



Colorado Department
of Public Health
and Environment

Tony Grampas Youth Services Program 2010-2011 Annual Report

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Nov. 1, 2011**

Tony Grampas Youth Services Program
2010-2011 Annual Report
Executive Summary

Purpose

The Tony Grampas 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 impacts the overall health of society. Preventing problems that commonly affect youth — physical, emotional or academic — is undeniably an important goal.¹

The following represents the most recent data available and emphasizes a cause for concern in Colorado:

- In 2008, 10,698 Colorado youth were substantiated victims of abuse or neglect.¹
- In 2008, 15.1 percent of Colorado's children were living in poverty—down from 16.3 percent in 2006.²
- In a 2009 survey, 16.7 percent of high school students in Colorado reported carrying a weapon in the past 30 days.³
- Colorado ranks 41 out of 50 states and the District of Columbia in overall quality of early care and education programs for children.⁴
- Colorado spends two and a half times more money on prisoners than on public school students.⁵
- There were 39,876 juvenile arrests in 2009.⁶ To provide context to this data point, there were 530,839 juveniles ages 10-17 in the state of Colorado in 2009.⁷
- Colorado ranks 35 out of 50 states plus the District of Columbia for student support services expenditures.⁸

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

² U.S. Census Bureau, 2008 American Community Survey, Table B17001. Retrieved Sept. 17, 2010 from <http://www.census.gov/acs/www/>

³ 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>

⁴ National Association of Child Care Resources & Referral Agencies (2009). We Can Do Better, NACCRRRA'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>

⁵ 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>

⁶ 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

⁷ Colorado State Demographer's Office, Colorado Department of Local Affairs. Retrieved October 25, 2010, from https://dola.colorado.gov/demog_webapps/pag_parameters.jsf

⁸ 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

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Resource Allocation

The annual Long Bill appropriated \$3,841,275 in Master Tobacco Settlement Agreement (MSA) in fiscal year 2010-11 for the TGYS Program. A decrease in revenue adjusted the MSA amount down by \$65,781. Table 1 summarizes the expenditures by the TGYS Program.

Table 1	Description	FY 2010-11 Amount:
FY2010-11 Long Bill Appropriation:		
	TGYS Tobacco Master Settlement Agreement (MSA)	\$3,841,275
FY2010-11 Long Bill Adjustments to TGYS:		
	Decrease in revenue	-\$65,781
Total TGYS Spending Authority:		\$3,775,494
FY2010-11 Expenditures:		
	Local Agencies	\$3,357,260
	Personnel Services	\$238,946
	Operating (site visit travel, grantee sustainability project, RFA process)	\$17,320
	Program Evaluation by External Evaluator	\$148,331
Total TGYS Expenditures:		\$3,761,857
Reverted Spending Authority:		
	April 20, 2011, Restriction to Spending Authority due to revenue decrease	-10,138
	June 30, 2010 for FY2010-11	-\$62
	Unspent funds from local agencies for FY2010-11 in FY2011-11	-\$3,437
Total Reverted Spending Authority:		-\$13,637

From a total of \$3,841,275 in appropriated funds received by the TGYS Program, the TGYS Board allocated \$3,348,643 to 89 grantees representing 148 local TGYS providers. As required by statute, an additional \$150,000 was allocated for program evaluation to be conducted by an external evaluator, Colorado State University Occupation Health Psychology Department (CSU). An allocation of \$256,175 was designated for personnel services, and \$20,676 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 2010-11, 26 percent of TGYS funds supported early childhood programs, and 25 percent supported student dropout prevention programs.

MSA Information

For fiscal year 2010-11, TGYS expenditures totaled \$3,761,857 (after \$13,637 of MSA funds were returned to the Legislature, \$3,499 of which was an accounts payable reversion in fiscal year 2012 and \$10,138 is due to an April 20th restricted spending authority that is not yet reflected in the state

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COFRS system). Grantee expenditures for fiscal year 2010-11 equaled \$3,357,260 or 89 percent of TGYS funds expended. TGYS grantees contributed \$10,894,853 in matching funds and in-kind support. Remaining expenditures included \$148,331 (4 percent) for evaluation and technical assistance, \$17,320 (less than 1 percent) in operating costs for provider support services and capacity-building initiatives, and \$238,946 (6 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 2010-11, TGYS-funded programs served 49,959 children, youth and parents, in 55 out of 64 Colorado counties. Of this total, 13,231 were children (ages 0-8), 28,512 were youth (ages 9-18), 1,891 were young adults (ages 19-24), and 6,325 were parents.

TGYS-funded programs also served disparate populations in Colorado. The racial/ethnic breakdown of individuals served is as follows: 46 percent White/Hispanic, 35 percent White/non-Hispanic, 9 percent African-American, 2 percent American Indian, 2 percent Asian, and 6 percent Multi-ethnic. According to data from the Colorado Department of Local Affairs for 2010, the racial/ethnic breakdown of children and youth, ages 0-19, in Colorado was as follows: 32 percent White/Hispanic, 60 percent White/non-Hispanic, 4 percent African-American, 1 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 56 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.

Program Monitoring

The TGYS Program implemented a comprehensive monitoring plan in Fiscal Year 2010-2011 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 2010-11 included conducting site visits (one per three-year grant cycle), progress calls (one per year), reviewing annual reports and checking billing status.

The TGYS Program conducted site visits with one-third of the 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 2010-11, the TGYS Program conducted 24 site visits with grantees. Site visit reports and recommendation letters were documented for each of the 24 visits conducted. Grantees received recommendations and requirements, when appropriate, for improving their programs and services.

In fiscal year 2010-11, the TGYS Program required annual progress calls with almost all grantees. Grantees that had received an above standard rating on the Contract Monitoring System were exempt from the progress call. The progress call format is based on questions developed using the Uniform Minimum Standards, created by the Prevention Leadership Council. These calls provide an

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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 June 30, 2011 for the 2010-11 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 89 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 were required to bill at least quarterly. TGYS staff members reviewed the billing status of each grantee on a monthly basis in partnership with fiscal staff.

Evaluation Summary

The evaluation report focuses on the data results obtained during the third 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 measuring 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:

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

Pre-post analyses were conducted on data collected with 21 TGYS-approved measurement instruments. Results demonstrated statistically significant mean change in the desired direction on 57 percent, or 12 of 21 TGYS measurement instruments. It is important to note that 76 percent, or 16 of 21 instruments did demonstrate change in the desired direction, even if change was not statistically significant. It is also worthy to highlight the fact that both youth and parent data established positive movement on outcomes that are closely linked to the TGYS goals of *reduced crime and violence* and *prevention of child abuse and neglect*. Effects established by risk analyses indicate that participants who are most at risk are benefitting strongly from TGYS programming. Moreover, longitudinal analyses yielded a positive outlook on the performance of TGYS-funded programs. Participants experienced consistently positive change on measures of life skills, including Resilience, Life Effectiveness, and Coping Strategies. Data also indicated that youth in general became increasingly bonded to school, and are less likely to participate in bullying over the 3-year period.

Three-Year Summary

Funding

Fiscal year 2010-2011 was the third and final year in a three-year grant cycle approved by the TGYS Board in 2008-2009. From 2008-2011 the TGYS Program allocated \$11,863,486 to 148 local agencies. Due to the elimination of \$1,000,000 from the General Fund and \$300,000 from the Before and After school cash fund during the TGYS 2008-2011 grantee cycle, grantees experienced on average a 35 percent decrease of funding by fiscal year 2010-2011. This decrease in funding resulted in the decrease of the number of children, youth and parents served by TGYS grantees in fiscal year 2010-2011.

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Population Served

From 2008-2011, TGYS grantees served 148,116 individuals. Of those, 126,726 were children, youth and young adults and 21,310 were parents. On average, 52 percent of the individuals served were female and 48 percent were male. The average racial/ethnic breakdown of individuals served is as follows: 49 percent Hispanic, 34 percent White, 9 percent African American, 1 percent Native American, 2 percent Asian and 5 percent Other. At its funding peak, TGYS grantees served 54 out of 64 counties.

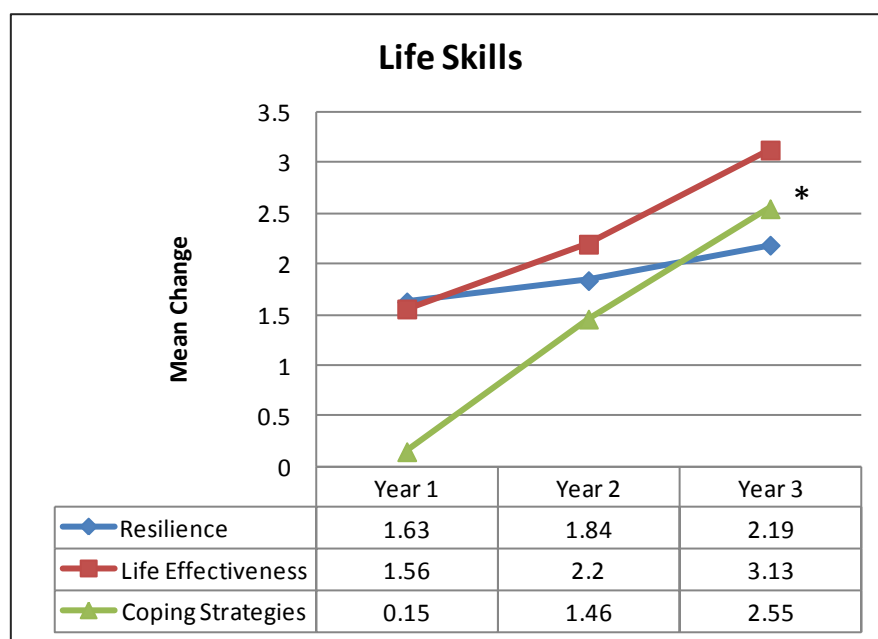
Three-Year Evaluation Analysis

The following analysis was conducted in order to compare pretest-posttest change on some instruments at each year, during the 3-year TGYS grant cycle (2008-2011).

Separate analysis was conducted for each year, and was not meant to ‘follow’ individual participant change over time. Each graph portrays the amount of change on selected instruments that occurred among youth who participated in TGYS programming during at least one of the 3 years, and who completed both a pretest and a posttest that could be matched during a given year.

Analysis was conducted using instruments that represented a range of different types of TGYS outcomes.

Mean Participant Pretest-Posttest Change on Selected TGYS Instruments Years 1 (2008-09), 2 (2009-10), & 3 (2010-11)



Life Skills Matched Sample Size (N)			
	Year 1	Year 2	Year 3
Resilience	1994	1539	750

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Life Effectiveness	1604	1305	1564
Coping Strategies	434	370	331

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 the prevention of youth crime and child abuse and neglect. 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 2010-11, the TGYS Program was appropriated \$3,841,275 in Master Settlement Agreement Tobacco funds.

From the total MSA appropriation, the TGYS Board allocated \$3,348,643 to 148 local TGYS providers. In order to support the 148 TGYS-funded agencies, and effectively administer the \$3.8 million in state dollars, an allocation of \$256,175 was designated for personnel services, and \$20,676 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.

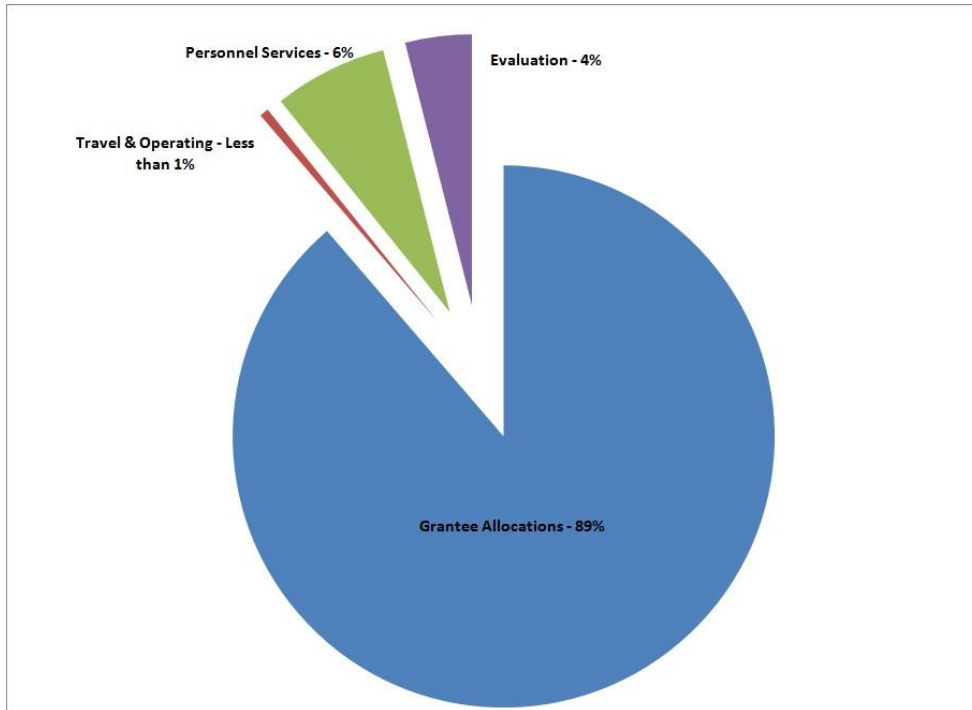


Figure 1: TGYS Resource Allocation for fiscal year 2010-2011

D.MSA and Federal Grant Expenditure Information

For fiscal year 2010-11, TGYS expenditures totaled \$3,761,857 (after \$13,637 of MSA funds were returned to the Legislature, \$3,499 of which was an accounts payable reversion in fiscal year 2012 and \$10,138 is due to a April 20th restricted spending authority that is not yet reflected in the COFRS system). Grantee expenditures for fiscal year 2010-11 equaled \$3,357,260 or 89 percent of TGYS funds expended. TGYS grantees contributed \$10,894,853 in matching funds and in-kind support. Remaining expenditures included \$148,331 (4 percent) for evaluation and technical assistance, \$17,320 (less than 1 percent) for provider support services and capacity-building initiatives, and \$238,946 (6 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 55 counties (Figure 2).

Tony Grampsas Youth Services
Numbers Served
2010 - 2011

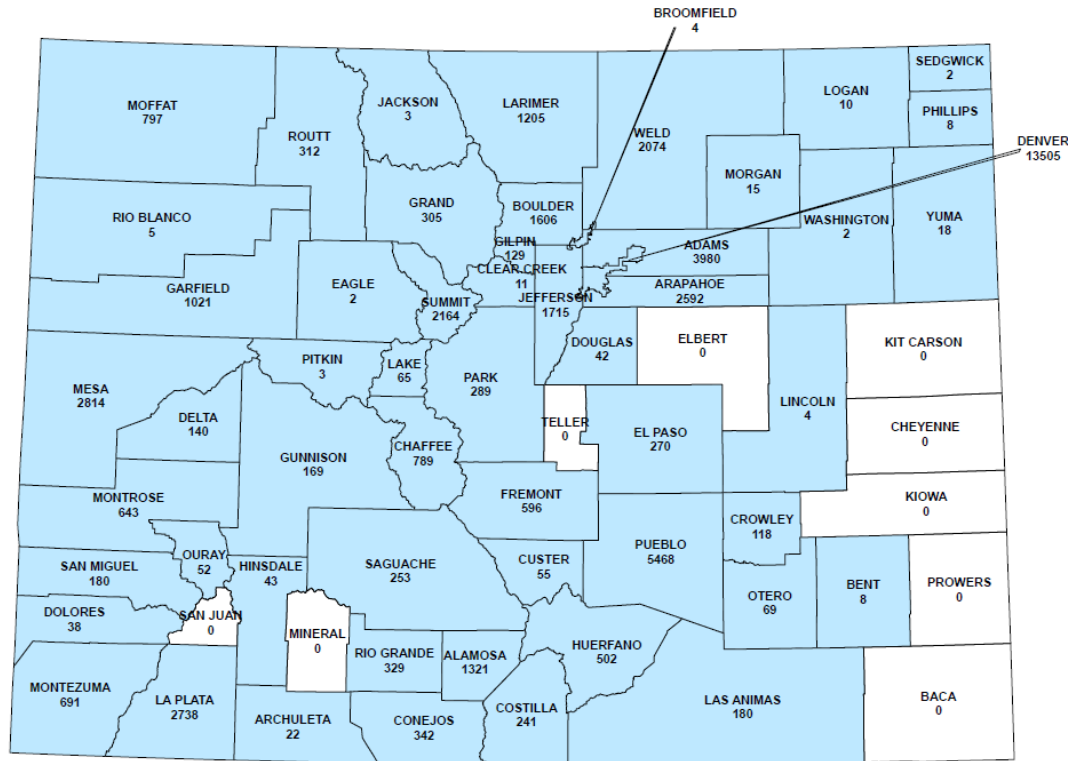


Figure 2. Number of individuals served by TGYS-funded programs, by county

In fiscal year 2010-11, 89 TGYS-funded programs served 49,959 children, youth, young adults, and parents. Of this total, 13,231 (26 percent) of the individuals served were children (ages 0-8), 28,512 (58 percent) were youth (ages 9-18), 1,891 (3 percent) were young adults (ages 19-24), and 6,325 (13 percent) were parents (Figure 3). Of those served, 51 percent were female and 49 percent were male.

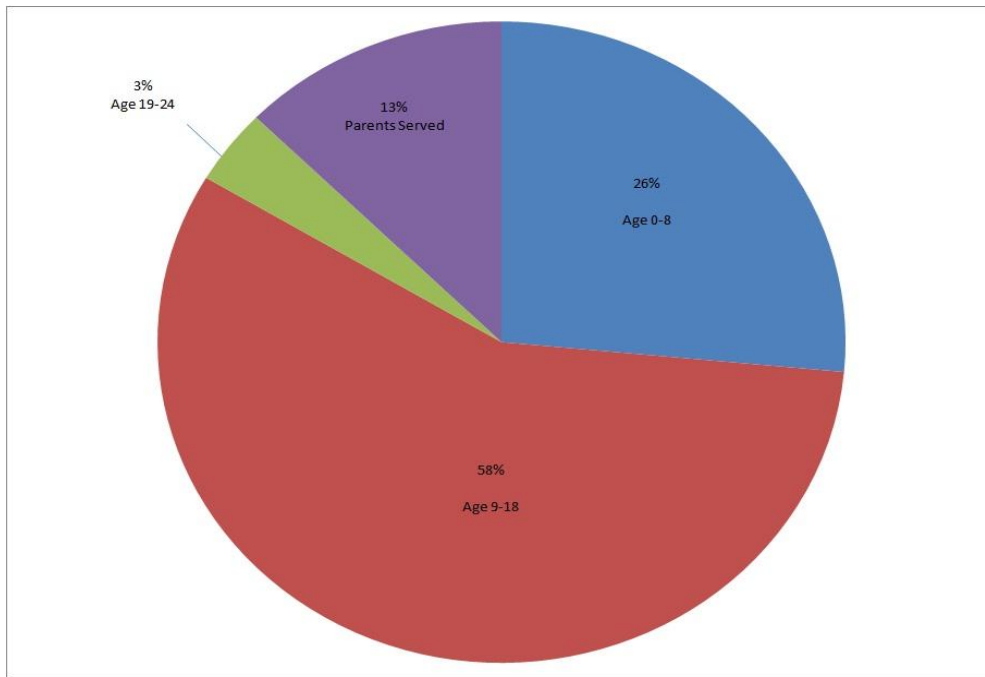


Figure 3. Percentage of children, youth, young adults, and parents served by the TGYS Program

The racial/ethnic breakdown of individuals served is as follows: 46 percent White/Hispanic, 35 percent White/non-Hispanic, 9 percent African-American, 2 percent Native American, 2 percent Asian, and 6 percent multi-ethnic. According to data from the Colorado Department of Local Affairs for 2010, the racial/ethnic breakdown of children and youth, ages 0-19, in Colorado was as follows: 32 percent White/Hispanic, 60 percent White/non-Hispanic, 4 percent African-American, 1 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.

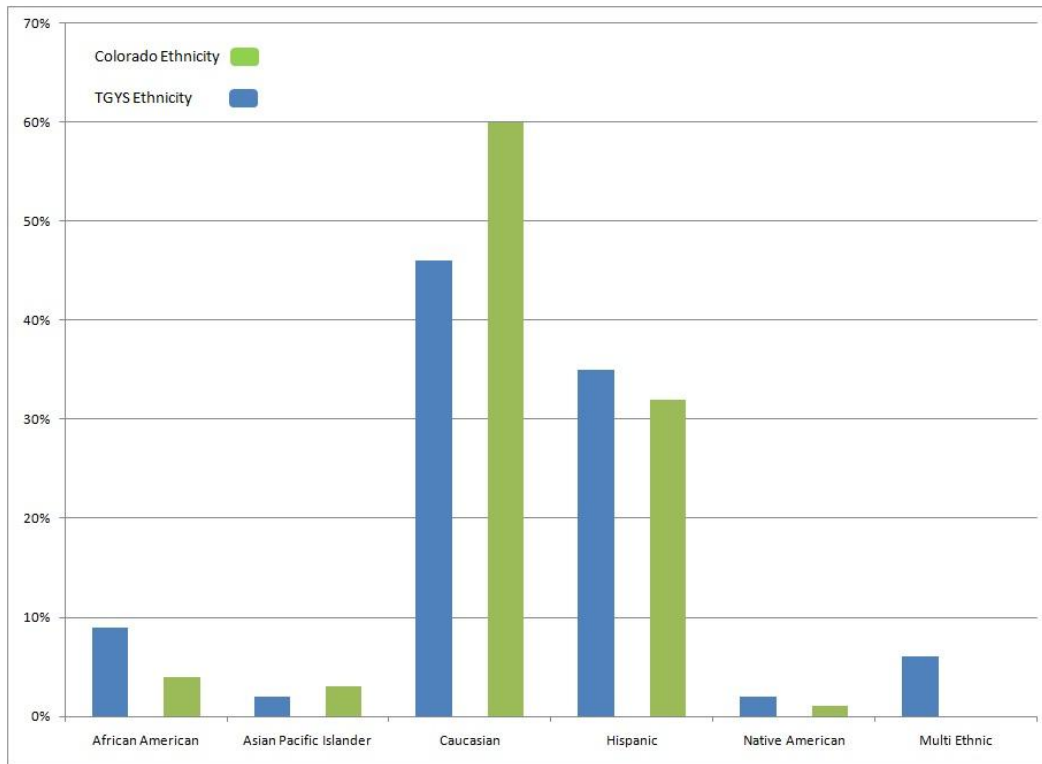


Figure 4. Percent race/ethnicity of children and youth served by TGYS-funded programs in comparison to the Colorado population of children and youth

Grantees reported that 56 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 2010-11, the TGYS Program funded 148 programs, through 89 contracts, for a total of \$3,357,260. TGYS grantees contributed \$10,894,853 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 2010-11, 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.

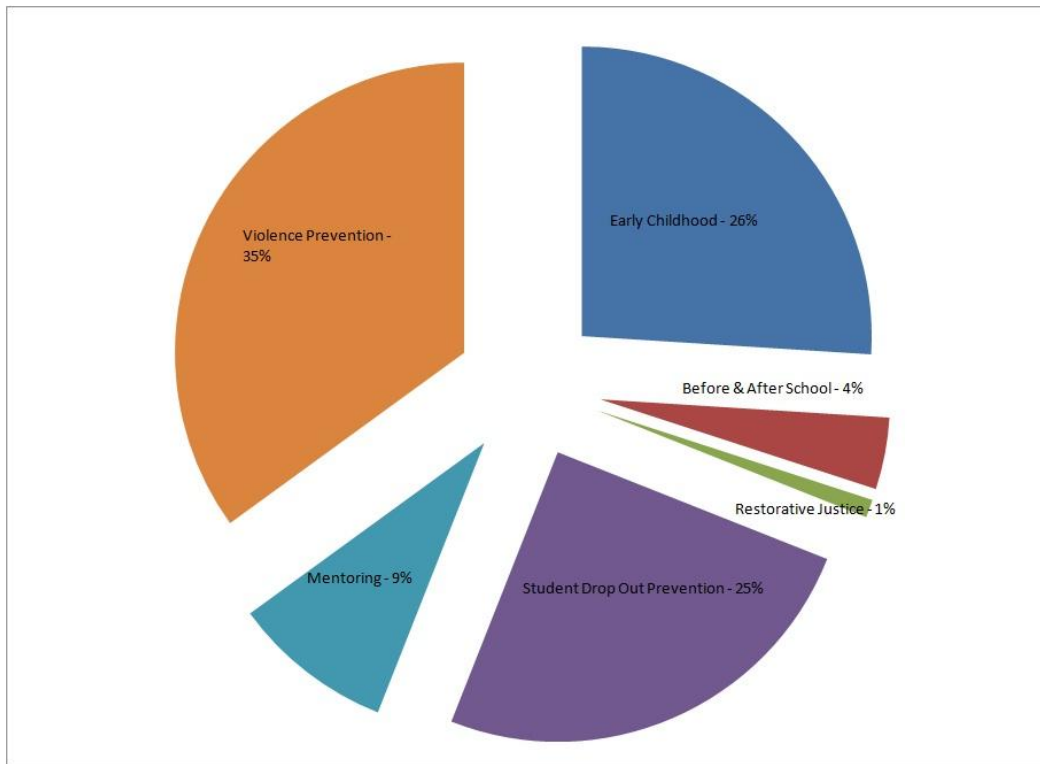


Figure 5. TGYS funding categories by percentage of total funding.

Early Childhood Programs

According to the Colorado Department of Human Services, 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 was 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.
- In 2008, there were 10,698 substantiated cases of abuse and neglect.
- Colorado ranks 41st out of the 50 states and the District of Columbia in overall quality of early care and education programs for children.

TGYS-funded early childhood programs reduce child abuse and neglect by serving children younger than nine 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 and literacy programs. Early childhood programs received 26 percent of fiscal year 2010-11 TGYS funds, totaling \$892,354. Services were provided for a total of 16,347 participants, 10,482 children ages 0-8 and 5,865 parents. Participants' race/ethnicity is shown below (Figure 6).

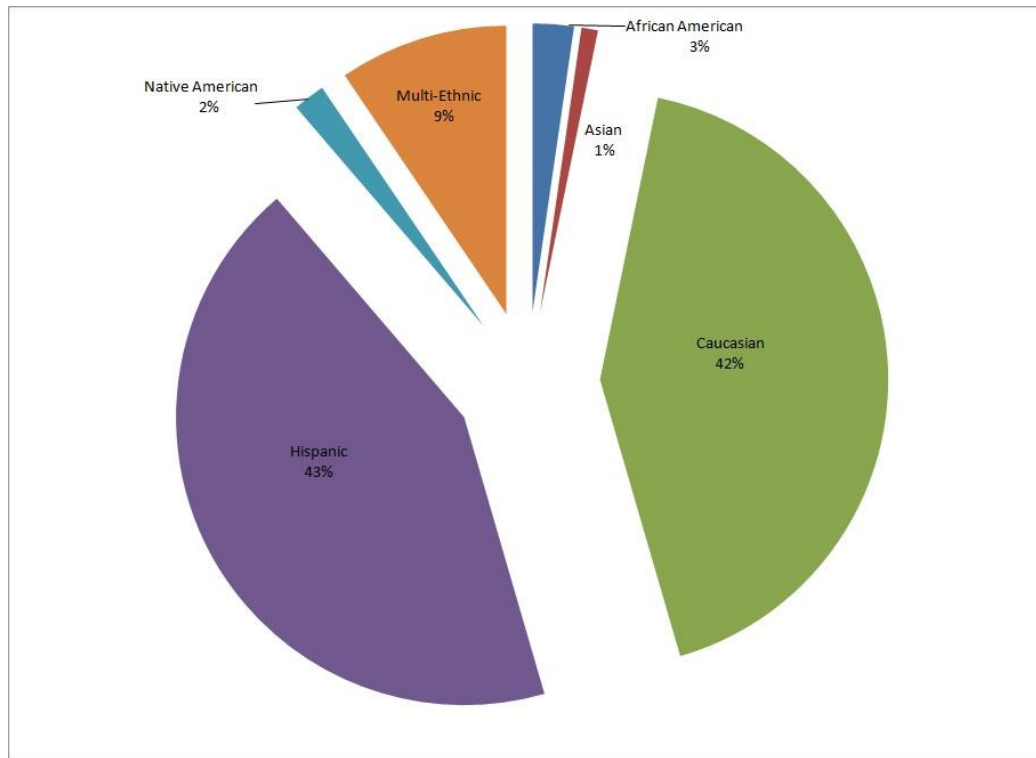


Figure 6. Percent of TGYS participants served by early childhood programs by race/ethnicity.

Student Dropout Prevention Programs

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

- During the 2009-2010 school year, the dropout rate for Colorado was 3.1 percent, which is an improvement from the previous school year, when it was 3.6 percent.
- 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 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 25 percent of fiscal year 2010-11 TGYS funds, totaling \$816,473. Services were provided to 11,163 students, with 11,099 youth ages 9-18 and 64 parents. Participants' race/ethnicity is displayed below (Figure 7).

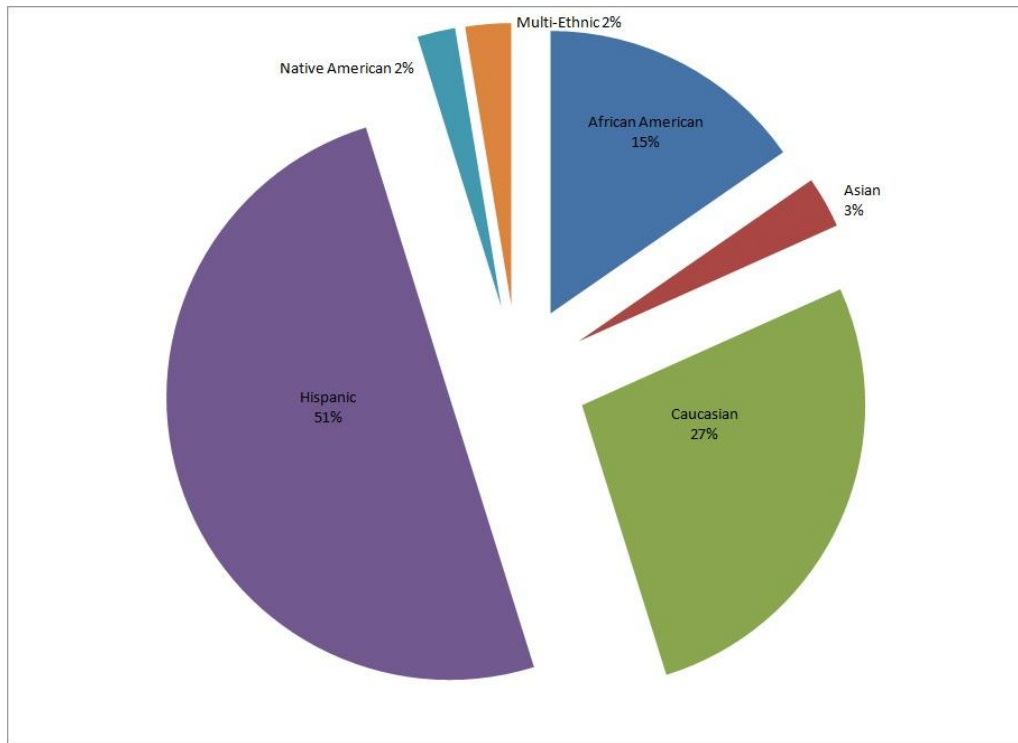


Figure 7. Percent of TGYS participants served by student dropout prevention programs by race/ethnicity.

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 2010-11 TGYS funds, totaling \$289,170. Services were provided for a total of 695 youth, of which 76 were children ages 0-8, 617 were youth ages 9-18 and 2 were young adults ages 19-24. Participants' race/ethnicity is shown below (Figure 8).

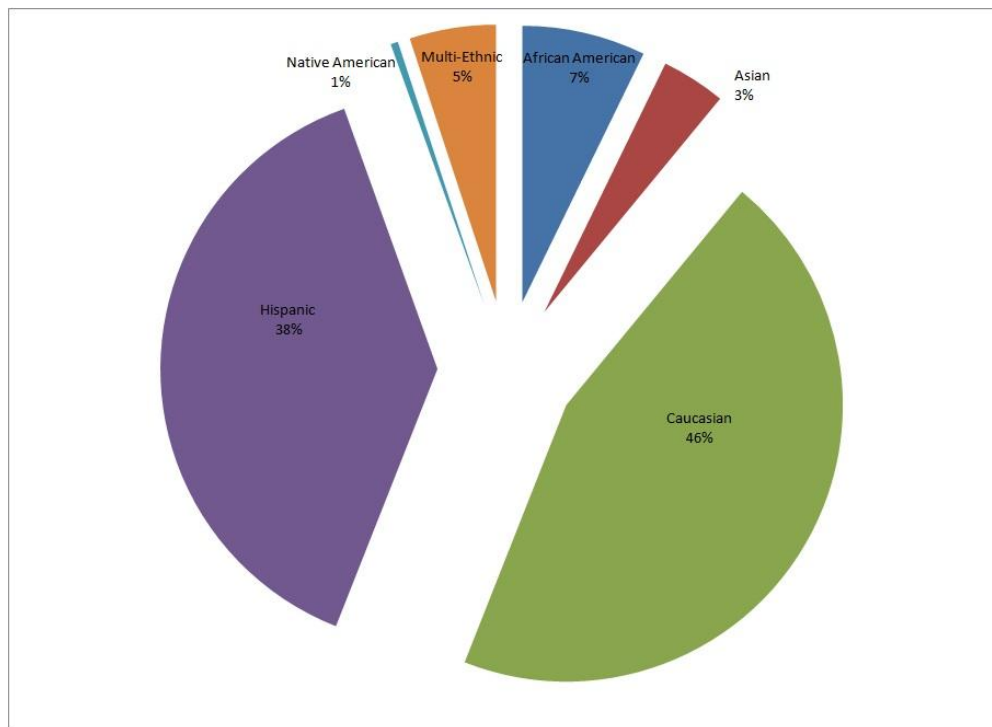


Figure 8. Percent of TGYS participants served by mentoring programs by race/ethnicity.

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 4 percent of fiscal year 2010-11 TGYS funds, totaling \$122,584. Services were provided for a total of 3,234 youth, all of whom were ages 9-18 years old. Participants' race/ethnicity is shown below (Figure 9).

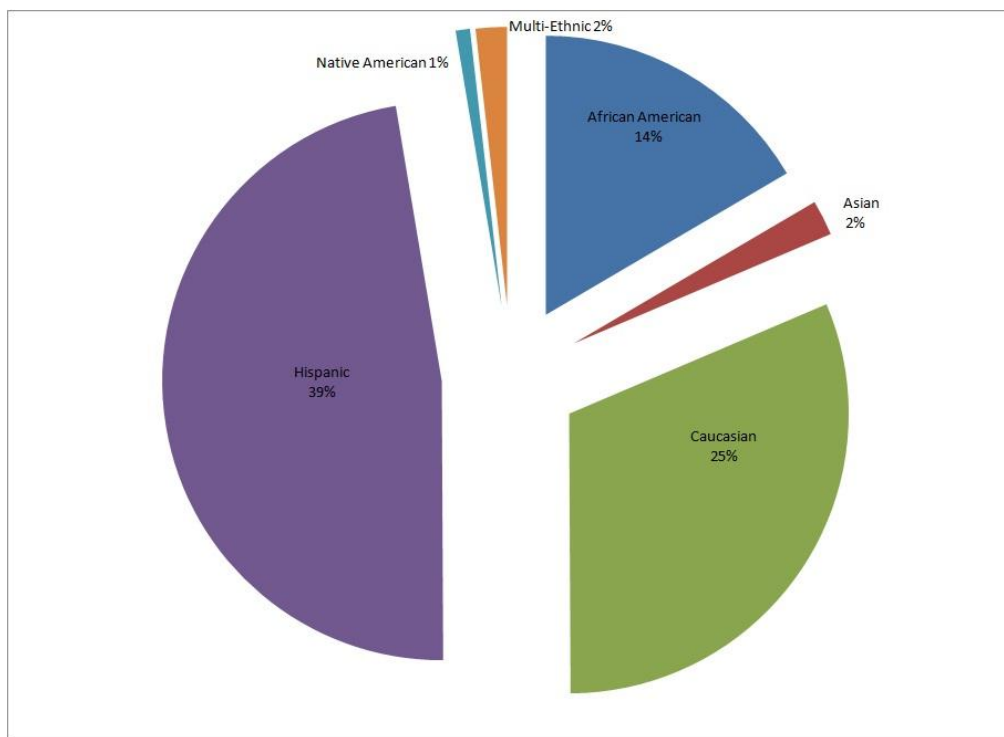


Figure 9. Percent of TGYS participants served by before- and after-school programs by race/ethnicity

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 Prevention 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 agencies 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 one percent of fiscal year 2010-11 TGYS funds, totaling \$39,312. Services were provided for a total of 259 youth, all of whom were ages 9-18 years old. Participants' race/ethnicity is shown below (Figure 10).

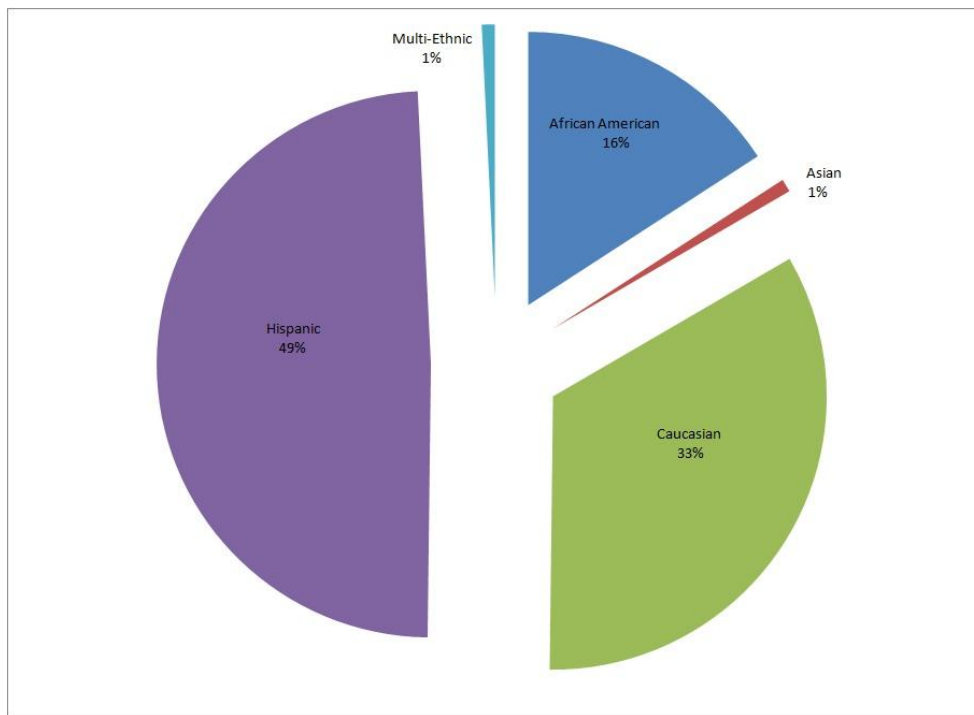


Figure 10. Percent of TGYS participants served by restorative justice programs by race/ethnicity.

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, life skills education, leadership development and employment training programs. Violence prevention programs received 35 percent of fiscal year 2010-11 TGYS funds, totaling \$1,156,123. Services were provided to 17,865 participants, 2,673 were children ages 0-8 years old, 13,696 were youth ages 9-18 years old and 1,496 were young adults ages 19-24 years old and 348 were parents. Participants' ethnicity is shown below (Figure 11).

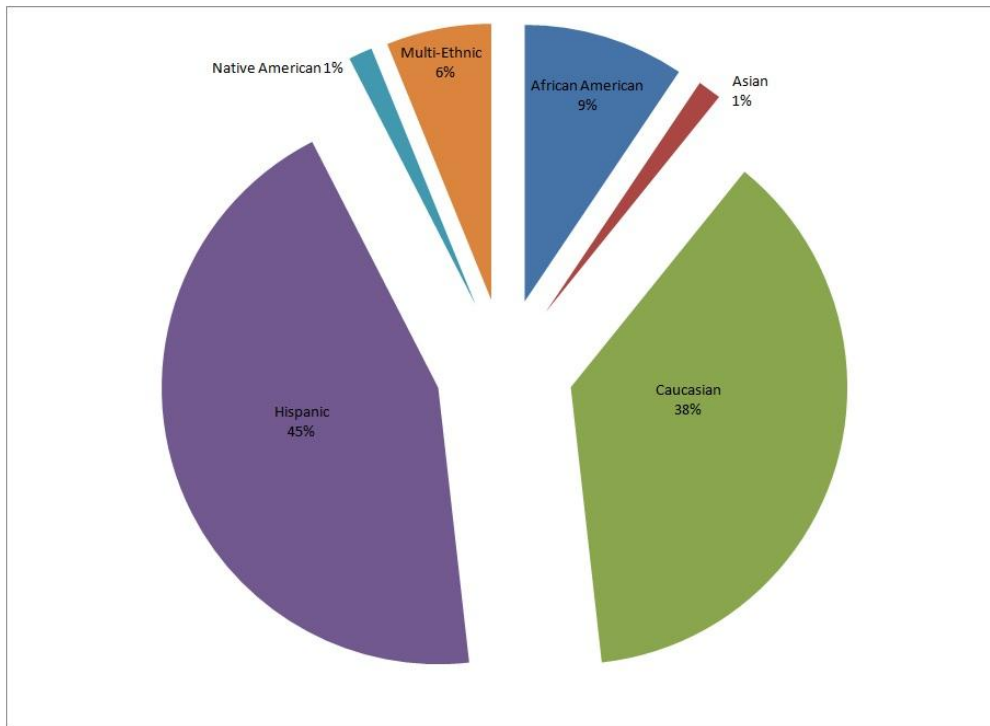


Figure 11. Percent of TGYS participants served by violence prevention programs by race/ethnicity.

II. EVALUATION REPORT

This chapter contains the data results obtained during the second year of the 2008-2011 Tony Grampsas Youth Services (TGYS) Program's funding cycle. The evaluation of TGYS programming is designed to align with TGYS' primary goals to 1) reduce youth crime and violence and 2) prevent child abuse and neglect. Providing the following evaluation results helps grantees to verify program impact on youth and parents, to identify program strengths and weaknesses in order to improve program implementation and delivery, and to use the results to promote services in the community. Data results will also be instrumental for program planning at the state level. Results are utilized to facilitate thinking about the efficacy of the TGYS program, including its goals and whether these goals are met.

During the 2010-11 fiscal year (FY), TGYS 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 these sites to sample the appropriate number of program participants.

Overall, 49,959 individuals were served through the TGYS program in FY 2010-11, and TGYS grantees successfully obtained *matched* evaluation data on approximately 5171 participants from 97 agencies. It is important to note, that participants whose surveys contained missing data were not included in the following analyses, because these missing values are read as zeros and would thus

misrepresent pre- and posttest averages. As such, the number of participants with matched data represents 66% of all submitted pre- and posttests. This number also represents some overlapping participants, due to the fact that some agencies use multiple measurement instruments.

The TGYS Program fulfills requirements of the §25-20.5, C.R.S. by providing the necessary infrastructure for TGYS grantees to participate in the larger statewide evaluation of prevention services led by the Prevention Leadership Council. The statute mandates the coordination and streamlining of state processes related to prevention services for children and youth, including outcome evaluation. 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.

METHODS

Technical Assistance

CSU provided technical assistance to TGYS grantees for participation in the TGYS evaluation. 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.
- The CSU technical evaluation team conducted 34 grantee site visits outside of the Denver area during the summer of 2010. These visits provided helped the team gain a more in-depth understanding about each TGYS-funded program, evaluate whether measurement tools optimally assessed desired outcomes delineated in the TGYS logic model, and identify and help grantees address actual or potential barriers to effective program implementation.
- A toll-free number provided a centralized number 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 7th of each month that communicated best practices, as well as lessons learned during the month.
- A website (<http://csuohp.org/>) was available to grantees that provided contact information, copies of available TGYS instruments, training materials, 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 made available. 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 outcome measurement instruments/surveys, grantees were able to download samples and order forms from the CSU website described above. All orders were shipped within 7 days and shipping details for each order were recorded in the database. Grantees were also provided the option for online data submission during the 2010-11 FY.

- 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, evaluation plan development training was created by CSU for inclusion in the request for proposals for the 2011-14 grant cycle. This training was made available in order to assist prospective grantees with writing proposals and preparing for evaluation should they be funded.

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 likely 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 a 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 whatever happened in between (e.g., the TGYS program). Because each person has his or her own control, there is less within person 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 in the samples.

Some TGYS instruments are scored by combining all items, or questions, into an overall score, while others are divided into subscales such that separate scores are calculated by combining groups of 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 subscales (Perceived Relevance of School Work, Enjoyment of School, Effort in School, and Educational Aspirations). Other instruments, such as Conflict Resolution, have subscales that cannot be logically collapsed into an overall score (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 subscale and overall mean, or by just subscale mean where appropriate.

Selected analyses were also conducted paying attention to the most at-risk participants. Some participant samples or measurement tools may exhibit higher scores in the pretest for various reasons, including the desire to look positive, 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 pretests wherein participants score higher on pretests and subsequently show little or no

change at post-test. When scores start out unrealistically high in the pretest, 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 pretest 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 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. These analyses were conducted on instruments that yielded enough matched pre-post data to draw reasonable conclusions from 25 percent of the sample.

During grantee phone conferences during year two of the grant cycle, it was determined that many grantees have participants who return to programming for multiple years. These grantees were instructed not to include returning youth in pretesting. Collecting pretest data from people who have already been exposed to programming has the potential to artificially inflate pretest means, thus making it more difficult to see significant mean change at post-test. Thus, results include analysis of pre- and posttests completed by both new (2010-11), and returning (2009-2011) participants where possible.

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 reports 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).

RESULTS FOR FISCAL YEAR 2010-2011

Representative Demographics

Figures 1 and 2, below, provide information on the gender, grade level, and race/ethnicity of TGYS youth who completed pretests for the 2010-11 FY. Many agencies use multiple measurement instruments. To obtain a representative estimate and avoid counting participants more than once, demographic estimates were calculated by using data from the most widely used measurement instruments that did not include responses from overlapping participants (i.e., the Resilience and Life Effectiveness instruments). The total number of individuals (*Males* = 47.3 %; *Females* = 52.7 %) represented in the both figures is 2,273.

Our representative estimate of ethnicity of youth served by TGYS programs differs from the ethnic breakdown of all children and youth, ages 0-19, in Colorado (recorded by the Colorado Department of Local Affairs in 2010 as 32% white/Hispanic, 60% white/non-Hispanic, 4% black, 1% American Indian, and 3% Asian). In particular, a larger percentage of Hispanic, black, and American Indian youth participated in TGYS programs relative to how they are statistically represented in Colorado. This suggests that youth at higher risk for many TGYS-related negative outcomes (e.g., high school dropout [U.S. Department of Education, National Center for Education Statistics, 2011]) are being targeted by TGYS recruitment and programming.

Figure 1. 2010-11 Representative Demographics for Race/Ethnicity.

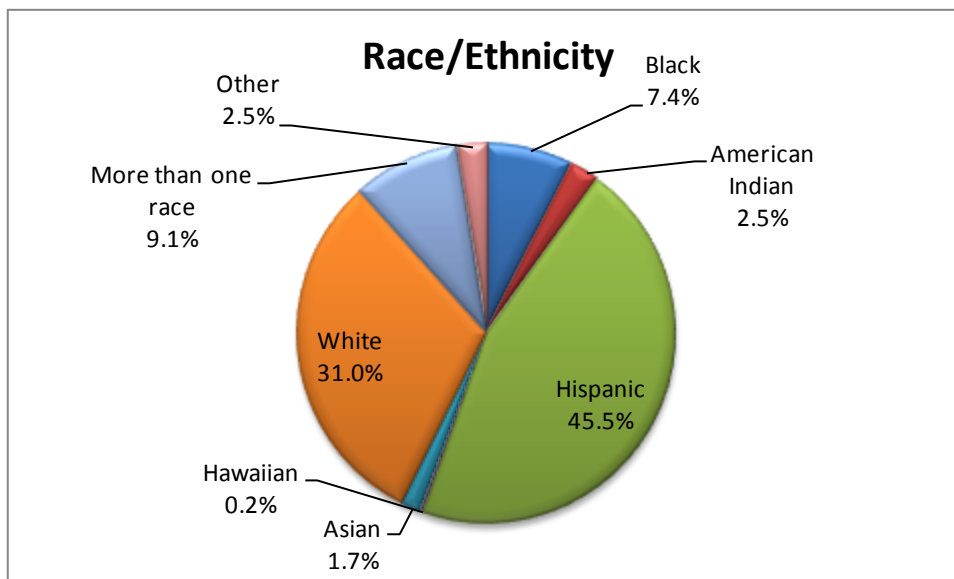
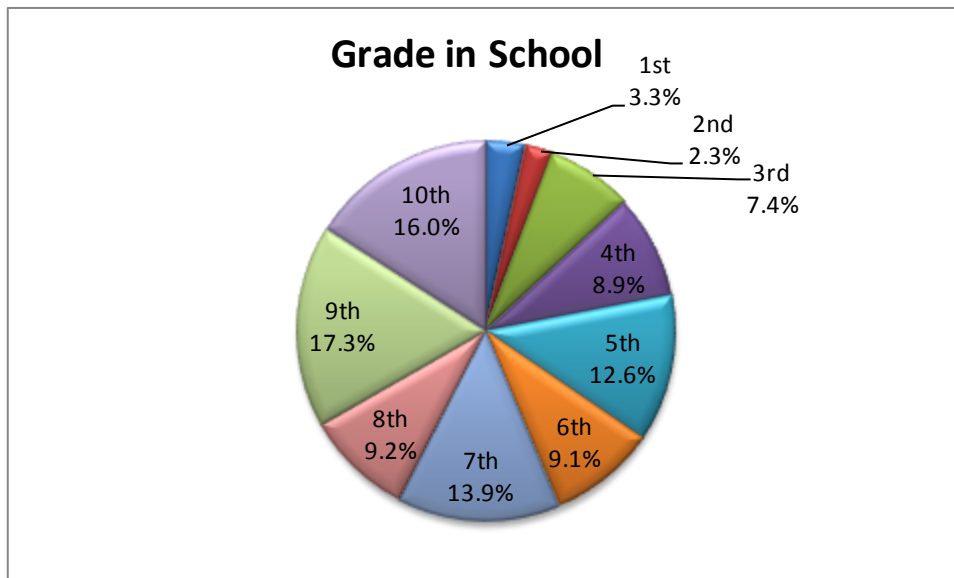


Figure 2. 2010-11 Representative Demographics for Youth Grade Level.



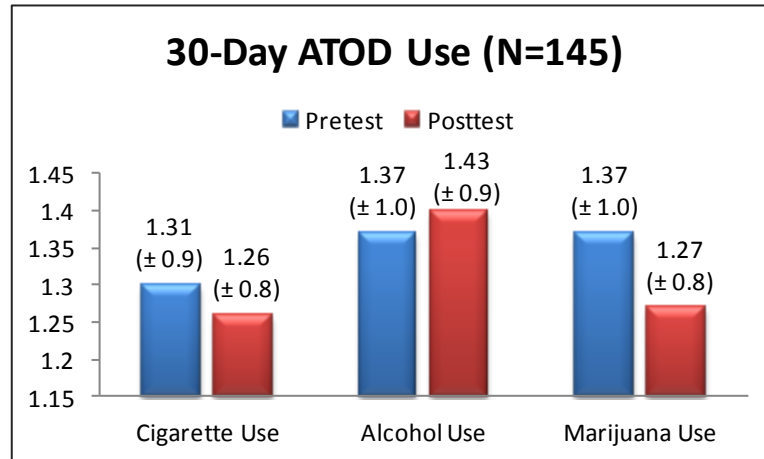
On the following pages, the FY 2010-11 aggregate results for the evaluation of TGYS-funded programs conducted by the CSU evaluation team are presented.

Each graph delineates the values of the mean (average) score of all participants when they completed a pretest, and when they completed a posttest that measured TGYS outcomes. These graphs also show the change in each outcome that occurred among those who participated in TGYS programming and provided matched pre- and posttest data. An asterisk (*) indicates mean change was significant at a p -value of less than 0.05 (i.e., there was a less than a 5 percent likelihood that a pre-post difference was due to chance alone).

Description boxes under each graph provide the highlights for each measurement instrument, or outcome. These include the percentage of male and white participants that completed both a pretest and a posttest. For instance, if a description box describes participants as 42% male and 19% white, it means that 58% of participants were female and 81% reported their ethnicity as non-white (i.e., black, American Indian, Hispanic, Native Hawaiian, Asian, more than one race, or other race). Effect sizes (Cohen's d) are reported for mean change in the expected direction. 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. Notes in each box also specify the nature of higher scores on each instrument so that the reader can determine whether the direction of mean change from pre- to posttest is in the desired direction.

Appendix A contains the questions asked on each measurement instrument, as well as the response choices for each.

Aggregate Results by Measurement Instrument



Highlights of 30-Day Alcohol, Tobacco, and Other Drug Use

42% Male, 19% White

Effect sizes:

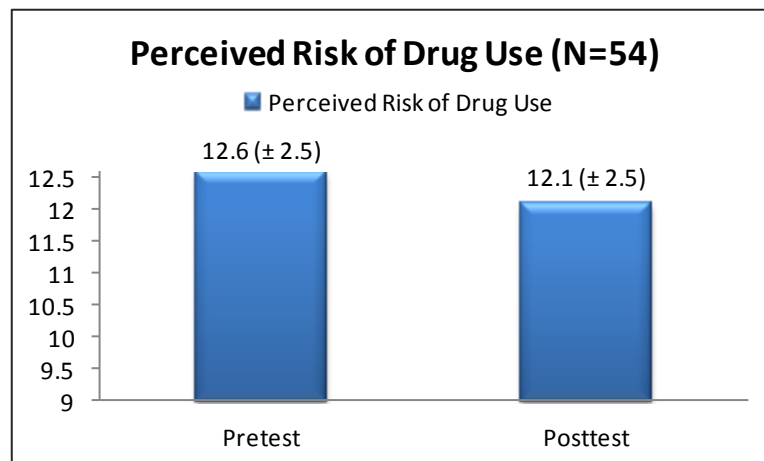
Cigarette Use: $d=0.06$

Marijuana Use: $d=0.10$

34% matching of pre- and post-tests

(Note: Higher scores indicate more frequent use)*

**A score of 1.0 = No use in the last 30 days*



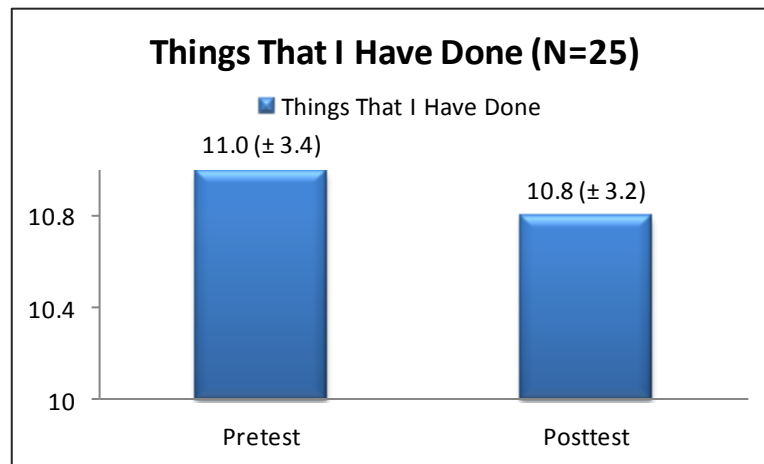
Highlights of Perceived Risk of Drug Use

52% Male, 59% White

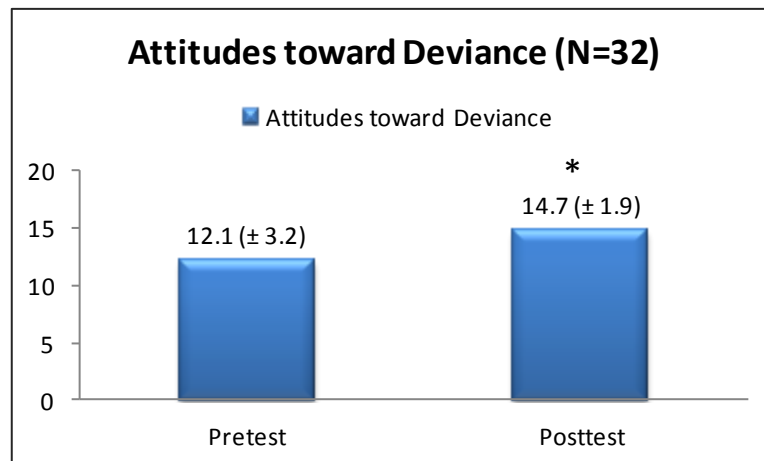
52% matching of pre- and post-tests

(Note: Higher scores indicate more perceived risk)*

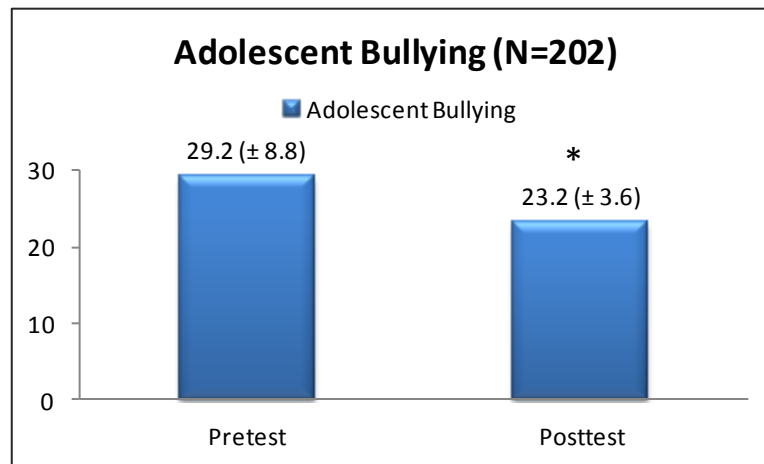
**Two factors add insight into the occurrence of lower scores at posttest than at pretest: (1) Females perceived significantly more risk at posttest than males, but more males completed the survey, thus creating a gender bias that could account for the lack of significant improvement overall, and (2) This measurement instrument was used by only one agency, thus limiting the ability to generalize results to the larger TGYS population.*



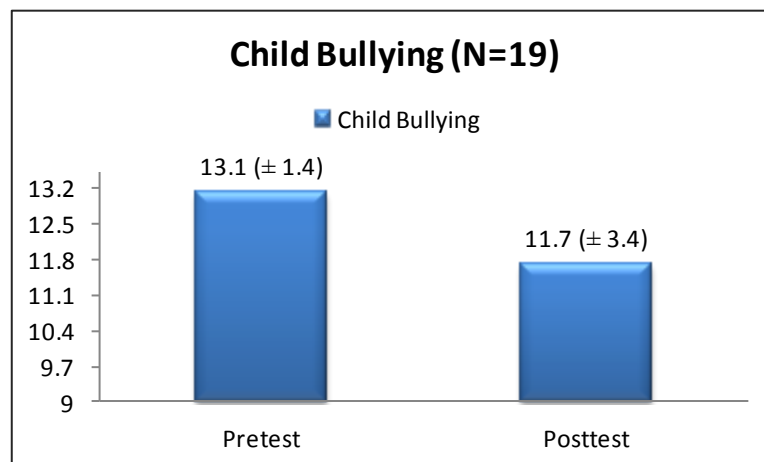
Highlights of Things That I Have Done
32% Male, 32% White
Effect sizes:
Things That I Have Done: $d=0.06$
100% matching of pre- and post-tests
(Note: Higher scores indicate more delinquent behavior)



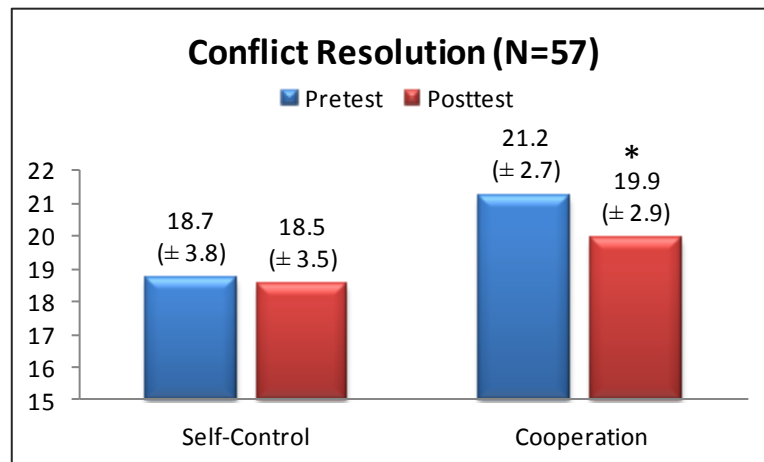
Highlights of Attitudes toward Deviance
72% Male, Ethnicity not available
Effect sizes:
Attitudes toward Deviance: $d=0.81$
94% matching of pre- and post-tests
(Note: Higher scores indicate that deviant behavior is viewed as more 'wrong' by participants)



Highlights of Adolescent Bullying
52% Male, 5% white
Effect sizes:
Adolescent Bullying: $d=0.68$
79% matching of pre- and post-tests
(Note: Higher scores indicate more bullying)

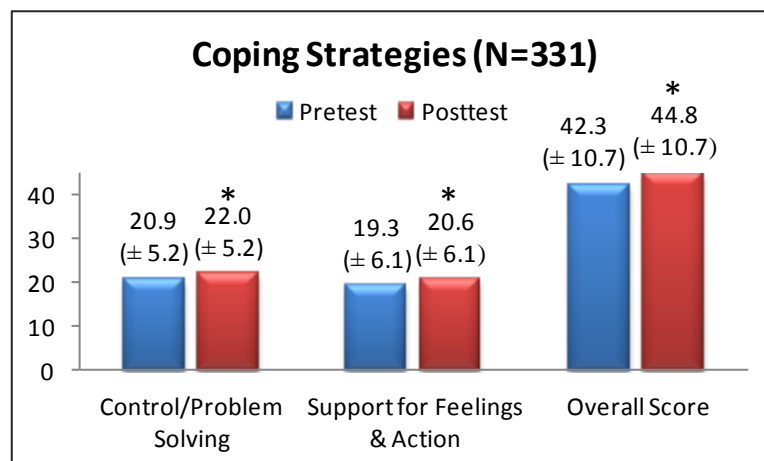


Highlights of Child Bullying
68% Male, 84% white
Effect sizes:
Child Bullying: $d=1.00$
90% matching of pre- and post-tests
(Note: Higher scores indicate more bullying)

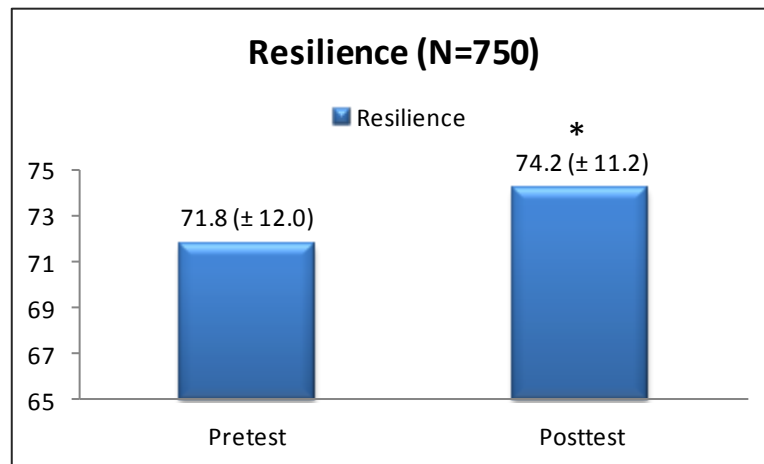


Highlights of Conflict Resolution
 49% Male, 7% white
 57% matching of pre- and post-tests
 (Note: Higher scores indicate more ability to resolve conflict*)

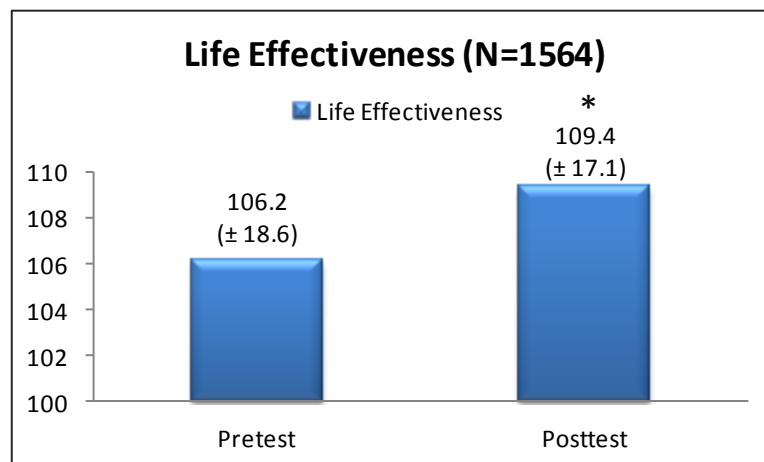
**One factor adds insight into the occurrence of lower scores at posttest than at pretest: (1) This measurement instrument was used by only two agencies, thus limiting the ability to generalize results to the larger TGYS population.*



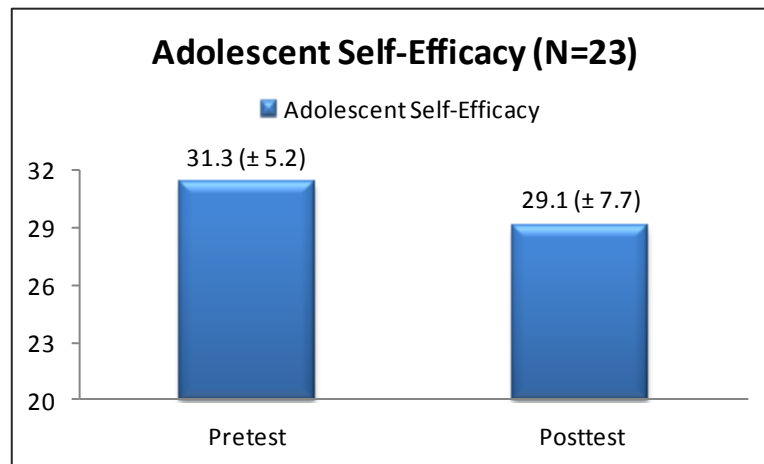
Highlights of Coping Strategies
 44% Male, 24% white
 Effect sizes:
 Overall Score: $d=0.23$
 Control/Problem Solving: $d=0.21$
 Support for Feelings and Action: $d=0.21$
 54% matching of pre- and post-tests
 (Note: Higher scores indicate more ability to cope with life issues)



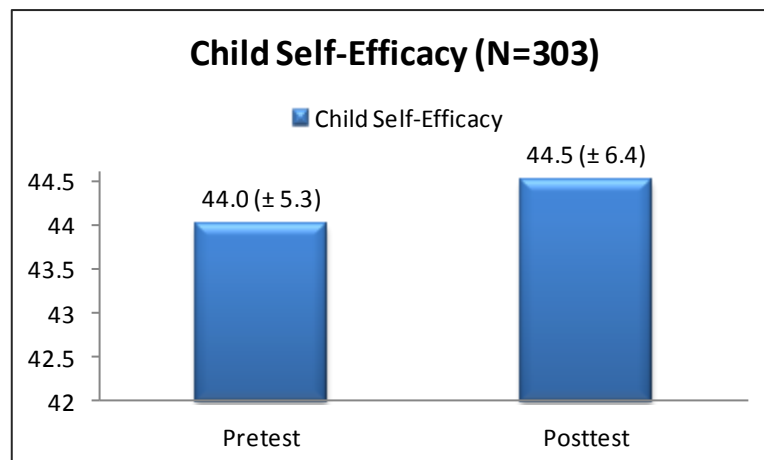
Highlights of Resilience
50% Male, 18% white
Effect sizes:
Resilience: $d=0.20$
69% matching of pre- and post-tests
(Note: Higher scores indicate more resilience)



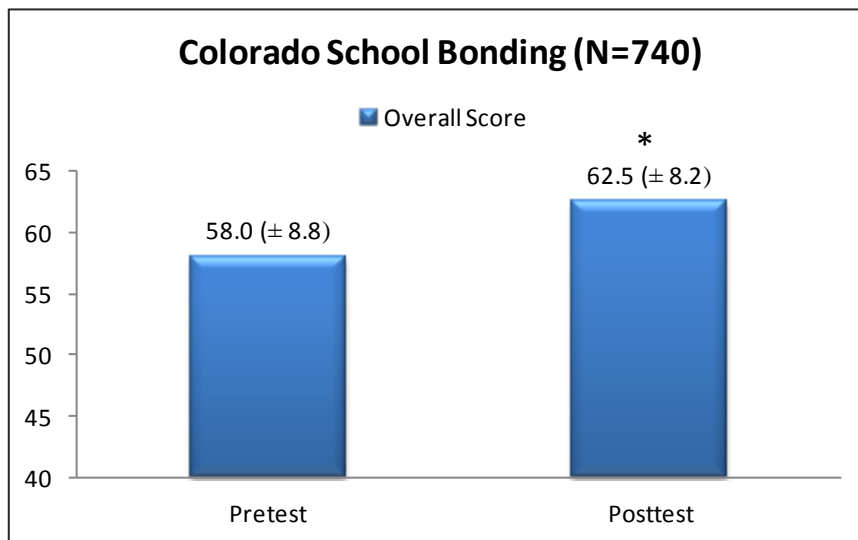
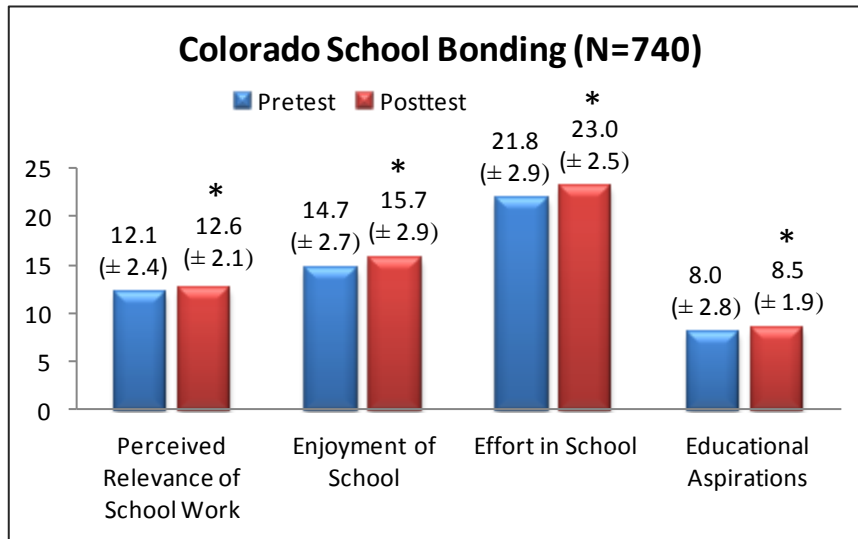
Highlights of Life Effectiveness
46% Male, 36% white
Effect sizes:
Life Effectiveness: $d=0.17$
69% matching of pre- and post-tests
(Note: Higher scores indicate better life skills)



Highlights of Adolescent Self-Efficacy
26% Male, 4% white
35% matching of pre- and post-tests
(Note: Higher scores indicate higher levels of self-efficacy*)
*Data collected with this measurement instrument yielded two limitations: (1) A low percentage of pretests matched to posttests, and (2) A very small sample. These factors limit the ability to draw strong conclusions about self-efficacy measured and thus to generalize results to the larger TGYS population.

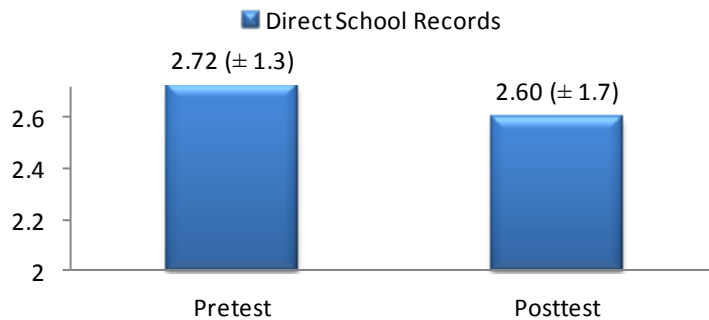


Highlights of Child Self-Efficacy
47% Male, 15% White
Effect sizes:
Child Self-Efficacy: $d=0.09$
53% matching of pre- and post-tests
(Note: Higher scores indicate higher levels of self-efficacy)



Highlights of Colorado School Bonding
 49% Male, 14% white
 Effect sizes:
 Overall Score: $d=0.51$
 Perceived Relevance of School Work: $d=0.21$
 Enjoyment of School: $d=0.37$
 Effort in School: $d=0.41$
 Educational Aspirations: $d=0.18$
 74% matching of pre- and post-tests
 (Note: Higher scores indicate stronger bonding to school)

Direct School Records of Performance (N=166)



Highlights of Direct School Records of Performance

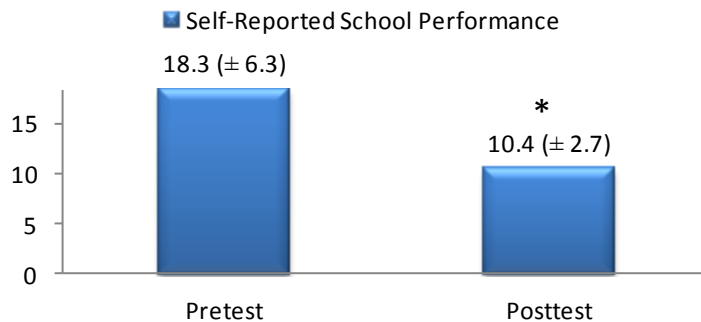
52% Male, 14% white

74% matching of pre- and post-tests

(Note: Higher scores indicate higher grade point average*)

* All grades were compared on a 5-pt scale. There are a variety of reasons why GPA may have decreased slightly, but not significantly, at posttest. One potential factor adds insight into this occurrence: (1) Students engaged in academically-oriented TGYS programs may enroll in more challenging courses over time, thus grades may decrease even through overall scholastic improvement is being made.

Self-Reported School Performance (N=123)



Highlights of Self-Reported School Performance

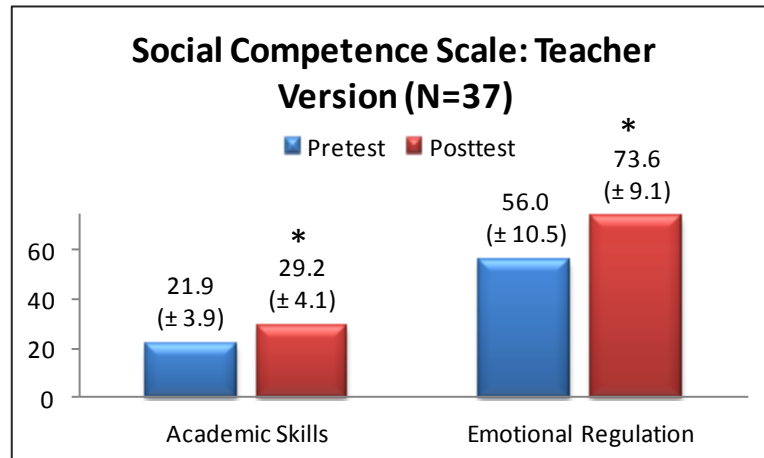
59% Male, 1% white

Effect sizes:

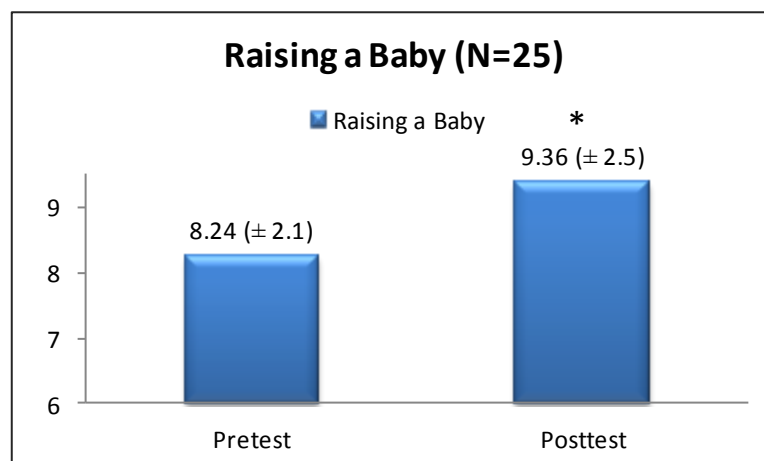
Self-Reported School Performance: $d=1.25$

82% matching of pre- and post-tests

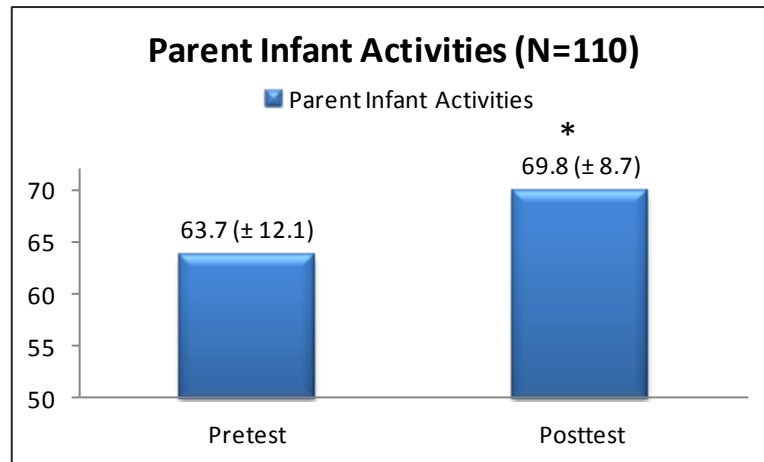
(Note: Lower scores indicate improved performance)



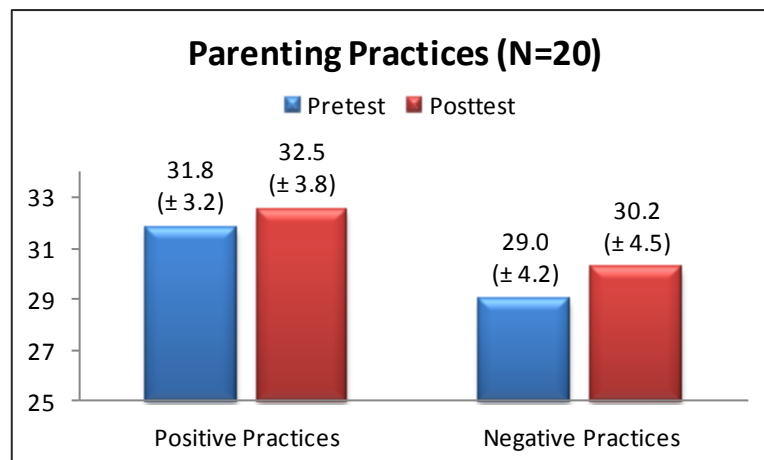
Highlights of Social Competence
 57% Male, 35% white
 Effect sizes:
 Academic Skills: $d=1.87$
 Emotional Regulation: $d=1.68$
 86% matching of pre- and post-tests
 (Note: Higher scores indicate more competence in social situations)



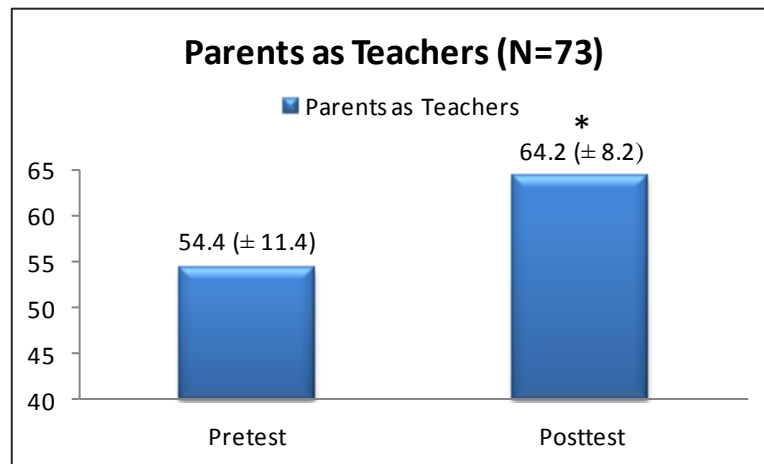
Highlights of Raising a Baby
 56% Male, 20% white
 Effect sizes:
 Raising a Baby: $d=0.53$
 100% matching of pre- and post-tests
 (Note: Higher scores indicate more realistic parent expectations, and improved knowledge of infant care and development)



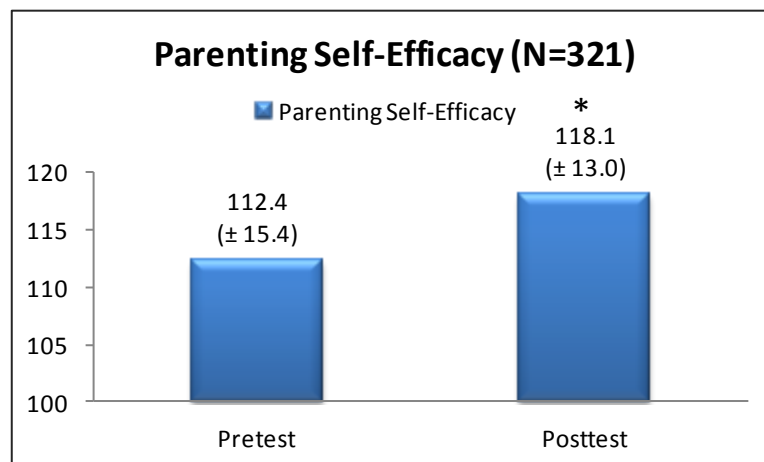
Highlights of Parent Infant Activities
 52% Male, 80% white
 Effect sizes:
 Parent Infant Activities: $d=0.50$
 85% matching of pre- and post-tests
 (Note: Higher scores indicate both increased, and more appropriate parent-infant interaction)



Highlights of Parenting Practices
 41% Male, 45% white
 Effect sizes:
 Positive Parenting Practices: $d=0.22$
 43% matching of pre- and post-tests
 (Note: Higher scores indicate an increase in more positive, or negative, parenting practices*)
 *There are a variety of reasons why negative parenting practices may have increased slightly, but not significantly, at posttest. One potential factor adds insight into this occurrence: (1) During TGYS programming, parents may have learned more about what defines positive versus negative parenting practices, and thus reported behavior more accurately at posttest than at pretest.



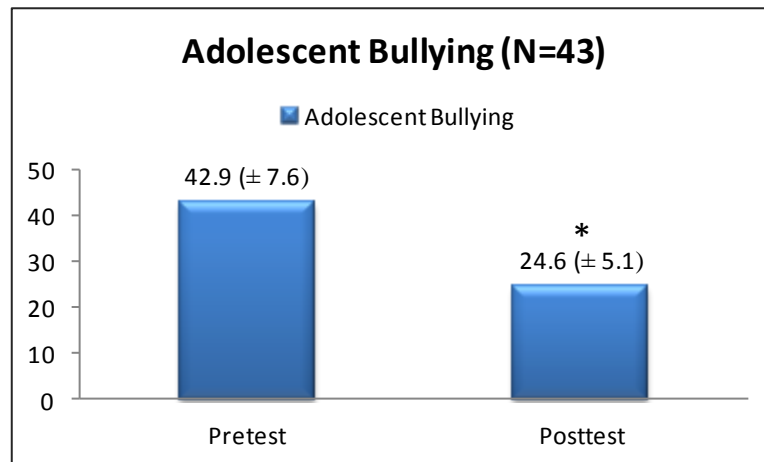
Highlights of Parents as Teachers
46% Male, 30% white
Effect sizes:
Parents as Teachers: $d=0.86$
46% matching of pre- and post-tests
(Note: Higher scores indicate more parenting knowledge and confidence)



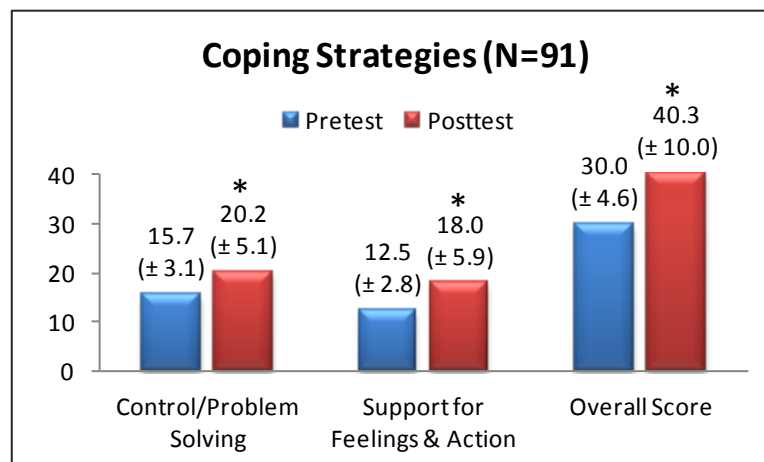
Highlights of Parenting Self-Efficacy
49% Male, 3% white
Effect sizes:
Parenting Self-Efficacy: $d=0.37$
72% matching of pre- and post-tests
(Note: Higher scores indicate more confidence in parenting skills)

Risk Analyses

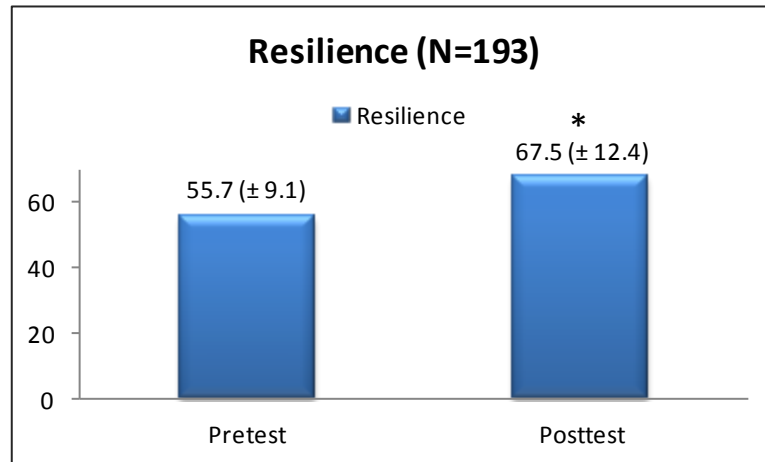
The following analyses were conducted paying attention to the most at-risk participants, and included the least desirable 25 percent of scores. As such, analyses were conducted on instruments that yielded enough matched pre-post data to draw reasonable conclusions from 25 percent of the sample.



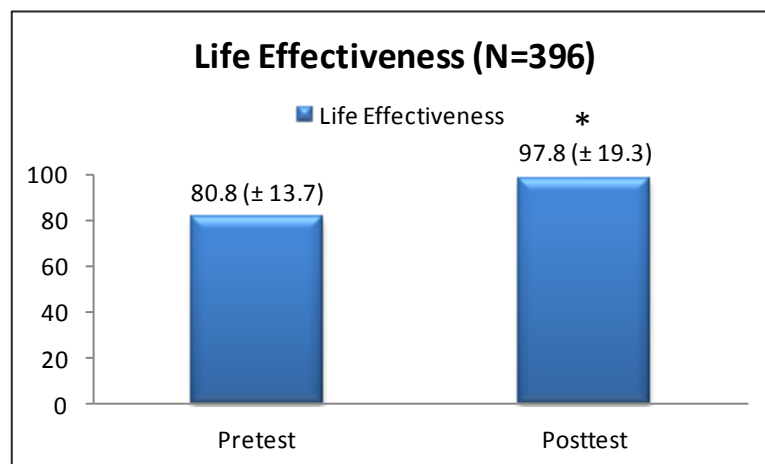
Highlights of Adolescent Bullying
54% Male, 7% white
Effect sizes:
Adolescent Bullying: $d=2.41$
(Note: Higher scores indicate more bullying)



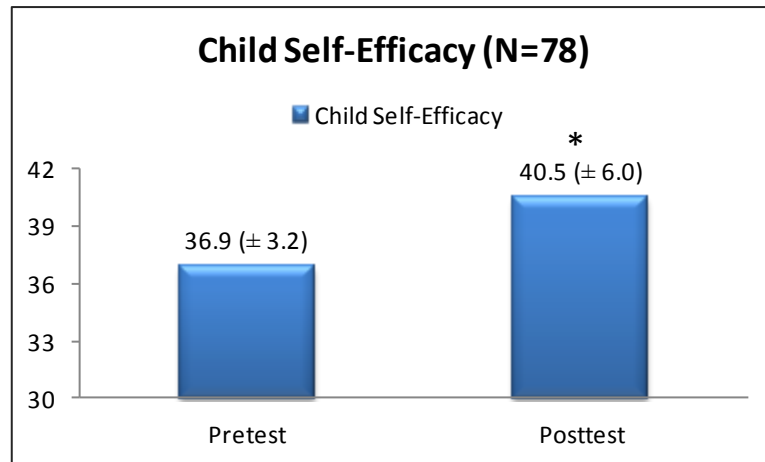
Highlights of Coping Strategies
61% Male, 15% white
Effect sizes:
Overall Score: $d=2.24$
Control/Problem Solving: $d=1.45$
Support for Feelings and Action: $d=1.96$
(Note: Higher scores indicate more ability to cope with life)



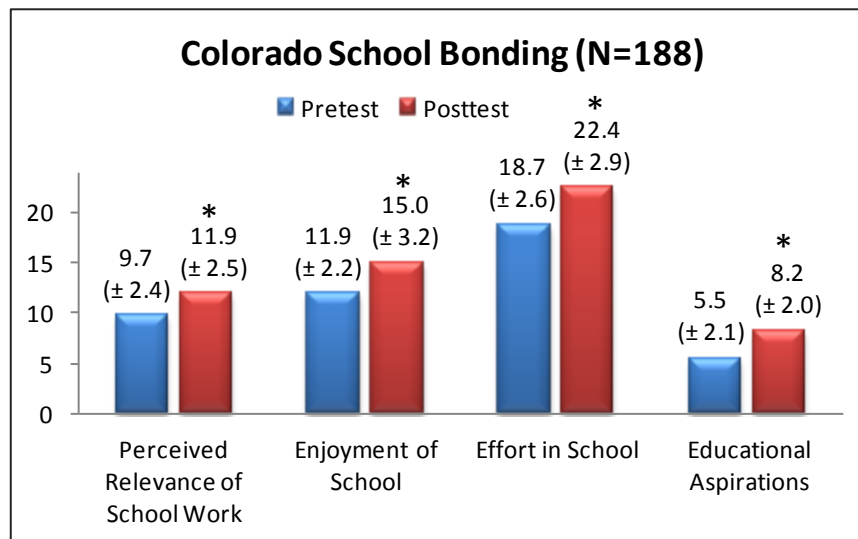
Highlights of Resilience – Risk Analysis
54% Male, 18% white
Effect sizes:
Resilience: $d=1.30$
(Note: Higher scores indicate more resilience)

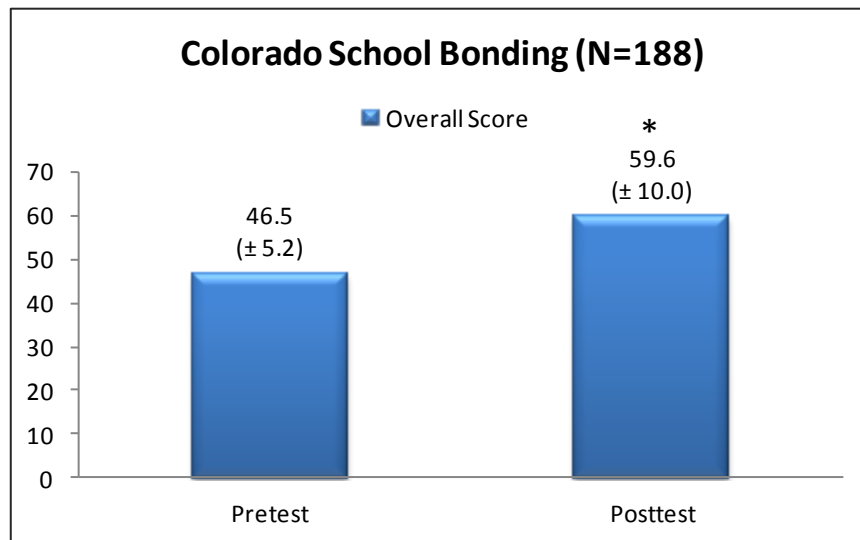


Highlights of Life Effectiveness
47% Male, 25% white
Effect sizes:
Life Effectiveness: $d=1.24$
(Note: Higher scores indicate better life skills)

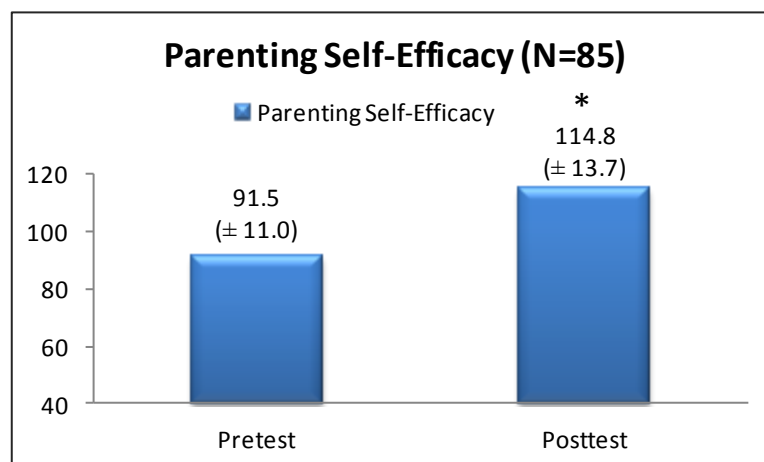


Highlights of Child Self-Efficacy
39% Male, 15% White
Effect sizes:
Child Self-Efficacy: $d=1.13$
(Note: Higher scores indicate higher levels of self-efficacy)





Highlights of Colorado School Bonding
58% Male, 13% white
Effect sizes:
Overall Score: $d=2.52$
Perceived Relevance of School Work: $d=0.92$
Enjoyment of School: $d=1.41$
Effort in School: $d=1.42$
Educational Aspirations: $d=1.29$
(Note: Higher scores indicate stronger bonding to school)



Highlights of Parenting Self-Efficacy
58% Male, 1% white
Effect sizes:
Parenting Self-Efficacy: $d=2.12$
(Note: Higher scores indicate more confidence in parenting skills)

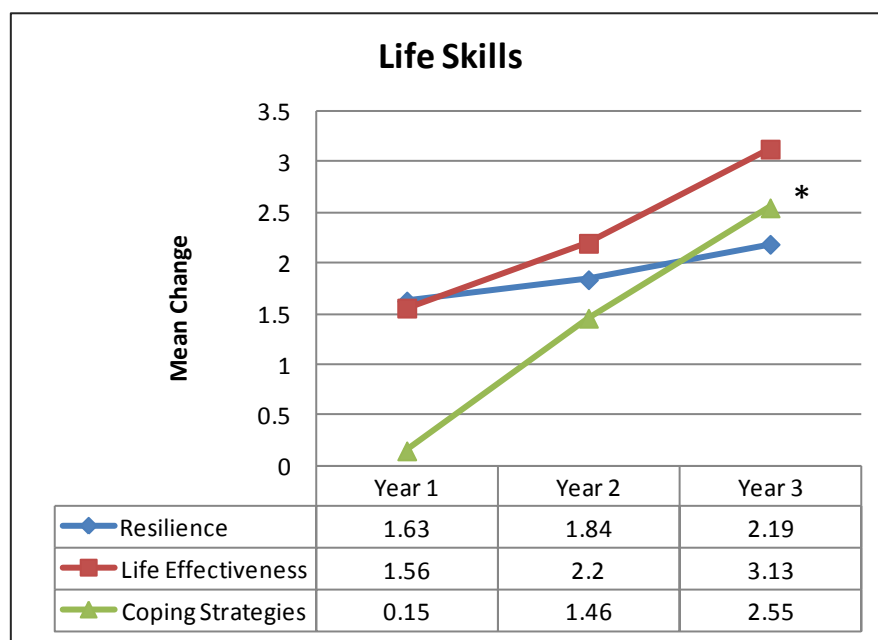
2008-2011 Three-Year Analysis

The following analyses were conducted in order to compare mean (average) pretest-posttest change on some instruments at each year, during the 3-year TGYS grant cycle (2008-2011).

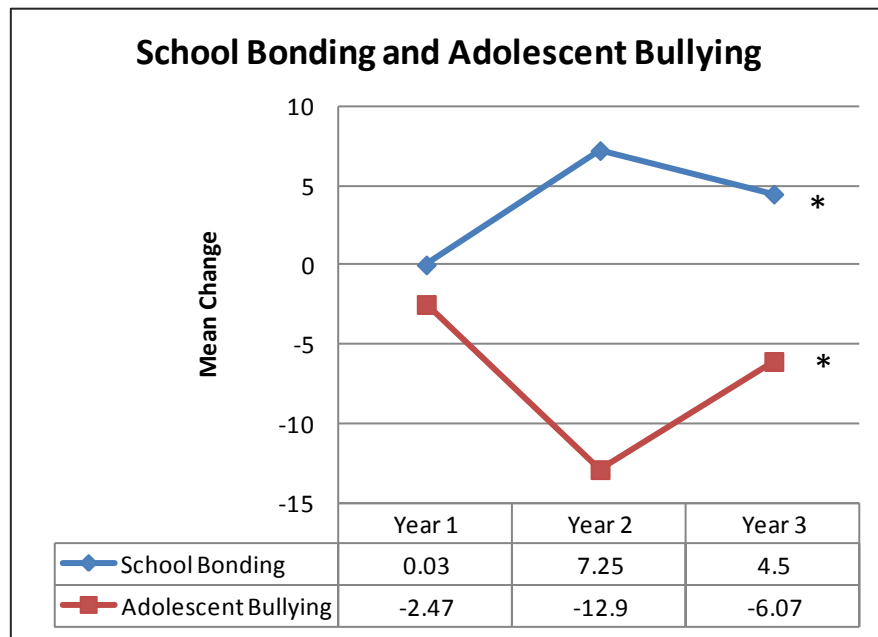
Separate analyses were conducted for each year, and were not meant to ‘follow’ individual participant change over time. Each graph portrays the mean change on selected instruments that occurred among youth or parents who participated in TGYS programming during at least one of the 3 years, and who completed both a pretest and a posttest that could be matched during a given year.

Analyses were conducted using instruments that represented a range of different types of TGYS outcomes.

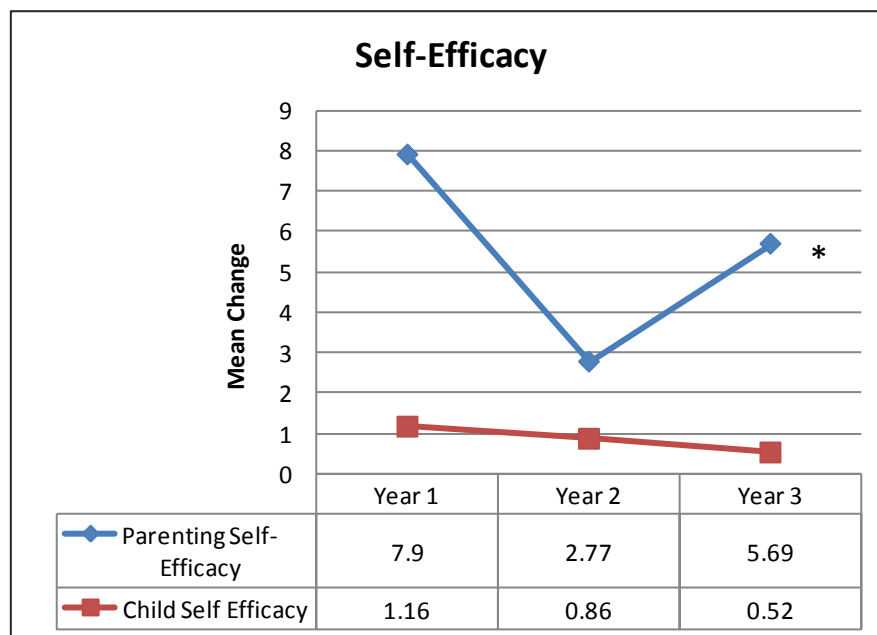
Mean Participant Pretest-Posttest Change on Selected TGYS Instruments Years 1 (2008-09), 2 (2009-10), & 3 (2010-11)



Life Skills Matched Sample Size (N)			
	Year 1	Year 2	Year 3
Resilience	1994	1539	750
Life Effectiveness	1604	1305	1564
Coping Strategies	434	370	331



School Bonding and Bullying Matched Sample Size (N)			
	Year 1	Year 2	Year 3
School Bonding	674	657	740
Adolescent Bullying	101	135	202



Self-Efficacy Matched Sample Size (N)			
	Year 1	Year 2	Year 3
Parenting Self-Efficacy	135	288	321
Child Self-Efficacy	113	81	303

ADDITIONAL RESULTS

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. These time points include (1) during programming, (2) six months after program exit, and (3) one year after program exit. Re-offense can include law enforcement contacts, re-arrests, or court filings. The sample size included to calculate re-offense during programming was 304 youth, and the rate of recidivism was 18.5%. The rate of recidivism reported six months ($N = 339$) and one year ($N = 24$) after program end was 16.2% and 0.9%, respectively. In the *Recidivism Evaluation of Committed Youth Discharged in Fiscal Year 2008-09* (Division of Youth Corrections (DYC), 2011), recidivism was defined as return to criminal behavior measured by arrest, court filing, or conviction for subsequent crime following contact with the justice system. Colorado's juvenile recidivism rate was 37.9% prior to leaving DYC supervision, and 38.9% within one year of discharge from DYC. 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.

INVEST IN KIDS

Approximately one-third of Invest in Kids (IIK) sites in Colorado receive TGYS funding, and administer the Incredible Years (IY) program. The IY is an early childhood emotional and social health program designed to increase children's success at school and home by promoting positive parent, teacher, and child relationships. Several instruments are used to assess the effectiveness of IY programming. The two most relevant to the TGYS mission is the Social Competence – Teacher instrument (SCTS), in which teachers rate the social competence of their students on a number of dimensions including prosocial communication and emotion regulation, and the Parenting Practices Interview (PPI) where participants report their use of both positive and negative parenting techniques. Children participating in IIK programs demonstrated positive, significant change on SCTS subscales, including prosocial communication, emotional regulation, and academic skills. The overall mean change on this measure ($n=5222$; mean change = 0.83) was statistically significant, with an effect size of $d = 0.97$. Parents ($n=230$) who participated in IIK programs reported positive, significant change in positive parenting techniques including appropriate discipline, positive verbal discipline, setting clear expectations, monitoring, and praise and incentives (effect sizes ranged from $d = 0.30$ to 0.80). Furthermore, these parents reported significant negative change in less desirable parenting techniques such as harsh and inconsistent discipline and physical punishment. Effect sizes for these pre-post changes were large ($d = 0.81$, $d = 1.45$, respectively).

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 2010-11, 16 youth aged nine and older demonstrated positive, though not statistically significant pre-post change in the desired direction on *adult social support* (mean change = 1.30; $p = 0.20$).

Partners Mentoring Association (PMA). The goal of PMA is to foster socially supportive relationships between youth and their adult mentors to help youth increase pro-social health attitudes against 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 subscales related to risk and protective factors for substance use and delinquency, as well as measures of actual levels of substance use and delinquency. During 2010-11, 95 youth aged 11 and younger demonstrated statistically significant pre-post change in the desired direction on *self-esteem* (mean change = 0.15; $p < .05$), *little commitment to school* (mean change = -0.12; $p < .05$), *bonding to adults* (mean change = 0.34; $p < .05$), and *decision-making skills* (mean change = 0.18; $p < .05$). The effect sizes for these changes were moderate ($d = 0.34, 0.26, 0.38, 0.30$, respectively). Participants 12 and older ($N=73$) exhibited statistically significant improvements in *self-esteem* (mean change = 0.16; $p < .05$; $d = 0.32$), *bonding to adults* (mean change = 0.44; $p < .05$; $d = 0.49$), and *decision-making skills* (mean change = 0.19; $p < .05$; $d = 0.32$).

Colorado Parent and Child Foundation

The Colorado Parent and Child Foundation promotes and supports high quality early childhood education programs and family initiatives to inspire parent involvement, facilitate school readiness, provide parents with up-to-date information on child development and school readiness, and connect parents to critical services within their community. This is accomplished through work with two evidence-based international early childhood home visitation models: Home Instruction for Parents of Preschool Youngsters (HIPPY) and Parents as Teachers (PAT).

2011 Colorado HIPPY Parent Survey: A curriculum-based measure aligned with the HIPPY program logic model and curriculum designed to assess parent knowledge and practice for achieving short-, intermediate-, and long-term outcomes as related to developmentally appropriate parent-child activity and reading resources. Data was collected on a sampling of families of children enrolled in HIPPY three (including both English and Spanish-speaking families) across five HIPPY sites, (representing both large and small, as well as urban and rural program sites). Two hundred and seventy eight families completed the pre-test survey and 229 completed the post-test survey. Results showed:

- Parents increased the time they spent on educational activities from pre- to post-survey, and after their first program year, the frequency of parent/child library visits increased.
- Substantive differences were found from pre- to post-survey results of parents engaging in literacy activities beyond reading books. Parents reported using additional strategies such as pointing out street signs to practice reading letters and words, and using educational games such as puzzles, board and computer games, writing practice, watching educational videos and television with their children.
- Parents exhibited higher levels of confidence in their parenting practices in all areas by the end of the program year. While parents were less confident about knowing the typical stages of child development, there was greater change in this area from pre-to-post than in any other category, together with knowing where parents could find parenting resources.
- Use of physical punishment as a means of discipline decreased from 4 percent at pre-test to 1.3 percent at post-test. More parents at post-test engaged in removal of toys/objects as a discipline technique. Half or more of parents used techniques such as timeout or taking away an activity or privilege.

- Parents reported statistically significant increases in all areas of child development measured, including social skills, fine motor, gross motor, counting, language/verbal expression, following directions, listening skills, vocabulary, with the greatest gains being in recognizing letters, writing skills, knowing shapes and colors, understanding stories, and creative thinking.
- Parents who had participated in HIPPY with an older child or that had participated in PAT prior to enrolling their child in HIPPY had higher levels of confidence in their parenting practices in all areas, assigned their child a higher rating in all areas of child development, and participated more frequently in parent/child activities in every area, with statistically significant differences in literacy activities.

2011 Colorado PAT Parent Survey: A curriculum-based measure aligned with the PAT program logic model designed to assess parent knowledge and practice for achieving short-, intermediate-, and long-term outcomes as related to developmentally appropriate parent-child activity. Data was collected on a sampling of 498 families who participated in the program for an average of two years (including English and Spanish-speaking families) across fourteen PAT sites, representing large and small, as well as urban, rural, and resort program sites. Over 80 percent of families surveyed had incomes less than 200 percent Federal Poverty Level. Results showed:

- Parents reported high levels of confidence that they are knowledgeable about and use good parenting practices. For every measure of parenting practice, parents who had participated in PAT for two years or more were more confident than parents who had participated for less than two years. All but one of the differences between the two groups is statistically significant. (The one exception where there was not a difference between the parents based on dosage of two years more or less was recognizing vision, hearing, or other health problems. Both groups were confident in this ability, with the higher dosage group having higher confidence, but the difference was not statistically significant).
- Differences in confidence levels were also found between Hispanic and non-Hispanic parents, with Hispanic parents having less confidence in their parenting skills.
- Differences between Hispanic and non-Hispanic parents' engagement in parent-child activity revealed non-Hispanic parents spending more time than Hispanic parents on activities such as singing songs, reading picture books, and talking about books, all of which are statistically significant differences. Although not statistically significant, Hispanic parents play games/puzzles, teach letters/numbers, play active games/sports, and involve children in household chores more frequently than do non-Hispanic parents.
- Non-Hispanic parents rated their children slightly higher on child development subscales than non-Hispanic parents, although the differences were minimal other than in early literacy skills (where the difference is statistically significant).
- 87.3 percent of parents indicated they have a parenting support network. Non-Hispanic parents as well as all parents that had been in the program for two or more years were significantly more likely than Hispanic parents or parents who had been in the program for less than two years to indicate having a parenting support network.
- Hispanic parents were significantly more likely than non-Hispanic parents to regularly attend monthly group meetings (51.4% versus 16.4% attending every month).
- Parents report that they were highly satisfied with the PAT program. 80 percent of parents indicated they had done something different with their child based on what they learned through PAT, including spending more quality time with their child, expanding the range of activities they do with their child, knowing what their child is ready for developmentally, and knowing how to support their child's development.

DISCUSSION OF RESULTS

Pre-Post Change

Pre-post analyses were conducted on data collected with 21 TGYS-approved measurement instruments. These instruments were chosen to measure the 11 long-term outcomes delineated in the TGYS logic model, which were identified as a direct result of programs that meet the TGYS goals of reducing youth crime and violence and preventing child abuse and neglect.

- **All Participants.** Results demonstrated statistically significant mean change in the desired direction on 57 percent, or 12 of 21 TGYS measurement instruments. Effect sizes for these changes ranged from 0.17 to 1.87. The largest effects were demonstrated by the Attitudes toward Deviance, School Performance Self-Report, Social Competence (Teacher Rating), and Parents as Teachers instruments.

It is important to note that 76 percent, or 16 of 21 instruments did demonstrate change in the desired direction, even if change was not statistically significant.

TGYS Goals – Youth. It is also worthy to highlight the fact that the data established positive movement on outcomes that are closely linked to the TGYS goals of *reduced crime and violence*. Specifically, Drug Use, Bullying, and Delinquent Behaviors and Attitudes all demonstrated mean change in the desired direction. Although mean drug use and cigarette smoking did not appear to decrease significantly and alcohol use appeared to increase slightly over the 2010-11 FY, it is of major importance to note that a score of one on the ATOD instrument indicates zero occasions of drinking over the most recent 30-day period. Furthermore, the majority (77% or more) of participants recorded zero instances of any substance use during the last 30 days at posttest. More specifically, those reporting zero cigarette use increased from 86 at pretest to 88 percent at posttest; zero alcohol use increased from 75 to 77 percent, and zero marijuana use increased from 84 to 85 percent. Moderate to strong effects were established by the Colorado School Bonding ($d = 0.51$) and School Performance Self-Report ($d = 1.23$) instruments. Poor school attachment and commitment/performance has been linked to delinquent behavior among adolescents, especially among boys (Freidenfelt, Eklund, Fritz, & Klinteberg, 2010). Thus, positive change on these outcomes generated by TGYS programming is a substantial step toward achieving its major goals.

TGYS Goals – Parents. Desirable change was also established on outcomes that are closely linked to the TGYS goals of *prevent child abuse and neglect*. Specifically, 80 percent (4 of 5) of parenting instruments demonstrated positive significant change. Raising a Baby, Parent Infant Activities, Parents as Teachers, and Parenting Self-Efficacy are all instruments that reflect whether participating TGYS parents feel confident in their knowledge, abilities, and interaction as they relate to their children. Positive change was also demonstrated among parents on Positive Parenting Practices. This change was not significant, and Negative Parenting Practices also appeared to increase. However, it is important to note that the matched sample size for this instrument was small ($n=20$) and thus renders results difficult to interpret. The Parenting Practices Interview instrument used by Invest in Kids was completed by a much larger number of parents ($n=5222$) and revealed desired, significant change on both positive and negative parenting practices.

- **Risk Group.** A risk group analysis was conducted for selected TGYS measurement tools. Participants who scored within the least desirable 25 percent of scores at pretest were considered “at-risk”. The selection of instruments included in these analyses was based on sample size and representation of major TGYS goals. All selected instruments (7 of 7) demonstrated statistically significant mean change in the desired direction. Effect sizes for these changes were quite large, ranging from 1.13 to 2.52. The largest effects for the high-risk group were found on the Adolescent Bullying ($d = 2.41$), Coping Strategies ($d = 2.24$), and Colorado School Bonding ($d = 2.52$) instruments. Interestingly, risk groups often included a higher percentage of males (Coping Strategies, Resilience, Colorado School Bonding, and Parenting Self-Efficacy) and a lower percentage of white participants (Coping Strategies, Life Effectiveness, and Parenting Self-Efficacy). Such information may be useful in guiding participant recruitment for future TGYS programming. It is also notable that although pre-post change on Child Self-Efficacy was not significant, data from the risk group did demonstrate a significant change ($d = 1.13$). Moreover, the effects established by this analysis indicate that participants who are most at risk are benefitting strongly from TGYS programming.
- **2008-2011 Three-Year Analysis.** A multi-year analysis was conducted for selected TGYS measurement tools. The selection of tools was based on psychometric properties determined by factor analysis, and consistently large enough sample sizes over all three years of the TGYS funding cycle to conduct meaningful analyses. Taken together, these analyses yield a positive outlook on the performance of TGYS-funded programs. Participants experienced consistently positive change on measures of life skills, including Resilience, Life Effectiveness, and Coping Strategies. Data also indicated that youth in general became increasingly bonded to school, and less likely to participate in bullying over the 3-year period.

Limitations

- **Attrition.** Attrition refers to participants leaving a program over time for practical or other reasons, resulting in a decrease in the number of people who took post-tests versus those who took pretests. Reasons this may occur include the possibility that participants who completed pretests 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.
- **Response Biases.** 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). Findings derived from self-report instruments should be interpreted with caution; however, it is important to note that participants who have been assured that their responses are confidential are more likely to answer honestly.
- **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. This phenomenon can be applied and influence change in both the desired and undesired directions of mean change.

- **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 pretested along with new participants, which had the potential to inflate pretest means as described in the Methods section. For the 2009-10 fiscal year grantees were asked not to include returning youth in pretesting, 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.
- **Low Number of Matches.** As indicated by the percentages depicted in the report, in some cases there was an unusually low preponderance of matched data relative to pretest and posttest data collected. This limitation is not reflective of lower numbers of participants served by TGYS programming, but is more likely related to data management and record keeping practices across agencies. The CSU evaluation team will address this issue in 2011-14 via three strategies, including 1) providing hands-on data collection and management training during annual site visits, 2) providing pre-populated Organization and Local/Unique ID numbers on pre- and posttest surveys, and 3) requesting electronic copies of ID number assignment spreadsheets from each grantee at both pre- and posttest.

III. EVALUATION OF TGYS PROGRAM: Program Operation

The operation of the TGYS Program was both productive and efficient in fiscal year 2010-11. 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.

Program Monitoring

The TGYS Program implemented a comprehensive monitoring plan 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 2010-11 included conducting site visits (one per three-year grant cycle), progress calls (one per year), reviewing annual reports and checking billing status.

The TGYS Program conducted site visits with one-third of the 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 2010-11, the TGYS Program conducted 24 site visits with grantees. Site visit reports and recommendation letters were documented for each of the 24 visits conducted. Grantees received recommendations and requirements, when appropriate, for improving their programs and services.

In fiscal year 2010-11, the TGYS Program required annual progress calls with almost all grantees. Grantees that had received an above standard on the Contract Monitoring rating system were exempt from the progress call. 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 June 30, 2011 for the 2010-11 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 89 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.

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 Contracts Management System, fiscal processes and procedures and evaluation.

B. Capacity Building and Support Services

From the onset of the first of the three-year grant cycle, TGYS staff requested that grantee organizations identify their training and technical assistance needs. The top five needs were 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.

C. Board Engagement

The TGYS Board was fully appointed during the 2010-11 fiscal year. A list of current board members is available on the TGYS web page at www.tgys.org.

- ✓ Four in-person meetings and three teleconferences were held during the fiscal year.
- ✓ The TGYS Board oversaw the request for applications (RFA) process for the upcoming three year grant cycle beginning in 2011-12. One hundred and ninety five applications were received requesting \$12,737,055 in funding. Of those, 34 applications were technically disqualified for not meeting the requirements of the application. The remaining 161 applications were reviewed by volunteer reviewers. Each reviewer attended a three hour orientation and a three hour review team meeting. The reviewers scored each application individually and made

recommendations for funding. The reviewer scores and comments were presented to the TGYS Board. The Board reviewed those materials and recommended funding 29 applications, representing 57 agencies, for \$3,556,051 in funding.

- ✓ 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 2011-12 budget setting and the Request for Applications process.

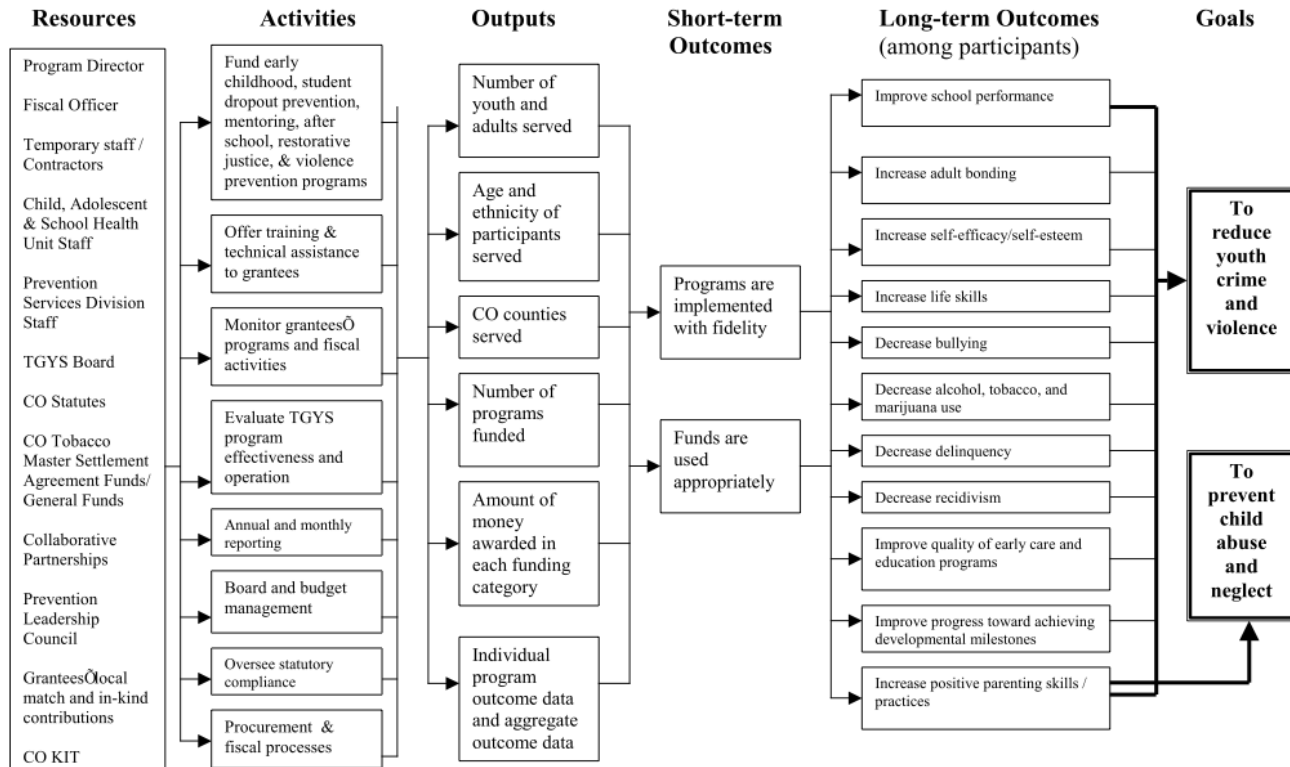
D. Prevention Leadership Council

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.

E. Staff Capacity

The TGYS Program was allocated three full-time equivalent staff members for fiscal year 2010-11. One staff position is dedicated to program oversight, one is dedicated to program monitoring and one is dedicated to fiscal and contracting work. With 89 grantees representing 148 agencies and \$3.7 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 Grampos Youth Services Program
Logic Model**





**TONY GRAMPSAS YOUTH SERVICES
2010-2011 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: \$14,529

Numbers Served: 154

Counties Served: Adams County

Match Amount: \$50,000

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: \$25,076

Numbers Served: 488

Counties Served: Adams County

Match Amount: \$5,100

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: \$23,074

Numbers Served: 634

Counties Served: Adams County

Match Amount: \$17,469

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: \$34,835

Numbers Served: 139

Counties Served: Boulder and Weld counties

Match Amount: \$337,708

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: \$20,901

Numbers Served: 319

Counties Served: Boulder and Denver counties

Match Amount: \$34,981

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: \$11,775

Numbers Served: 25

Counties Served: Adams County

Match Amount: \$3,000

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: \$15,228

Numbers Served: 61

Counties Served: Adams, Arapahoe and Denver counties

Match Amount: \$30,450

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: \$42,496

Numbers Served: 69

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

Match Amount: \$60,611

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.

Total Grant: \$25,930

Numbers Served: 76

Counties Served: Boulder County

Match Amount: \$211,760

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: \$25,333

Numbers Served: 46

Counties Served: Boulder County

Match Amount: \$34,968

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: \$17,569

Numbers Served: 87

Counties Served: La Plata County

Match Amount: \$37,431

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: \$285,014

Numbers Served: 6595

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

Match Amount: \$954,208

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: \$21,261

Numbers Served: 101

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

Match Amount: \$191,237

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: \$27,867

Numbers Served: 1173

Counties Served: Denver County

Match Amount: \$21,668

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: \$64,863

Numbers Served: 4,255

Counties Served: Crowley, Huerfano, Las Animas and Pueblo counties

Match Amount: \$367,000

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: \$15,228

Numbers Served: 227
Counties Served: Saguache County
Match Amount: \$44,147

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: \$25,538
Numbers Served: 800
Counties Served: Adams, Arapahoe, Denver, Jefferson counties
Match Amount: \$26,773

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: \$33,099
Numbers Served: 67
Counties Served: Chaffee County
Match Amount: \$41,743

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: \$27,198
Numbers Served: 860
Counties Served: Garfield County
Match Amount: \$45,470

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: \$124,891

Numbers Served: 1,529

Counties Served: Adams, Arapahoe and Denver counties

Match Amount: \$201,213

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: \$19,138

Numbers Served: 1098

Counties Served: Adams and Denver counties

Match Amount: \$65,368

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: 256

Counties Served: Weld County

Match Amount: \$57,684

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: \$9,319

Numbers Served: 10

Counties Served: Clear Creek County

Match Amount: \$12,821

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: \$27,867

Numbers Served: 101

Counties Served: Arapahoe, Denver, and Jefferson counties

Match Amount: \$60,500

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: \$37,748

Numbers Served: 471

Counties Served: Adams, Alamosa, Conejos, Costillo and Rio Grande counties

Match Amount: \$83,616

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: \$32,744

Numbers Served: 171

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: \$422,327

Numbers Served: 4,929

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

Match Amount: \$2,657,030

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: \$28,994

Numbers Served: 23

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

Match Amount: \$28,994

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: \$27,867

Numbers Served: 42

Counties Served: Denver and Arapahoe County

Match Amount: \$50,423

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 9th grade students failing Algebra at West High School.

Total Grant: \$33,447

Numbers Served: 154

Counties Served: Denver County

Match Amount: \$43,198

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: \$38,360

Numbers Served: 210

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: \$26,661

Numbers Served: 357

Counties Served: Adams, Arapahoe, Denver and Jefferson counties

Match Amount: \$5,332

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: \$10,138

Numbers Served: 342

Counties Served: Pueblo County

Match Amount: \$2,028

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: \$31,279

Numbers Served: 35

Counties Served: Delta, Montrose and Ouray counties

Match Amount: \$64,130

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: \$25,252

Numbers Served: 96

Counties Served: Adams, Arapahoe, Denver, 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: \$24,058

Numbers Served: 117

Counties Served: Denver County

Match Amount: \$8,256

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: 103

Counties Served: Adams, Arapahoe, Boulder, Denver, Douglas, El Paso, Jefferson, Larimer, Morgan, Pueblo and Weld counties

Match Amount: \$98,131

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: \$146,032

Numbers Served: 2676

Counties Served: Archuleta, La Plata, Montezuma and Ouray counties

Match Amount: \$174,065

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: \$23,605

Numbers Served: 756

Counties Served: Larimer County

Match Amount: \$23,345

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: \$32,125

Numbers Served: 96

Counties Served: Adams, Alamosa, Arapahoe, Boulder, Broomfield, Denver, Douglas, El Paso, Jefferson, Larimer, Las Animas, Logan, Montrose, Morgan, Pueblo, Rio Grande, and Weld counties

Match Amount: \$10,262

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: \$14,721

Numbers Served: 50

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

Match Amount: \$14,721

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: \$27,867

Numbers Served: 120

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: \$22,195

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: \$29,588

Numbers Served: 65

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: \$20,900

Numbers Served: 141

Counties Served: Adams, Arapahoe, Denver, Boulder 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: \$55,736

Numbers Served: 3,747

Counties Served: Denver, Arapahoe and Weld counties

Match Amount: \$83,780

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: \$13,312

Numbers Served: 303

Counties Served: Grand County

Match Amount: \$3,500

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: \$29,388

Numbers Served: 212

Counties Served: Gunnison and Hinsdale counties

Match Amount: \$37,182

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: \$13,750

Numbers Served: 659

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: \$20,901

Numbers Served: 61

Counties Served: Denver County

Match Amount: \$11,000

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

Total Grant: \$38,980

Numbers Served: 76

Counties Served: Huerfano County

Match Amount: \$10,543

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: 280

Counties Served: Boulder County

Match Amount: \$332,485

Jefferson Center for Mental Health, Wheat Ridge: Celebrating its 50th 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: \$29,953

Numbers Served: 404

Counties Served: Jefferson County

Match Amount: \$193,997

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: \$35,468

Numbers Served: 80

Counties Served: Adams, Arapahoe, Denver and Jefferson counties

Match Amount: \$288,832

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: \$28,232

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 11th and 12th 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 11th and 12th grades and county-wide high school graduation rates will increase measurably.

Total Grant: \$24,384

Numbers Served: 135
Counties Served: Adams County
Match Amount: \$796,176

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: \$40,441
Numbers Served: 246
Counties Served: Denver County
Match Amount: \$10,798

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: \$41,801
Numbers Served: 274
Counties Served: Mesa County
Match Amount: \$62,021

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: \$34,835
Numbers Served: 608
Counties Served: Denver County
Match Amount: \$442,000

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: \$27,871

Numbers Served: 48

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

Match Amount: \$21,346

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: \$20,901

Numbers Served: 62

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: \$31,351

Numbers Served: 1349

Counties Served: Pueblo County

Match Amount: \$31,351

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: \$27,867

Numbers Served: 291

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

Match Amount: \$63,000

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: \$24,486

Numbers Served: 122
Counties Served: Park County
Match Amount: \$86,605

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: \$27,517
Numbers Served: 37
Counties Served: Routt County
Match Amount: \$23,372

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: \$55,307
Numbers Served: 479
Counties Served: Delores and Montezuma counties
Match Amount: \$90,127

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: \$19,035
Numbers Served: 3,156
Counties Served: Adams, Arapahoe, Boulder, Denver, Douglas and Jefferson counties
Match Amount: \$3,807

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: \$42,232
Numbers Served: 85
Counties Served: Pueblo County
Match Amount: \$53,995

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: \$17,770

Numbers Served: 52

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

Match Amount: \$10,063

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: \$18,810

Numbers Served: 113

Counties Served: Mesa County

Match Amount: \$184,524

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: \$21,041

Numbers Served: 88

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

Match Amount: \$39,730

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: \$28,208

Numbers Served: 154

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

Match Amount: \$57,372

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: \$20,901

Numbers Served: 17

Counties Served: Boulder County

Match Amount: \$4,180

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: \$16,714

Numbers Served: 52

Counties Served: Adams, Arapahoe, Denver and Jefferson counties

Match Amount: \$9,800

School District #1 Denver Public Schools (Department of Extended Learning), Denver:

TechKnow is an after-school technology curriculum for at-risk 6th-8th 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: \$45,802

Numbers Served: 128

Counties Served: Denver County

Match Amount: \$78,196

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: \$30,246

Numbers Served: 1699

Counties Served: Delta, Mesa, and Montrose counties

Match Amount: \$13,006

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: \$35,791

Numbers Served: 1,554

Counties Served: Summit County

Match Amount: \$53,695

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: \$20,901

Numbers Served: 65

Counties Served: Denver County

Match Amount: \$29,819

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 6th 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: \$29,539

Numbers Served: 430

Counties Served: Boulder and Gilpin counties

Match Amount: \$458,861

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: \$12,678

Numbers Served: 19

Counties Served: Archuleta County

Match Amount: \$64,749

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: \$19,035

Numbers Served: 354

Counties Served: Mesa County

Match Amount: \$26,500

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: \$86,946

Numbers Served: 782

Counties Served: Denver and El Paso counties

Match Amount: \$77,674

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: \$25,518

Numbers Served: 102

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

Match Amount: \$32,988

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: \$26,924

Numbers Served: 736

Counties Served: Arapahoe, Denver and Jefferson counties

Match Amount: \$26,924

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: \$16,828

Numbers Served: 36

Counties Served: El Paso County

Match Amount: \$77,674

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: \$9,518

Numbers Served: 689

Counties Served: Boulder County

Match Amount: \$9,518

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: \$33,428

Numbers Served: 149

Counties Served: Adams, Jefferson and Denver counties

Match Amount: \$178,842

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 8th 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: \$8,871

Numbers Served: 39

Counties Served: Garfield County

Match Amount: \$1,774