

STATE OF COLORADO



Colorado Department
of Public Health
and Environment

Tony Grampsas Youth Services Program 2012-2013 Annual Report

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With the passing of HB 2013-1117 effective July 1, 2013, the Tony Grampsas Youth Services (TGYS) Program was transferred to the Colorado Department of Human Services. The TGYS Board and all TGYS Program grants were transferred together with the TGYS Program. The Annual Report that follows summarizes the work of the 2012-13 fiscal year, ending June 30, 2013, while the TGYS Program was housed at the Colorado Department of Public Health and Environment.

I. PROGRAM OVERVIEW

The Tony Grampsas Youth Services Program (TGYS) 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 TGYS 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 are appointed by the President of the Colorado Senate and one is appointed by the Minority Leader of the Senate. In addition to the appointed board members, while housed at the Colorado Department of Public Health and Environment (CDPHE), the Executive Director of CDPHE served 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.

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 and Expenditures

The Long Bill for fiscal year 2012-13 appropriated \$3,575,764 for the TGYS Program from the Master Tobacco Settlement Agreement (MSA).

From a total of \$3,575,764 in available funds allotted for the TGYS Program, the TGYS Board budgeted \$3,176,470 to 30 grantees representing 105 local TGYS providers. As required by statute, an additional \$129,442 was allocated for program evaluation by an external evaluator. Colorado State University Occupation Health Psychology Department (CSU) conducted the program evaluation. An allocation of \$260,969 was designated to 3 full-time equivalent (FTE) TGYS staff for personal services, and \$8,883 to support operating and travel costs.

Final expenditures for fiscal year 2012-13 are shown in Table 1 below.

Table 1 Description	FY 2012-13 Amount:
FY 2012-13 Long Bill: TGYS Tobacco Master Settlement Agreement (MSA)	\$3,575,764
Appropriated Amount	\$3,575,764
Total TGYS Spending Authority:	\$3,575,764
FY 2012-13 Expenditures:	
Local Agencies	\$3,169,785
Personal Services (3.0 FTE)	\$257,405
Operating (includes site visit travel, RFA process, refund from FY12 grantee)	\$6,620
Program Evaluation by External Evaluator	\$129,411
Total TGYS Expenditures:	\$3,563,221
Unspent funds from local agencies, salary and operating savings FY2012-13	-\$12,543
Total Reverted Spending Authority:	\$0

The 2012-2013 final expenditures (see Table 1) differed slightly from the original budget. The local agencies returned \$3,053 of their awards/scholarships and \$3,633 of a grantee's award was paid by another grant totaling \$6,686. Colorado State University, the external evaluator, returned \$31 of its contracted dollars. Personal services were less than initially budgeted by \$3,563 due to salary savings, and operating costs were lower than budgeted by \$2,263 partially due to a rejected payment from FY11-12 from a grantee for \$350. These modifications in the budget led to unspent funds of \$12,543.

Due to House Bill 2013-1181, programs receiving MSA funds are now allowed to "roll over" up to 5% of their unspent budget into a cash fund for use the following year, thus resulting in the \$0 of reverted spending authority. This legislation is discussed in further detail in the Legislative Summary section of this report.

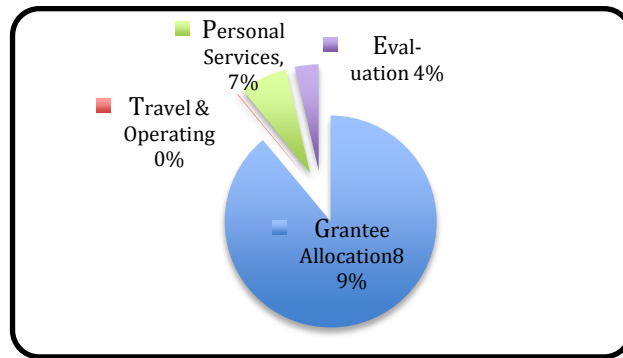


Figure 1: TGYS Resource Expenditure for fiscal year 2012-13

There are two different methods for Colorado organizations to receive TGYS funds. Each organization is either a lead agency or a sub-agency. A lead agency has an official contract with the Colorado Department of Public Health and Environment and has direct contact with TGYS staff. A sub-agency is an agency that receives pass-through dollars from a TGYS lead agency. This method has been set up in order to maximize program monitoring and training amongst agencies with similar program deliverables. An example of this is the Boys and Girls Clubs Alliance of Colorado, which is a TGYS lead agency that has thirteen local Boys and Girls Clubs as sub-agencies. In 2012-2013, TGYS funded 30 lead agencies and 75 sub-agencies.

D. Population Served

The TGYS Program is designed by statute to serve children, youth, community members and families across Colorado. In fiscal year 2012-13, TGYS-funded programs served 33,968 individuals in 38 counties. Of those served, 10,723 (32 percent) of the individuals served were children (ages 0-8), 16,470 (48 percent) were youth (ages 9-18), 1,072 (3 percent) were young adults (ages 19-24), 4,499 (13 percent) were parents, and 1,204 were community members (3 percent) (Figure 2). Fifty-one percent of youth served were male and 49 percent were female.

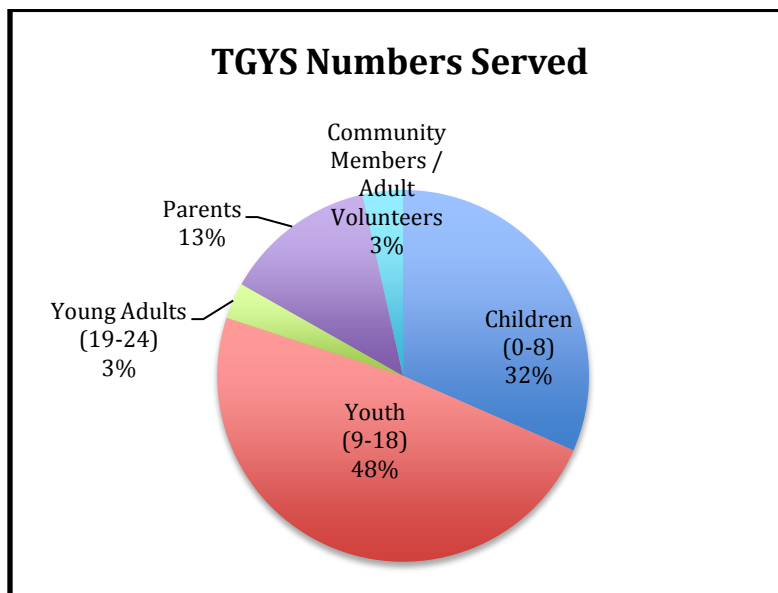


Figure 2: Number of children, youth, young adults, parents and community members served by the TGYS Program

Factors contributing to youth crime and violence, and child maltreatment disproportionately affect ethnic minority groups in Colorado. As indicated by the 2011 Colorado Youth Risk Behavior Survey, a greater percentage of Hispanic students reported trying cigarettes (13.3%), alcohol (25.2%), and marijuana (14.5%) before age 13 than white students (6.7%, 15.5% and 5.9% respectively). A higher percentage of Hispanic students also reported drinking alcohol (7.3% Hispanic, 3.5% White) and using marijuana (8.8% Hispanic, 4.4% White) on school property. Based on statewide data, TGYS funded programs focused on serving ethnically diverse populations that demonstrate a need for youth and early childhood programs. The graph below represents the youth served by TGYS funded agencies by ethnicity.

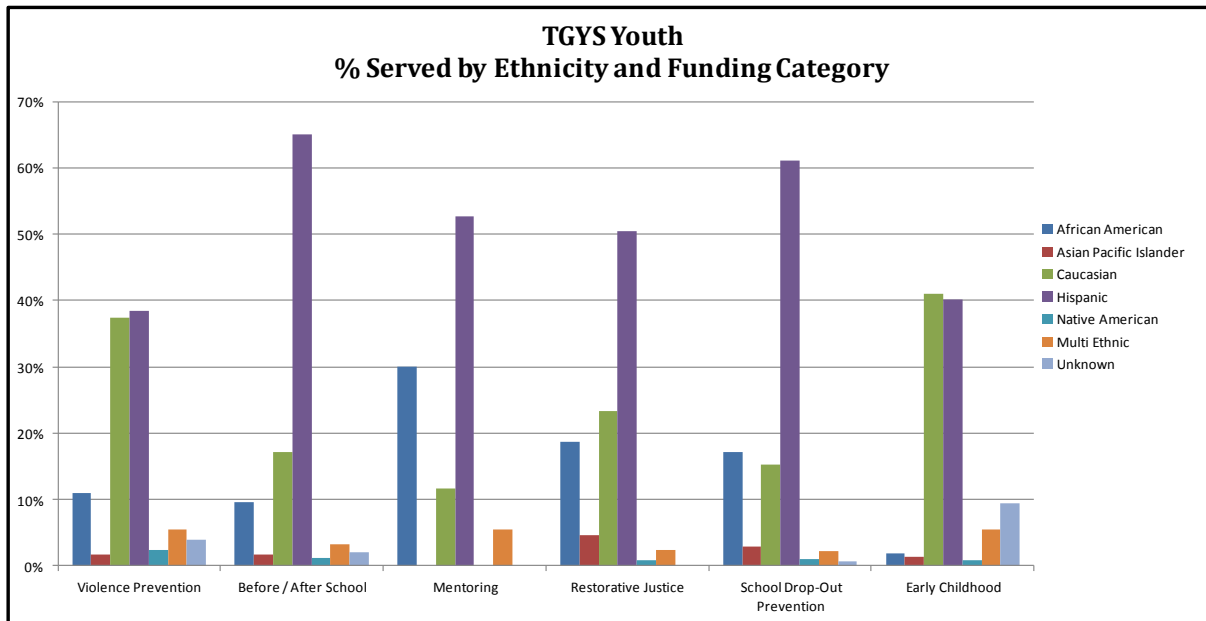


Figure 3: Percent of children and youth served by ethnicity in each TGYS funding category

E. 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 2012-13, the TGYS Program funded 105 programs, through 30 lead agency contracts, for a total expended of \$3,169,785. To this amount, TGYS grantees contributed \$6,713,719 in matching funds and in-kind support to operate their programs. A list of TGYS grantees including program descriptions and funding amounts is included in Appendix B.

According to statute, a minimum of 20 percent of the appropriated funds must support early childhood programs, and a minimum of 20 percent must support student dropout prevention programs. In fiscal year 2012-13, 38 percent of TGYS funds supported early childhood programs, and 21 percent supported student dropout prevention programs (Figure 4). Additional data for each of the six TGYS funding categories are presented below.

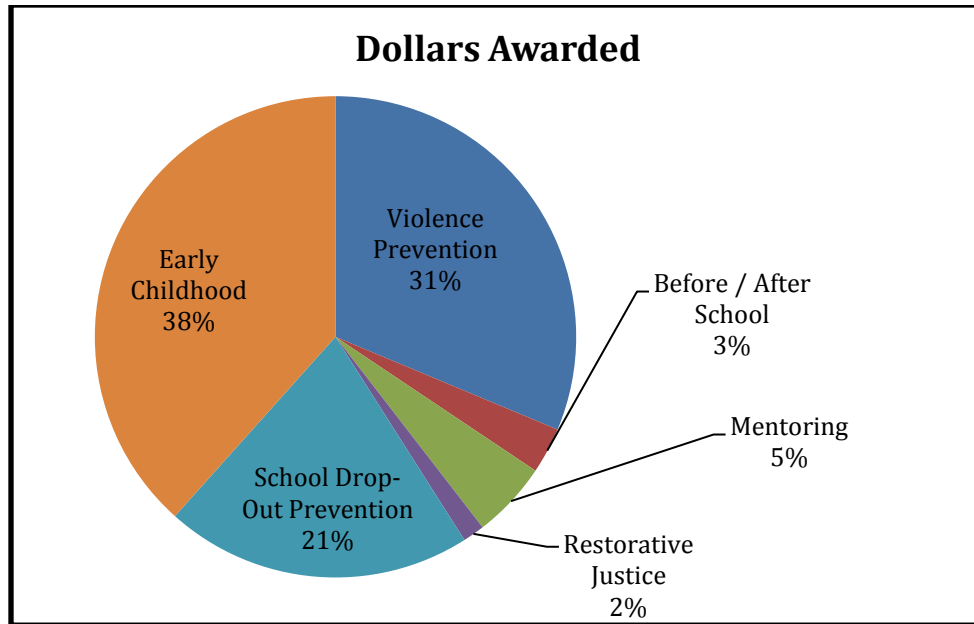


Figure 4: TGYS funding categories by percentage of total funding

F. TGYS Funding Categories

The key data points listed in each category highlight issues that continue to be concerning for children and youth in Colorado. While TGYS programs alone cannot solely impact these data points, the information is of critical importance in informing TGYS priorities.

Early Childhood Programs

Key Data Points

- In 2010, approximately 91,000 Colorado children were living in extreme poverty (less than 50 percent of the federal poverty level, or an annual income of about \$11,000 for a family of four). In Colorado, the number of children growing up in extreme poverty has increased by 136 percent since 2000, growing from 3 percent to 8 percent.¹
- In 2009, nine out of every 1,000 Colorado children were confirmed by child protective services as victims of child maltreatment.²
- In 2011, there were 11,582 substantiated cases of abuse and neglect.³

¹ Piscopo, Lisa. The Colorado Children's Campaign. (2012). 2012 Kids Count in Colorado. Retrieved from <http://www.coloradokids.org/data/publications/2012kidscount.html>

² Piscopo, Lisa. The Colorado Children's Campaign. (2012). 2012 Kids Count in Colorado. Retrieved from <http://www.coloradokids.org/data/publications/2012kidscount.html>

³ Colorado Dept. of Human Services, Division of Child Welfare Services. (2011) 2011 Data Book. Page 34

TGYS-funded early childhood programs target the reduction of child maltreatment 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 were awarded 38 percent of fiscal year 2012-13 TGYS grantee-allocated funds, totaling \$1,219,071. Services were provided to a total of 12,539 participants (7,569 children ages 0-8 and 4,970 parents and community members).

Student Dropout Prevention Programs

Key Data Points

- In 2011, the Overall Graduation Rate in Colorado was 73.9 percent.⁴
- In 2011, Native Americans had the lowest graduation rate (52.2 percent) followed by White/Hispanics (60.1 percent), African Americans (64.6 percent), White/non-Hispanics (81.1 percent), Asians (81.7 percent) and Two or more races (82.8).⁵

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 were awarded 21 percent of fiscal year 2012-13 TGYS grantee-allocated funds, totaling \$655,127. Services were provided to 8,357 students.

⁴ Colorado Department of Education. (2011). Graduation Rates. [data file]. Retrieved from <http://www.cde.state.co.us/cdereval/rv2011GradLinks.htm>

⁵ Colorado Department of Education. (2011). Graduate and Completers by district, gender, race/ethnicity. [data file]. Retrieved from <http://www.cde.state.co.us/cdereval/rv2011GradLinks.htm>

Youth Mentoring Programs

Key Data Points

- In 2011, 15.5 percent of high school students in Colorado carried a weapon to school in the previous 30 days.⁶
- In 2011, 36.4 percent of high school students in Colorado reported using alcohol in the previous 30 days.⁷
- In 2011, 22 percent of high school students used marijuana at least once in the past 30 days.⁸

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 refers to 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.

Youth mentoring programs were awarded five percent of fiscal year 2012-13 TGYS grantee-allocated funds, totaling \$163,442. Services were provided to a total of 373 youth and adults, of which 273, were youth ages 9-18 and 100 were mentors and community members.

⁶ Colorado Dept. of Education and Colorado Coalition for Healthy Schools. 2011 Healthy Kids Colorado Survey Report. Page 23. (2011) Retrieved from <http://collaboration.omni.org/sites/hkc/Reports%20and%20Fact%20Sheets/State%20Reports/2011%20HKCS%20State%20Report.pdf>

⁷ Colorado Dept. of Education and Colorado Coalition for Healthy Schools. 2011 Healthy Kids Colorado Survey Report. Page 20. (2011) Retrieved from <http://collaboration.omni.org/sites/hkc/Reports%20and%20Fact%20Sheets/State%20Reports/2011%20HKCS%20State%20Report.pdf>

⁸ Colorado Dept. of Education and Colorado Coalition for Healthy Schools. 2011 Healthy Kids Colorado Survey Report. Page 20. (2011) Retrieved from <http://collaboration.omni.org/sites/hkc/Reports%20and%20Fact%20Sheets/State%20Reports/2011%20HKCS%20State%20Report.pdf>

Before and After-School Programs

Key Data Points

- 33 percent or 265,086 of Colorado's K-12 youth are unsupervised after school.⁹
- In 2011, 25.8 percent of middle school students watched 3+ hours of television on average per school day.¹⁰
- In 2011, 32.3 percent of Colorado eighth graders were either unsatisfactory or partially proficient in reading based on TCAP scores.¹¹

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. As defined in statute, these programs serve only sixth- through eighth-grade students or 12- to 14-year-olds. These programs help youth develop their interests and skills in the areas of sports and fitness, character and leadership, or arts and culture. These programs 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 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 were awarded three percent of fiscal year 2012-13 TGYS grantee-allocated funds, totaling \$98,134. Services were provided to a total of 485 youth and community members, of which 404 were youth ages 0-18 and 81 were parents and community members.

Restorative Justice Programs

Key Data Points

- In 2011, there were 34,131 juvenile arrests in Colorado.¹²
- Thirty-four percent (33.9%) of youth in Colorado discharged from detention services in FY 2009-10 received a new felony or misdemeanor filing within one year following discharge.¹³
- On any given day, 82.3 percent of youth in Colorado's detention systems are served through community organizations like mental health services, restorative justice programming, etc.¹⁴

⁹ After School Alliance. Retrieved from http://www.afterschoolalliance.org/states_docs/pdfs_old/CO.pdf

¹⁰ Colorado Dept. of Education and Colorado Coalition for Healthy Schools. 2011 Healthy Kids Colorado Survey Report. Page 17. Retrieved From <http://collaboration.omni.org/sites/hkc/Reports%20and%20Fact%20Sheets/State%20Reports/2011%20HKCS%20State%20Report.pdf>

¹¹ Colorado Department of Education. (2011). TCAP Reading Grades 3-10. [data file]. Retrieved from <http://www.cde.state.co.us/assessment/CoAssess-DataAndResults.asp>

¹² Colorado Bureau of Investigation. (2011). Crime in Colorado. [data file]. Retrieved from http://crimeinco.cbi.state.co.us/cic2k11/state%20totals/statewide_juvenile_arrests.html

¹³ Division of Youth Corrections. (2011). Recidivism rate. Retrieved from <http://www.colorado.gov/cdhsdyc/Resources-Publications/Recid2012.pdf>

¹⁴ Division of Youth Corrections. (2011). SB94 Evaluation. [data file]. Retrieved from http://www.colorado.gov/cdhsdyc/Resources-Publications/SB94_2011_Annual_Report.pdf

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; or to youth who are first time offenders. Restorative justice programs were awarded two percent of fiscal year 2012-13 TGYS grantee-allocated funds, totaling \$46,528. Services were provided for a total of 129 youth, all of whom were ages 9-18 years old.

Violence Prevention Programs

Key Data Points

- In 2011, 431 juveniles in Colorado were arrested for weapons violations and 3,515 juveniles were arrested for drug violations.¹⁵
- In 2011, 24.9 percent of Colorado high school students had been in a fight in the last 12 months.¹⁶
- In 2011, 67,000 young people in Colorado ages 18-24 were not working, not attending school and had no degree beyond a high school diploma.¹⁷

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 were awarded 31 percent of fiscal year 2012-13 TGYS grantee-allocated funds, totaling \$994,169. Services were provided to 12,028 participants of whom 3,065 were children ages 0-8 years old, 7,816 were youth ages 9-18 years old, 652 were young adults ages 19-24 years old and 495 were parents and community members.

¹⁵ Colorado Bureau of Investigation. (2011). Crime in Colorado. [data file]. Retrieved from http://crimeinco.cbi.state.co.us/cic2k11/state%20totals/statewide_juvenile_arrests.html

¹⁶ Colorado Dept. of Education and Colorado Coalition for Healthy Schools. 2011 Healthy Kids Colorado Survey Report. Page 23. (2011) Retrieved from <http://collaboration.omni.org/sites/hkc/Reports%20and%20Fact%20Sheets/State%20Reports/2011%20HKCS%20State%20Report.pdf>

¹⁷ Annie E. Casey Foundation. (2011). Kid's Count. [data file]. Retrieved from <http://datacenter.kidscount.org/data/bystate/stateprofile.aspx?state=CO&group=All&loc=7&dt=1%2c3%2c2%2c4>

II. EVALUATION OF THE TGYS PROGRAM:

A. Program Operation

The TGYS Program implemented a comprehensive monitoring plan in Fiscal Year 2012-2013 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 2012-13 included conducting site visits, reviewing semi-annual reports and checking billing status.

Site Visits - During year two of the three-year funding cycle, the TGYS Program conducted site visits with one new grantee and any grantee that required in-person follow-up as a result of year one program monitoring. Visits are used as both compliance monitoring and as an opportunity to connect grantee organizations with resources or other partners as needed.

Reports - Grantees submit both a mid-year and a year-end report. These reports allow TGYS program staff to monitor grantee progress throughout the year and to capture output data such as: program participants' demographic information, numbers served, counties served, services and activities implemented, and matching fund amounts. All 30 grantees were compliant with reporting requirements. TGYS staff members reviewed all of the reports and provided follow-up and response to all questions or concerns.

Resource Sharing - TGYS grantees represent a spectrum of knowledge and expertise with regard to implementing best practice strategies. TGYS staff creates structured opportunities for TGYS grantees to learn from each other and to share resources. TGYS staff will continue this practice through the provision of conference scholarships, peer-learning site visits, and grantee led trainings.

B. Board Engagement

After six years of service, TGYS Board Chair Pres Askew and Vice-Chair Erik Estrada stepped down from their positions. Based on a majority vote, Representative Beth McCann was selected to be the next Board Chair and Alice Pugh to be the Vice-Chair, starting these positions on July 1, 2013. A list of current board members is available on the TGYS web page at www.colorado.gov/CDHS/TGYS. During fiscal year 2012-13, the board met on a quarterly basis to analyze the TGYS program, evaluation and legislative impacts.

C. Prevention Leadership Council

The TGYS Director participated in the Prevention Leadership Council, the focus of which is 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 maltreatment in Colorado. Due to the scope of the TGYS program, there is a strong need for the TGYS Director to be involved in the inter-agency collaborative work of the Prevention Leadership Council.

D. Legislative Summary

Three legislative bills during the 2012-2013 legislative session impacted TGYS. Below is a brief overview of each of the bills.

HB 2013-1181: Tobacco Program Cash Funds

OVERVIEW: Colorado receives annual Tobacco Master Settlement Agreement (MSA) money and designates its use for various programs, including TGYS. The assembly estimates the portion each program will receive annually based on the projected MSA total amount. If the state receives more than anticipated, this bill allows programs to receive an additional portion of the extra funding. It also allows programs to “roll over” up to 5% of their unspent budget into a cash fund for use the following year.

HB 2013-1239: Creation of Statewide Youth Development Plan

OVERVIEW: The bill directs the Tony Grampas Youth Services Board to convene a group of interested parties to create a statewide youth development plan while assessing a baseline measurement of youth activities, based on available data and resources. This activity is only required to occur if funds are available. This bill eliminated the requirement that 20% of TGYS funds must be granted to early childhood programs. Additionally, it allows for one grant cycle, up to \$300,000 of the TGYS appropriation to award technical assistance grants for community-based prevention and intervention organizations that work with youth. The grants must be used to assist with organizations’ independent certification as an evidence-based program.

HB 2013-1117: Alignment of Child Development Programs

OVERVIEW: The bill moves the Early Childhood Leadership Council (ECLC) from the Governor's Office to the Department of Human Services until September 1, 2018. The bill also relocates several boards and programs from the Department of Public Health and Environment to the Department of Human Services without substantive change:

- Nurse Home Visitation Program,
- Tony Grampas Youth Services Program,
- Colorado Children's Trust Fund and its Board,
- The Family Resource Center Program.

Based on HB13-1117, effective July 1, 2013 the TGYS program is located at the Colorado Department of Human Services within the Office of Children, Youth and Families, with offices located at 1575 Sherman St., Second Floor, Denver, CO 80203.

III. EVALUATION SUMMARY REPORT

During the 2012-13 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.

Overall, **3,700** individuals completed pretests through the TGYS program in FY 2012-13, and TGYS grantees successfully obtained *matched* evaluation post-tests on approximately **2,180** participants from 25 primary agencies and 30 sub-agencies. The number of participants with matched data represents **55%** of all submitted pretests. Many TGYS-funded grantees implement after-school programs. Within these

programs, attrition is not uncommon, and is often due to participant involvement in sports or other activities at posttest as opposed to pretest, making it difficult to obtain matched data. Additionally, some findings indicate that students who drop out of after-school programs match the profile of some TGYS participants who are at risk for low school-engagement, more absenteeism from school, and come from neighborhoods characterized by higher levels of social disorganization than students who stay in the programs (Weisman & Gottfredson, 2001). Many of these factors may explain attrition from TGYS-funded programs; however, 55% of matched posttests to pretests represents a much higher rate of matched data than is typical in other studies (Gottfredson, Cross, Wilson, Rorie, & Connell, 2010).

Pre-post analyses were conducted on data collected with 8 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. Highlights of the aggregate analysis are provided below.

In the data analyses below 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). The risk group for such instruments included those who had lower scores. For other instruments (e.g., 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.

Risk Behaviors. Substance use has long been associated with the risk of both teen and adult violence. More recently, substance use (alcohol, marijuana, and hard drugs) has been demonstrated to be predictive of teen dating violence (Temple, Shorey, Fite, Stuart, & Le, 2013; Epstein-Ngo et al., 2013). As such, many TGYS-funded programs place a strong emphasis on reducing substance use among participants. During 2012-13, TGYS youth (N=581) reported significantly lower substance use after programming.

An increasingly popular approach to youth prevention involves investigation beyond risky behaviors to include the identification and establishment of the prevalence of protective factors among adolescents. Protective factors are positive characteristics and attitudes among adolescents that can help them become more able to resist engagement in activities related to violence (bullying, delinquency; Herrenkohl et al., 2009). TGYS youth (N=745) demonstrated significantly less tolerance of deviant/delinquent behavior and tolerance of substance use after programming during 2012-13.

School Performance. Research has indicated that higher degrees of behavioral and emotional school engagement predict a significantly lower risk of substance use and involvement in delinquency among youth (Li et al., 2011). Furthermore, children with lower academic performance generally offend more frequently, commit more serious and violent offenses, and persist in their offending over time (Borowsky, Ireland, & Resnick, 2002; Maguin & Loeber, 1996). The most at-risk TGYS youth (N=25) demonstrated significantly improved grades during 2012-13. Where statistically significant improvements in school engagement were not seen in the total sample, significant change was observed

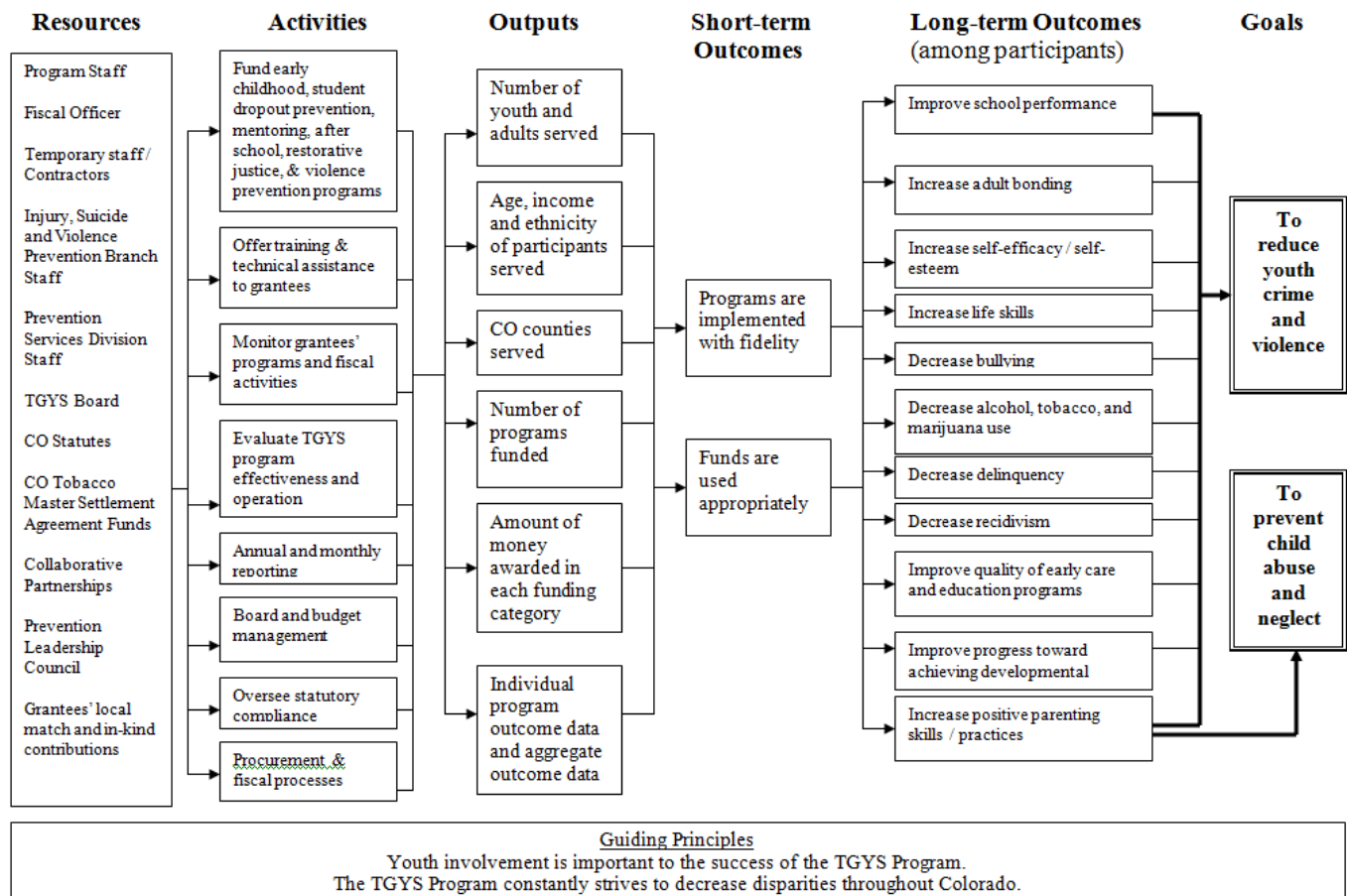
in the risk group (N=92). This indicates that the most at-risk youth demonstrated better performance and became more engaged with school over time.

Resilience/Social Competence. Resilience and social competence are constructs that generally refer to an individual's ability to overcome adversity and continue his or her normal development. Studies have shown that at-risk youth with high levels of social competence decrease their involvement with deviant peers throughout adolescence, which in turn predicts less serious forms of delinquency in early adulthood. Those with more social competence also tend to do better in school (Stepp et al., 2011). TGYS youth demonstrated statistically significant gains in self-reported resilience (N=957) and teacher-rated social competence (N=332) during 2012-13.

Additional Protective Factors. Results of other research among adolescents have supported the roles of self-efficacy and social connectedness in protecting against and limiting both delinquent behaviors and violence in this population (Kort, 2010; Stoddard et al., 2011). TGYS youth demonstrated gains in self-efficacy (N=120) and perceived social support (N=50) during 2012-13. Where statistically significant improvements in these constructs were not seen in the total sample, significant change was observed in the risk groups: self-efficacy (N=34) and perceived social support (N=15). This indicates that the most at-risk youth reported higher self-efficacy, and felt they had more support from family and friends over time.

In summary, extensive research among adolescents indicates that a variety of protective factors work toward preventing or limiting criminal and violent behavior in this population. TGYS-funded programs are designed to strengthen and foster these factors among participating youth. Using validated and well-performing measurement tools to collect pretest and posttest data, TGYS has demonstrated that participating youth have experienced gains in positive attitudes, school performance, resilience, self-esteem, and perceived social support during 2012-13. These gains were particularly strong among the most at-risk youth. It is important to note that data on some measurement instruments demonstrated little or no change in the overall sample, but did demonstrate improvement in the risk-identified group. Because TGYS programs provide primarily universal programming and prevention services, all participants would not be expected to have low pretest scores and experience marked improvement over time. The fact that results show that overall sample scores on the outcomes of interest remained stable or improved, and that risk-group scores markedly improved is a positive finding in 2 ways. First, this finding indicates that program participants who scored higher at pretest did not have decreased scores on measured protective factors or increased scores on any risk factors over time while participating in TGYS programs. Second, it indicates that currently funded TGYS programming appears to be effective at serving both the general population, and those who are more at risk.

**Tony Grammas Youth Services Program
Logic Model**



TGYS 2012-2013 Agencies

Bennie E. Goodwin After School Academic Program, \$50,000: The Bennie E. Goodwin After School Academic Program (ASAP) serves at-risk, low-performing, and low income youth, ages 5 to 18, from 1st through 12th grades with highly trained teaching staff who develop individualized, sequential learning plans, incorporating small group instruction and additional resources such as the computer lab, which help further bolster learned concepts. The students are almost a third Hispanic, a third African refugee/immigrant, a third African American, and roughly 50/50 boys and girls. The Bennie E. Goodwin ASAP program is dedicated to teaching educational foundation skills to students who are performing one year or more below grade level in reading and/or math during three ten-week sessions (45 hours) throughout the school year that meet twice weekly and a three-week (51 hour) summer session that meets four times per week. To facilitate learning, each student is provided with a nutritious meal at every tutoring session. It is expected that students will gain at least nine weeks of progress in reading or math per term. In its service to at-risk and low-income youth, Bennie E. Goodwin ASAP also works with parents to increase overall parenting skills such as nutrition awareness, communication with their children, understanding gang and drug use warning signs, etc. The goal of this Parenting Skills Program is to assist parents, who reflect their children's ethnicity and socio-economic status, in taking a more active role in their children's education and their lives. These adults, from their early 20s to late 40s, and their families are invited once each session (three times during the school year) to the Bennie E. Goodwin main facility in Aurora for a 2-3 hour educational workshop with experts from various fields. Food is served and the entire family is invited including younger children. It is expected that these parents will take more active roles in their children's education and that, as a result, Bennie E. Goodwin ASAP students will progress in their schoolwork due to parental guidance and support.

Big Brothers Big Sisters of Colorado, \$68,722: Big Brothers Big Sisters of Colorado (BBBSC) will serve 75 youth ages 7-17 through its highly effective Community Based mentoring program. In this program, BBBSC will establish new matches between elementary-school-aged youth and volunteer mentors and support these matches as long as they continue to meet program expectations. Approximately 55% of the youth who will be served are male, 45% are female, 23% are African American/Black, 31% are Hispanic/Latino, 19% are Multi-Racial, 26% are Caucasian/White, and 2% are another race. The program helps youth bond with a caring adult, improve their ability to access community resources, improve their school performance, and ultimately avoid negative or delinquent behavior.

Boys & Girls Club of Metro Denver, \$647,238: Through the BGC Alliance, with Boys & Girls Clubs of Metro Denver (BGCMD) as lead agency, this TGYS project will support BGC's community-based, wrap around, evidence-based programs targeting Colorado youth at risk for violence. This project will reach 22,847 Colorado youth from 28 individual Club sites, including one military base and an Indian Reservation. 4,184 of these youth will be targeted for this TGYS funded program through strategic programs, many of which have evidence-based accreditations and national distinctions. Participating youth are 6-18 years old, 57% are ethnic minorities, 60% live below the poverty, and 39% come from single parent homes. Club youth tend to have a lack of parental involvement, low levels of academic achievement and school involvement, low self-esteem, limited decision-making skills, and a lack of self-efficacy, all of which can contribute to high-risk behaviors, specifically violence. The overall project goal is to reduce youth violence in

Colorado, specifically by reducing these risk factors and building protective factors in three key areas: academic success, good character & citizenship, and healthy lifestyles.

Catholic Charities of Pueblo, Inc., \$80,990: Catholic Charities Diocese of Pueblo, Inc. and their partnering agencies will reach a disparately affected population of families with children 0-8 years of age to increase awareness of the importance of early childhood and improve the quality of education and parent support systems in local communities.

Project Plan: The services provided through this collaborative will serve 1,332 children 0-8 and parents who live at or below poverty level in Pueblo and Huerfano Counties. Services include: Bright Beginnings, Parents as Teachers, and Parents as Teachers Supporting Care Providers and Nurturing Parenting program. Each service will entail program coordination such as: receiving referrals, marketing program, performing risk assessments, evaluation, documentation of services and scheduling.

City of Aurora, Office of Youth Development, \$183,156: City of Aurora will serve 1000 middle school students in the north Aurora schools of North, South, East and West with enrichment activities, job training, arts programming, self defense, prevention curriculum and tutoring. Participants ages 11-15 represent Aurora's diversity with 69% hispanic, 18% African American, 9% white, 3% Asian and 1% Native American. 89% qualify for free and reduced lunch. The after school activities will help students develop life skills, conflict resolution skills, creative expression, self discipline and academic skills so they stay in school and avoid high risk behaviors. As a result, participants will show a significant improvement in school bonding and self efficacy after participation in after school programs. Students will also participate in after school activities during peak youth crime hours and demonstrate better school attendance and academic progress.

cityWILD, \$48,067: For the past ten years, cityWILD has been providing tuition-free, comprehensive experiential education programs for at risk youth in northeast Denver, helping them to resist the negative influences of their community environment and potential challenges in their homes and instead make healthy life decisions so to become role models and leaders in the community. cityWILD targets youth at risk in 6th – 12th grades (10-18 years old), 97% of whom are from minority backgrounds, 71% with family incomes less than \$25,000 (of those reporting), and a large number from single parent homes. TGYS funding will support cityWILD's year-round Leadership Development Program, which includes an After School Program held four afternoons and targeting students from four Denver Public Schools (DPS) Title I schools; Weekend Adventures and Expeditions to build on weekday programming through the outdoors (i.e. camping, backpacking, river raft guiding, rock climbing) and incorporate service-learning and opportunities for leadership; and Support Services to provide students with ongoing, individualized support, including family counseling, weekly school contact, homework help, job coaching, and crisis services as needed. Using the outdoors as a classroom, cityWILD addresses community risk factors associated with youth crime, violence, and other delinquent behaviors to meet its organizational goals of helping students to: 1) develop leadership, social skills, and self-concept, 2) promote environmental awareness and a community ethic through service learning, 3) increase academic achievement, and 4) decrease and/or prevent their usage of alcohol, drugs, and tobacco.

Colorado CASA, \$78,989: Colorado CASA (CASA) is requesting funding to provide evidenced-based training, technical assistance, and funding to its 17 partner agencies. CASA programs match trained volunteers with victims of child abuse or neglect to advocate for the child's best interest in court through written court reports and verbal testimony. Training and

technical assistance will reach 50 agency staff and 225 volunteers throughout Colorado. Children with a Court Appointed Special Advocate have increased connections with caring adults and are more likely to succeed in school.

Colorado I Have A Dream Foundation, \$30,000: Colorado I Have A Dream Foundation will provide violence prevention services to middle-school Denver youth in a multitude of programs. These youth will participate in cohorts with comprehensive services designed to improve academic performance and enhance connectedness to adults. This program will provide year-round comprehensive drop-out prevention programming and support, including one-on-one mentoring that occurs at the schools the youths attend, group tutoring at schools, homework help, community service and service learning projects, college visits and college preparation activities, and cultural/recreational enrichment activities.

Colorado Parent and Child Foundation, \$535,898: 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, building on readiness skills so that children enter school more able to succeed, and to support parents as their child's first and most influential teacher.

Colorado Youth at Risk, \$137,786: Colorado Youth at Risk will conduct a Steps Ahead for Youth program expansion that will serve 40 students at George Washington High School, 40 students Aurora Central High School, as well as implement a "Real Talk" enrichment program at Manual High School for 120 students. Population: Youth ages 14-18 at risk for dropping out of high school; 95% are TANF-eligible; 42.5% black; 32.5% Latino; 20% mixed-race; and 5% Caucasian. 45% are male and 55% female. Services: To provide a one-year, prevention and intervention mentoring program called Steps Ahead to a larger population of students at-risk of dropping out of school. Steps Ahead includes: (1) a four-day experiential Launch Course retreat to solidify the bond between mentor and student; (2) weekly meetings for three hours each between students and their adult, one-to-one mentor; and (3) monthly community workshops and a year-long transformational program focused on behavior and dropout prevention.

Denver Public Schools, \$50,067: Out of School Time (OST) programming is offered before and after school, over holidays and during the summer months. Programming focuses on youth driven academic and enrichment activities. These high-quality programs are proven to reduce drop-out rates and increase graduation rates. Skinner students who attend SNC (Skinner Neighborhood Center) OST programming 30 days or more in a given academic year will have 5% higher CSAP scores than a control group of their peers, 5% higher day school attendance than a control group of their peers, and increased self-efficacy and sense of belonging. Wrap Around Supports are focused on the Parent Room resource center and will provide ESL (English as a Second Language), computer, and employment classes, along with cooking, nutrition, and other courses to 35 family members of Skinner students during the day and after school. The parent room will be staffed to provide connections with community services and resources to 50 parents in a safe and friendly environment. 80% of family participants will be

better connected with the school, their community, and their child's education as measured by participation evaluations.

Pre-Collegiate programming includes college visits, and a mentorship and tutoring program to build skills, self-confidence, and student and family preparedness for higher education. Skinner students who complete the Pre-Collegiate curriculum will be more prepared for high school graduation as measured by ABC (Attendance, Behavior and Coursework) scores calculated by DPS Department of Assessment, Research and Evaluation and/or a self-report survey.

Denver Youth Program, \$50,000: 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.

Early Childhood Council of Larimer County, \$79,416: The purpose of the program for which funding is requested includes increasing the ability of early childhood caregivers to support the social/emotional development and address behavioral concerns of at-risk children 1 to 6 years of age and improving the quality of early childhood programs serving at-risk children 1 to 8 years of age. Services will include training on the Pyramid social emotional model, child and classroom assessments using evidence based tools, development of quality improvement plans, coaching and resource funds to support implementation of the plans and coaching training for some supervisory staff to improve sustainability. The expected outcomes include improved caregiver skills, knowledge and competence, and in the case of BASE Camp programs, increased ability of their Coordinators to provide coaching support to before and after school program teachers. These short term outcomes are expected to lead to increased self efficacy and self esteem in the children served and ultimately a reduction in youth crime and violence.

Full Circle of Lake County, Inc., \$50,000: To increase self-efficacy and social skills in middle school youth, Full Circle of Lake County, Inc. will engage fifty youth exhibiting at-risk behavior in a combination of effective after-school experiential activities focusing on social skills (Outdoor Leadership Club) and in-school classroom sessions of the Girls' Circle/Boys Council evidence-based curriculum. Youth will attend sixty after-school/summer activities to develop team building, decision-making, problem-solving and a sense of bonding. At least twenty-five of these youth will also attend one eight-week session of Girls' Circle / Boys Council. Youth will show an increase in self-efficacy or resilience or maintain a high level (> 3.8) on these measures. To increase self-efficacy and connectedness among girls exhibiting at-risk behavior as they transition to high school, ten girls in the 9th grade will complete the Girls' Circle curriculum. Girls will be referred by the high school counselor or from Full Circle staff. Girls will help plan activities and participate in at least 80% of the class sessions to attend a cultural field trip. Girls' Circle will be facilitated in two, ten week sessions focusing on relationships; prevention of alcohol, tobacco and other drugs; goal setting and positive decisions. Girls will show an increase in self-efficacy and connectedness.

Girls, Inc., \$50,000: 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, provide them with the tools and knowledge to make healthy choices, and 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.

Goodwill Industries, \$65,000: Goodwill Youth Services Programs decrease youth crime and violence by increasing students' connectedness to school. Goodwill's TGYS-funded program includes services for students at 14 Denver metro area and Northern Colorado schools (Aurora Central, Hinkley, Abraham Lincoln, Denver East, Denver South, Denver West, George Washington, Greeley Central, Greeley West, John F. Kennedy, Martin Luther King Career Academy, Northridge, Place Bridge Academy and Sheridan). Students range in age from 14 to 21 (49% female and 51% male), have diverse backgrounds (51% Hispanic, 25% African-American, 14% white, 2% Asian, 1% American Indian and 7% Other), and 82% qualify for free and reduced lunch. Goodwill Youth Services Programs will connect 1,800 students to their school and community, increasing graduation rates and preparing students for the world of work through a classroom-based employability and life skills curriculum, mentoring, and individualized job coaching.

Invest in Kids, \$265,771: Invest in Kids' (IIK) mission is to improve the health and well-being of vulnerable young children and families throughout Colorado. TGYS support will enable IIK to serve as an intermediary partner in Colorado, to achieve the following goals: work in partnership with local communities to prepare for and sustain quality program implementation for the Incredible Years (IY) throughout the state; implement and ensure the long-term success of IY, a research-based, proven program for children ages 3-8, their teachers and their families.

The target populations for IY are at-risk children (specifically, those from a low-income background, male and female of all ethnicities), their parents and their teachers. Specific activities IIK will conduct include pre-implementation planning for fidelity adherence and sustainability, training in the IY child, teacher and parent programs, technical assistance to communities, local Peer Coaches, classrooms and parent groups and evaluation of all components of the program implementation to ensure that Colorado child and family outcomes parallel those that numerous research trials have realized. Expected outcomes include a decrease in aggressive behaviors at school and at home, increase in social competence and school readiness, increase in positive parenting and decrease in harsh and negative parenting.

Live the Victory, Inc., \$57,349: The Matthews House Transition Program serves low-income male and female youth, ages 16-21, of various ethnicities. The purpose of the program is to empower at-risk youth to take control of their lives, shape positive futures for themselves and become healthy, self-sufficient adults. Program services include Transition Facilitation (case management), One-to-one Mentoring/Family Coaching, Experiential Education/Activities, Social Activities, Leadership Development, and After Care (continued transition facilitation to self sufficiency). Expected outcomes are increased life skills, decreased delinquency, decreased recidivism, increased self esteem, attainment of education and employment goals, increased parenting skills, increased positive physical and mental health, and maintenance of stable housing.

Mi Casa Resource Center, \$50,000: Mi Casa provides evidence-based afterschool, summer and evening programs to support middle school youth in Northwest Denver to acquire the intellectual and emotional assets they need to be successful in school and beyond. Mi Casa will serve over 350 low-income, primarily Latino youth each year. These youth will demonstrate increased academic performance, increased behavioral performance, and increased leadership skills which will ultimately lead to a reduction in youth crime and violence.

Project PAVE, Inc., \$40,944: Project PAVE's Teen Dating Violence (TDV) prevention program will increase awareness of Denver Metro youth about TDV through comprehensive education and outreach centered on an innovative, interactive classroom curriculum presented by professional educators and trained teen peer educators. Although the program primarily targets students in the Denver Public School district, PAVE also serves youth in four additional counties. Although a portion of programming is geared towards adults and youth combined, the program mainly serves youth ages 11-18 of any race, gender and socio-economic status. In 2011, PAVE will serve 1,600 people through TDV programs.

Pueblo City Schools, \$57,775: The purpose of Pueblo City Schools "Proficiency Center Project" is to improve student engagement in school and thereby reach the goal of reduced student dropout. The Project will provide intensive school and community-based case management and advocacy services to 80 high-risk students attending Central High School and Pitts Middle School. Through the combination of site-based and community connected services, supports, and case management provided by two community advocates in the schools, it is expected to see student attendance, academic performance, and behavior show significant improvement over baseline and to achieve an increase in the graduation and completion rate over time.

Rocky Mountain Parents as Teachers, \$33,748: Rocky Mountain Parents as Teachers' purpose and goal is to use an evidence-based program to prevent child abuse and neglect by providing education, resources and support to at-risk families in the Denver metro area. TGYS supports 35 low-income children ages zero to five years and their parents; the families served represent many races and ethnicities. Participating families receive monthly home visits, emergency support between visits, group connections, health and developmental screenings for their children, and an extensive resource network. The families served will enhance their bond with their children, increase their knowledge of parenting and early child development, increase their social connections, feel supported through the challenges of parenting, and increase their resiliency; all of these are likely to reduce the incidence of abuse and/or neglect.

Summer Scholars, \$75,337: The mission of Summer Scholars is to narrow the educational achievement gap. Through the Scholars After School program, Summer Scholars increases student achievement and provides youth enrichment in order to assist disadvantaged children who are most at-risk. Ideally, the Scholars After School program provides academic instruction plus recreation and enrichment to help about 1200 Denver children in grades K-6 to improve their literacy skills and build pro-social assets, increasing their likelihood of academic and social success.

Summit County Youth and Family Services, \$51,311: Summit County Government Youth and Family Services in partnership with Summit School District provides a continuum of services for preventing student dropout in secondary grades (6-12). The goal of this program is to have students feel connected to school, stay in school, achieve academic success and then be less likely to commit acts of crime and violence in the community. The Student Integration, Retention and Outreach Collaborative targets student dropout prevention and intervention through existing bullying prevention curriculum and activities, community mentoring, school outreach coordination and Reconnecting Youth, a school based intervention support group. Augmenting these strategies will be an enhanced community mentoring, after school program with emphasis on middle school years of 6th-8th grade.

TEENS, Inc. Youth and Family Center, \$56,040: TEENS, Inc. after school programs address substance abuse, youth violence/crime and the drop out rate at Nederland High School (NHS). TEENS, Inc. after school and Chinook West programs attempt to build resiliency, problem solving skills, healthy sense of self, social support and optimism for the future, high academic/behavioral expectations, school connectedness and motivation, and a presence of caring adults. Project Description: TEENS, Inc. serves youth through after school programs and an alternative high school for youth who have dropped out or are at risk of doing so. 176 youth from 6th grade to the age of 21 participate in programs that increase the likelihood that youth will make healthy choices, thus reducing youth crime and violence and drop out rates at Nederland High School.

The Center for Family Outreach, \$42,079: The Center for Family Outreach provides violence prevention programming for 600 youth (ages 10 – 18) and their parents, living in Larimer County. Four early-intervention programs are offered: 1) Navigating the Adolescent Years (NTAY) is a 90-day program for self-enrolled youth. 2) Diversion is a 90-day program for first-time offenders referred by the District Attorney (DA). 3) Pathways Plus Prevention is a 5-month program for DA-referred youth having more serious Alcohol, Tobacco and Other Drug (ATOD) issues. 4) Impact is a 6-month program for DA-referred youth having serious ATOD issues and requiring intense supervision. All four programs center on prevention, helping young people make healthy life decisions before they become addicted and before their lives are compromised due to substance abuse and criminal behavior.

The Pinon Project Family Resource Center, \$51,671: The Pinon Project's multi-agency program implements The Incredible Years (IY) Teacher and Child Program in 30 preschool/school-age classrooms in Cortez, Mancos, Dolores and Towaoc in Montezuma County (including the Ute Mountain Ute reservation) and in Dove Creek in Dolores County in Southwest Colorado. One collaborative project serves up to 577 children aged 3-8. The children in this program participate in Dinosaur School twice weekly for nine months and are approximately 35% Native American, 25% Hispanic and 40% Caucasian with over 70% of participating children eligible for free/reduced lunches. The IY program provides 14 weeks of parenting classes to 60 parents of children from the same population in Montezuma and Dolores counties. The IY is researched based and proven to increase social/emotional life skills and school performance while reducing behavioral and conduct problems in children. The program is also proven to increase positive parenting skills and to foster secure, positive, nurturing relationships between parents and their children.

United Way of Weld County's Promises for Children's Early Childhood Council, \$92,588: Providers Advancing School Outcomes (PASO) is a hands on training program designed to work in the homes of Latina Spanish speaking child care providers who have had little or no training in early childhood education and are caring for Latino children. A critical component of the PASO training program is the in-home mentoring support provided by the home visitor.

Victim Offender Reconciliation Program (VORP) of Denver, \$46,528: The RESTORE program's purpose is for youth to increase their awareness of how shoplifting hurts their community, themselves, and their family, and to hold them accountable for their actions so they will avoid future incidents of crime and violence. The program will serve 140 primarily low-income Denver youth, ages 10-18, who are 60% male and 40% female, and 45% Latino/Latina, 40 % African American, 10% White, and 5% other. At the first session, the youth hear a presentation from those impacted by shoplifting and create a contract in restorative small groups for ways to repair the harm; follow-up with the small group at the second session one month later

monitors contract completion. With this program, VORP aims to reduce youth crime and violence and decrease racism in the criminal justice system by maintaining six-month recidivism rates at 16.5% or below, and by ensuring that six- and twelve-month recidivism rates for youth of color are comparable to those for white youth.

YESS Institute, \$50,000: YESS utilizes TGYS funding for its cross-age peer-mentoring program designed to reduce the school dropout rate. This program targets at-risk 9th graders (mentees) who are likely to be Latino, qualify for free/reduced lunch, and have no family role models who have graduated from high school. Program offerings include: trained/supervised peer mentors, close monitoring of attendance/grades, weekly progress reports to parents and training of school staff to enhance the school's capacity to retain at-risk youth in school. It is anticipated that the program will help at-risk youth enhance their school attendance, academic performance, social/emotional intelligence skills and their feelings of connectedness to school, thereby increasing the likelihood they will remain in school.