



COLORADO
Department of Human Services

Tony Grampsas Youth Services Program

State Fiscal Year 2013-2014 Annual Report

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Table of Contents

I. TGYS PROGRAM OVERVIEW	3
A. Program Governance.....	3
B. Program Goals	3
C. Resource Allocation and Expenditures	3
D. Population Served	5
E. Funding Categories and Services Provided.....	7
F. Three-Year Grant Cycle Summary.....	12
II. TGYS PROGRAM OPERATIONS	12
A. Grantee Program Support	12
B. Board Engagement	13
C. Legislative Summary	13
III. TGYS EVALUATION REPORT SUMMARY.....	14
A. Introduction	15
B. Findings	16
C. Conclusions.....	19
D. Additional Results	20
E. Recommendations.....	23
REFERENCES	25
Appendix A: TGYS Program Logic Model	27
Appendix B: TGYS Grantee List.....	28
Appendix C: TGYS Board Member List	54

I. TGYS PROGRAM OVERVIEW

The Tony Grampas Youth Services Program (TGYS) is a program authorized by Colorado Revised Statutes (C.R.S.) 26-6.8-101 through 106, 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. TGYS funds programs that support these goals through six funding categories: Student Dropout Prevention, Before- and After-School, Mentoring, Restorative Justice, Violence Prevention, and Early Childhood. Eligible TGYS applicants include local governments, schools, nonprofit organizations, state agencies, and institutions of higher education. As of State Fiscal Year (SFY) 2013-14, TGYS moved from the Colorado Department of Public Health and Environment (CDPHE) to be housed at the Colorado Department of Human Services (CDHS), within the Office of Children, Youth & Families, Division of Child Welfare. SFY 2013-14 also represented the third and final year of the three-year 2011-14 TGYS grant cycle.

A. Program Governance

In accordance with C.R.S. 26-6.8-101 through 106, 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, the Executive Director of CDHS holds a seat as a member of the board. No more than six of the members appointed to the board may be members of the same political party. Board members serve no more than two, 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 SFY 2013-14 appropriated \$3,606,650 for the TGYS Program from the Tobacco Master Settlement Agreement (MSA) and \$1,453,849 from the General Fund. The appropriation funds grantees, program evaluation, and state staffing and operational costs.

From a total of \$5,060,499 in available funds appropriated for the TGYS Program, the TGYS Board budgeted \$4,665,829 to 56 grantees representing 137 local TGYS providers (through multi-agency and intermediary agency partnerships). 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 or purchase order with CDHS and has direct contact with TGYS staff. A sub-agency is an agency that receives pass-through dollars from a TGYS lead agency through either a multi-agency or intermediary agency partnership. This method has been designed in order to maximize program monitoring and training amongst agencies with similar program deliverables. An example of this is the Boys and Girls Clubs of Metro Denver, which is a TGYS lead agency that partnered with an additional thirteen local Boys and Girls Clubs as sub-agencies. In SFY 2013-14, TGYS funded 56 lead agencies and

81 sub-agencies. A list of TGYS grantees including program description and award amount is included in Appendix B.

To meet the statutory requirement for evaluation of program outcomes, an additional \$129,442 was allocated for an external evaluator. Colorado State University Occupation Health Psychology Department (CSU) conducted the program evaluation. An allocation of \$247,278 was designated for 3 full-time equivalent (FTE) TGYS staff for personal services, and \$17,950 to support operating and travel costs.

The original budget for SFY 2013-14 alongside final expenditures are shown in Table 1 below.

SFY 2013-14 TGYS Budget Categories	Budgeted	Actual Expensed	Variance
Total Funding	\$5,060,499	\$5,034,756	\$25,743
Grant Awards	\$4,665,829	N.A.	N.A.
Mid-year reductions to Grant Awards	-\$12,348	N.A.	\$12,348
Net Grant Awards	\$4,653,481	\$4,652,832	\$649
Evaluation Services (CSU)	\$129,442	\$129,326	\$116
Grantee Technical Assistance / Training & Scholarships	\$0	\$17,868	-\$17,868
Personal Services	\$247,278	\$192,939	\$54,339
Operating	\$17,950	\$3,766	\$14,184
Indirect	\$0	\$38,026	-\$38,026

Table 1: TGYS SFY 2013-14 Budget and Actual Resource Expenditures

The TGYS SFY 2013-14 final expenditures differed slightly from the original budget. The main reasons for the variance were: reduced Full Time Equivalent (FTE) staff costs due to vacancy savings; unbudgeted indirect costs; and enhanced grantee technical assistance and training, for a total variance of \$25,743. Each budget category is described in further detail below.

Grant Awards - \$4,665,829 was initially awarded to grantees. After the mid-year progress and fiscal review, two grantees revised their programs and budgets using TGYS' established budget revision process for a total award reduction of \$12,348. At year end, the 56 TGYS grantees collectively returned an additional \$649 of their awards.

Evaluation Services - The total spent by CSU for evaluation services was \$129,326, returning \$116 of its contracted dollars.

Grantee Technical Assistance (TA)/Training & Scholarships - From Personal Services and Operating savings (described in further detail below), TGYS provided scholarships to grantees for technical assistance and training in areas of identified need.

Personal Services - Total costs for TGYS Personal Services, including temporary staff support, totaled \$192,939. This was less than budgeted due to vacancy savings from two FTE positions that were unfilled for the first half of the fiscal year.

Operating - Extended staff vacancies resulted in lower professional development, travel, telecom, and supplies costs than originally budgeted.

Indirect - Indirect Costs, including costs associated with accounting, contract management, and procurement totaled \$38,026. Previously, when housed at the Colorado Department of Public Health and Environment (CDPHE), indirect costs were not budgeted or charged to TGYS. However, where not prohibited by statute, rule, or funder, CDHS uses an actual indirect cost methodology to directly bill costs associated with administrative functions, in compliance with OMB Circular A-87 and guidance from the Colorado Office of the State Auditor. By using an actual indirect cost methodology rather than an approved rate, CDHS is able to keep indirect costs comparatively low. This resulted in the variance of \$38,026 in Indirect Costs, equivalent to 0.8% of the total program budget.

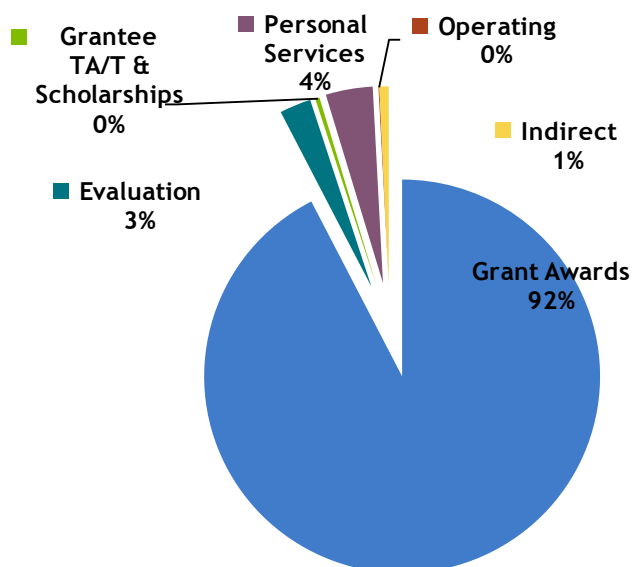


Figure 1: TGYS Resource Expenditure for SFY 2013-14

Additional Information	Budgeted	Actual Expensed	Variance
Retainage - available to spend in SFY 2014-15	\$0	\$49,893	N.A.
Total Reverted Spending Authority	\$0	N.A.	N.A.

Table 2: TGYS SFY 2013-14 Additional Fiscal Information

Retainage and Reverted Spending Authority - Pursuant to House Bill 2013-1181, programs receiving MSA funds are allowed to “roll over” up to 5% of their unspent MSA funds into a cash fund for use the following state fiscal year, thus resulting in \$0 of reverted spending authority. The retainage (“roll over”) to SFY 2014-15 was \$49,893, which includes \$24,150 in additional MSA revenue received that was in excess of the original SFY 2013-14 spending authority granted by the Long Bill.

D. Population Served

The TGYS Program is designed by statute to serve children, youth, community members, and families across Colorado. In SFY 2013-14, TGYS-funded programs served 53,390 individuals in 43 counties. Of those served, 15,105 (28 percent) of the individuals served were children (ages 0-8), 26,767 (50 percent) were youth (ages 9-18), 3,505 (7 percent) were young adults (ages 19-24), 6,582 (12 percent) were parents, and 1,431 were community members (3 percent) (Figure 2). Fifty percent of youth served were male and 47 percent were female. Three percent were reported as unknown based on individuals that did not report as male or female, and data that was lost or not collected by grantees.

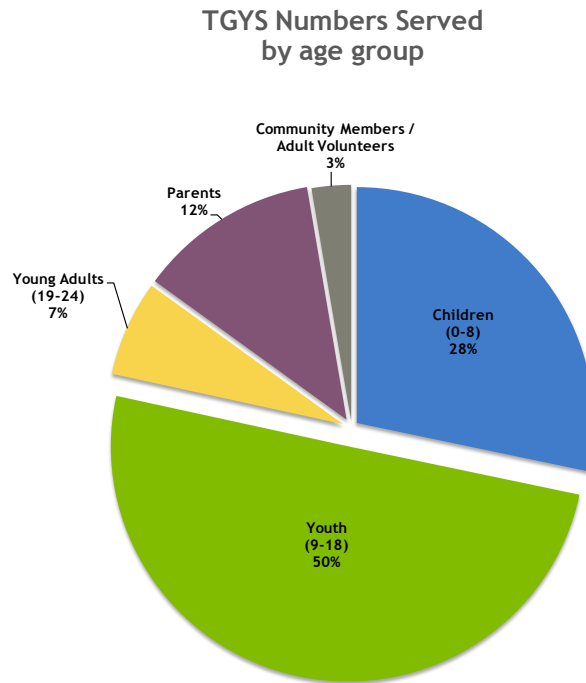


Figure 2: Number of children, youth, young adults, parents and community members served by the TGYS Program in SFY 2013-14

The distribution of these individuals served across Colorado is represented in Figure 3 below.

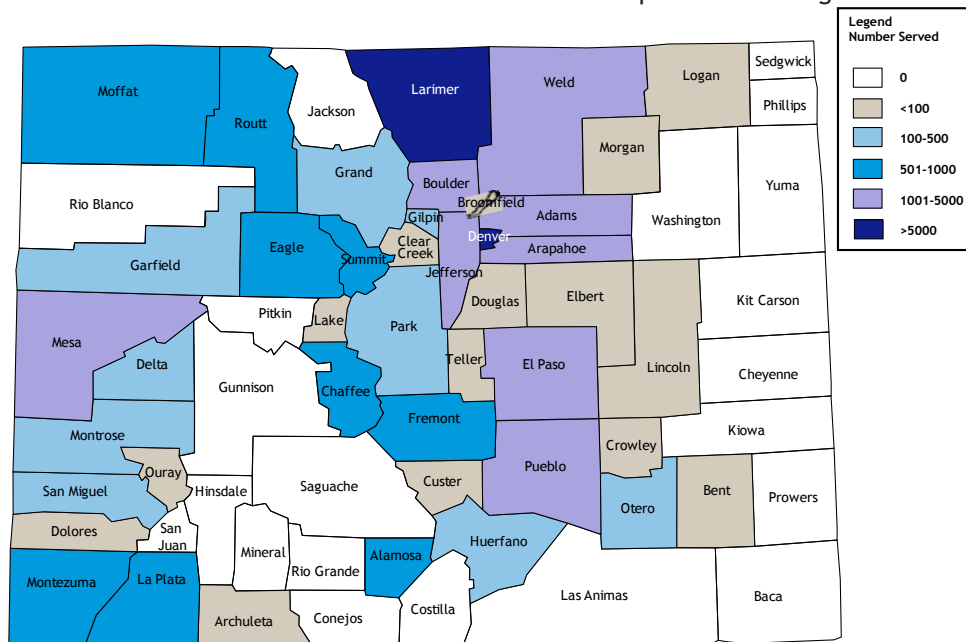


Figure 3: Number of individuals served by TGYS-funded programs in SFY 2013-14

Factors contributing to youth crime and violence and child maltreatment disproportionately affect ethnic minority groups in Colorado. As reported by the Colorado Department of Education, in 2013, Native Americans had the lowest graduation rate (61.4 percent) followed by White/Hispanics (65.4

percent), African Americans (69.5 percent), Native Hawaiian or Other Pacific Islander (75.5 percent), Two or more races (79.0), White/non-Hispanics (82.8 percent), and Asians (85.9 percent). Furthermore, the 2013 Healthy Kids Colorado Survey indicated that 5.2 percent of high school students in Colorado reported not going to school one or more days in the previous 30 days because of feeling unsafe at school or on the way. Among Black/African American students, this rose to 8.6 percent, 9.2 percent for American Indian / Alaska Native students, and 11.1 percent for those reporting as Other race/ethnicity.

Figure 4 below shows the racial and ethnic distribution of individuals served by TGYS-funded programs in an effort to provide equitable service delivery to meet the need of various communities.

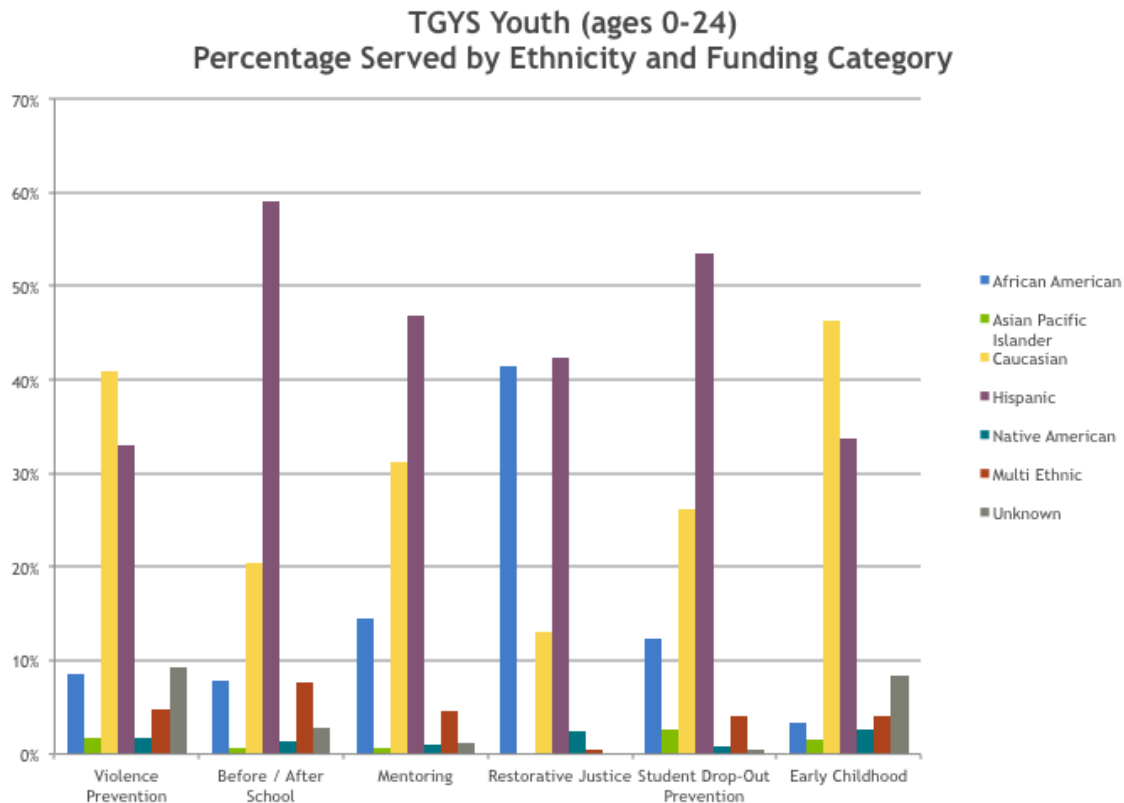


Figure 4: Percent of children and youth served by ethnicity in each TGYS funding category

E. Funding Categories and Services Provided

The TGYS Program supports six funding areas defined by statute: student dropout prevention, youth mentoring, before- and after-school, restorative justice, early childhood, and violence prevention programs. In SFY 2013-14, TGYS-funded programs in all funding categories expended a total of \$4,652,832. To this amount, TGYS grantees blended \$11,812,197 from other funding, including in-kind sources, to operate their programs and achieve the results indicated in this report.

Student Dropout Prevention - \$1,049,949 in funding was awarded to grantees for the purpose of student dropout prevention as defined by C.R.S. 26-6.8-105. This was equivalent to 72 percent of the General Fund appropriation to TGYS, and 21 percent of total Long Bill funding (MSA and General Funds).

Early Childhood - In the 2013 Legislative Session, HB13-1239 was passed, which removed the 20 percent funding requirement to early childhood programs as of SFY 2013-14. Nonetheless, 33 percent of TGYS funds awarded for SFY 2013-14 supported early childhood programs (Figure 5). Additional information for each of the six TGYS funding categories is presented below.

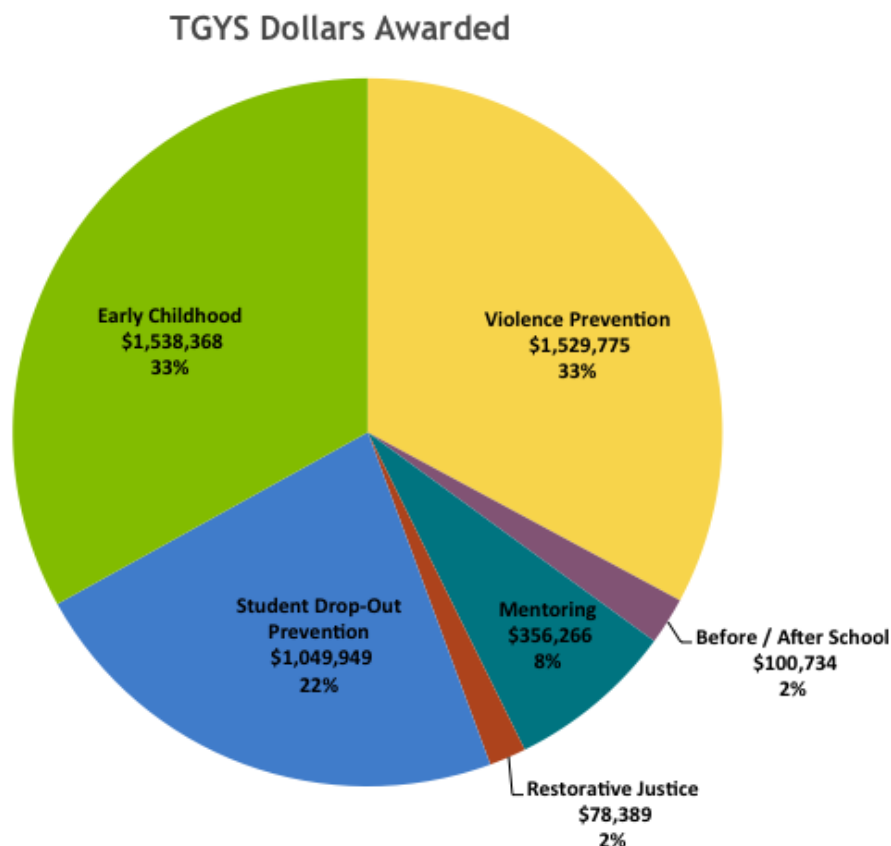


Figure 5: TGYS funding categories by percentage of total funding

The key data points listed in each category highlight issues concerning children and youth in Colorado as related to youth crime and violence and child abuse and neglect. While TGYS programs alone cannot solely impact these data points, the data informs TGYS priorities and provides context for the critical importance of the program's intended goals and outcomes.

EARLY CHILDHOOD

- In 2012, approximately 99,000 Colorado children were living in extreme poverty (less than 50 percent of the federal poverty level, or an annual income of about \$12,000 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 (Hughes, 2014).
- 11% of Colorado's children are preschool-aged, but only 5% of them are enrolled in a preschool program (Hughes, 2014).
- In 2012, 8 out of every 1,000 Colorado children were confirmed by child protective services as victims of child maltreatment (Hughes, 2014).
- In 2012, there were 10,953 victims of abuse and neglect (Colorado Department of Human Services [CDHS] Division of Child Welfare, 2012).

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, helping to improve protective factors such as positive parenting practices and healthy child social-emotional development. While child maltreatment is a significant health problem, it is also a preventable one. Safe, stable, and nurturing relationships and environments help assure that children reach their full potential and prevent child abuse and neglect (Centers for Disease Control and Prevention [CDC], 2014). Examples of TGYS-funded early childhood programs include home visitation programs, training for parents and child care providers, and school-readiness programs. Early childhood programs were awarded 33 percent of SFY 2013-14 TGYS grantee-allocated funds, totaling \$1,538,368. Services were provided to a total of 15,213 participants (9,127 children and 6,086 parents and community members).

STUDENT DROPOUT PREVENTION

- In 2013, the four-year on-time Graduation Rate in Colorado was 76.9 percent (CDC, 2014).
- In 2013, Native Americans had the lowest graduation rate (61.4 percent) followed by White/Hispanics (65.4 percent), African Americans (69.5 percent), Native Hawaiian or Other Pacific Islander (75.5 percent), Two or more races (79.0), White/non-Hispanics (82.8 percent), and Asians (85.9 percent). In all race/ethnicity groups reported, males had lower graduation rates than females of that group (Colorado Department of Education [CDE], 2014).
- In 2013, 5.2% of Colorado high school students reported not attending school at least once in the previous month because they felt unsafe at school, or going to or from school (Colorado Department of Public Health and Environment [CDPHE], "Healthy Kids Colorado Survey," 2014).
- In Colorado, between 2010-2012, the rate of live births to young women ages 15-17 was 14.4 per 1,000 women of that age group (CDPHE, "Health Behaviors and Conditions: Sexual Health," 2014).

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. When students do not finish high school, they are more likely to depend on public assistance and to be incarcerated (CDE, "Dropout Prevention," 2014). According to C.R.S. 26-6.8-105, at-risk students are defined as students in secondary schools who are at risk of dropping out of school. Students may be more likely to dropout for a variety of reasons, including socioeconomic background, lack of adult support, language barriers, feeling unsafe at school, poor academic performance, unintended pregnancies, or other identified indicators (National Dropout Prevention Center / Network [NDPCN], "Why Students Dropout," 2014). TGYS-funded student dropout programs aim to increase school performance and school engagement through services such as college-prep programs, academic-focused after-school programming, school-based or group mentoring, and alternatives to suspension programs. Student dropout prevention programs were awarded 22 percent of SFY 2013-14 TGYS grantee-allocated funds, totaling \$1,049,949. Services were provided to 12,708

individuals, which included 131 parents and 11 other community members (such as teachers or mentors who were trained to engage with the youth served).

YOUTH MENTORING

- In 2013, 4.5 percent of high school students in Colorado carried a weapon to school in the previous 30 days (CDPHE, “Healthy Kids Colorado Survey,” 2014).
- In 2013, 31.0 percent of high school students in Colorado reported using alcohol in the previous 30 days (CDPHE, “Healthy Kids Colorado Survey,” 2014).
- In 2013, 19.7 percent of high school students used marijuana at least once in the past 30 days (CDPHE, “Healthy Kids Colorado Survey,” 2014).
- In 2013, 20 percent of high school students reported having been bullied on school property in the previous 12 months (CDPHE, “Healthy Kids Colorado Survey,” 2014).

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. Research has shown that youth with a mentor may be less likely to become bullies, feel less anxiety related to peer pressure, be more likely to attend college, and less likely to break the law or engage in substance abuse. According to C.R.S. 26-6.8-104, at-risk youth 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, and participation in delinquent behavior or child victimization. There is currently no separate appropriation for mentoring programs. However, youth mentoring programs were awarded eight percent of SFY 2013-14 TGYS grantee-allocated funds, totaling \$356,266. Services meeting the mentoring definition in C.R.S. 26-6.8-104 were provided to a total of 960 youth and adults, of which 715 were youth between the ages of 5-18 and 245 were mentors and community members.

BEFORE- & AFTER-SCHOOL

- Thirty-three (33) percent, or 265,086, of Colorado’s school age children are unsupervised after school. Additionally, 27 percent of all children not in after-school programs would be likely to participate if an after-school program was available (After School Alliance [ASA], 2014).
- In 2013, 25.4 percent of middle school students watched 3+ hours of television on average per school day (CDPHE, “Healthy Kids Colorado Survey,” 2014).
- In 2013, 47.4 percent of middle school students in Colorado reported having been bullied on school property (CDPHE, “Healthy Kids Colorado Survey,” 2014).
- In 2014, 32.8 percent of Colorado eighth graders were either unsatisfactory or partially proficient in reading based on TCAP scores (CDE, “TCAP Reading Grades 3-10,” 2014).

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 C.R.S. 26-6.8-105, these programs serve 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 risks 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, but are reflected in the “Violence Prevention” category described on page 12. Before- and after-school programs were awarded two percent of SFY 2013-14 TGYS grantee-allocated funds, totaling \$100,734. Services meeting the definition of this funding category were provided to a total of 465 youth and adults, of which 421 were youth and 44 were parents.

RESTORATIVE JUSTICE

- In 2013, there were 27,773 juvenile arrests in Colorado. Of those, 1,149 arrests were for vandalism and 4,871 for larceny (Colorado Bureau of Investigation [CBI], “Crime in Colorado,” 2013).
- Thirty-six percent (35.6) of youth discharged from detention services in Colorado in FY 2011-12 received a new felony or misdemeanor filing within one year following discharge. Of those, 19.3 percent were found to be not guilty of those offenses (CDHS Division of Youth Corrections, 2014).
- In 2013, 6.0 percent of Colorado high school students reported having been threatened or injured as a result of gang activity in the previous year. This rate rose to 11.0 percent for those students identifying as non-Hispanic American Indian / Alaska Native, 9.7 percent for non-Hispanic Black / African American students, and 15.4 percent for students reporting as Other (CDPHE, “Healthy Kids Colorado Survey,” 2014).

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 can 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 SFY 2013-14 TGYS grantee-allocated funds, totaling \$78,389. Restorative justice services were provided for a total of 198 youth between the ages of 9-24 years.

VIOLENCE PREVENTION

- In 2012, 71,000, or 14 percent of, young people in Colorado ages 18-24 were not working, not attending school, and had no degree beyond a high school diploma (Annie E. Casey Foundation, 2014).
- In 2013, 303 juveniles in Colorado were arrested for weapons violations and 3,079 juveniles were arrested for drug violations (CBI, “Crime in Colorado,” 2013).
- In 2013, 20.4 percent of high school students in Colorado had been in a physical fight at least once in the previous 12 months (CDPHE, “Healthy Kids Colorado Survey,” 2014).
- Suicide is the leading cause of death for youth ages 10 to 17 (CDPHE, “Child Fatality Prevention System: Annual Report,” 2014). In 2013, 14.5 percent of high school students reported having seriously considered attempting suicide in the previous 12 months (CDPHE, “Healthy Kids Colorado Survey,” 2014).
- The rate of hospitalizations for intentional injury for 15-19 year olds in 2013 was 128.4 per 100,000 (CDPHE Health Statistics Section, 2013).

Programs and services that align with the TGYS Program’s goals and outcomes, but do not fit into the statutory definitions of the other specific funding categories, are considered violence prevention programs. Examples of violence prevention programs include life skills education, before- and after-school programs outside of the 12-14 year age range, leadership development, and employment training programs. Violence prevention programs were awarded 33 percent of SFY 2013-14 TGYS grantee-allocated funds, totaling \$1,529,775. Services were provided to 23,846 participants of whom 5,961 were children ages 0-8 years old, 14,265 were youth ages 9-18 years old, 2,124 were young adults ages 19-24 years old, and 1,496 were parents and community members.

F. Three-Year Grant Cycle Summary

SFY 2013-14 marked the third and final year of the TGYS 2011-14 grant cycle. During this time, TGYS grew from funding 29 agencies to 56 due to the increase in appropriation. When initial funding decisions were made, and during the first two years of the grant cycle, TGYS received 4% of Tobacco Master Settlement Agreement (MSA) dollars. By SFY 2013-14, the legislature appropriated an additional \$1.5 million from the state general fund to TGYS, which allowed TGYS to expand its reach to directly fund 56 agencies, representing 137 local TGYS providers (through multi-agency and intermediary agency partnerships). The increased number of agencies funded allowed TGYS to increase the distribution of services. For example in SFY 2012-13, TGYS grantees served 33,968 individuals in 38 counties, while in SFY 2013-14, TGYS grantees served 53,390 across 43 Colorado counties.

II. TGYS PROGRAM OPERATIONS

A. Grantee Program Support

The TGYS Program implements a comprehensive monitoring plan to ensure grantee programmatic and fiscal compliance and success. Program monitoring provides an opportunity to learn about the strengths and challenges of each grantee, while proactively identifying areas for technical assistance and issues of concern or noncompliance. The monitoring mechanisms implemented in SFY 2013-14 included conducting site visits, reviewing semi-annual reports, and checking billing status. Through these various program monitoring tools, TGYS developed a grantee support plan, and tailored individual technical assistance and training accordingly.

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

Reports - Grantees submitted both a mid-year and a year-end report. These reports allowed 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 56 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 as needed.

Billing Status Review - Grantees submitted monthly invoices that allowed TGYS to have regular communication with grantees, monitor the use of funds, and ensure that grantees were on track to implement programming as intended in their Statements of Work. Both program and fiscal staff were involved in reviewing and monitoring monthly invoices. In addition to monthly billing, TGYS provided six-month check-ins with each grantee to ensure that grantee records are in alignment with TGYS records.

Resource Sharing - TGYS grantees represent a spectrum of knowledge and expertise with regard to implementing best practice strategies. TGYS staff created structured opportunities for TGYS grantees to learn from each other and to share resources. TGYS staff continues this practice through the provision of training and professional development scholarships, peer-learning roundtables, and information sharing. As one example, the CDPHE Child Fatality Prevention System (CFPS) recommended that because the leading cause of death for youth aged 10-17 in Colorado is suicide, youth service providers should be trained in suicide prevention gatekeeper training. Therefore, TGYS collaborated with the CFPS and provided a "Question, Persuade and Refer (QPR)" training available to all TGYS grantees working with older youth.

B. Board Engagement

In SFY 2013-14, State Representative Beth McCann began her service as TGYS Board Chair and Ms. Alice Pugh began her service as Vice-Chair, both positions becoming effective on July 1, 2013. A list of current board members is available on the TGYS web page at <http://www.colorado.gov/CDHS/TGYS>. A list of board members who served during SFY 2013-14 is also provided as Appendix C to this report. During SFY 2013-14, the board met on a quarterly basis to oversee the TGYS program, evaluation, and legislative impacts. The board received updates during quarterly meetings regarding the creation of the Statewide Youth Development Plan as authorized by House Bill 2013-1239.

During SFY 2013-14, the TGYS Board oversaw the request for applications (RFA) process for the upcoming three-year grant cycle beginning in SFY 2014-15. One hundred and fifty-four applications were received requesting \$15,460,097 in funding. Of those, 23 applications were technically disqualified for not meeting the requirements of the RFA. The remaining 131 applications were reviewed by volunteer reviewers. Each reviewer participated in an orientation, independently scored applications, and participated in a four-hour review team meeting to make recommendations for funding. The review team scores were presented to the TGYS Board. The board reviewed those materials and recommended 81 applications as qualified, with funding available for 42 of those, for a total of \$4,481,001 in funding.

C. Legislative Summary

Legislation that impacted TGYS during SFY 2013-14 included:

HB 2013-1181: Tobacco Program Cash Funds

OVERVIEW / TGYS IMPACT: 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 / TGYS IMPACT: HB13-1239 directs the TGYS 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. During SFY 2013-14, the TGYS Board began developing a strategy and TGYS staff worked to align this effort with other groups working in advancing effective programs and practices in Colorado. TGYS plans to implement the initiative during the 2014-17 grant cycle.

HB 2013-1117: Alignment of Child Development Programs

OVERVIEW / TGYS IMPACT: The bill moved the Early Childhood Leadership Council (ECLC) from the Governor’s Office to the Department of Human Services until September 1, 2018. The bill also relocated the following boards and programs from CDPHE to CDHS 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 now located at the Colorado Department of Human Services within the Office of Children, Youth & Families, with offices located at 1575 Sherman St., Second Floor, Denver, CO 80203.

One legislative bill was passed during the 2013-14 legislative session that will impact TGYS in the upcoming fiscal year. Below is a brief overview of Senate Bill 2014-215 (SB14-215).

SB 2014-215: Concerning the Disposition of Moneys Collected by the State in Connection with the Legal Marijuana Industry, and, in Connection Therewith, Making an Appropriation

OVERVIEW / TGYS IMPACT: In the wake of Amendment 64 that legalized retail marijuana in Colorado, SB14-215 determined the allocation of the Marijuana Tax Cash Fund among various state agencies along with the purpose of the allocation. The bill designated \$2 million to TGYS for the purpose of youth marijuana prevention beginning in SFY 2014-15. The prevention and intervention of youth marijuana use was also added as a goal of the TGYS program.

III. TGYS EVALUATION REPORT SUMMARY

TGYS Evaluation Report prepared by the Colorado State University Evaluation Team

During SFY 2013-14, TGYS contracted with Colorado State University (CSU) to manage an evaluation of the direct, measurable impacts among individuals served through TGYS grantee programs. This represented the fifth year of a five-year contract with CSU for evaluation services. During the spring of 2014, TGYS issued a Request for Proposals (RFP) to select an evaluator for a new contract to begin July 1, 2014. Based on the RFP review process, CSU was once again chosen for the next five year contract of TGYS evaluation services.

Those grantees that were funded for multiple years of the TGYS grant cycle participated in a standardized pretest/post-test evaluation design that yielded grantee-level and aggregate TGYS-level data. Grantees funded for just the third and final year of the grant cycle were not required to collect participant pretest/post-test data due to the extensive amount of time required to create individual evaluation plans and lack of quality data that could therefore be collected in the remaining limited time period. Furthermore, two intermediary agency partner grantees of TGYS, the Colorado Parent and Child Foundation and Invest in Kids, were granted exemptions from participating in the TGYS evaluation program through CSU. Based on an assessment of the evidence-based survey tools they proposed to implement as well as the ability to receive aggregated statewide data, CSU granted these programs exemptions from use of the standard TGYS survey tools. Survey data as well as evaluation results for those agencies participating in Parents as Teachers (PAT), Home Instruction for Parents of Preschool Youngsters (HIPPY), and Invest in Kids' Incredible Years (IY) were provided separately. Those complete results can be found as appendices of the detailed Evaluation Report prepared by CSU. Results summaries are provided as a part of this Evaluation Summary Report.

The grantees using the TGYS survey tools selected at least one of 12 long-term risk- and protection-related outcomes most relevant to their program, and chose one or more corresponding instruments from a menu of 12 vetted instruments. The instrument menu includes (1) Alcohol, Tobacco and Other Drug Use (ATOD) Use and Attitudes, (2) Attitudes Toward Delinquency, (3) Bullying, Fighting, and Victimization Scale, (4) Records of Colorado Criminal Contacts, (5) Parenting Practices Interview, (6) Perceived Social Support, (7) Resilience Scale, (8) School Engagement Scale, (9) Direct School Records of School Performance, (10) Self-Efficacy Scale, (11) Teacher-Rated Social Competence Scale, and (12) Teaching Strategies GOLD Assessment. Grantees collected data on program participants at the beginning and end of their program cycles during SFY 2013-14.

Overall, **5,459** individuals were administered pretests using eight TGYS instruments during SFY 2013-14, and TGYS grantees successfully obtained *matched* evaluation data on approximately **2,581**

participants. The number of participants with matched data represents **47%** of all submitted pretests. Many TGYS-funded grantees implement after-school programs. Within these programs attrition is common, often due to participant involvement in sports or other activities at post-test as opposed to pretest. Therefore, obtaining matched data can be difficult. From an evaluation standpoint it is important to examine potential bias due to attrition. Differential or selective attrition occurs when the characteristics of participants who don't complete programs differ systematically from the characteristics of participants who do. If this happens, there is a risk of discounting participants that did not finish the program and who have certain characteristics, in which case some conclusions of the pre-post analysis may not be accurate. For example, historically, the TGYS distribution of males and females and of white versus non-white participants has been different in the matched and unmatched samples, depending on each program and its population. Despite these differences in demographics in the matched and unmatched samples, psychometric analyses of the instruments have not demonstrated significant differences and little to no evidence of bias due to differential attrition. If significant differences were demonstrated in the matched and unmatched samples, then conclusions could be drawn about those who left the program prior to completion. Moreover, though not ideal, the percentage of matched post-tests to pretests for SFY 2013-14 represents a higher rate of matched data than is typical in other youth treatment and prevention programs (Apsler, 2009; Gottfredson, Cross, Wilson, Rorie, & Connell, 2010).

The specific aims of the evaluation and resulting report are to:

1. Assess participant pretest to post-test change in TGYS risk- and protection-related outcomes as measured by each instrument.
2. Assess the psychometric quality and performance of each selected instrument.
3. Summarize instrument performance and pretest to post-test trends across the three-year grant cycle.
4. Provide program and instrument recommendations for the next grant cycle.

CSU's full evaluation report can be found on the TGYS website at: www.colorado.gov/CDHS/TGYS. The following section contains a summary of that detailed report.

A. Introduction

Although decreasing somewhat in the last two decades, violent offending by adolescents continues to occur at high rates. Data from the national Youth Risk Behavior Survey indicated that in 2013, 24.7% of high school students reported past-year fighting and 17.9% reported carrying a weapon in the past month (CDC, "Youth Risk Behavior Surveillance - United States," 2013). Involvement in violent crime by youth has serious negative consequences during adolescence and into adulthood, including low educational attainment, impaired social relationships, compromised mental health, and increased rates of victimization and physical injury (Fergusson, Lynskey, & Horwood, 1996; Patterson, DeBaryshe, & Ramsey, 1989; Sampson, & Laub, 1993). These findings emphasize the need to intervene early in the life course in order to reduce the likelihood that adolescents will engage in violence and minimize problems that follow from this behavior.

It is widely acknowledged that violent behavior displays a developmental progression, in that the first acts of violence committed by an individual typically occur during middle to late adolescence, the prevalence and frequency of violence peak during late adolescence to early adulthood, and the likelihood of violence wanes as the individual moves into adulthood (Elliott, 1994; Farrington, 2003). Furthermore, it is recognized that there are multiple causes of or pathways to violence, including individual, peer, family, school, and community characteristics (Herrenkohl, Chung, & Catalano, 2004; Herrenkohl, Maguin, Hawkins, Abbott, & Catalano, 2000; Lipsey & Derzon, 1998). These factors may increase (in the case of risk factors) or decrease (in the case of protective factors) the likelihood that youth will engage in violent activities. Risk and protective factors also show a progression over the life course, becoming salient at particular developmental periods. During early childhood, for example, family risk factors such as child abuse and neglect and parenting practices such as monitoring, supervision, and reinforcement may be most important in affecting violence. During middle childhood

and adolescence, school and peer experiences (e.g., poor academic performance, low commitment to school, and association with delinquent peers) become more influential. Community factors, such as availability of drugs or weapons and informal social control, tend to gain precedence during middle to late adolescence when youth spend more time in the community (Catalano & Hawkins, 1996; Farrington, 2003; U.S. Department of Health and Human Services, 2001).

TGYS allocates funding for a continuum of services for diverse populations of youth, including parents and youth at all stages of development. These services include universal interventions intended to reach the general population prior to their involvement in violence, selective interventions targeting youth with elevated levels of risk factors and low levels of protective factors, and indicated programs for those who have initiated violence but have not yet become serious or frequent violent offenders. Because research has shown that the same risk and protective factors can affect multiple problem behaviors (Catalano, Haggerty, Hawkins, & Elgin, 2011; Coie, Watt, West, Hawkins, Asarnow, Marman, & Long, 1993; Jessor & Jessor, 1977), interventions that successfully decrease risk and enhance protection should reduce not only violence but also substance use, nonviolent offending, risky sexual behavior, and other related problems.

Some of the risk and protective factors that are of utmost interest to the TGYS program are reflected by observable behaviors (e.g., substance use), while others are represented by unobservable traits (e.g., attitudes toward substance use, or school engagement). In order to measure unobservable traits, it is customary to identify observable behaviors thought to represent that unobservable trait, and then use a self-report survey instrument as a way to sample the behaviors thought to be sensitive to the underlying attribute of interest. TGYS has selected a menu of 12 validated survey instruments to measure participants' observable behaviors and unobservable traits as a way to measure their capacity on the risk and protective factors of interest. These instruments are used throughout the grant cycle to collect data that can be aggregated to demonstrate whether change can be observed on each factor as a result of TGYS programming.

B. Findings

Psychometric quality and pre-post results for each survey tool were generally positive. Where significant change from pretest to post-test was not observed in the whole sample, analyses were conducted paying attention to the most at-risk participants, those scoring among the least desirable 25 percent at pretest. Doing so provides the potential for finding realistic pre-post changes in participants who started out at pretest with lower levels of the factor being measured. Conclusions and recommendations based on the findings follow the description of the results, which are summarized below for each survey tool used by grantees:

Attitudes towards Delinquency

- Significantly reduced tolerance toward delinquent behavior was demonstrated at post-test compared to pretest among participants overall, indicating that TGYS participants became less tolerant of/less accepting of delinquent behaviors after programming. This effect was observed during 2013-14, and also over the three-year period.
- There were strong differences in amount of improvement among organizations, indicating that some programs were more successful at changing attitudes towards delinquent behaviors than others. This is likely due to the populations served and not due to the superior proficiency at program delivery of any one grantee.
- The sample size for 2013-14 was not sufficient to conduct a reliable psychometric analysis, however, analysis of three years of data indicated that all questions included on this instrument are strongly related to attitudes toward delinquency. The survey questions are asking what they are intended and designed to ask.
- Scores did not differ at pretest or post-test based on gender, ethnicity, or grade level, indicating that the questions were not answered differently based on demographic factors and that the tool is reliable. This was true during 2013-14 and all three years.

- Those who completed both a pre- and post-test during 2013-14 were less likely to be white and were more accepting of anti-social behavior, indicating that youth with more risk-related attitudes remained in the program from start to finish.

Alcohol, Tobacco and Other Drugs (ATOD) Use and Attitudes

- During 2013-14, a significant decrease in self-reported substance use was observed among those in the risk group, but this change was not seen in the group as a whole. This is likely due to the fact that when analyzed by gender, boys reported a reduced frequency while girls reported an increased frequency of use. In other words, the results for boys versus girls cancelled each other out.
- In 2013-14 there was also no change in attitudes towards ATOD use in the overall group. However, among those most at risk there was a significant increase in perceived harm of substance use.
- A significant increase in perceived harm of substance use, as well as a significant decrease in use of substances was observed over the three-year period. Significant decreases in reported use of substances had not previously been seen in individual years of data analysis.
- During 2013-14, boys reported more frequent use of substances at pretest. Those who completed both a pre- and post-test were more likely to be males in seventh grade or above, indicating that youth with higher risk of substance use (older boys who were more likely to use substances) remained in the program from start to finish.
- Psychometric analyses confirmed that the questions on this instrument form two factors (ATOD use and ATOD attitudes) and are strongly related to each other, indicating that the instrument is valid.
- Participants' answers to the attitudes questions did not differ based on gender, ethnicity or grade, indicating that questions were not answered differently based on demographic factors and that the instrument is reliable.
- Grantee organization was an important factor in the amount of change observed from pretest to post-test, where some organizations were far more successful at changing both substance use and attitudes. This effect is likely due to differences in both programming and participants, and not to the program quality of any one grantee.

Direct School Records

- A significant, positive change in grade point average was demonstrated among those in the risk group, but not among the group as a whole. In other words, those youth starting their program with relatively lower grades were able to improve their grade point average the most.
- A significant decrease in the number of unexcused school absences was seen in both the overall group and the risk group.
- This instrument uses student grade point average and unexcused absences (as opposed to attitudes about school) as markers of school performance, and is thus not subject to psychometric assessment.

Perceived Social Support

- Significantly increased reported perceptions of social support were observed in the overall group and also in the risk group during 2013-14.
- Significant, positive change was also observed over the three-year period, where participants reported that they had increased social support, in particular from family and others.
- Participant responses did not vary significantly by gender, grade, or ethnicity during 2013-14, or on a larger scale over the three-year period. This lends strong support for the reliability of the perceived social support scale, since questions were not answered remarkably different based on demographic factors.

Resilience

- During 2013-14, a significant increase in resilience was observed among those in the risk group, but this change was not seen in the group as a whole. A pre-post comparison was not

conducted for the three-year period. This is because strong pre-post and psychometric results have been demonstrated with a large sample size for this instrument for three consecutive individual years, and an aggregate analysis would not contribute further information. The other instruments contained smaller sample sizes each individual year, and thus aggregate analyses were warranted in order to observe results across a larger population.

- Youth in the one year analysis differed significantly in their level of self-reported resilience by grade level. When analyzed by grade, only youth in seventh grade or above showed significantly higher resilience scores at post-test. The resilience scale measures participants' perceived ability to cope with life's challenges and to manage conflict. It is possible that even with programming youth are not mature enough to feel confident in these abilities until upper middle and high school years. Even if strong changes are not seen among younger participants, it continues to be useful to assess resilience in this group. Separating results by age allows grantees to 1) see changes among older youth that may have been obscured by younger participants' scores, 2) observe the baseline level of resilience among participants of younger age, and 3) to determine whether programmatic focus is needed among different age groups.
- At both pretest and post-test, girls scored higher than boys and non-white participants scored higher than their white counterparts, but not significantly so. Overall, psychometric analyses demonstrated that all questions were related to the construct of resilience (meaning that this instrument is valid), and that significant differences in how questions were answered were not observed depending on demographic association (meaning this instrument is reliable).
- There were strong improvement differences among organizations, indicating that some programs were more successful at changing resilience than others. This effect is likely due to differences in both programming and participants, and not to the program proficiency of any one grantee.

School Engagement

- During 2013-14, no overall significant pre-post changes in school engagement were seen in those in seventh grade or higher. However, significant changes were observed on the productivity factor of this scale, indicating that older youth developed a better understanding of what tasks are needed to meet their academic aspirations.
- A significant decrease in school engagement was observed in youth in sixth grade and below, which is opposite of the desirable direction.
- Among those in the risk group, significant and positive change was observed on all three school engagement factors (across grade levels).
- Over the three-year period, participants in sixth grade and lower demonstrated a significant decrease in school engagement, while those in seventh grade and higher reported no change overall. The school engagement scale measures participants' perceived belonging to school, level of productivity, and academic aspirations. Older youth did improve on feelings of productivity, but additional programmatic work could be done within school-based programs to find ways to increase feelings of school belonging. It is likely that even with programming youth are not focused on productivity (homework) and aspirations/career goals until upper middle and high school years. Alternatively, the questions may be interpreted differently among younger youth. If this trend continues it will be worthwhile to consider a different school engagement instrument for younger youth.
- Psychometric analyses confirmed that there were three separate factors (Belonging, Productivity, and Aspirations) on this instrument and that questions on each factor were correlated, indicating that this instrument has reasonable validity. Furthermore, although participants scored differently depending on grade, they did not score differently based on gender or ethnicity. This indicates that though this instrument is reasonably reliable it may not be suitable for youth younger than sixth grade.

Self-Efficacy

- During 2013-14, no significant changes were observed on self-efficacy in the overall group, but significant improvement from pretest to post-test was seen among those most at risk.

- Participants answered questions differently depending on their grade level. Thus, analysis of the three-year data set removed the effects of grade level and subsequently demonstrated a strong improvement in self-efficacy over the three-year period. Analyses conducted separately by grade indicated that those in sixth grade and lower improved on all questions, while those in seventh grade and higher retained similar scores at pretest and post-test. This may be due in part to the fact that older youth scored higher at pretest.
- Psychometric analyses identified two subscales, one subscale primarily consisting of positively worded questions and the second primarily consisting of the negatively-worded questions, and pre-post analyses were thus conducted separately for those groups of questions.
- Scores did not differ by gender, ethnicity or grade at pretest or post-test, indicating that questions were not answered differently based on demographic factors. Results together suggest that the self-efficacy instrument is reasonably reliable. However, the negatively worded questions did not add information about participants' overall level of self-efficacy, and older youth tend to score high on this instrument at pretest, making any further changes in self-efficacy difficult to observe.

Social Competence

- During 2013-14, an overall significant improvement in social competence was observed in both the overall and risk groups.
- Although the instrument was designed to capture three separate factors (Communication, Emotional Regulation, and Academic Skills), the psychometric analysis identified a single factor with strong correlations to general Social Competence. In other words, questions did not cluster together to represent the three different factors and so the pre-post analysis reports on participants' overall level of social competence.
- Females scored higher at pre- and post-test than males, and white youth scored higher at pre- and post-test than non-white youth. However, all groups demonstrated significant positive change from pretest to post-test.
- Psychometric analysis indicated that this instrument adequately measures social competence in individuals. The fact that scores differed by gender and ethnicity may call the instrument's reliability into question. However, since this instrument is not self-report (it is teacher-rated), it is more likely that rating was inconsistent among different groups.

C. Conclusions

Extensive research among adolescents indicates that a variety of protective factors and reduced risks work together 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. Psychometric analyses confirm that TGYS survey instruments continue to maintain respectable measurement properties that perform reliably over time. Data collected via several instruments suggested that some grantees were more effective at changing risk and protective factors, and also suggested some differences in how participants answered based on grade level, gender, or ethnicity. These will be discussed in the recommendations section.

In terms of pretest to post-test results, TGYS has demonstrated that participating youth have experienced significant positive gains in social competence and perceived social support during 2013-14. They have also experienced significantly less tolerance toward delinquent behaviors and fewer unexcused school absences. Those youth most at-risk at pre-test demonstrated significantly higher grade point averages; reported significantly lower substance use; and reported significantly higher school engagement, resilience, and self-efficacy.

Using matched data from a three-year period, youth continuing to participate over this time have experienced significant positive gains in perceived social support during the 2011-14 funding cycle. They have also experienced significantly less tolerance toward delinquent behaviors and reported

significantly lower substance use. No positive effects were observed in overall school engagement, but youth in sixth grade and younger reported feeling significantly more self-efficacious. Among youth in seventh grade and above, no significant change was demonstrated in either school engagement or self-efficacy.

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, both in the one-year and three-year analyses. 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 two 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.

D. Additional Results

In addition to survey data contributed by the eight TGYS instruments utilized, data results from the Parents as Teachers, Home Instruction for Parents of Preschool Youngsters, and Incredible Years are provided below.

Parents as Teachers (PAT)

The Colorado Parent and Child Foundation collaborated with 21 sites across Colorado to implement the Parents as Teachers (PAT) program and to collect parent data. PAT is an evidence-based parent education and family support program serving families throughout pregnancy until their child enters kindergarten. PAT helps to ensure optimal development of children during the crucial early years of life (prenatal through kindergarten entry), building on readiness skills so that children enter school more able to succeed, and supporting parents as their child's first and most influential teacher. Parent education programs such as PAT are effective at preventing child abuse and neglect by focusing on enhancing parenting practices and behaviors, such as developing and practicing positive discipline techniques, learning age-appropriate child development skills and milestones, promoting positive play and interaction between parents and children, and locating and accessing community services and supports. The goals of PAT are:

- to increase parent knowledge of early childhood development and improve parenting practices;
- to provide early detection of developmental delays/health issues;
- to prevent child abuse/neglect; and
- to increase children's school readiness/success.

The PAT parent survey was designed as a point in time self-report instrument and measures parents' level of confidence and knowledge of parenting practices in a number of different areas. Parents were asked about the frequency with which they engage in activities with their child, with a focus on literacy activities. Parents also were asked about their knowledge of specific health behaviors, such as healthy food preparation and the importance of well-child visits. Finally, parents were asked to assess their parent educators' knowledge and performance.

Overall, 813 parents from the 21 PAT sites throughout Colorado completed the survey. Of these 813 parents, 519 (63.8%) completed the survey in English while 294 (36.2%) utilized the Spanish version.

Parents were asked to rate their level of confidence across a variety of parenting practices. Similar to previous years, parents indicated high levels of confidence across all questions.

Parents were also asked questions related to child development. Compared to 2012-13 results, the 2013-14 data demonstrates an improvement in knowledge in this content area. The knowledge of parents related to healthy parenting practices was also assessed. As would be expected, parents demonstrated high levels of knowledge across these items.

In addition to the developmental knowledge and parenting practices questions, parents were asked to specify how often they participated in a number of different reading activities with their child. Parents reported higher levels of engagement with certain activities over others, with some of the popular being “Let your child turn the page as you read together” and “Have your child identify objects in the pictures.” Conversely, some of the lowest rated items were “Come up with a different ending for the story” and “Encourage your child to read along with you.”

Finally, respondents were asked to rate their parent educator (PE) on a number of items. First, parents rated their PE’s job-related knowledge across a number of domains. Across all of these questions, parents believed that their PE had high levels of knowledge. Additionally, respondents were asked to rate how well the PE does on a variety of topic areas. Parents had very positive views of their PEs on these questions.

Overall, the 2013-14 PAT parent survey results were both very positive and very similar to the 2012-13 results. Across the board parents indicated high levels of confidence and knowledge in their own activities while also rating their parent educator very highly. This speaks to the strong efficacy of the Parents as Teachers model as well as the fidelity with which it is implemented at individual sites in Colorado. Overall, parents are gaining knowledge and confidence in their parenting skills through the strong relationships that they have formed with their highly-effective parent educators.

Home Instruction for Parents of Preschool Youngsters (HIPPY)

The HIPPY program is a peer-delivered early intervention strategy that helps parents provide developmental enrichment for their preschool-aged children and encourages parents to be their child’s first teacher. Home visitors deliver a 30-week curriculum, which includes weekly home visits, monthly group meetings, family field trips and celebrations. HIPPY is planned around a two or three school-year cycle, where children enter as three or four year olds and graduate at age six. Home visitors use a set of materials that are appropriate to children’s developmental levels and train parents through role modeling, designed to support early literacy skills, cognitive skills, and social/emotional and physical development. The Colorado Parent and Child Foundation commissioned an evaluation of HIPPY to evaluate parenting knowledge and parenting practices of program participants.

Parents completed a total of 461 surveys. Nearly half of parents (47.5%) did not graduate from high school or earn their GED, and overall, just over two-thirds (69.4%) have a high school education/GED or less. One in ten mothers (9.9%) have a bachelor’s degree or post-college education.

Consistent with their educational levels, the majority of parents have low annual incomes. The great majority of parents (80.8%) report an annual income less than \$33,075, with 58.8 percent of parents reporting an annual income of less than \$22,051. The majority of parents report they are Hispanic and speak Spanish. Two-thirds (66.0%) of survey respondents are Hispanic, and over half (53.4%) report their primary language is Spanish.

Parents were asked how much time they spent with their three year old on educational activities yesterday. Overall, parents increased the time they spent on educational activities from pre- to post-test. Parents also increased the frequency with which they visited the library with their young child.

Parents were asked how often they or any other adult family member did a variety of activities with their three year old during the last week. At the year’s end, parents were significantly more likely to engage in all but three of the listed activities after participating in the program for one year. Further,

parents show statistically significant increases over the program year in areas that are critical to early literacy development, a key component of the HIPPY program.

Parents were asked what types of reading and literacy materials they use with their three-year old and where they get these materials. Overall, parents used a greater variety of literacy materials from more sources at the end of the program year than at its start.

Overall, the proportion of parents who started using community resources as a source for reading and literacy materials increased over the course of the program year. However, parents showed less change from pre- to post-survey in the more traditional kinds of activities, such as displaying their child's work and providing crayons, pencils, and markers.

Parents were asked a series of questions about their level of confidence in their parenting practices. After the program year, on average, parents were "very confident" that they are knowledgeable about and use good parenting practices. We also asked parents to indicate how they discipline their three year old. Of all parents, the techniques reported most often at post-test were:

- Discuss behavior/expectations (67.2%)
- Timeout (56.9%)
- Take away privileges (49.4%)

There was little difference in the use of discipline techniques from pre- to post-survey. However, it is worth noting that just 8.6 percent of parents used spanking as a discipline technique, while fully two-thirds discussed behavior and their expectations with their child.

Parents rated their child's development in a variety of areas. Of parents who completed both a pre- and post-survey, at the program year's end, on average parents thought their child was doing very well (an average rating between 4 and 5) in 10 of the 12 listed areas. We also asked parents if they have friends, family or neighbors that they can ask for parenting help, advice or support. The post- data indicate that the majority (61.2%) of parents had as much support from friends and family as they wanted (a rating of 4 or 5).

Overall, parents indicated being very happy with the HIPPY program. They showed substantive improvements in their understanding and confidence in various areas of parent practices over the course of the program year, and increased the frequency and variety of learning activities they engaged in with their children, including their ability to support their child's literacy skills.

The Incredible Years (IY)

IY is an evidence-based program implemented in school- and community-based settings that has been shown to have statistically significant and lasting benefits to children and parents in promoting social-emotional functioning among young children. In Colorado, Invest in Kids supports three components of The Incredible Years that are implemented in schools and community-based settings to over 7,000 children and 450 parents statewide. These program components implemented include:

- Dinosaur School, a teacher-implemented program that engages young students in social competence skill-building throughout the school year.
- Teacher Classroom Management (TCM), a program that teaches proven classroom management strategies to teachers.
- Parent Group, a 14-session program that helps parents increase their positive parenting practices.

In SFY 2013-14, TGYS funded the implementation of IY in 24 of the local sites through Invest in Kids as an Intermediary Partner agency grantee. Invest in Kids supports the quality implementation and sustainability of IY throughout Colorado by providing expert consultation, training, coaching, data monitoring, and fidelity tracking in order to help support continuous quality improvement. The

following provides a brief overview of findings from the 2013-2014 annual evaluation of IY statewide implementation in Colorado.

Dinosaur School

- 7,149 students were served and 451 teachers were supported in 2013-2014
- Students showed statistically significant improvement by the end of the school year in the areas of Prosocial Communication, Emotion Regulation, and Academic Skills
- 95% of teachers met or exceeded quality implementation standards
- Teachers increased their “confidence in my ability to manage behavioral issues that may arise in my classroom,” and decreased their “stress associated with teaching”

Teacher Classroom Management (TCM)

- 450 students and 37 teachers participated in TCM in 2013-2014
- Students showed statistically significant improvement during the school year in the areas of Prosocial Communication, Emotion Regulation, and Academic Skills
- 92% of teachers met or exceeded quality implementation standards
- Teachers increased their “confidence in my ability to manage behavioral issues that may arise in my classroom,” and decreased their “stress associated with teaching”

Parent Group

- 455 parents attended 36 parent groups during the 2013-2014 school year
- Parents reported statistically significant improvements in their child’s social competence
- Parents reported statistically significant increases in their positive parenting practices and significant decreases in negative parenting practices
- 98% of parents said they would recommend the program to a friend or relative

Qualitative interviews with facilitators identified what works well with Parent Group implementation as well as areas for growth. One Parent Group facilitator reported the following: “There is the ideal and then there is the real. And there are so many organizational factors. Basic resources, like adequate space and copies, are important. Childcare and meals, those things all have to come together to make it work. Definitely, administrative support is key. That really has to come from the top, and there has to be investment from teachers too since we have to use some of their rooms for childcare and their stuff might get messed up. All those things have to come together. It has to be everybody supporting this.” (Parent Group Facilitator)

E. Recommendations

On the whole, the TGYS measurement instruments provided data that demonstrated positive changes among participants on risk and protective factors of interest to TGYS and were psychometrically sound. Several instruments, including School Engagement, Resilience, and Self-Efficacy, demonstrated differential effects by grade. No changes are recommended for agencies that use the resilience instrument based on these findings except that analyses should be conducted separately by grade. The resilience scale measures participants’ perceived ability to cope with life’s challenges and to manage conflict. It is likely that all youth are benefitting from programming, but that some are not mature enough to report feeling confident in these abilities until upper middle and high school years. Continued positive change from pretest to post-test (among those at risk), maintenance of relatively high pretest scores (among the overall group), and consistently strong demonstrations of psychometric properties, indicates that youth are becoming more resilient due to TGYS participation.

The School Engagement instrument also demonstrated differential effects by grade. The School Engagement scale measures participants’ perceived belonging to school, level of productivity, and academic aspirations. It is likely that even with programming youth are not focused on productivity (homework) and aspirations/career goals until upper middle and high school years. A qualitative study

conducted by CSU among youth in TGYS programs that focus on school engagement indicated that one factor important to school engagement among younger grades is parent involvement in school and academics. Thus, it is also possible that youth do not perceive this involvement and are not therefore feeling more engaged. Programs that serve younger youth should focus on increasing parent involvement to see if this increases participants' reported engagement. Alternatively, the questions may just be interpreted differently among younger youth. In this case this instrument may not be reliable for youth younger than sixth grade in order to more accurately determine how school engagement is being impacted by grantee programs within this group. Recommendations are:

- Assess results for an additional year, and if the same pattern continues it will be worthwhile to explore using a different measure of school engagement for younger youth.
- Finally, the School Engagement Scale is currently being used by one agency for youth younger than fifth grade. Consultation with this agency should take place to raise awareness of this issue and discuss future data collection plans.

Three-year evidence generated by analysis of the Self-Efficacy Scale suggests that self-efficacy may be a trait that develops and improves in younger youth but after sixth grade is intractable to further gains. Recommendations are:

- Assess results for an additional year, and if the same pattern continues consider an instrument that is designed specifically for older youth to measure self-efficacy.
- If age-specific measures of this trait continue to show little change, programs should be advised to adjust activities designed to further increase self-efficacy among this group.
- Future qualitative study among agencies that focus on self-efficacy would be useful in determining how programs could be improved.
- Finally, psychometric analyses suggest that the negatively worded questions are not adding information about participants' overall level of self-efficacy, and older youth tend to score high on this instrument at pretest, making any further changes in self-efficacy difficult to observe. It is recommended that the negatively-worded questions are dropped from this instrument for future use.

Three instruments, including substance use and attitudes, attitudes towards delinquency, and resilience, demonstrated differences in pre-post results based on grantee organization. TGYS funds many different types of programs that are relatively difficult to analyze as a whole. This does not indicate that some programs are successful while others are not. Some of the differences in change may be reflective of the fact that some programs have returning youth over several years. These youth thus receive extensive programming and experience stronger change. Additionally, some programs specifically serve at-risk youth where some are prevention oriented. As indicated by the positive results from conducting risk analyses, at-risk youth often start with relatively fewer protective factors and relatively more risks when they enter programming and thus experience relatively more improvement over time.

- Future analyses and reported change will benefit from classifying programs according to participant population and/or type of programming employed.

Last, the Social Competence Scale has consistently demonstrated differential effects based on both gender and ethnicity. Specifically, girls consistently score higher than boys at both pretest and post-test and white participants consistently score higher than those of other ethnicities.

- Since this is a teacher-rated instrument, it is recommended that consultation among agencies using the Social Competence Scale occurs to review reliable rating techniques and potential biases.
- If rating is reliable it may also be useful for agencies to consider that boys and non-white youth may need supplemental programming around social competence.

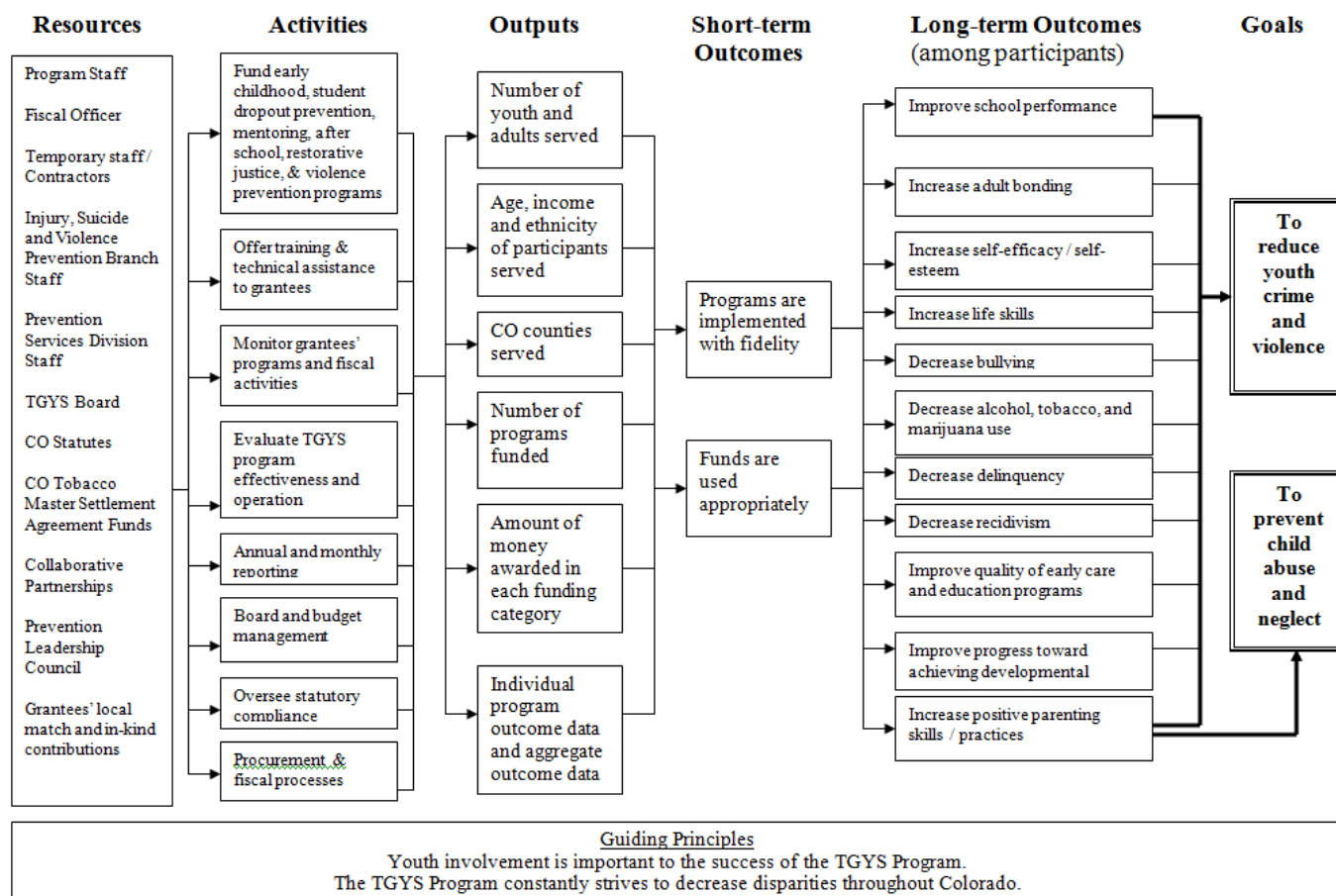
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Appendix A

TONY GRAMPAS YOUTH SERVICES PROGRAM LOGIC MODEL



Appendix B

**TONY GRAMPSAS YOUTH SERVICES PROGRAM
GRANTEE LIST**
State Fiscal Year 2013-14

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Access Roaring Fork	Access Roaring Fork's Second Shift after-school program is provided in Garfield County middle schools, providing youth with additional opportunities to participate in academics, the arts, life skills, and sports. TGYS funding helps expand this program in three area middle schools. The program aims to prevent youth violence through student dropout prevention and improving students' academic development and performance and physical, social, and emotional well-being.	473	Garfield	\$41,250	\$70,572
Alternatives for Youth	The iThrive program is an early intervention program focusing on 12-17 year olds, providing pro-social activities and education aimed at supporting and encouraging youth to participate in positive behaviors. Parents are also supported and engaged with resources through group sessions.	275	Adams, Boulder, Broomfield, Gilpin, Larimer, Weld	\$60,000	\$102,595
Aurora Community Connection Family Resource Center	A tutoring program for elementary-aged Limited English Proficiency (LEP) children is offered in north Aurora through the Aurora Community Connection Family Resource Center. Middle and high school students are engaged in a service learning component as volunteer tutors. Additionally, parent workshops and social activities are provided regularly to encourage positive parenting skills and practices. The overall goal of this TGYS-funded program is to increase academic achievement, support high school graduation, and successful entry into post-secondary institutions, among participating students.	347	Adams, Arapahoe	\$70,658	\$138,658

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Bennie E. Goodwin After School Academic Program	<p>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 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.</p>	122	Adams, Arapahoe, Denver	\$51,300	\$11,916

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Big Brothers Big Sisters of Colorado	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 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.	224	Adams, Arapahoe, Boulder, Denver, Douglas, El Paso, Jefferson, Teller	\$70,022	\$67,402
Boys & Girls Club of Metro Denver (BGCMD)	Through the BGC Alliance, with Boys & Girls Clubs of Metro Denver (BGCMD) as lead agency, this TGYS project supports BGC's community-based, wrap around, evidence-based programs targeting Colorado youth at risk for violence. The overall project reaches 22,847 Colorado youth from 28 individual Club sites, including one military base and an Indian Reservation. 4,184 of these youth are reached through the 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.	12,059	Alamosa, Arapahoe, Chaffee, Denver, El Paso, Fremont, La Plata, Larimer, Moffat, Montrose, Park, Pueblo, Routt, Weld	\$648,538	\$1,045,770
Catholic Charities of Pueblo, Inc.	Catholic Charities Diocese of Pueblo, Inc. and their partnering agencies 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.	3,972	Crowley, Huerfano, Pueblo	\$82,290	\$63,189

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
City of Aurora, Office of Youth Development	City of Aurora serves 1,000 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 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 participate in after school activities during peak youth crime hours and demonstrate better school attendance and academic progress.	1,091	Adams, Arapahoe, Denver	\$184,456	\$167,953
cityWILD	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, becoming 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 supports cityWILD's year-round Leadership Development Program, which includes an After School Program held four afternoons per week 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	78	Denver	\$49,367	\$234,853

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
	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	Colorado CASA (CASA) provides 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 reach 50 agency staff and 225 volunteers throughout Colorado. As a result of this programming, children with a Court Appointed Special Advocate have increased connections with caring adults and are more likely to succeed in school.	252	Adams, Arapahoe, Boulder, Broomfield, Denver, Eagle, El Paso, Fremont, Garfield, Jefferson, La Plata, Larimer, Lincoln, Mesa, Montrose, Pueblo, Routt, Weld	\$80,289	\$28,000
Colorado "I Have a Dream" Foundation	Colorado "I Have A Dream" Foundation provides violence prevention services to middle-school Denver youth in a multitude of programs. These youth participate in cohorts with comprehensive services designed to improve academic performance and enhance connectedness to adults. This program provides 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.	197	Adams, Denver, Jefferson, Weld	\$31,300	\$140,000

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Colorado Parent and Child Foundation (CPCF)	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.	4,077	Adams, Arapahoe, Bent, Custer, Denver, Fremont, Grand, Jefferson, La Plata, Lake, Montrose, Otero, Ouray, Park, Pueblo, Routt, San Miguel, Summit, Teller, Weld	\$537,198	\$1,070,667
Colorado Youth at Risk	Colorado Youth at Risk conducts the Steps Ahead for Youth program expansion, serving 40 students at George Washington High School, 40 students Aurora Central High School, as well as implements 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: 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.	260	Adams, Arapahoe, Boulder, Broomfield, Denver, Douglas, Jefferson, Weld	\$139,086	\$533,008

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Colorado Youth for a Change	The Colorado Youth for a Change (CYC) Educational Intervention program focuses efforts on off-track students (1-2 course failures) who are not receiving other school and community resources but need additional support to get back on track. This program's goal is to increase the 4-year graduation rate. CYC uses evidence-based interventions that focus on three primary areas (academic, behavior, engagement) and assists students in passing core classes and gaining credits needed to graduate on time. Response to Intervention or RtI provides a framework for appropriate intervention while CYC's Intervention Toolkit provides strategies for staff to use with youth.	216	Denver	\$75,000	\$49,875
Delta Montrose Youth Services, Inc.	<p>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-six years. All youth in the program are referred by other youth serving agencies and are challenged by multiple risk factors including being the victim of child abuse and have been identified as being at risk for behavioral and substance abuse problems. Partners creates structured and supported one to one mentoring relationships with these youth and screened and trained adult volunteers.</p> <p>To enhance the mentoring program, at least six Life Skill activities for youth on subjects such as bullying, school success and conflict management and at least four adult mentor educational workshops on topics such as victim' legal rights, setting boundaries and generational poverty that are open to the parents and public, are presented. Additionally, at least four skill building workshops are implemented for partnerships in mentoring apprenticeships and one Exhibition to highlight their creative achievements. The goals of this program are to influence positive change in victimized youth, restoring emotional health, increasing self-esteem and self-confidence, and ultimately reducing and preventing delinquency and violence.</p>	136	Delta, Montrose, Ouray	\$61,856	\$237,000

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Denver Public Schools	<p>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. Because of programming, Skinner students who attend SNC (Skinner Neighborhood Center) OST programming 30 days or more in a given academic year will have higher CSAP scores, higher day school attendance, 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 is staffed to provide connections with community services and resources to 50 parents in a safe and friendly environment. Through programming, family participants are 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.</p>	387	Denver	\$51,367	\$85,000

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Byrne Urban Scholars	Youth facing multiple risks for school dropout and delinquency participate in our holistic program including clinical case management involving parents and teachers, one-to-one mentoring following best practices, tutoring and other academic support services. The program serves 129 economically disadvantaged youth ages 12-18 through our Milestones High School (102 students) and Stepping Stones Middle School programs (27 students). Partners include the Denver School of Science and Technology, KIPP Denver Collegiate High School, Venture Prep, La Academia, KIPP Sunshine Peak Academy, and STRIVE Prep to reach youth most in need of the services. Mentor/youth matches stay intact at least one year (most stay together throughout high school) and case managers follow best practices of mentoring. Youth have ongoing access to case managers who provide individual attention and advocacy. The goal is to reduce youth crime and violence through improved school performance, increased bonding with adults, improved life skills, decreased delinquency and improved progress toward achieving developmental milestones (high school graduation and college attendance).	155	Adams, Arapahoe, Denver, Jefferson	\$47,457	\$20,404
Denver Youth Program	Denver Youth Program, dba 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.	132	Adams, Arapahoe, Denver, Jefferson	\$51,300	\$51,130

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Early Childhood Council of Larimer County (ECCLC)	The TGYS-funded program 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 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.	1,409	Larimer	\$80,716	\$62,552
Easter Seals Colorado	Easter Seals Colorado has been providing direct services to people with disabilities for more than 85 years. The Discovery Club program is an inclusive, extended, recreational/respite program providing activities that engage children and youth affected by disability while using a fun social environment to teach them new skills, make new friends, and try new things - fun with the objective of increasing independence. Coming Up For Air is a family educational weekend workshop providing learning and networking opportunities for youth affected by disability, parents, and siblings.	177	Adams, Arapahoe, Archuleta, Boulder, Broomfield, Denver, Douglas, El Paso, Elbert, Jefferson, Larimer, Weld	\$38,592	\$69,592

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Environmental Learning for Kids (ELK)	For 17 years, ELK has provided low-income, culturally diverse youth, ages 5-25, opportunities to experience Colorado's natural world, increase their science skills, and explore careers in natural resources. ELK serves underserved youth and families in Denver, Adams, and Arapahoe counties. Youth in Natural Resources (YNR) prepares youth ages 14-25 to graduate high school and enter college and the workforce. Through partnerships with the Colorado Parks & Wildlife, City and County of Denver, the National Park Service, and other public agencies, students are provided with opportunities for meaningful summer employment. YNR provides hand-tailored college campus visits, helps to facilitate summer employment for youth through graduation, and assists with the college and financial aid application process. YNR has proven to be a highly successful program, with many YNR youth graduating high school and going on to college, becoming first-generation college students in their families.	373	Adams, Arapahoe, Denver	\$50,000	\$92,165
Friends for Youth (Colorado Volunteers in Juvenile & Criminal Justice)	The purpose of the Friends for Youth One-to-One community-based mentoring program is to promote positive assets and protective factors and to divert high-risk youth from entering or journeying further into the juvenile justice system. Friends for Youth fosters healthy relationships, and assists youth in successful completion of personal, educational, and career goals.	82	Adams, Arapahoe, Denver, Douglas, Jefferson	\$35,000	\$5,010

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Full Circle of Lake County, Inc.	<p>To increase self-efficacy and social skills in middle school youth, Full Circle of Lake County, Inc. engages 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 attend sixty after-school/summer activities to develop team building, decision-making, problem-solving and a sense of bonding. At least 25 of these youth also attend one eight-week session of Girls' Circle / Boys Council. These programs will allow youth to increase or maintain high feelings of self-efficacy or resilience.</p> <p>To increase self-efficacy and connectedness among girls exhibiting at-risk behavior as they transition to high school, ten girls in the 9th grade complete the Girls' Circle curriculum. Girls are referred by the high school counselor or from Full Circle staff. Girls help plan activities and participate in at least 80% of the class sessions to attend a cultural field trip. Girls' Circle is facilitated in two, 10-week sessions focusing on relationships; prevention of alcohol, tobacco, and other drugs; goal setting; and positive decision-making. Girls will show an increase in self-efficacy and connectedness.</p>	77	Lake	\$51,300	\$15,300
George W. Clayton Trust (Clayton Early Learning)	The Play & Learn program of Clayton Early Learning assists parents of children birth to three and caregivers in a parenting role in four high-need Denver neighborhoods to take an active role in supporting their children's school readiness, with the ultimate goal of increasing children's school success and preventing later problem behaviors such as youth violence. Children in the target neighborhoods experience significant achievement gaps related to high rates of poverty and other risk factors. This program mitigates these risks and promote family protective factors as participants learn about child development, home learning activities, and community resources. Individual families are assisted in accessing community resources on an as-needed basis. Play & Learn activities also foster development of a social support network for families who often experience isolation. The project encourages families to enroll their children in high quality center-	418	Adams, Denver, Jefferson	\$74,999	\$334,798

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
	based early childhood education programs once the children reach preschool age.				
Girls, Inc.	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 discrimination.	118	Adams, Arapahoe, Denver, Jefferson	\$51,300	\$171,211
Goodwill Industries	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, George Washington, Greeley Central, Greeley West, John F. Kennedy, Martin Luther King Career Academy, Northridge, Place Bridge Academy, New America School, and Adams City School). 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 connects 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.	6,591	Adams, Arapahoe, Denver, Weld	\$66,300	\$96,715

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
"I Have a Dream" Foundation of Boulder County	"I Have a Dream" Foundation of Boulder County provides Out-of-School Time assistance and targeted initiatives to youth ages 8-19 to help improve literacy and STEM (science, technology, engineering, and math) skills proficiency in order to close the achievement gap and prevent students from dropping out of school. Youth are also provided one-on-one mentoring with a positive adult role model and additional caring relationships. Parents are supported with the information and skill sets needed to help play a pivotal role in their children's success	895	Boulder	\$60,000	\$469,893
Invest in Kids	Invest in Kids' (IIK) mission is to improve the health and well-being of vulnerable young children and families throughout Colorado. IIK serves as a TGYS intermediary partner 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 conducts 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.	2,348	Adams, Alamosa, Arapahoe, Archuleta, Delta, Denver, Eagle, El Paso, Grand, La Plata, Logan, Mesa, Montezuma, Morgan, Summit	\$267,071	\$464,431
Joint Initiatives	Parenting Matters is an El Paso County partnership that increases the capacity of caregiver- or parent-serving staff (parent educators, community partners, agency staff), while also improving access for parents/caregivers to participate in parent education opportunities.	1,222	El Paso	\$57,082	\$14,615

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Live the Victory, Inc.	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.	275	Larimer	\$58,649	\$955,735
Mesa County Valley School District 51	Mesa County Valley School District 51 (District 51) implements three program components with TGYS funding: Secondary Tutoring Support (STS) to increase the academic competence of at-risk learners at our four high schools with the goal to decrease the number of failing grades for high school students at risk for academic failure; In School Suspension support (ISS) to keep middle school students in school who would normally receive an out of school suspension for a code of conduct violation, providing them with a full day program where students are taught replacement behaviors, decision making skills, social skills as well as supported academically to ensure they don't fall behind; and the Sources of Strength program implementation in the Fruita 8/9 school in an effort to increase help seeking behavior, youth-adult connectedness, protective factors associated with reducing suicide risk, and a decrease in codes of silence and secrecy requests.	1,799	Mesa	\$84,717	\$31,564

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Mesa Youth Services, Inc.	<p>Mesa Youth Services will provide The One-to-One Mentoring Program, which will recruit, screen, train, and supervise 35 new mentors to spend 3 hours per week in 1 year relationships with youth from high risk environments (substance abusing household; incarcerated parent, child abuse, etc.).</p> <p>The Restorative Justice Program implements face to face Victim/Offender Mediation and Victim Empathy classes to 100 juvenile offenders, 10-17 years of age, referred by law enforcement, DA's Office, and Courts/Probation. The Restorative Justice activities are opportunities for a formal apology; for crime victims to express their feelings; and for the offender to accept responsibility.</p>	261	Mesa	\$47,050	\$12,760
Mi Casa Resource Center	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 serves 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.	405	Denver	\$51,300	\$290,000
Mile High Montessori Early Learning Centers	Mile High Montessori (MHM) implements with fidelity the Pyramid Model within the toddler and preschool classrooms impacting at least 160 children. Five early learning centers are involved; 20 teachers and teacher assistants in toddler classes plus new preschool teachers are trained; 10 preschool teachers and teacher assistants receive coaching in the classroom; and three 6-week parenting sessions focused on the philosophy and practices of the Pyramid Model are provided to 12-15 parents each session. The vast majority of MHM clients (98%) lives at or below 130% of the Federal Poverty Level and come from minority backgrounds (48% Hispanic, 42% African American and 10% other ethnicities).	276	Adams, Arapahoe, Denver, Jefferson	\$25,000	\$25,000

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Year One, Inc dba Mile High Youth Corps (MHYC)	MHYC is a comprehensive year-round regional agency, serving 15 counties throughout Denver and the Southern Front Range. By integrating paid work experience on community projects with career exploration, education and life skills training, the Corps helps youth develop the skills they need to succeed in the classroom, the workforce, and everyday life. Through this grant, MHYC programs engage 33 youth in learning construction skills while building homes for low-income families and 86 youth in learning environmental conservation skills while building trails and eradicating non-native plants and trees.	119	Adams, Arapahoe, Broomfield, Denver, Douglas, El Paso, Jefferson, Pueblo	\$50,000	\$53,997
Mountain Resource Center	Mountain Resource Center's (MRC) Family Education goals are to prevent child abuse, to foster safe, nurturing families where children are healthy and thriving, and to prepare children for starting school ready to learn. The target population is primarily underserved, isolated, lower income families with children ages 0 to 8 who live in the rural mountain communities of western Jefferson and eastern Park Counties. Goals are accomplished through Parents as Teachers home visitation program, early childhood parent/child classes, parenting workshops, developmental and health screenings, emergency assistance, family development self-sufficiency plans, and other resources as warranted. The outcomes are to increase positive parenting skills, achieve developmental milestones, improve school readiness, and increase family self-reliance.	221	Clear Creek, Jefferson, Park	\$40,434	\$31,371

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Passage Charter School	Passage Charter School's (PSC) overall goal is to provide students with skills and education to break the cycle of poverty, abuse, violence, school failure, and teen pregnancy. PSC provides a rigorous academic curriculum that meets all state standards and each student's individual needs; the Nurturing Relationships Program that includes bi-weekly counseling with a focus on ending and preventing substance abuse, making positive choices, developing effective communication skills, and more; a weekly reproductive health class that focuses on reproductive anatomy and physiology, contraception, STIs, and physical wellness; weekly parenting classes and an 80-hour internship in the child care center; and a weekly one and one half-hour job and college readiness class that ensures students gain the skills to secure meaningful employment or access to post-secondary school. Students also participate in an 80-hour internship with a local business or organization.	59	Montrose	\$50,000	\$213,336
Project PAVE, Inc.	Project PAVE's Teen Dating Violence (TDV) prevention program increases the 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.	2,805	Adams, Arapahoe, Denver, Douglas, Jefferson	\$42,244	\$145,200

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Project VOYCE	<p>The goals of Project VOYCE are to prevent school dropout by 1) building new student leaders through youth-led leadership skills training and practice, 2) accelerating organizational change in schools through youth-adult partnerships to improve teacher effectiveness and student engagement, and 3) driving education systems change through strategic youth/adult partnerships to utilize student feedback to inform effective education policies and practices.</p> <p>Six previously-trained youth (Youth Leaders) will have the opportunity to apply their new-found leadership skills to train a core team of 25 new emerging leaders (Trainees) in the Summer Leadership Institute. These core team leaders then go out into their 5 inner-city schools to build 100 more youth leaders during the school year. The 5 schools, Bruce Randolph, Manual, CEC Middle College, DC-21 Intensive Pathways, and Noel Community Arts School all serve students challenged by economic disadvantages, low academic scores, high suspension rates, and high crime statistics.</p>	160	Denver	\$37,866	\$115,647
Pueblo City Schools	<p>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 two schools, it is expected to see student attendance, academic performance, and behavior show significant improvement over baseline and achieve an increase in the graduation and completion rate over time.</p>	71	Pueblo	\$59,075	\$20,841

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Rocky Mountain Parents as Teachers	Rocky Mountain Parents as Teachers' (RMPAT) 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 funding 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 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 which is likely to reduce the incidence of abuse and/or neglect.	87	Adams, Arapahoe, Denver, Jefferson	\$35,048	\$22,809
Safehouse Progressive Alliance for Nonviolence	The Peers Building Justice (PBJ) Program is a collaborative youth leadership development and violence prevention project by Safehouse Progressive Alliance for Nonviolence and Moving to End Sexual Assault in Boulder, County. The program aims 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.	1,964	Boulder	\$58,765	\$23,703
Sewall Child Development Center	Sewall is dedicated to meeting the needs of and enhancing opportunities for young children with special needs and their families in inclusive environments. The Building Healthy Communities program helps ensure families can access the necessary resources to take charge of their child's health, educational, and emotional needs. A classroom and additional consultation focused on social-emotional curriculum provides families a viable inclusive classroom to meet behavioral needs while offering further training and empowerment for families and other professionals.	382	Adams, Arapahoe, Denver, Jefferson, Weld	\$86,382	\$11,269

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Summer Scholars	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 1,200 Denver children in grades K-6 to improve their literacy skills and build pro-social assets, increasing their likelihood of academic and social success.	331	Denver	\$76,637	\$471,594
Summit County Youth and Family Services	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 the middle school years of 6th-8th grades.	250	Summit	\$52,611	\$20,207
TEENS, Inc. Youth and Family Center	TEENS, Inc. after school programs address substance abuse, youth violence/crime, and the dropout rate at Nederland High School. TEENS, Inc. after school and Chinook West alternative high school 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.	416	Boulder, Denver, Gilpin, Jefferson	\$57,340	\$690,400

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
The Center for Family Outreach	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.	415	Larimer	\$43,379	\$43,373
The Conflict Center	The Emotional Intelligence and Critical Decision Making (EICDM) program builds protective factors that will increase the likelihood that teens will stay in school and reduce their involvement in the criminal justice system by giving them the skills they need to make healthy decisions for themselves as well as how to recognize and manage their emotions (specifically anger) in non-violent ways. The program serves youth ages 11-18, both male and female, of all ethnicities and income levels, that have been referred through schools and juvenile justice agencies, with parents participating in half of the sessions. The EICDM curriculum aligns with evidence-based practices, teaching hands-on practical skills including: the decision making process; recognizing and weighing consequences; communication skills; types of power; conflict management; handling authority; the positive and negative consequences of anger; personal anger history; fair fighting; triggers and cool-downs; and problem solving. This program will be provided to 500 teens and 200 parents through a class offered regularly at The Conflict Center building and at a variety of community-based locations with partner agencies and schools as a key element of alternatives to suspension and expulsion.	631	Adams, Arapahoe, Denver, Douglas, Jefferson	\$52,562	\$20,895

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
The Piñon Project Family Resource Center	The Piñon 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. This collaborative project serves up to 577 children ages 3-8. The children in this program participate in IY's 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.	637	Dolores, Montezuma	\$52,971	\$30,000
Town of Estes Park	Estes Valley Restorative Justice Partnership (EVRJP) is a diversion program designed to allow offenders to repair harm they have caused. Victims and community members are given a voice in this process, allowing for community solutions to community problems. Services are offered in the municipal building public meeting rooms. Contact with clients range from 3-12 months and a minimum of 8 contact hours is given per client. Referrals are accepted from the Estes Park Police, Estes Park Municipal Court and 8th District Court/DA office. EVRJP has adopted a Community Group Conference Model (CGC).	19	Larimer	\$30,561	\$23,137
United Way of Weld County - PASO	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.	120	Weld	\$93,888	\$59,379

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Urban Peak	Urban Peak's mission is to help homeless youth and youth at risk of homelessness overcome real life challenges by providing essential services and a supportive community, empowering them to become self-sufficient adults. Urban Peak meets the needs of homeless youth through Trauma Informed Care, Restorative Justice, and Positive Youth Development approaches providing safe environments, access to shelter/housing, food, clothing, and hygiene products, as well as a wide range of supplemental services to help youth reach their fullest potential. TGYS funding supports programming at Urban Peak Denver (UPD) and Urban Peak Colorado Springs (UPCS) in the following areas: UPD's Drop-in Center, The Spot, UPD's Emergency Youth Shelter, and UPCS's Emergency Youth Shelter and supportive services.	2,211	Denver, El Paso	\$100,000	\$1,715,070
Victim Offender Reconciliation Program (VORP) of Denver	<p>The RESTORE program's purpose is for youth to increase their awareness of how shoplifting hurts their community, themselves, and their families, and to hold them accountable for their actions so they will avoid future incidents of crime and violence. The program serves 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.</p> <p>VORP also offers the Restorative Justice and Inclusiveness Youth Leadership Training for high school aged youth in Denver. The six-week program aims to develop youth understanding of restorative justice and anti-oppression philosophies, as well as pro-social skills such as leadership, personal responsibility, community organizing, civic engagement, and team work.</p>	179	Adams, Arapahoe, Denver, Douglas, Jefferson	\$47,828	\$47,905

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
Whiz Kids Tutoring	Whiz Kids serves elementary and middle school youth who are ages 7-14 in Adams 14, Denver, Arapahoe County (including Aurora) and in Jefferson County and with 2 schools in Cherry Creek School District. More than 95% of Whiz Kids students qualify for the free and reduced lunch program and 100% have been identified by their classroom teachers as needing literacy support. The program offers tutoring sessions one hour per week for 25 weeks and two all-day enrichment events that bring youth, families, and tutors together to promote literacy and positive youth development. The curriculum focuses on improving students' core literacy skills through reading and math activities and homework. The goal is to reduce youth crime and violence through improved school performance and increased bonding with adults.	820	Adams, Arapahoe, Boulder, Broomfield, Denver, Douglas, Jefferson, Montrose	\$52,780	\$634,865
YESS Institute	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. The program is designed to 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.	250	Denver	\$51,300	\$162,865

Funded Program Description		Numbers Served	Counties Served	Award Amount	Add'l Resources
YWCA of Boulder County	The TGYS funded program, Latina Achievement Support (LAS) program, provides services after school for Latinas in 9 th through 12 th grades at Boulder High School, New Vista High School, and Arapahoe Ridge High School, encouraging participation in multiple years during a participant's high school experience. LAS also provides leadership and peer mentoring opportunities for participants in 10 th through 12 th grades who demonstrate leadership potential and interest. The structured programming includes academic tutoring, adult and peer mentoring, community service, healthy choices, technical education, career exploration and preparation, college visits, field trips, a retreat, leadership training activities, and more.	64	Boulder	\$50,000	\$25,000
TOTALS		53,390	43	\$4,653,481	\$11,812,197

Appendix C

TONY GRAMPSAS YOUTH SERVICES BOARD MEMBERS*State Fiscal Year 2013-14*

Member	Party Affiliation	Date Appointed / Re-appointed	Term Expiration	Appointed by
Robert Werthwein for Reggie Bicha, ED of CDHS	N/A	Statutory	Statutory	Statutory
Minna Castillo Cohen	Not Affiliated	12/30/13	7/1/17	Governor
Nita Mosby Henry	Democrat	7/1/12	7/1/15	Governor
Alice Pugh	Democrat	7/1/12	7/1/15	Governor
David Stalls	Not Affiliated	12/30/13	7/1/17	Governor
Kraig Burleson	Not Affiliated	10/1/12	10/1/15	Speaker of the House
Tijani (T.J.) Cole	Democrat	12/28/10 12/29/13	12/29/16	Speaker of the House
Rep. Beth McCann	Democrat	3/26/09 4/2/13	4/2/16	Speaker of the House
Stan Garnett	Democrat	7/1/12	7/1/15	President of the Senate
Sen. Mike Johnston	Democrat	1/15/11 2/14/14	2/14/17	President of the Senate
Jean White	Republican	6/14/11	6/14/14	Senate Minority Leader