression, connection with peers and adults, and healthy self-esteem. By promoting the use of language as a means of both self-expression and self-reconstruction, AfA's program enables these young people to overcome their losses and frustrations and create positive social identities from the ashes of defeat and anger.

**Total Grant:** \$22,235

**Numbers Served:** 273

**Counties Served:** Adams and Denver counties

**Match Amount:** \$22,235

**Asian Pacific Development Center of Colorado, Aurora:** The Asian Pacific Development Center's Asian Youth Mentoring Program is a culturally oriented, community-based mentoring program serving Asian American/Pacific Islander at-risk youth ages 11-13. The program provides them an opportunity to participate in a year-long, one-to-one relationship with a caring and professionally trained volunteer adult mentor. The goal of this program is to reduce the incidence of youth crime, delinquent behavior and violence while increasing youth's social resiliency, emotional stability, self-reliance and educational performance.

**Total Grant:** \$42,881

**TGYS Funding:** \$12,527

**SSUF Funding:** \$30,354

**Numbers Served:** 25

**Counties Served:** Adams and Denver counties

**Match Amount:** \$10,000

**Bennie E. Goodwin After -School Academic Program, Aurora:** The Bennie E. Goodwin After School Academic Program provides low-income students with individualized academic instruction while addressing other risk and protective factors in order to prevent them from dropping out of school and thereby avoiding the myriad of crimes, drug use and violence that is associated with dropouts. Program goals are aimed at teaching and building missing foundational skills to at-risk students in sixth through tenth grade who are currently performing a minimum of one year below grade level in either reading or math.

**Total Grant:** \$16,200

**Numbers Served:** 30

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

**Match Amount:** \$16,200

**Big Brothers Big Sisters of Colorado, Denver:** Big Brothers, Big Sisters (BBBSC) serves low-income and at-risk youth between the ages of 7-17 through one-to-one volunteer mentoring services. Through the Community Based Mentoring program youth develop valuable protective



factors such as: adult bonding, learning how to access community resources, increase their enthusiasm toward school and learning, and seeing future opportunities.

**Total Grant:** \$45,209

**Numbers Served:** 81

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

**Match Amount:** \$39,708

**Boulder Community Housing Corporation, Boulder:** The Boulder Community Housing Corporation's Casa de la Esperanza Resident Program provides academic and recreational services to the 32 farm worker families that live at this low-income housing site. The program's goal is to promote higher education along with computer skills and access while providing an alternative to aimless and sometimes destructive behaviors. The Community Action Development Corporation's program, Latino Life Skills, provides services to youth, offering them the knowledge and skills to make healthier life choices so they can become productive members of society. The joint goal of this collaboration is to provide a comprehensive approach to the whole person for each youth and to enhance both academic and social skills to stay in school and make healthy life choices.

**Total Grant:** \$75,956

**TGYS Funding:** \$27,585

**SSUF Funding:** \$48,371

**Numbers Served:** 146

**Counties Served:** Boulder County

**Match Amount:** \$243,572

**Boulder IMPACT of the Mental Health Center Serving Broomfield and Boulder Counties, Boulder:** Boulder IMPACT is a collaborative partnership with Mental Health Center, Social Services, Probation, Community Justice Services and the School Districts who have joined efforts to provide services, treatment and corrective needs for youth at risk--who are in the juvenile justice system—and their families. Boulder IMPACT's B.E.S.T. (Boulder Enhanced Supervision Team) mentoring program provides youth with role models not involved with the juvenile justice system giving youth a unique support relationship that promotes youth safety and reduces incidence of crime and violence in Boulder County.

**Total Grant:** \$26,950

**Numbers Served:** 46

**Counties Served:** Boulder County

**Match Amount:** \$21,511

**Boys and Girls Club of La Plata County, Durango:** Boys and Girls Clubs across the country provide at-risk youth, ages 6-18 year old, with year-round, comprehensive, facilities-based and affordable youth development programs which are taught by trained and experienced youth development professionals. Boys and Girls Clubs of La Plata County offers a safe, educational and recreational environment for youth during traditionally unsupervised hours. The goal of Boys and Girls Clubs of La Plata County is to reduce youth crime and violence by changing behaviors and attitudes, improving decision-making skills and providing youth with a safe, positive place to spend their free time.

**Total Grant:** \$18,690

**Numbers Served:** 89

**Counties Served:** La Plata County

**Match Amount:** \$25,000

**Boys & Girls Clubs of Metro Denver:** Boys and Girls Clubs provide a safe place where kids can advance their education, learn technology skills, be inspired by fine arts, take a turn in the games room or join a team sport. This collaboration of Boys and Girls Clubs supports year-round youth development activities that help young people, especially those from disadvantaged circumstances, to reach their full potential as productive, responsible and caring citizens. Programming is focused in five core areas: Character and Leadership Development, The Arts, Health and Life Skills, Sports, Fitness and Recreation and Education and Career Development. Participants develop improved character, self-efficacy, creativity, cultural awareness, improved academic achievement and empathy for others through a variety of educational, recreational and art activities.

**Total Grant:** \$303,206

**Numbers Served:** 7,866

**Counties Served:** Adams, Alamosa, Arapahoe, Chaffee, Conejos, Denver, Grand, Jefferson, Larimer, Mesa, Moffat, Montrose, Park, Pueblo, Rio Blanco, Rio Grande, Routt and Weld counties

**Match Amount:** \$1,080,797

**Byrne Urban Scholars, Denver:** Byrne Urban Scholars (BUS) is a high school dropout prevention program for disadvantaged, minority youth that seeks to prevent youth crime and violence. Expected outcomes include improved grade point averages, improved self-efficacy and higher graduation rates among at-risk youth.

**Total Grant:** \$22,618

**Numbers Served:** 95

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

**Match Amount:** \$313,315

**Catholic Charities and Community Services of the Archdiocese of Denver Inc., Denver:** With the mission to “help people, strengthen families and build community,” Catholic Charities has worked to provide help and create hope for marginalized and underserved people in Colorado through a wide range of programs. These programs include: homeless and housing services, family and children services, working with developmentally disabled and community outreach services. Youth development programs are provided through the Beacon Neighborhood Centers, focused on building protective factors in youth such as positive adult relationships, positive connections to school, enrichment activities designed to expand their knowledge and experiences and education for parents.

**Total Grant:** \$29,646

**Numbers Served:** 276

**Counties Served:** Denver County

**Match Amount:** \$27,996

**Catholic Charities, Diocese of Pueblo, Inc., Pueblo:** Through this collaboration, Catholic Charities Diocese of Pueblo, Inc. and their partnering agencies serve children 0-8 and their parents who live at or below poverty level in Pueblo and Huerfano Counties. Services include: Bright Beginnings, Parents as Teachers, Parents as Teachers Supporting Care Providers and Nurturing Parenting program. These programs increase awareness of the importance of early childhood and improve the quality of education and parent support systems in the community.

**Total Grant:** \$69,003

**Numbers Served:** 5,178

**Counties Served:** Huerfano and Pueblo counties

**Match Amount:** \$179,788

**Center Consolidated Schools, 26JT, Center:** The purpose of the Center School After-School/Mentoring Program is to provide early intervention and prevention services through the mentoring relationship and after-school programming to at-risk youth. The goals of the program are increased academic performance and school attendance for students involved in mentoring relationships, and a decrease in self-reports of substance abuse.

**Total Grant:** \$16,200

**Numbers Served:** 120

**Counties Served:** Saguache County

**Match Amount:** \$39,355

**Cerebral Palsy of Colorado, Inc., Denver:** Cerebral Palsy of Colorado, Inc's Creative Options for Early Education program is dedicated to providing young children and families with accessible opportunities for greater academic achievement and comprehensive resources for health-related challenges. Program goals focus on preparing parents and children for high academic achievement throughout a K-16 educational system and include: Behavior/Conduct, Health, Nutrition, Literacy/Math and Pro-Social Interactions.

**Total Grant:** \$27,168

**Numbers Served:** 637

**Counties Served:** Adams and Arapahoe counties

**Match Amount:** \$11,842

**Chaffee County Department of Health and Human Services - Family & Youth Initiatives Division, Salida:** Family & Youth Initiatives is a prevention division within the Family & Youth Initiatives Chaffee County Department of Health and Human Services. They provide proven, effective prevention programs that promote healthy behaviors in youth and families with multiple needs in Chaffee County. Chaffee County Mentors and Youth in Action serve children and youth ages 4-15 through the strategies of one-on-one mentoring between adults and youth, and once a week, cross-age peer mentoring between middle school youth and Head Start children in Chaffee County. The goals are to reduce early initiation of problem behaviors, thereby reducing youth crime and violence.

**Total Grant:** \$35,212

**Numbers Served:** 37

**Counties Served:** Chaffee County

**Match Amount:** \$111,958

**City of Aspen Kids First, Aspen:** Kids First is a regional resource center whose goal is to promote high-quality early childhood education and development. The Kids First program includes quality improvement through training and coaching for early childhood providers, and environmental assessments and recommendations for centers and in-home child care providers. The outcomes of this work are higher quality ECE options for at-risk children in Garfield County, safer sites and more skilled and knowledgeable ECE providers who have an exceptional knowledge of child development and how to support it – all factors that will positively impact the risk of child abuse and neglect.

**Total Grant:** \$28,934

**Numbers Served:** 731

**Counties Served:** Garfield County

**Match Amount:** \$42,026

**City of Aurora, Aurora:** The Coalition of Many Providing After School Success is a coalition of agencies working collaboratively to provide after-school programs to youth in Aurora. The after-school activities will help students develop life-skills, conflict resolution skills, creative expression, self discipline and academic skills so they can stay in school and avoid high-risk behavior. The goal is for participants to show a significant improvement in non-violent conflict resolution, school bonding, personal responsibility and self-efficacy.

**Total Grant:** \$132,863

**Numbers Served:** 1,688

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

**Match Amount:** \$292,648

**City of Commerce City, Commerce City:** The City of Commerce City, through the Department of Parks and Recreation, provides services to all youth within Commerce City and in addition, specifically focuses on youth who have discipline and behavioral issues. Programs include boxing instruction, games, billiards, foosball, crafts, teen nights once a month and a Girls Club that includes speakers, self -defense, peer bonding and field trips. The City of Commerce City's goals are to decrease suspension rates and delinquency and increase adult bonding.

**Total Grant:** \$20,360

**Numbers Served:** 775

**Counties Served:** Adams and Denver counties

**Match Amount:** \$56,173

**City of Greeley, Greeley:** The City of Greeley – YouthNet provides numerous services through four programs to Weld County youth through a collaboration of the City of Greeley and the Greeley Dream Team. Each program seeks to find new and innovative ways of building and nurturing assets in their youth participants. The goals of the programs are that youth will refrain from involvement in crime and/or violence due to the skills, assets and nurturing they have received.

**Total Grant:** \$48,755

**Numbers Served:** 462

**Counties Served:** Weld County

**Match Amount:** \$58,501

**Clear Creek Rock House, Idaho Springs:** The Clear Creek Rock House serves youth ages 12-18 by offering a tutoring program, a mentoring program and an after-school program. The tutoring program provides intensive academic support to students at risk of dropping out of school. The goals of the program are to improve students' success in school and decrease drop-out. The mentoring program provides mentors to 25 at-risk youth. Goals include reducing drug and alcohol use, increasing graduation rates, decreasing drop-out rates and reducing crime and violence in Clear Creek County. The after school program offers a variety of pro-social activities for young people every day after school and on Friday evenings. The goal of the program is to provide academic support and positive activities in a rural community that has very few recreational and social opportunities. This helps youth avoid negative social settings and reinforces their involvement in healthy, pro-social activities.

**Total Grant:** \$25,174

**TGYS Funding:** \$9,914

**SSUF Funding:** \$15,260

**Numbers Served:** 76

**Counties Served:** Clear Creek County

**Match Amount:** \$19,450

**Cleo Parker Robinson Dance, Denver:** Based in Five Points, Cleo Parker Robinson Dance (CPRD) has been serving communities of Denver for 38 years. CPRD has successfully operated model after-school programs for 11 years. Through their 26-week cultural enrichment program, youth participate in skill development classes in the artistic concentration of their choice, visual art, writing/poetry, music and movement arts. The goal of the program is to improve coping skills, self-efficacy and critical thinking, thereby reducing the likelihood that youth will engage in substance abuse or criminal behavior.

**Total Grant:** \$29,646

**Numbers Served:** 128

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

**Match Amount:** \$43,800

**Colorado Foundation for Families and Children, Denver:** The Colorado Foundation for Families and Children operates as an intermediary partner for the CASASTART program. CASASTART is an evidence-based model program with eight strategies seeking to simultaneously reduce risk factors and build protective factors. Their program aims to build a strong relationship with the youth and family by “wrapping” the youth in a comprehensive set of services including case management, after school programming, mentoring, academic supports, family support, incentives, juvenile justice intervention (when needed) and positive relationships with community police and school resource officers. CASASTART has demonstrated many positive outcomes including reducing drug and alcohol use, reducing violence and improving school success, adult bonding and family functioning.

**Total Grant:** \$165,157

**TGYS Funding:** \$40,157

**SSUF Funding:** \$125,000

**Numbers Served:** 155

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

**Match Amount:** \$225,237

**Colorado I Have a Dream Foundation, Denver:** Colorado I Have a Dream Foundation (CIHADF) provides cohorts of at-risk youth with long-term comprehensive services designed to reduce youth violence by improving academic performance and enhancing connectedness to caring adults. CIHADF expects program participants to develop long-term relationships with caring adults, improve their academic performance, develop life skills and self-advocacy skills, engage in college-career planning, graduate from high school, attend college or vocational training and ultimately be prepared to sustain themselves in the workforce.

**Total Grant:** \$34,834

**Numbers Served:** 170

**Counties Served:** Adams, Arapahoe, Boulder, Denver, Jefferson, Larimer and Weld counties

**Match Amount:** \$207,340

**Colorado Parent and Child Foundation, Denver:** The Colorado Parent and Child Foundation (CPCF) promotes and supports high-quality early childhood education programs and family initiatives which build parent involvement and school readiness. CPCF serves as the official state office for two evidence-based early childhood home visitation models, HIPPY (the Home

Instruction for Parents of Preschool Youngsters) and PAT (Parents as Teachers), as designated by HIPPY USA and the Parents as Teachers National Center, respectively. The goal of HIPPY is to empower parents as the primary educators of their children by giving them the tools, skills and confidence they need to work with their children on a daily basis in the home. The goals of PAT are to help children develop optimally during the crucial early years of life by building on readiness skills so that children enter school more able to succeed and by supporting parents as their child's first and most influential teacher.

**Total Grant:** \$4449,284

**Numbers Served:** 4,686

**Counties Served:** Adams, Alamosa, Arapahoe, Bent, Boulder, Broomfield, Conejos, Costilla, Crowley, Custer, Denver, El Paso, Fremont, Jefferson, Montezuma, Montrose, Otero, Ouray, Rio Grande, Routt, Saguache, San Miguel, Summit and Weld counties

**Match Amount:** \$2,318,355

**Colorado Volunteers in Juvenile and Criminal Justice doing business as Friends for Youth,**

**Denver:** Friends for Youth has been assisting youth for the past 10 years who are in the juvenile justice and child welfare systems through quality mentoring services. The purpose of Friends for Youth one-on-one mentoring program is to promote positive assets and to divert high-risk youth from entering or journeying further into the juvenile justice system. The goal of the program is to foster healthy relationships and assist youth in successful completion of personal, educational and career goals.

**Total Grant:** \$30,845

**Numbers Served:** 30

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

**Match Amount:** \$26,336

**Colorado Youth at Risk, Denver:** Colorado Youth At Risk's Steps Ahead for Youth program at Manual High School provides intensive mentoring to 40 ninth grade students at risk for dropping out of school. The program begins with a 4-day Launch Course retreat. Students then begin meeting weekly for three hours with their adult mentor and become involved with monthly community workshops. Colorado Youth at Risk expects that 95% of the participating students will still be in school one year later and 60% will increase grades and attendance.

**Total Grant:** \$29,646

**Numbers Served:** 35

**Counties Served:** Denver County

**Match Amount:** \$35,472

**Colorado Youth for a Change, Denver:** For the past three years, Colorado Youth for a Change (CYC) has provided innovative dropout prevention and recovery programs for youth at high risk of dropping out of school due to academic failure and disconnection from the school environment. The program provides tutoring and case management services to their Latino/Latina population. The goal of the West Ninth Grade Dropout Intervention Project is to reduce school dropout by reducing the number of 9<sup>th</sup> grade students failing Algebra at West High School.

**Total Grant:** \$35,582

**Numbers Served:** 122

**Counties Served:** Denver County

**Match Amount:** \$37,766

**Community Challenge School, Denver:** Community Challenge School, a charter school in Denver Public Schools, serves Denver's highest risk students through a unique combination of academic and human services programming. The goals of the Building Peace in the Community Program are improved academic achievement, higher level of school bonding and academic engagement, decreased bullying and suspensions/expulsions, improved behavior, increased self esteem and life skills, high levels of parent satisfaction and support for the school, reduced dropout rate and improved school climate.

**Total Grant:** \$40,808

**Numbers Served:** 235

**Counties Served:** Denver County

**Match Amount:** \$46,815

**The Conflict Center, Denver:** The Conflict Center teaches communication skills, consequences, negotiation and values clarification, and refusal skills. Self esteem is built by helping participants handle daily hassles and conflict effectively. Individuals learn to take concepts and ideas into the real world and translate them into productive, successful, nonviolent actions and behaviors. The goals of The Conflict Center are to address the levels of physical, verbal and emotional violence among youth ages 11-18.

**Total Grant:** \$28,363

**Numbers Served:** 693

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

**Match Amount:** \$23,000

**Crossroads Turning Points Inc., Pueblo:** Crossroads Turning Points is the largest substance abuse prevention, intervention and treatment program in Southern Colorado. Through a collaborative with Fire for the Nations, the goal is to provide education and a safe environment where youth can learn and change their behaviors related to substance abuse and violence. Crossroads Turning Points drug prevention programs serve students who have been involved in the court system or referred by school personnel due to substance abuse. The goal is to reduce substance abuse in students served by 10%. Fire for the Nations is a counseling service that utilizes Functional Family Therapy for youth in their program. The goal for this program is that youth increase their knowledge and skills to reduce violent behavior.

**Total Grant:** \$27,470

**TGYS Funding:** \$10,785

**SSUF Funding:** \$16,685

**Numbers Served:** 500

**Counties Served:** Pueblo County

**Match Amount:** \$29,592

**Delta Montrose Youth Services, Inc. dba Partners of Delta, Montrose and Ouray, Montrose:** Delta Montrose Youth Services, Inc. dba Partners of Delta, Montrose and Ouray (Partners) has been providing mentoring services to youth in Delta, Montrose and Ouray Counties for twenty-one years. All youth in the program are referred by other youth-serving agencies and have been identified as being at risk for behavioral and substance abuse problems. The goal of the mentoring program is to influence positive change in victimized youth and reduce and prevent delinquency and violence by creating structured and supported one-on-one mentoring relationships between these youth and screened and trained adult volunteers.

**Total Grant:** \$33,275

**Numbers Served:** 30

**Counties Served:** Delta, Montrose and Ouray counties

**Match Amount:** \$68,283

**Denver Area Youth Services, Denver:** Denver Area Youth Services' Bryant Street Academy is designed and operated to fit an educational niche for students who, because of learning disorders, behavioral problems, teen pregnancy or the educational disruption from being involved in the foster care or juvenile justice systems, have either been barred from public school or have chosen to dropout. The Academy's goals are to return students to public schools where they can get a high school diploma, to help students earn a GED and to help students improve their social skills and sense of self-efficacy.

**Total Grant:** \$26,864

**Numbers Served:** 135

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

**Match Amount:** \$520,612

**Denver Children's Advocacy Center, Denver:** The Denver Children's Advocacy Center (DCAC) works with Head Start preschools of Rocky Mountain SER/Catholic Charities to implement the Safe from the Start Program in the Sunnyside neighborhood. The program is designed to prevent sexual abuse of children ages 3-5. The goals of the program are to improve educators' knowledge and skills regarding childhood sexuality and sexual abuse and provide them with access to prevention resources; provide parents with the confidence, skills and resources to protect their children from sexual abuse; and teach small children self-protective skills.

**Total Grant:** \$25,594

**Numbers Served:** 119

**Counties Served:** Denver County

**Match Amount:** \$61,003

**Denver Youth Program doing business as Metro Denver Partners, Denver:** Metro Denver Partners has provided at-risk youth with a range of effective prevention and intervention programming since the agency began in 1968. Former gang members seeking to end their own gang involvement started Gang Rescue and Support Project (GRASP) in 1991. GRASP seeks to reduce youth delinquency and redirect gang-involved youth and those at risk for gang involvement.

**Total Grant:** \$31,499

**Numbers Served:** 153

**Counties Served:** Adams, Alamosa, Arapahoe, Broomfield, Denver, Douglas, Fremont, Jefferson, Morgan, Pueblo and Weld counties

**Match Amount:** \$90,776

**Durango School District 9-R, Durango:** The Community and Schools Together (CAST) Coalition brings community and schools together to provide at-risk youth with a comprehensive set of services that are educational, recreational, cultural and job skills/employment focused. The goal of CAST is to increase youth resistance to risk factors of substance use/abuse, academic failure, lack of commitment to school, low neighborhood attachment, violence, crime and cultural bias by building on healthy beliefs and clear standards from parents, teachers, and community members, and strengthening bonds with family, teachers and other adults.

**Total Grant:** \$155,353

**Numbers Served:** 2,562



**Counties Served:** Archuleta, La Plata, Montezuma, Ouray and San Miguel counties

**Match Amount:** \$380,381

**Early Childhood Council of Larimer County, Fort Collins:** This collaborative project will provide services to support protective factors in children and program quality for participating child care programs using Devereux Early Childhood Assessment (DECA), ECE CARES classroom strategies, Qualistar ratings and the school Age Care Environment Rating Scale (SACERS). The goal of this project is to improve the quality of programs and increase protective factors in children in order to reduce the risk of involvement in youth crime and violence for low-income and at-risk children.

**Total Grant:** \$25,112

**Numbers Served:** 573

**Counties Served:** Larimer County

**Match Amount:** \$18,229

**Excelsior Youth Centers, Inc., Aurora:** Excelsior Youth Centers, Inc. provides a residential treatment center for adolescent girls ages 11-18. Excelsior provides services for delinquent Colorado girls giving them the critical skills necessary to reduce their involvement in violent crime, as well as victimization by others. By implementing the Olweus Bullying Prevention program throughout the facility, Excelsior reduces the incidence of violent and criminal behavior for adolescent girls. This program allows girls to learn healthier ways to establish social relationships, avoid relational aggression and eliminate the patterns of violence experienced in their history.

**Total Grant:** \$34,175

**Numbers Served:** 176

**Counties Served:** Adams, Alamosa, Arapahoe, Archuleta, Baca, Boulder, Broomfield, Delta, Denver, Douglas, Eagle, El Paso, Fremont, Garfield, Jefferson, Larimer, Las Animas, Logan, Mesa, Moffat, Montrose, Morgan, Park, Pueblo, Rio Grande, Teller, Washington and Weld counties

**Match Amount:** \$17,416

**Family Advocacy, Care, Education and Support, Denver:** FACES has been providing services to families with young children living in the metro Denver area for thirty-four years. Teen parents and children in foster and kinship care—including those with developmental delays, physical disabilities or mental illness--receive services. FACES Home Visitation Program prevents the occurrence and reoccurrence of child abuse and neglect by strengthening the ability of underserved parents to protect and care for their children.

**Total Grant:** \$15,661

**Numbers Served:** 52

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

**Match Amount:** \$19,212

**Family Visitor Program, Glenwood Springs:** The Family Visitor Program's Home Visitation Program is a parent-to-parent program designed to prevent child abuse and neglect of children pre-natal up to one year. Family visitations are provided to Garfield County parents with maternal risk factors for abuse or neglect and continue for up to two years post birth. Parents are provided with education, case management, support and advocacy services that encourage parenting competencies, positive child growth and development, and family self-sufficiency.

**Total Grant:** \$29,646

**Numbers Served:** 205  
**Counties Served:** Garfield County  
**Match Amount:** \$181,714

**FrontRange Earth Force, Denver:** FrontRange Earth Force's Youth Council provides a year-round opportunity for primarily low-income, youth of color, ages 11-14 to engage in service-learning activities focused on addressing issues they care about in their school and community. In addition to having opportunities to do Earth Force in their classroom, over one hundred students in Denver-area public schools participate in an out-of-school Youth Council that focuses on developing their leadership potential – within both the school and community. The students participate in a series of youth leadership trainings, showcases and a Summer Leadership Institute.

**Total Grant:** \$23,612  
**Numbers Served:** 80  
**Counties Served:** Adams and Denver counties  
**Match Amount:** \$20,084

**Full Circle of Lake County, Inc., Leadville:** Full Circle has 15 years of experience running effective, evidence-based prevention programs in Leadville and throughout Lake County. Full Circle offers comprehensive prevention programs including parent education, a preschool child component, mentoring, immigrant integration and an adolescent program. TGYS funds three of the adolescent programs: Outdoor Leadership Club, Full Circle Girls Group and Latinos Unidos. The goals of the programs are to increase self-efficacy, positive life skills, positive choices and decision making and to decrease substance abuse.

**Total Grant:** \$31,477  
**Numbers Served:** 81  
**Counties Served:** Lake County  
**Match Amount:** \$13,543

**Girls, Inc., Denver:** Girls Inc. Teen Program provides a variety of education enrichment opportunities for adolescent girls who are mostly from underserved, high-risk neighborhoods. These programs augment what they are learning in school, expose them to non-traditional subjects, and provide them with the tools and knowledge to make healthy choices as well as encourage their pursuit of post-secondary education and careers. Girls Inc. has comprehensive classes aimed at increasing protective factors and girls' capacity to make positive life choices in overcoming obstacles such as poverty, teen pregnancy, peer pressure, violence, gender and ethnic discrimination and educational discriminations.

**Total Grant:** \$22,234  
**Numbers Served:** 176  
**Counties Served:** Adams, Arapahoe, Denver, Douglas and Jefferson counties  
**Match Amount:** \$147,825

**Goodwill Industries of Denver, Denver:** Goodwill Youth Services programs connect students to their school, their community and their future. They aim to increase graduation rates and prepare students for the world of work through a classroom-based employability and life skills curriculum, mentoring and individualized job coaching. Goodwill Youth Services School to Work program aims to decrease youth crime and violence by increasing students' connectedness to school.

**Total Grant:** \$59,294

**Numbers Served:** 2,611

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

**Match Amount:** \$115,309

**Grand Futures Prevention Coalition, Granby:** Grand Futures Prevention Coalition focuses on boosting academic success and expanding the competencies of parents and teachers to prevent and address behavior problems in children, reduce conduct problems, reduce negative behaviors at home and increase positive family communication. Grand Futures Prevention Coalition's immediate goals through this program are to increase effective parenting practices and enable young children to experience success in school.

**Total Grant:** \$34,063

**TGYS Funding:** \$14,162

**SSUF Funding:** \$19,901

**Numbers Served:** 272

**Counties Served:** Grand County

**Match Amount:** \$12,098

**Gunnison Hinsdale Youth Services, Inc., Gunnison:** Gunnison Hinsdale Youth Services is partnering with four local partners in Gunnison and Hinsdale counties to provide mentoring, after-school programming, summer programming, restorative justice, juvenile diversion, Bright Beginnings and the Nurturing Parenting Program. The goals of these programs working together are to address the need for substance abuse prevention and child abuse and neglect programs in the Gunnison and Hinsdale county communities.

**Total Grant:** \$86,215

**TGYS Funding:** \$31,264

**SSUF Funding:** \$54,951

**Numbers Served:** 431

**Counties Served:** Gunnison and Hinsdale counties

**Match Amount:** \$200,484

**Hilltop Community Resources, Inc., Grand Junction:** Hilltop's Family First and Tandem Families programs provide services to at-risk youth and their families with the end result of reducing youth crime and violence and preventing child abuse and neglect. Hilltop Community Resources' programs aim to increase parenting skills and the parent/child bond, which will lead to a reduction of child abuse and neglect.

**Total Grant:** \$36,653

**TGYS Funding:** \$14,628

**SSUF Funding:** \$22,385

**Numbers Served:** 464

**Counties Served:** Delta, Mesa and Montrose counties

**Match Amount:** \$10,000

**Hope Communities, Denver:** Hope Communities, Inc. provides low-income housing and support programs in Northeast Denver. The program goals of the STRIVE program are to improve literacy, improve school performance and increase both self-esteem and life skills for the youth involved. The program goals for Run Mother Read/ RISE is for mothers/parents to provide pre-literacy activities to young children, increase positive parenting skills and practices, as well as provide ESL Adult Literacy.

**Total Grant:** \$22,235

**Numbers Served:** 231  
**Counties Served:** Denver County  
**Match Amount:** \$49,265

**Huerfano County Youth Services, Walsenburg:** Huerfano County Youth Services provides three programs that work with youth in Huerfano County. Reconnecting Youth is a school based drop-out prevention program for youth in grades 9<sup>th</sup> – 12<sup>th</sup>; Connect is a non-punitive alternative to suspension and drop-out prevention program for youth in 6<sup>th</sup>-12<sup>th</sup> grade; and CREW (Creative, Righteous, Educated, little Women) is an after school gender specific program for at-risk girls 4<sup>th</sup> – 8<sup>th</sup> grade. The goal is to reach 4<sup>th</sup> – 12<sup>th</sup> grade students with programs that will increase their personal capacity to avoid engaging in destructive behaviors and/or dropping out of school.

**Total Grant:** \$41,468  
**Numbers Served:** 60  
**Counties Served:** Huerfano County  
**Match Amount:** \$15,316

**I Have a Dream Foundation of Boulder County, Boulder:** The I Have a Dream Foundation of Boulder County provides support to low-income, at-risk children through tutoring, mentoring and enrichment activities. The agency provides three programs: an Academic program, a Life Skills program and a Mentoring program. The goal of these programs is for each “dreamer” to graduate with the skills and desire to pursue higher education, a fulfilling career and a commitment toward civic-mindedness.

**Total Grant:** \$45,951  
**Numbers Served:** 240  
**Counties Served:** Boulder County  
**Match Amount:** \$253,632

**Jefferson Center for Mental Health, Wheat Ridge:** Celebrating its 50<sup>th</sup> year, Jefferson Center provides comprehensive mental health care and innovative programs to children and families, adolescents, adults, seniors and individuals with serious mental illness. The ROAD Program was created as a response to a gap in high quality and comprehensive services for young adults dealing with emotional or behavioral issues. The primary goals of The Road are to decrease youth crime and violence and provide youth with the skills necessary to positively transition to adulthood and achieve greater self-sufficiency.

**Total Grant:** \$31,865  
**Numbers Served:** 303  
**Counties Served:** Jefferson County  
**Match Amount:** \$163,443

**Kempe Foundation for the Prevention and Treatment of Child Abuse and Neglect, Denver:** The Kempe Foundation has been recognized for 40 years as a world leader in evaluating suspected victims of maltreatment, developing and evaluating new treatment programs, training professionals and conducting studies to inform public policy. Through the Fostering Healthy Futures (FHF) Program, The Kempe Foundation aims to improve self esteem and self-efficacy, improve mental health function; increase social support, competence and acceptance; and provide a better quality of life for the participants.

**Total Grant:** \$37,732  
**Numbers Served:** 71  
**Counties Served:** Adams, Arapahoe, Denver and Jefferson counties

**Match Amount:** \$272,641

**Larimer County Partners, Inc. doing business as Partners Mentoring Youth of Larimer County, Fort Collins:** The mission of Partners Mentoring Youth of Larimer County is to create and support one-on-one mentoring relationships between positive adult role models and youth, ages 8-17, facing challenges in their personal, social and/or academic lives. Their focus is on prevention and providing at-risk youth with the tools and assets that have been shown to be critical in helping them develop into healthy, well-adjusted adults and prevent or delay the use of violence, substance abuse and other negative behaviors.

**Total Grant:** \$30,034

**Numbers Served:** 26

**Counties Served:** Larimer County

**Match Amount:** \$82,134

**The Link, Thornton:** The purpose of The Link's Alternative to Expulsion program is to prevent referred students from being expelled from school, particularly in 11<sup>th</sup> and 12<sup>th</sup> grades, and to increase the likelihood that they will complete the current school year and will then successfully graduate from high school. Expected outcomes are that expulsion rates will decrease by 60% in 11<sup>th</sup> and 12<sup>th</sup> grades and county-wide high school graduation rates will increase measurably.

**Total Grant:** \$25,940

**Numbers Served:** 83

**Counties Served:** Adams County

**Match Amount:** \$695,000

**Mental Health America of Colorado, Denver:** Mental Health America of Colorado (MHAC) has 55 years of experience coordinating community resources to enhance health and welfare. The purpose of Mental Health America of Colorado's Check your Head program is to reduce youth suicide in Colorado. The goals include helping at-risk youth to turn from despondency to optimism, to positively engage in school and community life and to enhance their self-esteem and sense of purpose.

**Total Grant:** \$43,022

**Numbers Served:** 92

**Counties Served:** Denver and Jefferson counties

**Match Amount:** \$32,000

**Mental Health Center of Denver, Denver:** Established in 1989, Mental Health Center of Denver is the largest community mental health organization in Colorado, serving more than 6,500 of Denver's most vulnerable children, adolescents and adults each year. The Mental Health Center of Denver's goals include: the improvement of children's problem solving and coping skills, broadening their range of strategies for dealing with conflict, increasing parents' knowledge and awareness regarding their children's emotional development, providing new and more functional strategies for parents in parenting their children and promoting school readiness.

**Total Grant:** \$9,044

**Numbers Served:** 80

**Counties Served:** Denver County

**Match Amount:** \$18,429

**Mesa Youth Services, Inc. doing business as Mesa Co. Partners, Grand Junction:** Mesa County Partners continues to expand the Partners One-to-One Mentoring Program and

Restorative Justice Services for juvenile offenders ages 7-17 in Mesa County. The Mentoring program provides life skills workshops; recreational activities and community service opportunities to the matched youth and mentor as well youth on the waiting list. The Restorative Justice Program provides face to face Victim/Offender Mediation (VOM)/Victim Empathy classes to juvenile offenders referred by local law enforcement organizations. These activities provide opportunities for: a formal apology, crime victims to express their feelings directly to the offenders, questions to be answered, and the offender to accept responsibility, agreements restitution and problem-solving skills. The goals of the program are to reduce youth crime and violence and substance abuse.

**Total Grant:** \$44,469

**Numbers Served:** 249

**Counties Served:** Mesa County

**Match Amount:** \$54,900

**Mi Casa Resource Center, Denver:** Mi Casa has over 30 years of experience increasing self-sufficiency for primarily low-income Latinas and youth in Colorado. Mi Casa after-school activities focus on five core areas: academics, leadership, technology, recreation and arts/culture. They are designed to increase academic success and promote safe and healthy decision-making, ultimately leading to a reduction in youth crime and violence.

**Total Grant:** \$37,058

**Numbers Served:** 632

**Counties Served:** Denver County

**Match Amount:** \$167,805

**Mile High Youth Corps, Denver:** Mile High Youth Corps has a 15- year history of providing education and job-training programs for disadvantaged youth and young adults in the metro Denver area. Mile High Youth Corps' YouthBuild program helps low-income; out-of-school urban youth achieve their educational goals, develop job skills, improve their life skills, gain meaningful employment and learn construction skills while building homes for low-income families. The Mile High Youth Corps' Community GED program is focused on helping disconnected young adults achieve their educational goals.

**Total Grant:** \$29,650

**Numbers Served:** 73

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

**Match Amount:** \$21,019

**Montezuma County Partners, Inc., Cortez:** Montezuma County Partners, Inc. is an affiliate of the Partners Mentoring Association which has over thirty years of history and experience helping children and teenagers in need. Since 1991, Montezuma County Partners has provided mentoring services for over 500 at-risk youth. Focusing on youth ages 8-17, this program provides life skills classes and recreational activities, as well as a one-to-one match with an adult mentor. Montezuma County Partners aims to improve school bonding, improve grades, and reduce patterns of violence.

**Total Grant:** \$22,235

**Numbers Served:** 45

**Counties Served:** Montezuma County

**Match Amount:** \$5,000

**Mountain Park Environmental Center, Beulah:** The Mountain Park Environmental Center's Earth Studies program has a proven record of having a statistically significant impact on student's self-esteem and science scores. Focusing on youth ages 10-12 years of age in the Pueblo area, the lessons are participatory and cover science, math, social studies, geography, language arts and physical education. Students collect field data, record observations, complete writing assignments and are rewarded for contributions. The program uses the environment as a catalyst for social change which brings about higher academic performance, improved academic engagement, lower aggression, improved behavior, critical thinking, self-awareness and self-discipline.

**Total Grant:** \$33,352

**Numbers Served:** 1,313

**Counties Served:** Pueblo County

**Match Amount:** \$33,352

**Office of the District Attorney, 5<sup>th</sup> Judicial District:** The Juvenile Diversion Program provides intervention to 1<sup>st</sup> and some 2<sup>nd</sup> time youth criminal offenders to assist in getting these youth back on a constructive path without ending up with a juvenile criminal record. The program serves all eligible youth ages 10 to 18 regardless of race, gender or income level. The program provides services to assist youth in making constructive choices so as to reduce juvenile criminal and violent behavior. As a part of the program, every participating youth is required to pay restitution in some form to the community whether it is in the form of direct restitution to the victim or in the form of community service.

**Total Grant:** \$40,000

**SSUF Funding:** \$40,000

**Numbers Served:** 29

**Counties Served:** Clear Creek, Lake and Summit counties

**Match Amount:** \$118,648

**Parent Pathways, Inc., Denver:** In collaboration with Denver Public Schools and through its Florence Crittenton School (FCS) and Early Learning Center (ELC), Parent Pathways provides critical educational and life skills training as well as physical and mental health support for pregnant and parenting teen mothers and their infant children from metro Denver. The primary goal of FCS is to assure that each teen graduates with a high school diploma, strong life skills and a solid plan for her future. The primary goal of the ELC is to assure that each child reaches the physical, emotional, cognitive and social development levels required for successful entry into their next stage of formal education.

**Total Grant:** \$29,646

**Numbers Served:** 390

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

**Match Amount:** \$30,000

**Park County School District RE-2, Fairplay:** Park County School District RE-2, through the International Parents As Teachers (PAT) program, mitigates negative influences and fosters the strengths of children and families through an array of program services for families of 0-5 year olds in Park County. The goal is for children participating in PAT to demonstrate increased progress toward achieving age-appropriate developmental milestones.

**Total Grant:** \$26,049

**Numbers Served:** 118

**Counties Served:** Park County

**Match Amount:** \$72,375

**Partners in Routt County, Steamboat Springs:** Partners in Routt County's mission is to make a positive difference in the lives of Routt County youth by facilitating one-on-one partnerships between adult volunteers and youth. Their vision is that all Routt County youth will be empowered to live healthy, productive lives, to contribute to their community and to successfully pursue their dreams. The program's outcomes include increased self-esteem, future orientation and attachment scales and decreased delinquency, alcohol, tobacco and drug use.

**Total Grant:** \$29,273

**Numbers Served:** 67

**Counties Served:** Routt County

**Match Amount:** \$43,785

**The Pinon Project, Cortez:** The Pinon Project Family Resource Center has been providing early childhood, youth and family programs in Montezuma County since 1994. Twelve programs through the agency serve over 2,000 families in Southwest Colorado. The multi-agency projects aim to reduce youth crime and violence in Montezuma and Dolores Counties by reducing early and persistent antisocial behavior and increasing social skills. Specifically, The Incredible Years (IY) Program will increase social/emotional life skills, school performance and positive parenting skills/practices while decreasing behavioral and conduct problems in children.

**Total Grant:** \$58,837

**Numbers Served:** 464

**Counties Served:** Delores and Montezuma counties

**Match Amount:** \$85,127

**Project PAVE, Inc., Denver:** Project PAVE has a 22 -year history of service provision for children and youth. It is the only agency in Colorado providing an evidence-based, teen dating violence prevention program and is recognized as the state's expert on the issue by Colorado Coalition Against Domestic Violence. Project PAVE's Teen Dating Violence (TDV) programs aim to increase awareness of TDV and available resources, enhance schools' response to TDV, change adolescent dating violence norms and increase the reporting of TDV victimization.

**Total Grant:** \$20,250

**Numbers Served:** 5,051

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

**Match Amount:** \$4,050

**Project YES, Boulder:** Project YES has been providing services to the Lafayette community since 2000. Project YES works consistently with youth ages 11-18 and provides specific outreach to vulnerable populations such as Latino and/or low-income youth. The goal of the Project YES Youth Center is to provide accessible, positive youth development programming during non-school hours to decrease delinquent and at-risk behavior and support healthy adolescent development and identity formation.

**Total Grant:** \$28,571

**Numbers Served:** 350

**Counties Served:** Boulder County

**Match Amount:** \$6,786

**Pueblo City-County Health Department, Pueblo:** The Pueblo City-County Health Department has implemented health education and outreach services within local schools for the past 15



years regarding the issues of teen sexual health, tobacco use and obesity. The goals of Pueblo City-County Health department are to increase knowledge about health behaviors, health risks and refusal and negotiation skills for middle school youth.

**Total Grant:** \$17,751

**Numbers Served:** 12

**Counties Served:** Pueblo County

**Match Amount:** \$3,456

**Pueblo 60 Schools, Pueblo:** Pueblo 60 Schools' Project Respect is to improve student engagement with school and thereby reduce the number of student dropouts. Project Respect provides intensive school and community-based case management and advocacy services for high-risk middle and high school students attending the Keating Education Center. Community advocates will be on site in the schools; these individuals are community connected and are in regular contact with the students providing advocacy and other support. Project Respect's goals are improved school attendance, improved academic performance and improved behavior.

**Total Grant:** \$44,928

**Numbers Served:** 92

**Counties Served:** Pueblo County

**Match Amount:** \$38,422

**Regional Home Visitation Program doing business as Baby Bear Hugs, Yuma:** The mission of the Regional Home Visitation program is to promote positive parenting, enhance family strengths and prevent various forms of abuse and neglect to infants and children. This parent-to-parent support and education program serves parents of 0 to 3 year olds in nine counties in Eastern Colorado. Trained, culturally appropriate, paraprofessional visitors provide parenting support, education and connection to community resources through home visits and groups support. The program is based upon the Nurturing Parenting Program, an evidence-based program.

**Total Grant:** \$51,749

**TGYS Funding:** \$18,904

**SSUF Funding:** \$32,845

**Numbers Served:** 119

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

**Match Amount:** \$226,354

**Riverside Educational Center, Grand Junction:** The Riverside Educational Center (REC) is a community-oriented program providing after-school support for at-risk youth ages 6-18 who reside in Mesa County. The program offers structured tutoring, homework help and enrichment activities like art, music, science, physical fitness, health, cooking, goal setting and field trips. REC also offers Positive Behavior Support, a program to teach and reinforce positive behaviors with peers, staff and volunteers. The goal of the program is to provide at-risk students an opportunity for academic success and personal growth by providing a safe place to go for homework help and enrichment activities. The program facilitates a communication link between home, school and the student.

**Total Grant:** \$20,011

**Numbers Served:** 98

**Counties Served:** Mesa County

**Match Amount:** \$185,000

**Rocky Mountain Parents as Teachers, Denver:** A school principal founded Rocky Mountain Parents as Teachers in 1989, after researching best-practice programs. He selected PAT because of its demonstrated effectiveness of helping at-risk families prepare their children for school success. Rocky Mountain Parents as Teachers' research-based curriculum teaches parents how to develop strong bonds with their children, enhance their resiliency and enhance the development of their child's social/emotional, intellectual and motor skills.

**Total Grant:** \$22,384

**Numbers Served:** 71

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

**Match Amount:** \$81,597

**Rocky Mountain Youth Corps, Steamboat Springs:** Rocky Mountain Youth Corps' Service Learning and Lifeskills Development Program increases healthy lifestyle behaviors in young people, ages 14-21, through an experiential, service-learning program. The outcomes of this program include increased life skills, increased self-efficacy and self-esteem and increased job readiness through a residential, experiential service-learning and skills development program.

**Total Grant:** \$30,008

**Numbers Served:** 154

**Counties Served:** Routt County

**Match Amount:** \$65,572

**Safehouse Progressive Alliance for Nonviolence, Boulder:** Safehouse Progressive Alliance for Nonviolence (SPAN) is a human rights organization committed to ending interpersonal violence through support, advocacy, education and community organizing. SPAN and Moving to End Sexual Assault have partnered in the development of Peers Building Justice (PBJ). The purpose of PBJ is to reduce relationship violence among Boulder County youth by developing high school student volunteers to become peer educators in a social justice oriented, violence prevention program.

**Total Grant:** \$22,235

**Numbers Served:** 15

**Counties Served:** Boulder County

**Match Amount:** \$4,447

**Save Our Youth, Inc., Denver:** Save Our Youth provides one-to-one mentoring for 450 at-risk youth with the commitment to educational, emotional and spiritual development. The youth are ages 10-18 and have been identified as being at risk of delinquency. Mentors will spend 3 hours each week with their mentee over a one-year period of time. Youth are expected to show improved attendance and academic performance in school, improved relationships with parents and siblings as well as a decrease in delinquent behavior.

**Total Grant:** \$17,781

**Numbers Served:** 52

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

**Match Amount:** \$13,419

**School District #1 Denver Public Schools (Department of Extended Learning), Denver:** TechKnow is an after-school technology curriculum for at-risk 6<sup>th</sup>-8<sup>th</sup> graders. Students will disassemble and reassemble basic hardware components; learn how to install and upgrade

software programs; learn the various uses of the Internet, including how to prevent downloading viruses; and use of standard software and operating systems. After completion of the curriculum, students earn their computer to take home. The goals of this program are to increase academic achievement, improve students' connection and bond to school and reduce the likelihood of dropping out.

**Total Grant:** \$48,725

**Numbers Served:** 164

**Counties Served:** Denver County

**Match Amount:** \$80,000

**Smart-Girl, Denver:** Smart-Girl, a nine-year-old program, provides programming that inspires pre-adolescent and adolescent girls to make smart choices and become confident, capable, self-reliant women. Smart-Girl is a prevention and enrichment program designed to develop emotional intelligence in at-risk preteen girls. The program's goal is to help girls develop and practice the attitudes, skills, and behaviors that will lead to success and self-sufficiency as adults as well as to receive positive outcomes regarding the issues they face today.

**Total Grant:** \$7,302

**Numbers Served:** 208

**Counties Served:** Denver County

**Match Amount:** \$5,000

**Straight Ahead Colorado, Littleton:** Straight Ahead Colorado provides mentoring to juveniles who are incarcerated. Straight Ahead Colorado mentors young males, ages 15-18, residing at Lookout Mountain Youth Services Center, providing services such as Life Skills workshops, opportunities for service to others and recreational activities. The ultimate goal is to reduce recidivism through changed behaviors and to reduce youth crime and violence as a result of forming positive relationships.

**Total Grant:** \$20,124

**TGYS Funding:** \$7,999

**SSUF Funding:** \$12,125

**Numbers Served:** 8

**Counties Served:** Jefferson County

**Match Amount:** \$19,436

**Strong Families, Safe Kids, Grand Junction:** Strong Families Safe Kids, Healthy Steps of Western Colorado Pediatrics Associates and Parenting Partnership of the Mesa County Health Department combine to create a coalition of home visitation professionals that offers in-home education to any resident of Mesa, Delta or Montrose Counties. The purpose of the program is to increase parents'/caregiver's understanding of appropriate child development in the social, emotional, physical and cognitive domains. By empowering parents with necessary skills in these areas, the coalition expects to reduce the risk of child abuse/neglect and help children improve their progress toward achieving developmental milestones.

**Total Grant:** \$74,157

**TGYS Funding:** \$32,177

**SSUF Funding:** \$41,980

**Numbers Served:** 1,878

**Counties Served:** Delta, Mesa, and Montrose counties

**Match Amount:** \$129,000

**Summit County Youth and Family Services, Frisco:** Summit County Government Youth and Family Services--in partnership with Summit School District--provides a continuum of services for preventing student drop out in secondary grades 6-12. The goal of the program is to have students feel connected to school, stay in school, achieve academic success and therefore be less likely to commit acts of crime and violence in the community.

**Total Grant:** \$38,075

**Numbers Served:** 1,457

**Counties Served:** Summit County

**Match Amount:** \$99,204

**Su Teatro Inc. doing business as El Centro Su Teatro, Denver:** El Centro Su Teatro provides an arts education program at the Denver Inner City Parish. The program serves the Parish's La Academia students and will address low academic performance and the dropout rate of Westside youth by fostering student ownership and community and family engagement through culturally-specific art. The program will combine reading, writing and performing arts and will include arts excursions and service learning. The program will improve school performance and increase adult bonding, self-efficacy, self-esteem and life skills.

**Total Grant:** \$22,235

**Numbers Served:** 49

**Counties Served:** Denver County

**Match Amount:** \$28,494

**Teens Inc., Nederland:** TEENS, Inc. serves youth through after-school programs and Chinook West High School (CW), an alternative high school for youth who have dropped out or are at risk of doing so. CW provides youth from 6<sup>th</sup> grade to the age of 21 with programs that increase the likelihood that youth will make healthy choices thus reducing youth crime, violence and dropout rates at Nederland High School. Programs include a constructivist and experiential curriculum combined with emotional and academic counseling, leadership development/risk reduction education workshops and activity planning, a youth employment program, and a free after-school drop-in recreation center and special events program. CW programs attempt to build resiliency, problem solving skills, healthy sense of self, social support, optimism for the future, high academic/behavioral expectations, school connectedness and motivation, and a presence of caring adults.

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

**Numbers Served:** 185

**Counties Served:** Boulder and Gilpin counties

**Match Amount:** \$330,321

**Town of Pagosa Springs, Pagosa Springs:** The Town of Pagosa Springs' Pagosa Springs Juvenile Services Program is the only entity within the community, during the past 14 years, which provides probation and community services to youth, ages 10 through 17, adjudicated by Pagosa Springs Municipal Court for misdemeanors. The goals of the program have remained consistent: to deter recidivism, reduce the occurrence of crime per capita and reduce the use of alcohol and drugs among the youth of our community.

**Total Grant:** \$13,487

**Numbers Served:** 11

**Counties Served:** Archuleta County

**Match Amount:** \$63,415

**The Tree House, Grand Junction:** The Tree House's Kids Kabana program is designed to provide a safe haven for Mesa County youth during the unsupervised hours after school. The program was created as an alternative to the possibility of juvenile delinquency. The goals of the program are reduce substance abuse among adolescents, increase academic achievement, school attendance, extracurricular activities, overall positive student behavior, stronger self-image, positive social development and reductions in risk-taking behavior.

**Total Grant:** \$20,250

**Numbers Served:** 372

**Counties Served:** Mesa County

**Match Amount:** \$22,500

**Urban Peak, Denver:** The mission of Urban Peak is to help young people overcome homelessness and other real life challenges and to empower them to become self-reliant adults by providing safety, respect, essential services and a supportive community. Urban Peak provides wrap around services for homeless, at-risk and runaway youth ages 15-24. Activities at Urban Peak in Denver and Colorado Springs reduce youth crime and violence by building life skills, self-confidence and connections with adult role models.

**Total Grant:** \$92,496

**Numbers Served:** 637

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

**Match Amount:** \$65,506

**Victim Offender Reconciliation Program of Denver, Denver:** The RESTORE Program is a Restorative Justice diversion program for first-time shoplifters referred from Denver County Court, designed to reduce delinquency and recidivism and increase a sense of community and moral order in juvenile offenders. RESTORE's goal is to have less than a 15% recidivism rate (measured by using pre- and post program surveys).

**Total Grant:** \$27,147

**Numbers Served:** 145

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

**Match Amount:** \$31,515

**Whiz Kids Tutoring, Inc., Denver:** Whiz Kids Tutoring is the largest volunteer tutoring organization working with Denver Public School students and has been providing services for over 18 years. The purpose of Whiz Kids Tutoring is to promote resiliency among low-income, minority students through improved literacy and positive character development. Based on past evaluations, students in the program are expected to have higher attendance rates and are expected to improve on reading and math scores between pre and post CSAP tests and surpass the district averages.

**Total Grant:** \$28,643

**Numbers Served:** 668

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

**Match Amount:** \$28,642

**Women's Resource Agency, Colorado Springs:** The Women's Resource Agency provides the InterCept Moms program, an alternative sentencing option to pregnant and teen mothers within the juvenile justice system. The program is a nurturing, youth intervention program that empowers young women to develop the skills and courage to make healthy life choices while

addressing the unique aspects of being a teen mom. The goals of the program are to reduce youth crime and violence and prevent child abuse and neglect.

**Total Grant:** \$17,902

**Numbers Served:** 26

**Counties Served:** El Paso County

**Match Amount:** \$11,800

**YMCA of Boulder Valley, Boulder:** The YMCA of Boulder Valley's Refueling Stations program provides free, drop-in programming for middle school youth in the Boulder Valley School District. Programs are offered both before and after school and staffed by caring adults from the Teen Department of the YMCA of Boulder Valley. The goal of the Refueling Stations is to create free, safe, accessible, comfortable and supportive programs which provide the opportunity for youth to connect with a caring adult and refuel emotionally, socially, physically and intellectually.

**Total Grant:** \$10,125

**Numbers Served:** 518

**Counties Served:** Boulder County

**Match Amount:** \$10,250

**YouthBiz, Inc., Denver:** YouthBiz serves middle school and high school youth at risk of dropping out of school or becoming involved in gangs or other criminal behavior. YouthBiz is expanding its after-school program and opening a satellite program for youth living in Denver's west-side neighborhoods. Outcomes include improved academic performance, increased graduation and college entrance rates, decreased gang activity and decreased substance use.

**Total Grant:** \$35,562

**Numbers Served:** 183

**Counties Served:** Adams and Denver counties

**Match Amount:** \$88,166

**YouthZone, Glenwood Springs:** The YouthZone Pals Mentoring Program began in 1979 and is a community-based mentoring program that connects adult and teen mentors with youth in kindergarten through 8<sup>th</sup> grade in order to increase youth perception of external assets and increase youth resiliency. The program serves youth of both genders and all ethnicities in six rural communities in Garfield County. After one year of participation, youth are expected to feel less exposed to negative emotional pressures, perceive increased support from those outside of their families, realize a stronger relationship with their parents, improve their grades and increase their ability to identify internal assets while identified developmental challenges are reduced.

**Total Grant:** \$23,272

**TGYS Funding:** \$9,437

**SSUF Funding:** \$13,835

**Numbers Served:** 34

**Counties Served:** Garfield County

**Match Amount:** \$4,711