

ORIGINAL

Application for Federal Education Assistance (ED 424)



U.S. Department of Education

Form Approved OMB No. 1875-0106 Exp. 11/30/2004

Applicant Information

1. Name and Address Legal Name: YouthZone Address: 803 School Street

Organizational Unit

0184B 040340

Glenwood Springs City

CO Garfield 81601 State County ZIP Code + 4

2. Applicant's D-U-N-S Number (b)(2) 3. Applicant's T-I-N 84-118-4-B-1 4. Catalog of Federal Domestic Assistance #: 84-118-4-B-1 Title: Mentoring Programs

6. Novice Applicant [X] Yes \_\_\_ No 7. Is the applicant delinquent on any Federal debt? \_\_\_ Yes [X] No (If "Yes," attach an explanation.)

5. Project Director: Julie Martin Address: 803 School Street Glenwood Springs CO 81601 City State Zip code + 4 Tel. #: (970) 945-9300 Fax #: (970) 945-8924 E-Mail Address: jmartin@youthzone.com

8. Type of Applicant (Enter appropriate letter in the box.) [I] A - State B - Local C - Special District D - Indian Tribe E - Individual F - Independent School District G - Public College or University H - Private, Non-profit College or University I - Non-profit Organization J - Private, Profit-Making Organization K - Other (Specify):

Application Information

9. Type of Submission: -PreApplication Construction \_\_\_ Non-Construction -Application Construction [X] Non-Construction 10. Is application subject to review by Executive Order 12372 process? \_\_\_ Yes (Date made available to the Executive Order 12372 process for review: \_\_\_/\_\_\_/\_\_\_) [X] No (If "No," check appropriate box below.) [X] Program is not covered by E.O. 12372. \_\_\_ Program has not been selected by State for review.

12. Are any research activities involving human subjects planned at any time during the proposed project period? [X] Yes (Go to 12a.) \_\_\_ No (Go to item 13.) 12a. Are all the research activities proposed designated to be exempt from the regulations? [X] Yes (Provide Exemption(s) #: 5) \_\_\_ No (Provide Assurance #):

11. Proposed Project Dates: 10/01/04 Start Date: 10/01/07 End Date:

13. Descriptive Title of Applicant's Project: YouthZone Pals Mentoring Project

Estimated Funding

14a. Federal \$ 177,151.00 b. Applicant \$ .00 c. State \$ .00 d. Local \$ .00 e. Other \$ .00 f. Program Income \$ .00 g. TOTAL \$ 177,151.00

Authorized Representative Information

15. To the best of my knowledge and belief, all data in this preapplication/application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is awarded.

a. Authorized Representative (Please type or print name clearly.) Debra Wilde b. Title: Executive Director c. Tel. #: (970) 945-9300 Fax #: (970) 945-8924 d. E-Mail Address: dwilde@youthzone.com e. Signature of Authorized Representative

Signature: [Handwritten Signature] Date: 7.5.04

PROJECT ABSTRACT

NAME AND ADDRESS OF APPLICANT

YouthZone  
803 School Street  
Glenwood Springs, CO  
81601

CONTACT INFORMATION

Julie Martin  
Pals Program Director  
phone: 970-945-9300  
fax: 970-945-8924  
jmartin@youthzone.com

**PROJECT TITLE:** YouthZone's Pals Mentoring Project

**PURPOSE:** The purpose of this mentoring proposal is to enhance YouthZone's (YZ) existing community-based Pals Mentoring Project by matching 50 "at-risk" children in grades 4 – 8, in Garfield County, Colorado and incorporate a more comprehensive mixed methods (qualitative/quantitative) evaluation. In this proposal, the Pals Mentoring Project will be defined as a one-on-one mentoring program for at-risk youth involving a school and community-based consortium, managed by YZ personnel. The term "at-risk children" will be defined as those children identified by schools and YZ professionals as having the most needs, i.e., who risk educational failure, dropping out of school, involvement in criminal or delinquent activities, and/or who lack strong positive role models. Proposed enhancements to the existing Pals Project will be made by a. broadening its scope to encompass more school-based mentoring activities, b. develop, standardize, and implement youth and mentoring program protocols and individual youth measurement instruments, and c. developing a mixed method (qualitative and quantitative) program outcome evaluation measuring instruments. Parents' support of the mentoring relationship and educational needs of their child will be an additional focus. Exportable products will include fliers, brochures, newsletters, mentor recruitment tool kit, and potentially, assessment instruments for mentoring programs.

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**U.S. DEPARTMENT OF EDUCATION**

**BUDGET INFORMATION**

**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: OMB Approved

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	89,995.00	94,517.00	99,258.00			
2. Fringe Benefits	17,907.00	18,803.00	19,740.00			
3. Travel	8,520.00	9,372.00	10,310.00			
4. Equipment	0	0	0			
5. Supplies	2,600.00	2,860.00	2,860.00			
6. Contractual	19,650.00	21,046.00	21,860.00			
7. Construction	0	0	0			
8. Other	26,457.00	26,288.00	28,057.00			
9. Total Direct Costs (lines 1-8)	165,129.00	172,886.00	182,065.00			
10. Indirect Costs	10,522.00	12,102.00	13,916.00			
11. Training Stipends	1,500.00	1,650.00	1,705.00			
12. Total Costs (lines 9-11)	177,151.00	186,638.00	197,686.00			

## YouthZone Budget Narrative: Year One

### DIRECT COSTS ...

#### Personnel:

<b>Pals Mentoring Project Director - Julie Martin</b> (Annual Salary \$36,000 x 100%) The Project Director will oversee the program and daily operations of mentoring services along with the coordination of services between YouthZone and all schools. Will case manage 25 Pals Matches, provide all Spanish speaking mentoring services.	36,000.00
<b>Pals Mentoring Project Case Manager - Patty Schaffner</b> (Annual Salary \$38,400 x 100%) The Pals Program Coordinator will be responsible for coordinating mentoring services for 25 Pals Matches, Pals Activity planning, and maintenance of Pals Discount Business contracts.	38,400.00
<b>Counselor/Case Manager 1 - Deb Van Hoorelbeke</b> (Annual Salary \$39,200 x 5%) The counselor/case manager is responsible for: supervision and support of Pals project counseling and case management, parent consultations, youth referrals to Pals project facilitation of ongoing mentor training, facilitation of parent education training, and is a YouthZone school liaison.	1,960.00
<b>Counselor/Case Manager 2 - Kerri Cheney</b> (Annual Salary \$34,800 x 5%) The counselor/case manager is responsible for: supervision of Pals project staff, staff counseling and support of case management, parent consults & youth referrals to the Pals project, facilitation of ongoing mentor and parent education training, staffing of high risk cases, and is a YouthZone school liaison.	1,740.00
<b>Counselor/Case Manager 3 - Jill Dupras</b> (Annual Salary \$31,200 x 2.5%) The counselor/case manager is responsible for: counseling/case management, parent consults and youth referrals to the Pals project, and is a YouthZone school liaison.	780.00
<b>Counselor/Case Manager 4 - David Gomez</b> (15 hours x \$25 an hour) The counselor is responsible for counseling of Spanish-speaking families, parent consultations & youth referrals to the Pals project.	375.00

<p><b>Counselor/Case Manager 4 - Sonia Roldan</b>  (15 hours x \$25 an hour)  The counselor/case manager is responsible for counseling of Spanish-speaking families.</p>	<p>375.00</p>
<p><b>Executive Director - Debbie Wilde</b>  (Annual Salary \$66,000 x 5%)  The Executive Director is responsible for the supervision of all agency programs and staff.</p>	<p>3,300.00</p>
<p><b>Marketing/Public Relations Director - Mary Jean Carnevale</b>  (Annual Salary \$46,500 x 5%)  The Marketing/Public Relations Director is responsible for all marketing &amp; fundraising aspects of the agency.</p>	<p>2,325.00</p>
<p><b>Financial Officer - Kathy Ling</b>  (Annual Salary \$40,500 x 5%)  The Financial Officer supervises all grants and is responsible for all financial aspects of the agency.</p>	<p>2,025.00</p>
<p><b>Data Evaluation Coordinator - Sherry Tidwell</b>  (Annual Salary \$31,500 x 5%)  The Data Evaluation Coordinator is responsible for development of Pals-specific databases (year 1) data entry, generation of reports and compilation of evaluation data annually.</p>	<p>1,575.00</p>
<p><b>Administrative Assistant - Linda Green</b>  (Annual Salary \$22,800 x 5%)  Administrative Assistant is responsible for answering telephones, making client appointments, processing volunteer applicant references and background checks, maintaining database of volunteer inquiries.</p>	<p>1,140.00</p>

**Fringe Benefits:**

YouthZone pays FICA, Workman's Compensation, Unemployment Insurance, Life and Disability Insurance, Employer Simple IRA Contribution, Vacation and Sick Leave and it is calculated at 20% of Annual Salary. Calculations as follows:

Pals Project Director (\$36,000 x 20%)	7,200.00
Pals Project Case Manager (\$38,400 x 20%)	7,680.00
Counselor/Case Manager 1 (\$1,960 x 20%)	392.00
Counselor/Case Manager 2 (\$1,740 x 20%)	348.00
Counselor 3/Case Manager (\$780 x 20%)	156.00
Executive Director (\$3,300 x 20%)	660.00
Marketing/Public Relations Director (\$2,325 x 20%)	465.00
Financial Officer (\$2,025 x 20%)	405.00
Data Evaluation Coordinator (\$1,575 x 20%)	315.00
Administrative Assistant (\$1,140 x 20%)	228.00
Counselor/Case Manager 4 (\$375 x 7.65%)	29.00
Counselor/Case Manager 5 (\$375 x 7.65%)	29.00

\* Counselor/Case Managers 4 & 5 are part time and paid by the hour.  
The agency only pays FICA fringe benefits.

**Travel:**

National travel is requested for two staff members to attend two, three day conferences in Washington, D.C. as mandated in the request proposal. Calculations as follows:

3 Day Annual Grantee National Conference 2 people - (\$1,560 x 2 )	3,120.00
2 Day Technical Assistance Meeting 2 people - (\$1,200 x 2 x 2 trips)	4,800.00
Local Travel - (\$0.345 per mile) between offices, and for in home Match meetings	600.00

**Supplies:**

Office Supplies : forms, letterhead, file folders, postage, client folders, interview sheets, volunteer folders, discount cards, assessments, evaluations, mentor training folders & materials, photos & newsletter	2,600.00
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**Contractual:**

Consultation : Dr. Nicole Pray = 2 staff members at \$75 each x 12 months	1,800.00
Evaluators : Jerry Evans Ph.D. & Shelly Molz M.A. Improvement and standardization of assessment instruments including satisfaction surveys, analysis of data and annual outcome evaluation of Pals project.	5,000.00
IVA Assessment : Jacyln Gisburne, Ph.D. 80 paired Pals youth x \$100 pre and post testing.	8,000.00
Family Resource Center of the Roaring Fork School District RE-1 to provide school-level case management. Includes case management addressing in-school needs (Resource Team meetings and Child Study meetings. 32 youth x \$150 each.	4,850.00
<b>Other:</b>	
Marketing & Mentor Recruitment : Media blitz in January & July of each year and on-going year around marketing & recruitment. Radio, TV, newspapers, posters, open houses, insert flyers.	12,000.00
Background checks for 40 adults at \$58 each and 35 teens at \$2.50 each. Background check includes SafetyNet National for crime history, Motor Vehicle Check and Child Abuse Registry check	2,407.00
Scholarships for 80 youth at \$145.00/youth for \$180.00 intake and assessment	11,600.00
Spanish translation of new forms, satisfaction surveys & new assessment instruments as needed. (30 hours x \$15 per hour)	450.00
<b>Total Direct Costs</b>	<b>165,129.00</b>

**INDIRECT COSTS ...**

Telephone (Annual Budget 18,300 x 15%)	2,745.00
Utilities (Annual Budget 9,000 x 15%)	1,350.00
Operating Supplies (Annual Budget 16,000 x 15%)	2,400.00
Annual Audit (3,350 x 15%)	502.00
General Liability, Auto, Pals Activities Insurance (Annual Budget \$23,500 x 15%)	3,525.00

Indirect costs are based on 15% of annual budget which is equivalent to how much agency staff time is spent on the program.

**Total Indirect Costs** 10,522.00

**Training Stipends:**

Love & Logic Parent Education Facilitator Training for Project Director includes seminar, hotel, mileage and per diem	1,000.00
Mentor Program trainings for Pals project director and Pals project case manager	500.00

**Total Costs** 177,151.00

## YouthZone Budget Narrative: Year Two

### DIRECT COSTS ...

#### Personnel:

<b>Pals Mentoring Project Director - Julie Martin</b> (Annual Salary \$37,800 x 100%) The Project Director will oversee the program and daily operations of mentoring services along with the coordination of services between YouthZone and all schools. Will case manage 25 Pals Matches, provide all Spanish speaking mentoring services.	37,800.00
<b>Pals Mentoring Project Case Manager - Patty Schaffner</b> (Annual Salary \$40,320 x 100%) The Pals Program Coordinator will be responsible for coordinating mentoring services for 25 Pals Matches, Pals Activity planning, and maintenance of Pals Discount Business contracts.	40,320.00
<b>Counselor/Case Manager 1 - Deb Van Hoorelbeke</b> (Annual Salary \$41,160 x 5%) The counselor/case manager is responsible for: supervision and support of Pals project counseling and case management, parent consultations, youth referrals to Pals project facilitation of ongoing mentor training, facilitation of parent education training, and is a YouthZone school liaison.	2,058.00
<b>Counselor/Case Manager 2 - Kerri Cheney</b> (Annual Salary \$36,540 x 5%) The counselor/case manager is responsible for: supervision of Pals project staff, staff counseling and support of case management, parent consults & youth referrals to the Pals project, facilitation of ongoing mentor and parent education training, staffing of high risk cases, and is a YouthZone school liaison.	1,827.00
<b>Counselor/Case Manager 3 - Jill Dupras</b> (Annual Salary \$32,760 x 2.5%) The counselor/case manager is responsible for: counseling/case management, parent consults and youth referrals to the Pals project, and is a YouthZone school liaison.	819.00
<b>Counselor/Case Manager 4 - David Gomez</b> (15 hours x \$27 an hour) The counselor is responsible for counseling of Spanish-speaking families, parent consultations & youth referrals to the Pals project.	405.00

<p><b>Counselor/Case Manager 4 - Sonia Roldan</b>  (15 hours x \$27 an hour)  The counselor/case manager is responsible for counseling of Spanish-speaking families.</p>	<p>405.00</p>
<p><b>Executive Director - Debbie Wilde</b>  (Annual Salary \$69,300 x 5%)  The Executive Director is responsible for the supervision of all agency programs and staff.</p>	<p>3,465.00</p>
<p><b>Marketing/Public Relations Director - Mary Jean Carnevale</b>  (Annual Salary \$48,825 x 5%)  The Marketing/Public Relations Director is responsible for all marketing &amp; fundraising aspects of the agency.</p>	<p>2,441.00</p>
<p><b>Financial Officer - Kathy Ling</b>  (Annual Salary \$42,525 x 5%)  The Financial Officer supervises all grants and is responsible for all financial aspects of the agency.</p>	<p>2,126.00</p>
<p><b>Data Evaluation Coordinator - Sherry Tidwell</b>  (Annual Salary \$33,075 x 5%)  The Data Evaluation Coordinator is responsible for development of Pals-specific databases (year 1) data entry, generation of reports and compilation of evaluation data annually.</p>	<p>1,654.00</p>
<p><b>Administrative Assistant - Linda Green</b>  (Annual Salary \$23,940 x 5%)  Administrative Assistant is responsible for answering telephones, making client appointments, processing volunteer applicant references and background checks, maintaining database of volunteer inquiries.</p>	<p>1,197.00</p>

**Fringe Benefits:**

YouthZone pays FICA, Workman's Compensation, Unemployment Insurance, Life and Disability Insurance, Employer Simple IRA Contribution, Vacation and Sick Leave and it is calculated at 20% of Annual Salary. Calculations as follows:

Pals Project Director (\$37,800 x 20%)	7,560.00
Pals Project Case Manager (\$40,320 x 20%)	8,064.00
Counselor/Case Manager 1 (\$2,058 x 20%)	412.00
Counselor/Case Manager 2 (\$1,827 x 20%)	365.00
Counselor 3/Case Manager (\$819 x 20%)	164.00
Executive Director (\$3,465 x 20%)	693.00
Marketing/Public Relations Director (\$2,441 x 20%)	488.00
Financial Officer (\$2,126 x 20%)	425.00
Data Evaluation Coordinator (\$1,654 x 20%)	331.00
Administrative Assistant (\$1,197 x 20%)	239.00
Counselor/Case Manager 4 (\$405 x 7.65%)	31.00
Counselor/Case Manager 5 (\$405 x 7.65%)	31.00

\* Counselor/Case Managers 4 & 5 are part time and paid by the hour.  
The agency only pays FICA fringe benefits.

**Travel:**

National travel is requested for two staff members to attend two, three day conferences in Washington, D.C. as mandated in the request proposal. Calculations as follows:

3 Day Annual Grantee National Conference 2 people - (\$1,716 x 2 )	3,432.00
2 Day Technical Assistance Meeting 2 people - (\$1,320 x 2 x 2 trips)	5,280.00
Local Travel - (\$0.345 per mile) between offices, and for in home Match meetings	660.00

**Supplies:**

Office Supplies : forms, letterhead, file folders, postage, client folders, interview sheets, volunteer folders, discount cards, assessments, evaluations, mentor training folders & materials, photos & newsletter	2,860.00
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**Contractual:**

Consultation : Dr. Nicole Pray = 2 staff members at \$79 each x 12 months	1,896.00
Evaluators : Jerry Evans Ph.D. & Shelly Molz M.A. Improvement and standardization of assessment instruments including satisfaction surveys, analysis of data and annual outcome evaluation of Pals project.	5,500.00
IVA Assessment : Jacyn Gisburne, Ph.D. 80 paired Pals youth x \$110 pre and post testing.	8,800.00
Family Resource Center of the Roaring Fork School District RE-1 to provide school-level case management. Includes case management addressing in-school needs (Resource Team meetings and Child Study meetings. 32 youth x \$150 each.	4,850.00
<b>Other:</b>	
Marketing & Mentor Recruitment : Media blitz in January & July of each year and on-going year around marketing & recruitment. Radio, TV, newspapers, posters, open houses, insert flyers.	12,600.00
Background checks for 40 adults at \$58 each and 35 teens at \$2.50 each. Background check includes SafetyNet National for crime history, Motor Vehicle Check and Child Abuse Registry check	448.00
Activities : Structured educational & cultural group activities (4 per year)	440.00
Scholarships for 80 youth at \$160.00/youth for \$180.00 intake and assessment	12,800.00
<b>Total Direct Costs</b>	<u>172,886.00</u>

**INDIRECT COSTS ...**

Telephone (Annual Budget 21,045 x 15%)	3,157.00
Utilities (Annual Budget 10,350 x 15%)	1,553.00
Operating Supplies (Annual Budget 18,400 x 15%)	2,760.00
Annual Audit (3,852 x 15%)	578.00
General Liability, Auto, Pals Activities Insurance (Annual Budget \$27,025 x 15%)	4,054.00

Indirect costs are based on 15% of annual budget which is equivalent to how much agency staff time is spent on the program.

<b>Total Indirect Costs</b>	<u>12,102.00</u>
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**Training Stipends:**

Cultural Competence Training - by La Rasa	1,100.00
Mentor Program trainings for Pals project director and Pals project case manager	550.00

<b>Total Costs</b>	<u>186,638.00</u>
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## YouthZone Budget Narrative: Year Three

### DIRECT COSTS ...

#### Personnel:

<b>Pals Mentoring Project Director</b> - Julie Martin (Annual Salary \$39,690 x 100%) The Project Director will oversee the program and daily operations of mentoring services along with the coordination of services between YouthZone and all schools. Will case manage 25 Pals Matches, provide all Spanish speaking mentoring services.	39,690.00
<b>Pals Mentoring Project Case Manager</b> - Patty Schaffner (Annual Salary \$42,336 x 100%) The Pals Program Coordinator will be responsible for coordinating mentoring services for 25 Pals Matches, Pals Activity planning, and maintenance of Pals Discount Business contracts.	42,336.00
<b>Counselor/Case Manager 1</b> - Deb Van Hoorelbeke (Annual Salary \$43,218 x 5%) The counselor/case manager is responsible for: supervision and support of Pals project counseling and case management, parent consultations, youth referrals to Pals project facilitation of ongoing mentor training, facilitation of parent education training, and is a YouthZone school liaison.	2,161.00
<b>Counselor/Case Manager 2</b> - Kerri Cheney (Annual Salary \$38,367 x 5%) The counselor/case manager is responsible for: supervision of Pals project staff, staff counseling and support of case management, parent consults & youth referrals to the Pals project, facilitation of ongoing mentor and parent education training, staffing of high risk cases, and is a YouthZone school liaison.	1,918.00
<b>Counselor/Case Manager 3</b> - Jill Dupras (Annual Salary \$34,398 x 2.5%) The counselor/case manager is responsible for: counseling/case management, parent consults and youth referrals to the Pals project, and is a YouthZone school liaison.	860.00



<p><b>Counselor/Case Manager 4 - David Gomez</b> 435.00  (15 hours x \$29 an hour)  The counselor is responsible for counseling of Spanish-speaking families,  parent consultations &amp; youth referrals to the Pals project.</p>
<p><b>Counselor/Case Manager 4 - Sonia Roldan</b> 435.00  (15 hours x \$29 an hour)  The counselor/case manager is responsible for counseling of Spanish-speaking families.</p>
<p><b>Executive Director - Debbie Wilde</b> 3,638.00  (Annual Salary \$72,765 x 5%)  The Executive Director is responsible for the supervision of all  agency programs and staff.</p>
<p><b>Marketing/Public Relations Director - Mary Jean Carnevale</b> 2,563.00  (Annual Salary \$51,266 x 5%)  The Marketing/Public Relations Director is responsible for all marketing  &amp; fundraising aspects of the agency.</p>
<p><b>Financial Officer - Kathy Ling</b> 2,209.00  (Annual Salary \$44,179 x 5%)  The Financial Officer supervises all grants and is responsible for  all financial aspects of the agency.</p>
<p><b>Data Evaluation Coordinator - Sherry Tidwell</b> 1,736.00  (Annual Salary \$34,729 x 5%)  The Data Evaluation Coordinator is responsible for development of Pals-specific  databases (year 1) data entry, generation of reports and compilation of evaluation data annually.</p>
<p><b>Administrative Assistant - Linda Green</b> 1,257.00  (Annual Salary \$25,137 x 5%)  Administrative Assistant is responsible for answering telephones,  making client appointments, processing volunteer applicant references and  background checks, maintaining database of volunteer inquiries.</p>

**Fringe Benefits:**

YouthZone pays FICA, Workman's Compensation, Unemployment Insurance, Life and Disability Insurance, Employer Simple IRA Contribution, Vacation and Sick Leave and it is calculated at 20% of Annual Salary. Calculations as follows:

Pals Project Director (\$39,690 x 20%)	7,938.00
Pals Project Case Manager (\$42,336 x 20%)	8,467.00
Counselor/Case Manager 1 (\$2,161 x 20%)	432.00
Counselor/Case Manager 2 (\$1,918 x 20%)	384.00
Counselor 3/Case Manager (\$860 x 20%)	172.00
Executive Director (\$3,638 x 20%)	728.00
Marketing/Public Relations Director (\$2,563 x 20%)	513.00
Financial Officer (\$2,209 x 20%)	442.00
Data Evaluation Coordinator (\$1,736 x 20%)	347.00
Administrative Assistant (\$1,257 x 20%)	251.00
Counselor/Case Manager 4 (\$435 x 7.65%)	33.00
Counselor/Case Manager 5 (\$435 x 7.65%)	33.00

\* Counselor/Case Managers 4 & 5 are part time and paid by the hour.  
The agency only pays FICA fringe benefits.

**Travel:**

National travel is requested for two staff members to attend two, three day conferences in Washington, D.C. as mandated in the request proposal. Calculations as follows:

3 Day Annual Grantee National Conference 2 people - (\$1888 x 2 )	3,776.00
2 Day Technical Assistance Meeting 2 people - (\$1,452 x 2 x 2 trips)	5,808.00
Local Travel - (\$0.345 per mile) between offices, and for in home Match meetings	726.00

**Supplies:**

Office Supplies : forms, letterhead, file folders, postage, 2,860.00  
client folders, interview sheets, volunteer folders, discount cards,  
assessments, evaluations, mentor training folders & materials, photos & newsletter

**Contractual:**

Consultation : Dr. Nicole Pray = 2 staff members 2,160.00  
at \$90 each x 12 months

Evaluators : Jerry Evans Ph.D. & Shelly Molz M.A. 6,050.00  
Improvement and standardization of assessment instruments including satisfaction  
surveys, analysis of data and annual outcome evaluation of Pals project.

IVA Assessment : Jaclyn Gisburne, Ph.D. 8,800.00  
80 paired Pals youth x \$121 pre and post testing.

Family Resource Center of the Roaring Fork School District RE-1 4,850.00  
to provide school-level case management. Includes case management  
addressing in-school needs (Resource Team meetings and Child  
Study meetings. 32 youth x \$150 each.

**Other:**

Marketing & Mentor Recruitment : Media blitz in January & July 13,000.00  
of each year and on-going year around marketing & recruitment.  
Radio, TV, newspapers, posters, open houses, insert flyers.

Background checks for 40 adults at \$58 each and 493.00  
35 teens at \$2.50 each. Background check includes SafetyNet National  
for crime history, Motor Vehicle Check and Child Abuse Registry  
check  
assessments, evaluations, mentor training folders & materials, photos & newsletter

Activities : Structured educational & cultural group activities (4 per year) 484.00

Scholarships for 80 youth at \$176.00/youth for \$180.00 intake and assessment 14,080.00

**Total Direct Costs 182,065.00**

**INDIRECT COSTS ...**

Telephone (Annual Budget 24,202 x 15%)	3,630.00
Utilities (Annual Budget 11,903 x 15%)	1,785.00
Operating Supplies (Annual Budget 21,160 x 15%)	3,174.00
Annual Audit (4,430 x 15%)	665.00
General Liability, Auto, Pals Activities Insurance (Annual Budget \$31,079 x 15%)	4,662.00

Indirect costs are based on 15% of annual budget which is equivalent to how much agency staff time is spent on the program.

**Total Indirect Costs** 13,916.00

**Training Stipends:**

Cultural Competence Training - by La Rasa 1,100.00

Mentor Program trainings for Pals project director and Pals project case manager 605.00

**Total Costs** 197,686.00

## **Introduction, Purpose of Proposal, Need for Mentoring in Garfield County**

YouthZone (YZ) is a non-profit 501C-3, community-based youth services organization (CBO) on the rural Western Slope of Colorado. YouthZone programs serve a four-county area (Garfield, West Eagle, Pitkin (Aspen) and Rio Blanco). Garfield County is the largest county in the YZ service area, spanning 2958 sq. mile service area, with six rural communities and approximately 46,600 residents. In its 28 years of service, YZ has assisted over 22,000 youth and families through prevention, intervention, and advocacy. Currently, YZ provides over 35 service programs. The service area consists primarily of Hispanic and Anglo youth, thus YZ provides services in both English and Spanish. YZ has established a strong foundation in program development, management, and evaluation. YZ services include youth assessments and evaluations, mental health and family counseling, juvenile justice programming, case management, intervention and prevention programs, parenting education and one-on-one mentoring.

YouthZone's Pals Mentoring Program has operated in Garfield County's six rural communities for the past 25 years. One hundred to one hundred twenty-five "at-risk" youth are to the Pals Project annually. Approximately 40% of these youth are matched with volunteer adult, teen or family mentors. These one-on-one mentors provide the youth with more stabilizing protective factors, e.g., pro-social role modeling, supervision, assistance with homework, and sharing opportunities that the youth would not otherwise have. These mentoring influences help offset the youths' vulnerability to risk factors. The goals of YZ and the Pals Mentoring Project are to provide general pro-social guidance and promote personal and social responsibility to all youth referred to YZ by the courts, schools, and/or parents; YouthZone's tag-line "connect and grow" is based on helping make a better community by helping to build trusting connections

between youth (especially at risk youth) and individuals already linked into their communities and institutions. The overall objective of the organization is to individually connect with and meet the needs of one young person at a time.

Risk factors, e.g., poverty/low socio-economic issues, absentee parents and lack of parental supervision (Bates et al., 1998; Farmington, 1995; Patterson et al., 1992; Sprague et al., 1998), unstable family environment and parental discord (Elliot et al., 1998; Kandel & Mednick, 1991; Maguin et al., 1995), low academic performance and low attendance, have been consistently identified by community and school professionals as being significant in the problematic behaviors displayed by youth.

The presence of risk factors implies only a higher statistical probability for disruptive and negative behaviors. YZ has found that the presence of these same factors does not guarantee with any certainty that a child will develop or display undesirable behaviors (Sherman et al., 1997; U.S. Surgeon General, 2001; Butte, 1998), especially in light of the presence of protective factors such as one-on-one mentoring. This supports research that the presence of strong attachments with pro-social individuals and institutions (especially those with mentors and school professionals) has contributed to the prevention of problematic behaviors and poor academic achievement. (O'Toole et al., 2001; Sherman et al., 1997; U.S. Surgeon General, 2001).

Mentoring has been considered a desirable, if not ideal, option for many youth and communities. Unfortunately, the implementation and efficacy of many mentoring programs have received mixed reviews in evaluation reporting (Sherman et al., 1997, Royse, 1998, Dubois, 2002). These mixed reviews and program shortcomings are thought to be due in large part to prevailing program variables that include, but are not limited to, the lack of funding for

mentoring program, insufficient mentors for number of youth referred to the program, infrequency and/or short duration of contact visits, inadequate mentor and participant assessment, training and on-going support, disruptions to short and long-term mentor-youth connections, and mentor-youth matching incompatibilities. Moreover, qualitative and quantitative comparative evaluations between mentoring programs are difficult due to the great variability between program standards and processes.

### **Purpose of Proposal**

The purpose of this proposal is to incorporate a mixed-methods (quantitative/qualitative) evaluation process and to enhance YouthZone's existing community-based Pals Mentoring Project for 50 "at-risk" youth in grades 4 – 8, in Garfield County, Colorado. In this proposal, the Pals Mentoring Project will be defined as a one-on-one mentoring program for at-risk youth involving a school and community-based consortium, managed by YZ personnel. The term "at-risk youth" will be defined as those youth identified by school and YZ professionals as having the most needs, i.e., who risk educational failure, dropping out of school, involvement in criminal or delinquent activities, and/or who lack strong positive role models. Proposed enhancements to the existing Pals Project will be made by: a) broadening its scope to encompass more school-based mentoring activities, b) develop, standardize, and implement youth and mentoring program protocols and individual youth measurement instruments, and c) developing a mixed method program outcome evaluation measuring instrument.

The program enhancements are intended to address the shortcomings that plague many mentoring programs, as well as provide the means for standardizing the protocols and procedures in a new project format. These proposed areas of improved services include a standardized framework for providing:

- More comprehensive program management, including mentor recruitment, on-going Pals mentor training, and YouthZone-School consortium of mentee support services.
- A mixed methods (quantitative and qualitative) evaluation of individual, school and program data collection and analyses to determine the degree to which and conditions under which mentoring provides optimal efficacy in social and academic development.
- Additional connections for youth with pro-social individuals (including the mentor and Pals Project staff), norms and values as well as assistance with academics, enhanced educational and cultural growth activities, exposure to the world of work, and experiences that the youth would not otherwise have.
- An increase in constructs and incentives for parental buy-in, parental support, and participation in their child's education, school connection and the Pals Mentoring Project.

YouthZone's mentoring services under this proposal will be more closely coordinated with school staff aligning with district, state and federal academic "No Child Left Behind" priorities, especially for those youth, identified as having "early onset issues" of problematic behavior and poor academic achievement (D'Unger et al, 1998, Nagin et al., 1999). At present, already 90% of the youth served by YZ's Pals Project are referred by the local schools. The Pals Mentoring Project proposes to have the schools play a more active role in the a) referral and selection of Junior Pal (mentee), b) case management, c) academic-based mentoring activities, and d) providing individual and program progress assessment data.

**Need for Mentoring in Garfield County.**

There is a strong need for mentoring in Garfield County. There are increasing problems with unsupervised youth, affordable housing, transportation, public health, childcare, educational and human services (Chamber Resort Association, 2004). School officials have expressed a growing



concern that the overcrowded housing environments, lack of parental presence and supervision, and stressful home lives are not conducive to academic achievement (Roaring Fork School District, Summary of Information, 2003). These issues coupled with socio-economically-challenged families contributes to “increased risk of stunted growth, repeated years of schooling, lower test scores, and less education, as well as lower wages and lower earnings in their adult years” (Children’s Defense Fund, 1997).

YouthZone has also documented the rising need for preventative and early intervention programs for youth. In the past six years, YouthZone has completed two 3-year evaluations of its programming by independent evaluators. In comparing these two evaluations (Evans and Molz, 1999 & 2003), it was reported that the profile of YouthZone clients are younger and have more serious risk behaviors: more than 50% of the youth reported they were not doing well in school performance and/or school involvement. Hispanic youth reported having a very difficult time in school; 15% of all YouthZone clients reported a serious, insidious alcohol and/or drug problem in need of treatment; 10% of clients reported aggressive risk-taking without remorse or conscious for their wrong-doings; and there was a significant increase in serious legal offenses (11% felonies) including assaults and fights (in school and in the community), theft/property damage and distribution of drugs (as early as 6th grade) (Colorado Department of Education, 2004) The two school districts in the county (RE-1 and RE-2) report that their students’ socio-economic status and the lack of parental involvement contribute to these behaviors .

Garfield County’s main industry is seasonal tourism. The area’s job market centers on low-paying service jobs with few benefits, yet the cost of living is quite high. The average price for a home is \$339,201 (double the State’s median housing costs), while the average weekly income is \$600 (20% lower than the State’s weekly income median). Many local parents and

prospective mentor-volunteers find it necessary to work two and three jobs, often commuting an additional 2-4 hours daily. Of the county's 12,548 youth ([www.aecf.org](http://www.aecf.org)), over 10.9% live under the federal poverty line ([www.aecf.org](http://www.aecf.org)) with up to 49% of students in the county's elementary and middle schools qualifying for reduced or free lunch. Local community and school officials report that those numbers have increased significantly in the past five years. Approximately 50% of Garfield County youth live in single-parent homes. The 2003 CSAP data (Colorado Student Assessment Program) and NWEA academic level tests (Northwest Evaluation Association) – standardized testing used in Garfield County - indicate that up to 75% of students are only partially proficient or unsatisfactory in certain core subject areas and are therefore at risk of academic failure (Colorado Department of Education, 2004). The published drop-out rate is 13.9%, with approximately 65% percent of Hispanic youth reported to dropping out of high school.

The combination of low pay, long commuting hours and lack of affordable housing, has created a tremendous amount of familial stress. The need for additional community/school support for Hispanic youth is reflected by the 49% Hispanic youth referrals to the Pals Mentoring Project. Risk factors are compounded in the Hispanic communities. Many parents are disconnected from their communities by language barriers, lack of extended families and because parents must spend the majority of their time working. Hispanic students make up as much as 75% of some of the county's elementary and middle schools. However, because of the parents' status (most having no official work papers, speaking very little English and themselves having less than a 6<sup>th</sup> grade education), cultural views (seeing school officials as an unchallengeable authority) and the language problems, many immigrant parents avoid participating in school activities (Roaring Fork School District, Summary of Information, 2003).

This includes being able to help their children with homework and/or accessing local support systems. Teachers and school officials are often limited in their ability to engage Spanish-speaking students and parents in their child's education because many teachers don't speak Spanish themselves. Teacher support is critical for the academic success of Hispanic students (Brewster and Bowen, 2004).

All of these issues: socioeconomic, cultural, lack of parental involvement with youth and school, and language, place these youth at a particular risk of failure educationally and socially.

### **Quality of Project Design**

**Mentoring Relationship Commitment.** YouthZone's current mentoring project is a one-on-one program. Mentors and youth meet on average of 2 to 3 hours weekly for a period of one year. In the project's 25 years, 70% of the adult-youth matches have lasted beyond one year, many of which have lasted through the youth's graduation from high school. Teen Pal mentors matched with younger youth currently are matched for nine months, and many continue over the summer and into the following year.

Under the proposed plan YZ expects to increase the number of matches and their duration. This will be done by increasing the pool of mentors and youth referrals from schools and by improving the protocols used to assess and evaluate both youth and the overall project. The assessment process is anticipated to provide YZ with the means to provide better matching capabilities and support. Approximately 40% of people who inquiry about volunteering and/or submit a volunteer application actually are matched with a youth. YZ proposes to increase these numbers by introducing a broader forum for mentor recruitment, i.e., increasing one-on-one nomination/solicitations, encouraging school and service club members to refer potential

mentors, using the dedicated funds from this grant for on-going Pals Project media market campaigns, and men (e.g., current mentors and Board Members) to recruit men to act as mentors.

**Mentoring Services.** YZ proposes to also enhance the quality of their mentoring services by addressing the barriers to academic achievement and school bonding (Carolyn Hardin M.P.H, Director of Family Resource Centers, personal communication, 2004). Through the School Resource Team meetings and YouthZone Pals Project intake, assessment and case management, barriers such as poverty, poor peer and teacher connections, physical and mental health issues, language barriers, and violence in the home will be identified and addressed. Pal Mentors will become part of a team intervention with YouthZone and the mentee's school leading the case management. Pal Mentors are "guiding friends" and not expected to manage complex needs of their Junior Pal and family.

The enhancements to the project will include: a) developing a closer working relationship between all parties – mentors, teachers, YZ staff, parents, and youth, b) improving the current mentor training by introducing the Mentor Tool Kit from the National Mentoring Partnership ([www.mentoring.org](http://www.mentoring.org)) as a means of assisting the mentor in purposeful activity planning and goal setting, and c) teacher-guided assistance for mentors regarding activities to promote performance gains in core academic areas as part of the youth's individual, comprehensive plan. Pro-social norms and behaviors are encouraged through YZ's mentoring activities that involve planning, decision-making, conflict resolution and personal-social responsibility. Mentors will be encouraged to continue providing age-appropriate activities to expose mentees to the world of work and secondary education. Youth matched in the Pals Project and volunteer mentors will assist in marketing and recruitment through interested media such as local television stations, radio programs, newspaper articles, and local events. This youth participation contributes to each

Junior Pal's individual comprehensive plan, connection with community, and positive youth development.

Outcomes of this improved commitment and attachment to school are to be measured by improved school attendance, increased academic proficiency and growth, reduced disciplinary referrals, improved student-teacher interaction, student-student interaction, and participation in school activities. The outcome data will be provided by school officials to YZ Pals Project staff before and during the three project years.

**Opportunities for Job Training and Post-Secondary Education.** Wherever applicable YouthZone and the mentoring consortium have partnered their energies and resources dedicated to providing children with opportunities for job training and postsecondary education. The Pals Project case management, together with their school partners, may refer youth to leadership camps, career fairs, the Colorado Workforce Center and job shadowing programs. These individuals will also spend time discussing school, jobs, and careers with their mentors. The mentors will then provide both support for the opportunities and the youth. Junior Achievement, a local non-profit organization, partners with YouthZone and local school districts to provide education in grades 3-9 in free enterprise, money management, and job seeking skills. Junior Achievement's vision is to bridge the gap between students and adults and build a more responsible community. The 8<sup>th</sup> grade middle school curriculum is designed to decrease high school drop-out rates, teach students how to budget, explore careers and prepare students for high school (100% of 8<sup>th</sup> graders participated in the Economics of Staying in School in the 2003-2004 school year). For the 2004-2005 academic years, 9<sup>th</sup> graders will participate in Personal Economics as a follow up to the 8<sup>th</sup> grade experience.

All 8<sup>th</sup> grade girls will attend “Women to Girls”, a one day professionally presented workshop with a career fair and “Reality Bites” game exploring how much money it will take to support the life they want. The curriculum is designed to assist girls in making choices aligned with their educational and careers goals.

**Capability of YouthZone.** YouthZone has proven itself capable of implementing its mentoring project effectively. It has 28 years of experience with community integrated program development and management (Burt et al., 1998). Twenty-five of those years have included the management of their mentoring project. YZ is looked upon as a leader among youth agencies (Ibid.). The agency and staff have won numerous local, state and national awards for youth programming. Its staff members are sought by state and federal agencies to provide pilot programming and technical assistance on youth-related issues. YZ has sustained positive fiscal audits on federal funds in the past, as well as being in substantial compliance with the program performance standards. YZ assures that it will maintain compliance throughout the period of this funding cycle and will continue to follow all regulations issued in accordance with the Department of Education Mentoring Grant including establishing clear, measurable performance goals (as outlined in Evaluation section) and collect and report to the Department data related to the established GPRA performance indications for the Mentoring Programs grant competition.

**Commitment to Sustainability.** In spite of the socio-economic shortfalls and ever-increasing needs within the communities, YouthZone has managed to successfully implement and maintain its Pals Mentoring Projects for the past 25 years. YZ’s Board of Directors has formed a non-profit foundation in an attempt to secure funding for the continuation of YouthZone programming, including the Pals Mentoring Project. Funding for the Pals Project will continue through YouthZone’s individual donor-giving program, private foundations, and state and

federal grants. YouthZone has contracted with a fundraising consultant, Janet Doolin J.D., to assist the agency in increasing its individual donor-gifting program.

The Pals Project is indirectly supported through contributions to YouthZone's general funds raised through fundraising campaigns, local government support of YouthZone case management, and fees collected for individual and family services. YouthZone adopted a fee-based service system in 2002 to assure the agency will be able to maintain its programming into the future. The school districts also contribute financially by assisting youth in their district to obtain YouthZone services. Additional expenses not covered by this proposal will be assumed by YouthZone.

**Collaboration in the Design and Implementation of the Project.** Considerable time, expertise and resources have been contributed by YZ's partners and volunteers in the design and implementation of the Pals Mentoring Project. Extensive communication has taken place (and will continue through the grant period) between the YouthZone Pals Project Director, YZ school liaisons, superintendents, principals, counselors, and teachers of all public and private schools in Garfield County, and the Director of Family Resource Centers in District RE-1. In these meetings with school officials, all parties have worked together on their respective roles and responsibilities, the referral selection criteria, case management, Pals Match support, data collection and data analysis protocols. A referral form will be developed to streamline the youth referral process from schools and other agencies to YouthZone.

YouthZone's 11-member Board of Directors and subcommittees all contribute to the design, sustainability, and implementation of the Pals Project. The Board members represent the area served by YouthZone and include parents, business people, and community agencies. These individuals that meet monthly on YZ committees, e.g., the Outreach Task Force, Marketing and

Funding Committees, also serve on other agency committees that are directly and indirectly associated with YZ.

**Review of Mentoring Literature and Research.** YZ takes a Complexity and strengths-based approach when addressing the needs of at-risk youth. i.e., exploring prevailing internal and external factors that appear to promote academic and social youth success (U.S. Surgeon General, 2002). In this year's annual strategic planning sessions, the YZ staff and Board made a concerted effort to reinforce and enhance their Pals Project. After reviewing their previous year's evaluations of the project (Evans & Molz, 1998; 2002), YZ staff determined that there was a need to integrate new research on mentoring and outcome evaluation into its future programming. The staff has attempted to integrate the most current and "**best of practices**" (National Dropout Prevention Center/Network, 2004) into their already successful mentoring project. Their review included researching **screening guidelines** (Davis et al./OJJDP, 1998), **mentoring tools** (MENTOR/National Mentoring Partnership, 2003 – [www.mentoring.org](http://www.mentoring.org); National Regional Educational Laboratory – NWREL – [www.nwrel.org/mentoring](http://www.nwrel.org/mentoring); JUMP technical assistance written by Public/Private Ventures – P/PV – [www.ppv.org](http://www.ppv.org); Colorado Mentoring – [www.mentoringcolorado.org](http://www.mentoringcolorado.org)), **mentor recruitment** (Jucovy, February 2001; May 2001), **mentor-youth matching** (Jucovy, May 2002), **mentor training and support** (Jucovy, June 2001; MENTOR, 2004) and generally "**what works, and what doesn't**" (Furano et al., 1993; Sherman et al., 1998) (refer to **Appendix X References**)

**Methodology – Mixed-Methods Evaluation Data (Qualitative/Quantitative).** YZ's Youth Assessment Survey, a self-reporting tool focusing on five general topics (pro-social skills, substance abuse, self-perception, decision-making skills, and delinquent behavior) will continue to be used for discussion in the interviewing process and as an assessment instrument. In



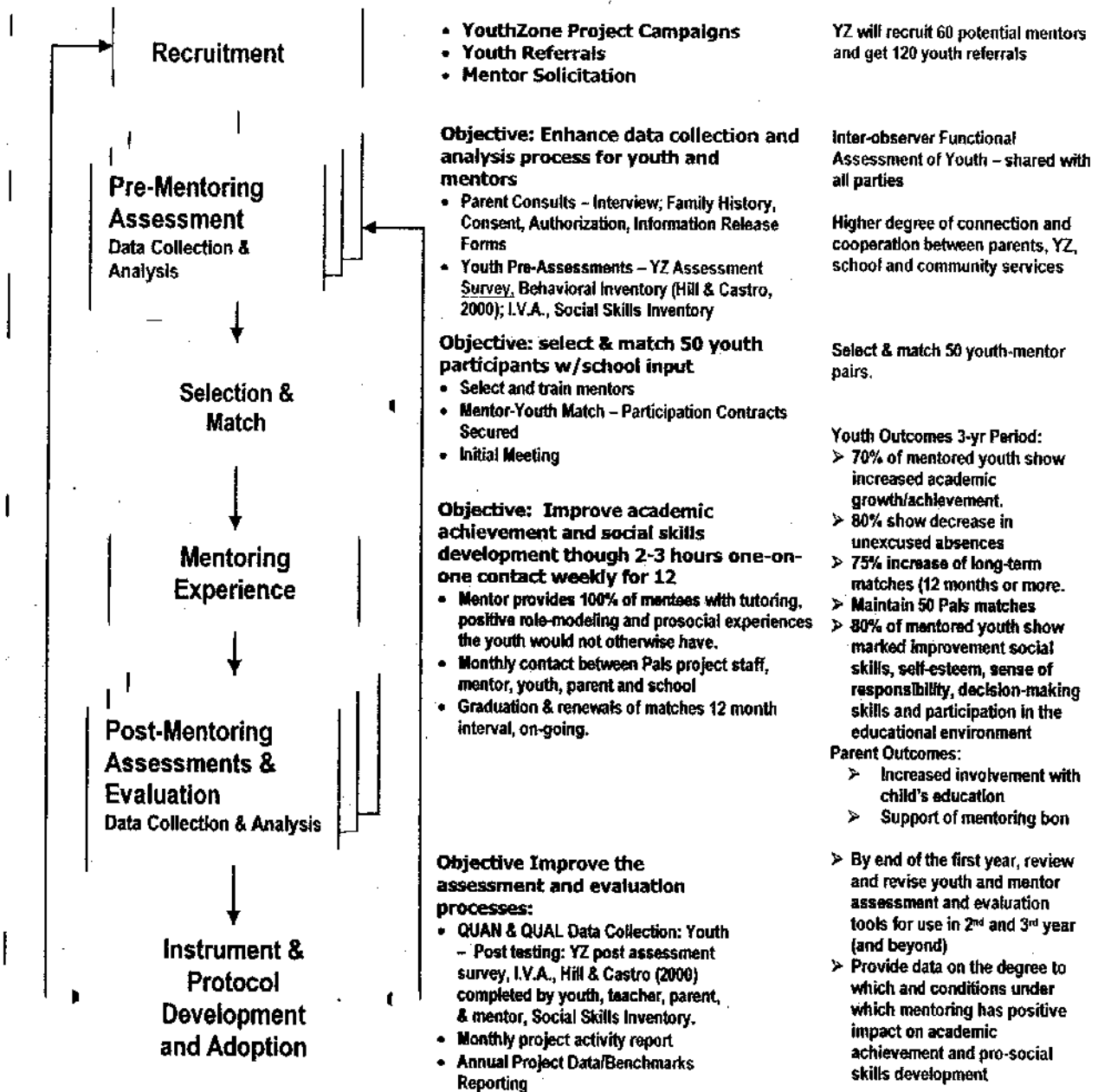
addition, the staff has determined that the assessment and evaluation processes would be more productive with the introduction of tools and instruments that would both clarify and quantify qualitative terms as often associated with underachieving youth (e.g., inattentive, hyperactive, impulsive, disruptive) and used by the various parties. As a result, Pals Project staff has elected to incorporate three new (pre and post) assessment tools as part of its intake and evaluation processes. The first is a Windows-based computerized functional assessment of impulsivity, attentiveness, response time and emotional flexibility (I.V.A., similar to the DOS-based T.O.V.A.). The second instrument is a quantifiable descriptive inventory of risk factors developed by Hill & Castro (2002; see Appendix A). The third instrument is a checklist inventory (to be tailored for this project) of pro-social protective factors related to connection to school, family, peers, other adults, and community (see Appendix C). The addition of these three instruments will provide YZ staff and school officials with more comprehensive descriptive youth assessment that can be comparatively analyzed for quantitative and qualitative outcome evaluation.

All instruments will be used for pre- and post-mentoring assessments at 12-month intervals. The Hill & Castro Inventory (2002) and the YZ Satisfaction Survey (previously administered at 12-month intervals and used as a tool for mentor training) will both be used as a 360° tool to be filled out by the youth, parents, and a school official as part of the pre-screening process and again by those parties and the mentor at 12-month point.

A mixed methods (qualitative and quantitative) approach will be used to triangulate all the data collected and analyzed from the interviews, school records, school reporting, surveys, and measurement instruments to determine the scope and report on the successful achievement of or failure to meet individual youth and project objectives. Youth will self-report and parents,

mentors and teachers will use this checklist to evaluate the youth in the environment in which they have contact.

**Objectives & Process Outcomes**



**Connecting arrows designate areas of adopted changes in 2<sup>nd</sup> & 3<sup>rd</sup> Years**

## **Pals Project Management Plan**

### **Mentor Screening and Selection**

**Reference & Background Checks.** YZ has well-established policies and procedures for screening and selecting all staff members, volunteers, and mentors who work directly and indirectly with youth. The Mentor screening for the Pals Project is extensive and based on the agency's mentoring service experience (Appendix D Pals Mentor Screening Protocol). Because the Pals Project mentoring activities occur primarily in the community, unsupervised by YZ or school staff, a higher level of mentor screening is required. Mentors are not matched with Junior Pals until both the mentee and mentor screening has been completed. The Pals Project staff and YZ front desk staff are responsible for the confidential collection of background checks and screening information. Confidential volunteer files are kept in locked cabinets. YZ's mentor screening protocol includes: a) comprehensive application with program permissions and authorizations for release of information, b) personal and employment reference, c) physician's and or mental health references when applicable, d) 1.5 – 2 hour personal, comprehensive interview and proposed I.V.A. test (See Appendix A), e) SafetyNet Criminal History, f) Child Abuse Registry Check, g) Motor Vehicle Check, h) Proof of Automobile Insurance, and ) Mandatory 3-hour interactive Pals Orientation and Training. Unsuitable applicants are often deterred by the components of the screening process.

Teen Pal mentors also complete YZ's Youth Assessment Survey. This assessment helps identify potential problem behaviors that would limit or prohibit the applicant's ability to be a positive role model. The assessment further serves as a screening tool which alerts project staff of a teen's substance abuse, physical abuse, depression, and/or suicidal ideations. Program staff

would then make appropriate referrals based on the information disclosed; this would also apply to adult self-disclosure.

The Volunteer interview is a standardized process reviewed annually. This additional screening tool is performed by the Pals Project Staff and assists the staff in determining the applicant's strengths and preferences and explores indicators of potential problem behavior such as: potential to abuse youth, poor conflict resolution skills, unresolved trauma, and potential for any addictive or criminal behaviors. The interview is limited to two hours. Applicants with well-differentiated personal narratives are able to clearly answer the questions and finish the interview within that timeframe.

Before being considered to work with young people, YZ has a few basic policies. 1) an applicant must be in recovery from substance abuse for a minimum of two years, 2) an applicant with a history of any crime against a child or dependent adult and/or any history of violence or sexually exploitative behavior **can not** be considered to work with young people, 3) an applicant with a non-violent criminal offense must finish all his/her court requirements, and 4) an applicant under the current treatment for a diagnosable mental illness must provide physician and mental health worker references (See Appendix E - Volunteer guidelines and Opportunities). Violation of any of these policies during the application process or during a Pals Match could be grounds for disqualification/dismissal. Falsifying information also constitutes grounds for disqualification.

Supplementary screening is performed as needed based on screening protocols. Supplementary screening includes the review of applicant's file by the YZ Management Team, request for additional references, and in rare cases consultation with a psychologist regarding the resolution of previous abuse and/or addictions.

**Additional Mentor Selection Criteria.** YZ staff look for the specific personal characteristics they have found to be present in effective mentor. Besides being at least 15 years old and having successfully fulfilled all the screening criteria, the prospective mentor must be interested in working with at-risk youth. These individuals must be willing and able to actively work alongside YouthZone staff members, volunteers and school staff. In addition, YouthZone's Pals Project recruits individuals that have the following personal characteristics: non-authoritarian manner (Commission on Children at Risk, 2003; U.S. Surgeon General, 2001), able to establish and maintain healthy boundaries, balanced – not overly reactive or impulsive, able to develop trust and respect bonding without trying to change or reform others (Sipe, 2000), caring, genuine, non-judgmental, good listeners, reliable, patient, enjoys having fun, and motivated and committed to partner with a young person (See Appendix B).

The YZ Volunteer Interview assesses the applicant's willingness to be matched with a Junior Pal whose parents only speak Spanish. Pal Mentors are assured of additional support in communicating with their Junior Pal's parents when needed. There exists a small percentage of Pal Mentors who decline working with a Spanish-speaking family because of the inability to communicate with the parents.

**Mentor Orientation & Training Support.** To ensure the maximum benefit for youth and mentors in YouthZone's Pals Project, the agency mandates a 3-hour interactive orientation and training session for Adult and Teen Mentors. This orientation and training occurs before a mentor is matched. Based on prior experience, YouthZone has identified several areas that are vital in providing information to mentors in order to develop the skills needed to be most effective in a young person's life. These areas include: YouthZone and Pal specific information; Pals matching process and contract; communications skills; abuse issues; substance abuse;

adolescent sexuality; youth developmental stages; runaway indicators and resources; suicide prevention and intervention; multicultural understanding; question & answer and evaluation survey of training the session. A detailed Mentor Training Protocol included in Appendix H.

**On-going Mentor Training.** Through the aid of this grant, YouthZone would like to expand the on-going education offered for the agency's mentors. YouthZone's mentors have the opportunity to attend the agency's parent education classes free of charge (these classes are offered throughout Garfield County). Mentor training workshops proposed under this grant include developing and offering 4 mentor trainings per year based on Love & Logic® principles. YZ would introduce an e-mail mentor support group (requested by 80% of the Adult Pal mentors) supervised by Pals Project coordinators and in-house counseling staff. School personnel, such as teachers, counselors, the Family Resource Center, and a YouthZone staff school liaison will provide information to the mentor on how to help the mentee improve his/her social performance, academic proficiency in identified core subject areas, and specific problem support as needed (i.e. eating disorders, bullying).

On-going mentor training occurs through the Pals Match case management. Mentors agree to check-in with Pals Project staff at least monthly in order to update YZ on how the mentoring relationship is developing, to address any concerns, to gain assistance with communication with parents and schools, and to receive coaching from Pals Project and YZ staff. Parents also commit to contacting the Pals Project staff and schools monthly, to attend any school staffing regarding their children, and to support their child in planning with their Pal and getting homework done. These commitments are detailed in the Pals Match Contract in Appendix H.

**Mentor Recruitment.** Recruitment is central to the success of the Pals Project. With the funding made available by this proposal, YZ seeks to recruit from a broader audience in order to create a larger pool of Pal Mentors so that the number of mentor-youth matches can increase over the next three years. This pool would also provide new mentors for those youth that may need to be rematched. YouthZone's annual marketing plan for mentor recruitment involves the Pals Project Mentor Recruitment Tool Kit for one-on-one nomination of mentors, valley-wide biannual Pals Mentoring blitzes, and YouthZone's ongoing presence, e.g., monthly YouthZone informational luncheons, radio, television, newspapers, service clubs, schools, churches and community centers.

**Teen Pal Mentor Recruitment.** Teen Pal mentors (high school students ages 15-18) are actively recruited in Garfield County through the following activities: presentations to high school classes and clubs, churches and by personal invitation.

**Challenges in Pal Mentor Recruitment.** The Pals Project biggest need is for male and minority mentors, a commonly reported challenge nationally. The demographics of the project's service area present one of the biggest challenges to recruiting volunteers for a year-long mentoring commitment. There are 235 non-profit organizations, including the schools, concentrated in the YZ service area; all of whom are competing for volunteers. Moreover, Garfield County has a high concentration of families with young children, retirees, and transient residents (mostly second-home owners). Many potential volunteers have one or more jobs and struggle with available time and money to mentor. There is also a large percentage of Hispanics in Garfield County, many who are undocumented and therefore ineligible for the Pals Project because YouthZone can not perform the required background screenings.



Through YouthZone's strong marketing and community education plan many of these barriers will be lowered. Under this proposal future marketing will be targeted towards and presented by male YouthZone staff and volunteers. YouthZone has significant support from Hispanic community leaders who will help in recruiting Spanish speaking and minority mentors. The Pals Project offers options to become an Adult, Teen or a combination – couples can mentor one youth, or multiple family members can be screened as a family mentor.

**Mentor Retention.** Because Pal mentors are well-supported and carefully matched, more mentors are retained. Through a higher frequency of contact with Pals Project and school staff, an e-mail support group, and on-going educational opportunities, mentors will feel that they are part of a team, and not alone in supporting their Junior Pal. Intentional matching with an appropriate youth allows for a strong mentoring bond to form. Through this bond, mentors will feel more successful and feel they are making a difference in their Junior Pals lives.

**Youth Selection, Limitations and Delimitations.** In order to provide quality mentoring services, YZ has strived to accurately assess the appropriateness of each youth and his/her family for the project. This careful assessment process helps to create sustainable, long-term mentoring relationships and retention of matched pairs. In keeping with YZ's established protocols, personnel anticipate similar numbers of referrals and matches, i.e., 50 purposefully selected youth will be matched under this grant.

The number of mentor matches has been set based on prior mentoring management experience. YZ has found the maximum effective ratio of staff to matches is 1 FTE case manager to 25 active matches. Currently, there are 40 Pals Matches for 1.75 FTE Pals Project coordinators. (Of the adult-youth matches, 70% are in their second or third year). This proposal includes 2 FTE staff (for case management of the 50 matches) with the support of the Pals

Project Director, the Pals Mentoring case manager, and YouthZone counselors/case managers. With the new community-school collaborative format, school staff will contribute to the on-going case management. Youth will be selected based on the screening process of 1. the Parent Consultation interview, 2. pre-assessment information collected from schools, YZ Intake/Assessments, and 3. the availability of an appropriate mentor. Those youth who are over or under age for the grant proposal will be screened and assessed in the same manner as those funded by the grant; their statistics and outcomes, however, will be processed separately, and will be included in the agency's 3-year evaluation. Current matches with youth in grades 4-8 will be re-assessed and re-oriented to align with the new program components and assessment instruments.

**YZ Parent Consultation.** The youth participant selection process begins with the YZ Parent Consultation. During the Parent Consultation a YZ counselor explores the family's current strengths and needs, the parent(s)' motivation to have a child in the Pals Project and the parents' willingness to partner in the commitment to a long-term relationship between their child, the school and a Pal Mentor. The YZ counselor collects data on from the parents on family history, current family structure, youth development and school behavior. Proper authorization for release of information is obtained from the parent(s) or legal guardian during the Parent Consultation. Approximately 30% of the youth and families are found to be ineligible for the Pals Project (see youth ineligibility below). Parent Consultations cost \$28.00 for the 1-hour meeting with a YZ counselor (1-hour counseling sessions are regularly \$70.00. YZ underwrites the additional \$42.00 to make this initial contact affordable for clients).

**YZ Youth and Family Assessment.** YZ staff conducts an overall assessment with the youth and parent(s) or legal guardians. In addition to the assessment and measurement tools discussed

previously, potential mentees participate in the Junior Pal Interview, which explores areas of interest, strengths and concerns.

YouthZone fosters parental buy-in from the beginning. Failure to get parental buy-in results in a higher incidence in failed or unsuccessful mentoring relationships. As a part of this, families are asked to contribute \$35.00 toward the cost of the YouthZone intake and assessment. Those that can not pay are offered a payment plan, a sliding fee scale, and if needed, alternative sources of funding are pursued. The intake/assessment costs \$180.00 and with this grant. YouthZone will underwrite the remaining \$145.00 per youth. No other YouthZone Pals Project fees are charged for the post-assessment testing and case management. Youth and families are considered not eligible and or are disqualified from the project if there is a lack of motivation to participate or comply with the Program Parental policies and procedures (see Appendix G), including their failure to contribute to the agreed upon financial arrangements.

**Youth Ineligibility.** In the past, YouthZone counselors have discovered a need for other forms of professional intervention before a youth could be matched with a mentor. Under such circumstances, youth and families have the opportunity to be re-assessed for eligibility for the Pals Project in the future. If the youth assessment reveals a. current substance abuse, b. current or documented child abuse or family violence, c. suicidal or homicidal intentions, d. active psychosis or unstable mental illness, or e. behavior or actions that place the youth or others at risk of physical harm, the youth will be considered ineligible for the Pals Project and appropriate referrals and interventions will be made to assist the youth and family in receiving help.

**Pals Match Management Plan.** Matching youth with a Pal mentor is an in-depth process using the information collected in the assessment of the youth and family and the screening of the Pal Mentor. Matches are based on geographic proximity, same-town matches comprise more than

95% of Pals Matches. Same-sex matches are most common. Female adult mentors will be matched with male Junior Pals when appropriate and relevant for the youth's needs. Male mentors are never matched with female Junior Pals. Teen Pals are only matched with same-sex mentees. The YouthZone database assists the Pals Project staff in matching based on mutual interests. Other match criteria include the mentor's attitudes and temperament, preferences (i.e. faith-based preference) and special talents of the Pal Mentor that compliment a Junior Pals particular needs. Generally, Teen Pals are matched with elementary age youth and Adult Pals are matched with all eligible ages. The youth and family assessment provides insight as to whether an adult or teen mentor would be appropriate and most beneficial for an individual youth.

**Cross-cultural matches.** "Cross-race matches require additional attention to ensure that cultural differences do not interfere with the match relationship" (Same-race and cross-race matching, P/PV, 2002,). Additional support is required to facilitate communication between English-speaking mentors and Spanish-speaking parents. Approximately 10% of the current Pal Mentors speak Spanish and about 7% are Hispanic, fully bilingual and bicultural; 15 of 40 matches currently are cross-cultural matches. A small percentage of Pal Mentors are African-American, Asian-American and Native American, closely reflecting Garfield County's population. With this in mind, cultural sensitivity training will be included in the mentor training under this proposal. The Pals Project Director is one of the three bilingual Spanish-English YouthZone staff members.

**The Match.** Prior to the actual match meeting, both the parents of the Junior Pal and the Pal Mentor are consulted about their potential mentoring partner, and information is disclosed in a general and anonymous manner. With agreement from all participants, a Pals Match is scheduled in the Junior Pals home or YZ office. After the youth and Pal Mentor share contact and personal

information, the **Pals Match Contract is reviewed and signed by all participants** (see Appendix F for contract commitment details) and each participant receives a copy. The Pals Pair schedules their first activity in the presence of the parent(s) and Pals Project staff.

**Ongoing Monitoring of Mentoring Relationships.** All Pal Mentors are required to update the program staff monthly of their activities and hours spent with their Junior Pal. Through monthly contact, and in the case of Teen Pals through communication with the school, YouthZone monitors how the mentor and youth are doing in their relationship and also works with them on any areas of concern including life changes or any situation that might affect their ability to complete their commitment with the Pals Project. This serves also as on-going monitoring of the appropriateness of the mentor and youth for the project. This is also an opportunity for individual coaching and training specific to their Junior Pal's issues and the mentoring relationship. YZ Pals staff consults with in-house counselors for issues that warrant extra assistance. Under this proposal, all parties make a commitment in this project. Parents agree to check in monthly with the child's teacher and Pals Project staff.

Other parental commitments are covered in the Pals Match Contract in Appendix F.

**Early Termination of Pals Matches.** Pals Matches may be terminated before 12 months due to: a. a move, b. medical issues, or c. a major life change that prevents the mentor, youth or family from completing the Pals Match Contract. In rare cases, a Pals Match may be terminated early due to a consistent lack of motivation to participate in the project or incompatibilities between the Pals Mentor and Junior Pal. Through the Pals Project careful selection and match process, early terminations are minimized. When significant problems arise and before a match is terminated, Pals Project staff meets with the parent, Junior Pal and Pal Mentor to discuss the

changes and will attempt to find mutually agreed upon resolutions to the problem in order to preserve the mentoring relationship.

**Renewals & Graduation of Pals Matches.** At the end of 12 months, the Junior Pal, Pal Mentor, parent(s) and Pals Project staff meet to evaluate the Pals Project, the youth takes the YouthZone Youth Post-Assessment Survey, other assessment tools are administered, and the expectations and goals for the next 12 months are determined. Prior to this meeting, Pals Project staff consults with each participant regarding his or her participation for the next year. All participants are informed prior to the meeting whether the Pals Match will be renewed or graduated. Graduating Pals Pairs often do a closing activity around this time. Pals Mentors are encouraged to share positive experiences and the strengths and growth of their Junior Pal over the course of the year. If a youth would like to be matched again, he/she is placed on "available" status in the YZ client database.

**Serving Pals Project youth from the 9<sup>th</sup> grade through graduation from High School.**

School guidance counselors meet with students to support career/vocational choices as well as to pursue post-secondary education. High school students have access to Colorado Mountain College' career counselors and CHOICES databases at no charge. Via the schools and through Pals Project case management, youth may be referred to leadership camps, career fairs, the Colorado Workforce Center, and job shadowing programs. Some Pals matches continue into high school and the youth and mentor would spend time discussing an accessing opportunities for exploration of high school, jobs, careers, and post-secondary education.

Many Junior Pals go on to become Teen Pals when they enter high school. YZ also has a Youth-on-Board where high school volunteers may participate as a non-voting member in Board

meetings and activities. In this regard, YouthZone and the schools support on-going positive youth development.

### **Quality of Project Personnel**

All staff at YouthZone who work with Pals Project participants have experience in providing such services. Some of the knowledge the staff brings to the Pals Project is training in mediation, conflict resolution, mentoring, relationship building, drug/alcohol issues, family systems, family counseling, identification of high-risk behaviors, and identification of domestic violence and recognition of child abuse. YouthZone staff that is working on the Pals Mentoring Project has a combined experience of 65 years with YouthZone. YouthZone staff are active on 21 local and state committees to enhance collaboration, communication and cooperation among youth/family service providers and policy makers. All staff have bachelor or master degrees. Many consultants who will be working with YZ and this proposal's activities have their PhD (Dr. Nicole Pray, Dr. Jaclyn Gisburne).s The Pals Project Director is one of the three bilingual staff members. Additional YouthZone personnel, consultants, and contractors, education, relevant training, experience, and other qualifications are in Appendix I; personnel time commitments are included in the budget narratives (p.6).

**Employee Screening:** All YZ employees have filled out a formal application, supplied references including those of past employers, are background checked, and have participated in an initial screening interview and a final group interview. Background checks for employees including a national fingerprint FBI criminal history, child abuse registry, and motor vehicle history. Educational status is confirmed. Any employee with a history of violent crimes against children or the elderly are immediately disqualified. Any employee with unresolved addictions or past traumas is also disqualified. Falsifying information or seriously violating YZ's

Confidentiality Policy are both grounds for dismissal as well. YZ has a standard training protocol as well as a 3-month probationary period to assess if the new hire and the agency are a good match.

Pals Project Director, Julie Martin, is under the supervision of YZ Executive Director, Debra Wilde. Patty Schaffer, the Pals Project Case Manager is under the direction of the Project Director. All Pals project activity is under the shared supervision of Deborah VanHoorelbeke, Senior Counselor and Case Manager, with Kerry Cheney supervising the high risk cases. High risk and difficult cases are also staffed in weekly supervision. Staff meet monthly for group review and supervision of cases and for monthly training sessions. Monthly consultations are provided through the contracted services of a licensed PhD therapist (Dr. Nicole Pray). Dr. Nicole Pray specializes in youth/family therapy and has extensive experience running a mentoring program.

Staff receives additional training as needed or as determined appropriate to further YouthZone's programming and/or meet changing youth/family needs. All Staff have training in: Cultural Diversity, First Aid and CPR, and Youth Development. YouthZone abides by all laws pertaining to fair employment practices and maintains an Equal Opportunity Policy. YouthZone operates under an affirmative action plan and recruits staff that will enhance the overall agency's programming in response to community needs.

### **Quality of the Project Evaluation**

YZ seeks to maintain innovative, up-to-date programming that is proven effective. The independent evaluation process has been an integral part of YZ's ongoing growth and development strategies. An independent evaluation of its programs is performed every three years to assure that programs are having an impact on the population served. YZ's programming,



policies and procedures are evaluated through quarterly meetings of the Board of Directors and monthly meetings of staff. Evaluations are provided to all volunteers, community partners, parents and youth to receive input into improving services.

The most significant evaluation question addresses under what conditions and to what degree does mentoring positively effect youth academic and social performance. The evaluation will be comprised of individualized study of each youth, each of whom will have a different level of connectedness with his/her mentor, family, school and community. ). As per the independent evaluator, Resilience Theory is one of the most useful models for understanding mentoring benefits and evaluating social, emotional, and behavioral indicators all of which will be evaluated through the Pals Project (c.f., Benard, Bonnie Resiliency: What We Have Learned, West Ed, 2004).

The goals for this proposal are to gain adequate information for the development of assessment instruments for mentoring programs and to standardize the program processes. This project proposes to incorporate a systematic mixed-methods process (with concurrent collection of data from youth, parents, teachers and mentors) into its program evaluation processes in order to: a) to better understand and meet the needs of Garfield County's at-risk youth and their families, b) to develop and standardize a youth and mentoring program protocol with individual youth progress measurement instruments, and c) to develop a mixed method (qualitative and quantitative) mentoring program measuring instrument for outcome evaluation and d) to evaluate YZ's Pals Mentoring Project. Data collected through YouthZone's assessment instruments will be integrated with that collected from the youths' educational records. The data collected from these assessment tools will be triangulated with community and school demographic data (gender, race, family structure, etcetera), and then analyzed by Dr. Jerry Evans PhD and Shelly

Molz M.A. The composite of all the process outcomes will provide a comprehensive functional analysis of both the individual and Pals Project process.

During the first year of the mentoring process, YZ and school staff will evaluate the assessment tools and processes as well as entering the data into YZ's database to establish individual youth's baselines. The database is designed to track the youth's progress throughout the three years of this grant period. Under the evaluator's supervision, collected data will be entered by project staff into a Microsoft Access database. Quarterly, statistics on youth characteristics and service amounts and quality will be reported to promote program.

For the Pals Project evaluation, outside evaluators will meet with YZ staff and review the Pals Project data, program objectives, and protocols for data collection and analysis annually and issue their findings (Jerry Evans, PhD & Shelly Molz, M.A.). The Pals Project Director and staff will actively disseminate the evaluation data and information about success and weaknesses of the program to all stakeholders and community members. Parents, youth, school officials, and interested parties will be invited to YZ monthly informational luncheons in which the evaluation results are shared. Additional information will be made available to YZ staff and the public at-large through newsletters and other publications.

**Outcomes to Be Measured & Measurement Instruments.** The Pals Project seeks to positively impact and promote the following outcomes including, but not limited to:

- Assisting 50 at-risk children in grades 4-8 in receiving support and guidance from a mentor for a period of 3 years.
- As per GPRA key performance measures, YZ expects to see an increase the percentage of student/mentor matches that are sustained for a period of 12 months by 25% in the second grant year, and by 50% in the third grant year.

- Improvement of school connection evidenced by improvement of academic proficiency, academic growth, attendance, and defined “successful learner” behaviors. Instrument: school data reporting and teacher/counselor checklists including the Pro-Social and Behavioral Inventories.
- As per GPRA key performance measures, YZ expects the percentage of mentored students who demonstrate improvement in core academic subjects measured by grade point average (or its equivalent) will increase by 5% in the 1<sup>st</sup> year, 15% in the second year, and 50% by the 3<sup>rd</sup> year (2007) of the grant project.
- Unexcused absences of from school are expected to decrease by 10% the 1<sup>st</sup> year, 30% the 2<sup>nd</sup> year, and 40% the 3<sup>rd</sup> project year.

Outcome Youth: Academic Proficiency and Growth	Instrument <ul style="list-style-type: none"> <li>• Grades or equivalent</li> <li>• CSAP and NWEA academic growth tests</li> </ul>	Provided or Completed by: schools
Youth: School Attendance	<ul style="list-style-type: none"> <li>• Number of unexcused absences</li> </ul>	schools
Youth: School Behavior/Disciplinary Referrals	<ul style="list-style-type: none"> <li>• Number of and type of disciplinary referrals</li> <li>• Report on 6 selected “learner behaviors”</li> </ul>	schools
Youth: Pro-Social Protective Factors	<ul style="list-style-type: none"> <li>• Social Skills Inventory (Appendix C)</li> <li>• YZ intake &amp; Assessment Survey</li> </ul>	Youth, teacher, parent and mentor
Youth: Risk Factors	<ul style="list-style-type: none"> <li>• YZ intake &amp; Assessment Survey</li> <li>• I.V.A. (Appendix A)</li> </ul>	Youth and parent Youth
Evaluation/Satisfaction Surveys	<ul style="list-style-type: none"> <li>• Improved surveys to be developed to feedback to all other goals &amp; objectives</li> </ul>	Youth (proposal for mentor applicants to complete also) Youth, parent(s), mentor, teachers, school counselor, and/or principals.
Pals Project Goals and Objectives	<ul style="list-style-type: none"> <li>• Monthly Pals Project Activity Report</li> <li>• Annual Pals Project Report</li> <li>• 3-Yr YZ Program Evaluation</li> </ul>	Pals Project Director Independent Evaluators.

Jerry Evans PhD assures YZ that data will be managed in a manner that will assist the applicant with building a strong, effective program, and with sustaining the best service components following the conclusion of funding. He will adhere to the ethical principles of the American Evaluation Association.

**Table 1. Data Sources for Multiaxial Pre- and Post-Assessments (12 month intervals)**

I. Parent report	II. Teacher/ School Report	III. Cognitive Assessment (school)	IV. YZ Pals Project activity report	V. Direct & indirect assessment of the youth (Pals/YZ staff)	VI. Mentor report
Parent consult interview	Teacher interview	Cognitive ability		Youth interview	Mentor interview
Background questionnaires /forms	Background questionnaires and forms	Speech & language		YZ Youth Assessment Survey: pro-social skills, delinquent behavior, substance abuse, positive decision making, self perceptions	Background questionnaire/forms
Medical information, medications					
Standardized parent rating Behavioral Inventory (Hill & Castro, 2000)	Standardized teacher rating Behavioral Inventory (Hill & Castro, 2000)	Achievement  Personality tests (if available)		Standardized self- reporting; (Hill & Castro, 2000) Direct observation	Post-mentoring standardized Behavioral Inventory (Hill & Castro, 2000)
Program Contractual Commitments	School data: academic proficiency & growth, # of disciplinary referrals attendance, behavior reports	Perceptual- motor skills	Evaluation of match commitment follow through	Direct observation	
Parent 12-month program interview, Prosocial & Hill/Castro Inventory of youth & satisfaction evaluation survey	Teacher 12-month program interview, Prosocial & Hill/Castro Inventory of youth & satisfaction evaluation survey	Relevant illnesses or disabilities	Pals Program Report: Monthly, annually, and 3 year Evaluation YZ evaluation by Community Partners	Youth 12-month program interview, post-assessment testing, YZ Evaluation of Pal Match & Individual Goals for Junior Pal & satisfaction evaluation survey	Mentor 12-month program interview, Prosocial & Hill/Castro Inventory of youth & satisfaction evaluation survey

Note. Based on Achenbach and McConaughy (1997)

### **IVA Integrated Visual and Auditory Continuous Performance Test (IVA)**

Integrated Visual and Auditory Continuous Performance Test (IVA) is a unique continuous performance test developed by Joseph A Sandford, Ph.D. and Ann Turner, M.D. The IVA is a 13 minute computerized test that combines visual and auditory stimuli, assessing impulsivity, inattention, and hyperactivity in youth (ages 5 and up) and adults. The test instructs the client to click the mouse only when he/she sees or hears a "1" and not to click when he/she sees or hears a "2." Administration and scoring are fully automatic with the test instructions being presented both visually and aurally by the computer. The results are available to the examiner immediately upon completion of the testing.

The IVA produces quotient scores for impulsivity and inattentiveness. These identify performances outside the norm. A separate scale of fine motor hyperactivity based on impulsivity and off-task behavior with the mouse. Twenty-two additional scale scores help pinpoint differences in auditory and visual processing related to impulsivity, attention, focus, stamina, motivation, consistency, speed, and learning problems. Normative information is based on a sample of 781 individuals from 5 to 90 years of age, screened to rule out attention, learning, and neurological and psychological problems as well as medication.

IVA has demonstrated 92% sensitivity (i.e., 8% of false negatives) and 90% specificity (i.e., 10% false positives) in differentiating DHD and normal children. Also recent research has shown the test 71% accurate in the differential diagnosis of individuals with mild traumatic brain injury from normals (with age and education controlled).

It is currently used by faculty at several leading universities including the University of Tennessee.

### **Instructions for the Behavioral Inventory (Hill & Castro, 2002)**

The behaviors of concern in this proposal are identified by general academic outcomes, low academic performance, poor attendance, and underdeveloped social skills. There are innumerable reasons for these academic and social outcomes; all of which are critical to mentoring intervention strategies and successes. In order to provide better understand some of contributing factors to poor academic performance and low social skills it was necessary to define and describe diagnostic terms qualitatively and quantitatively. Rather than create our own descriptive inventory, YZ has elected to use an inventory checklist developed by Hill and Castro (2002) that would allow the care providers in the natural setting to agree upon the form and dimensions of the behavior. For ex. Aggression is it defined as touching another person? If not, what type of physical contact is considered aggression? Does throwing or destroying objects constitute aggression? Without clear specified target behaviors, the results of a functional analysis may be erroneous. Targeted behaviors must be operationally defined based on shape or topography of the behavior, no its intent or function (Shapiro et al, 2000);

The assessment tool developed by Hill & Castro (2002) is an indirect rating scale that qualitatively and quantitatively operationalizes many of the target behaviors often associated with low academic performance and disruptive behaviors, including intent in this definition requires that the observer make a judgment about unobservable events, which can lead to inconsistent and unverifiable data recording. Used to assess youth (pre-mentoring experience) and evaluate change (post-mentoring)

This checklist gives a broad overview of how a person is functioning in many different areas of their life. The checklist is relatively simple to use and is usually completed by parents, guardians and/or teachers, and as a self-reporting to by youth. It provides a descriptive representation of the symptoms often associated with diagnostic labels associated with academic underachievers and youth who are frequently disruptive in class and have underdeveloped social skills. Richard Hill, M.D. and Frank Castro, M.D. share a practice that focuses on ADD and AD/HD. The inventory checklist was developed to provide operational descriptions for otherwise ambiguous diagnostic terms. This inventory checklist was selected because it provided some of the qualitative and quantitative enhancements to YZ's assessment instrument and protocol development. This inventory along with the pro-social descriptive inventory data from Elliot and Gresham (1997) that follows Hill's in this appendix are expected to provide a more balance and insightful foundation for YZ's creation more comprehensive assessment and progress evaluation tool.

Each category of Hill & Castro's behavioral inventory is scored on a scale of "not present", "mild", "moderate", "severe" or "very severe". Tally the score in the block by adding the blocks together and figure the percentage. For example, if you end up with a score of 70 in category 1, divide the 70 by 110 (the number of possible points). This gives you 63 percent. A 63% problem rating in that symptom category indicates the relative severity of the symptoms for that category. If 100% is very severe, 63% would be in the moderate range. A score in the 22% range is considered very mild. Symptoms in the 93% range are considered very severe. Although this is a subjective scoring

## Appendix B

system, a strong sense of the level of severity is indicated and changes from baseline can be assessed as well. The checklist is an excellent way of measuring progress.

The scoring method is not beneficial in tic disorders and developmental and learning disorders. Severity can not be assessed accurately by non-professionals, although a subjective judgment can be made, i.e. if a child's licks his lips until they are red and sore, that is considered severe or very severe. Information from: "Getting Rid of Ritalin", Robert W. Hill, Ph.D & Eduardo Castro, M.D., 2002).

Compiled by Jacyn Gisburne, Ph.D

### I - Attention Deficit

	not present 0	very mild 1	mild 2	moderate 3	severe 4	very severe 5
Does not seem to listen when spoken to						
Makes careless errors in schoolwork						
Avoids or dislikes tasks requiring sustained attention						
Short attention span						
Disorganized						
Looses things						
Trouble keeping up with personal property						
Easily distracted						
Forgetful in daily activity						
Difficulty completing tasks						
Gets bored easily						
Stares into space/daydreaming						
Low energy, sluggish or drowsy						
Apathetic or unmotivated						
Frequently switches from one activity to another						
Trouble concentrating						
Falls asleep doing work						
Failure to hand in work						
Trouble doing homework						
Trouble following directions						
Excited in the beginning but doesn't finish						
Difficulty learning						
<b>TOTAL</b>						

110 = \_\_\_%

### II - Hyperactivity

	not present 0	very mild 1	mild 2	moderate 3	severe 4	very severe 5
Fidgets with hands and feet						
Squirms in seat						
Frequently leaves seat inappropriately						
Runs, climbs or moves excessively						
Difficulty working or playing quietly						
On the go						
Driven						
Talks excessively						
Can't sustain eye contact						
Needs a lot of supervision						
Pays attention to everything						
Frequently "rocks"						
Excitability						
Lacks patience						
In trouble frequently						
Restless						
<b>TOTAL</b>						

80 = \_\_\_%

### Child/Adolescent Version

Name \_\_\_\_\_

Date \_\_\_\_\_ Age \_\_\_\_\_

Rater \_\_\_\_\_

I. Attention deficit \_\_\_\_\_%

II. Hyperactivity \_\_\_\_\_%

III. Impulsivity \_\_\_\_\_%

IV. Immaturity \_\_\_\_\_%

V. Oppositional Behavior \_\_\_\_\_%

VI. Aggressive/Sadistic Behavior \_\_\_\_\_%

VII. Tic Disorders \_\_\_\_\_%

VIII. Depression \_\_\_\_\_%

IX. Anxiety \_\_\_\_\_%

X. Low Self-Esteem \_\_\_\_\_%

XI. Sleep \_\_\_\_\_%

XII. Developmental & Learning Disorders \_\_\_\_\_%

Total \_\_\_\_\_%

### III - Impulsivity

- Cannot see consequences of behavior
- Blurts out answers or comments
- Difficulty waiting turn
- Frequently interrupts
- Butts into others' conversations
- Engages in physically dangerous activity
- Acts before thinking
- Frequently takes risks
- Takes all dares
- Frustrated easily

	not present 0	very mild 1	mild 2	moderate 3	severe 4	very severe 5
Cannot see consequences of behavior						
Blurts out answers or comments						
Difficulty waiting turn						
Frequently interrupts						
Butts into others' conversations						
Engages in physically dangerous activity						
Acts before thinking						
Frequently takes risks						
Takes all dares						
Frustrated easily						
<b>TOTAL</b>						

50 = \_\_\_%



#### IV - Immaturity

	not present 0	very mild 1	mild 2	moderate 3	severe 4	very severe 5
Delayed physical development						
Prefers to play with younger children						
Plays with toys below age level						
Behavior resembles younger children						
Immature responses to situations						
Talks "baby talk"						
Whining and clinging like younger person						
Inappropriately messy						
Difficulty understanding age appropriate directions						
<b>TOTAL</b>						

45 = \_\_\_\_%

#### VIII - Depression

	not present 0	very mild 1	mild 2	moderate 3	severe 4	very severe 5
Seems sad, does not smile very much						
Seems unusually quiet						
Poor sense of humor						
Grouchy, irritable						
Sullen						
Looks flat						
Withdrawal from family/activities						
Tearful						
Frequently seems lonely						
Moodiness, unpredictable mood swings						
A loner, withdrawn						
Depressed						
No interest						
Problems with sleep						
Thinks about death or dying						
Suicidal						
<b>TOTAL</b>						

80 = \_\_\_\_%

#### XI - Sleep

	not present 0	very mild 1	mild 2	moderate 3	severe 4	very severe 5
Difficulty going to bed						
Difficulty going to sleep						
Wakes up frequently						
Early awakening						
Restless sleep						
Talking in sleep						
Walking in sleep						
Wakes up in terror						
Restless legs						
Bed wetting or soiling						
Nightmares						
<b>TOTAL</b>						

55 = \_\_\_\_%

#### V - Oppositional Behavioral

	not present 0	very mild 1	mild 2	moderate 3	severe 4	very severe 5
Oppositional and disrespectful toward authority						
Often loses temper						
Argumentative						
Often defies rules						
Frequently refuses adult request						
Deliberately does things that annoy others						
Blames others for his mistakes or behavior						
Touchy or easily annoyed by others						
Angry and resentful						
Spiteful or vindictive						
Swears or uses obscene language						
Shows provocative behavior						
Shows excessive stubbornness						
Lies frequently						
Must have his own way						
Plays tricks on or teases others						
Doesn't keep promises						
Resists being disciplined						
Cannot take teasing						
Refuses to take suggestions						
Has an "I don't care" attitude						
Runs away from home						
Often truant from school						
Stays out all night against parents rules						
<b>TOTAL</b>						

120 = \_\_\_\_%

#### XII - Developmental & Learning Disorder(s)

	not present 0	very mild 1	mild 2	moderate 3	severe 4	very severe 5
Mental Retardation						
Reading Disorder						
Mathematics Disorder						
Disorder of Written Expression						
Developmental Coordination Disorder						
Expressive Language Disorder						
Mixed Receptive/Expressive Language Disorder						
Phonological Disorder (articulation)						
Stuttering						
Autistic Disorder						
Rett's Disorder						
Childhood Disintegrative Disorder						
Aspergers Disorder						

(List any learning disorders on the front)



**Examples of Social Skills Intervention Guide**

	NP	M	W	D	D1
<b>Cooperative domain</b>					
<i>Working and playing subdomain</i>					
<ul style="list-style-type: none"> <li>• Ignoring distractions from classmates when doing class work</li> <li>• Making transitions from one classroom activity to another without wasting time</li> </ul>					
<i>Classroom interaction subdomain</i>					
<ul style="list-style-type: none"> <li>• Paying attention to and following teacher’s instruction</li> <li>• Using time appropriately while waiting for help</li> </ul>					
<b>Assertive domain</b>					
<i>Conversation subdomain</i>					
<ul style="list-style-type: none"> <li>• Giving a compliment to peer</li> <li>• Introducing oneself to new people</li> <li>• Making positive self-statements</li> </ul>					
<i>Joining and volunteering subdomain</i>					
<ul style="list-style-type: none"> <li>• Volunteering to help peers with classroom tasks</li> <li>• Inviting others to join activities</li> </ul>					
<b>Responsibility domain</b>					
<ul style="list-style-type: none"> <li>• Asking an adult for help or assistance</li> <li>• Refusing unreasonable requests from others</li> <li>• Answering the telephone</li> <li>• Questioning rules that may be unfair</li> <li>• Responding appropriately to a compliment from a peer</li> </ul>					
<b>Empathy domain</b>					
<i>Positive feedback subdomain</i>					
<ul style="list-style-type: none"> <li>• Telling adults when they do something for a student that he or she likes or appreciates</li> <li>• Nonverbally greeting or acknowledging others in an appropriate manner</li> </ul>					
<i>Active listening subdomain</i>					
<ul style="list-style-type: none"> <li>• Feeling sorry for others when bad things happen to them</li> <li>• Listening to adults when they are talking or giving instructions</li> </ul>					
<b>Self-control domain</b>					
<ul style="list-style-type: none"> <li>• Conflict resolution subdomains</li> <li>• Compromising in conflict situations with peers or adults by changing ideas to reach agreement</li> <li>• Responding to peer pressure appropriately</li> </ul>					
<i>Anger control subdomains</i>					
<ul style="list-style-type: none"> <li>• Responding to teasing from peers appropriately</li> <li>• Responding appropriately when pushed or hit by children</li> <li>• Receiving criticism well</li> </ul>					

## Appendix C

Adapted from Shapiro and Kratochwill (2000). Data from Elliot and Gresham (1991)

This descriptive list of qualitative pro-social traits was included to accompany the descriptive traits provided by the behavioral inventory developed by Hill and Castro (2000) to be used by the Pals Program personnel. The indicator Likert-scale was added to the descriptions developed by Elliot and Gresham (1991) to provide teachers and others with a quantifiable scale to assist teachers, parents, mentors, and YZ staff in assessing the youths pro-social behavior and progress

NP- Behavior not present  
Multiple time daily

M -- Once or twice monthly

W -- Once or twice weekly

D -- Daily

D+ -

**Pals Mentor Screening Protocol**

A significant goal of YouthZone’s Pals Mentoring Program is to form a long-term stable connection between the Junior Pal and Pal Mentor. Our screening is designed to only match those Pal Mentors that will contribute positively to and be committed to achieving this goal. YouthZone’s screening process is extensive and most likely will not require changes under this proposal.

Because the Pals Program is a one-on-one mentoring program with the Pals pairs doing activities in the community unsupervised directly by program or school staff, the Junior Pals are in a highly vulnerable category. This vulnerability requires a higher level of screening of YouthZone’s Pal Mentors. Mentors are not matched with Junior Pals until both the mentor and mentee screening has been completed. The Pals Program and YouthZone Front Desk Staff are responsible for the confidential collection of the background checks and screening information.

The screening process is outlined below:

	Adult Pal Mentors	Teen Pal Mentors
Application and Informed Consents	√	√
Parental Permissions for Teen Pals		√
References	√	√
Personal Comprehensive Interview	√	√
YouthZone Assessment Survey (pre/post)		√
SafetyNet Criminal History (National)	√	
SafetyNet Request for Release of Criminal History Information	As needed	
Child Abuse Registry Check	√	
Motor Vehicle Record Check (Colorado)	√	√ (if driving)
Automobile Insurance Limits	√	√ (if driving)
YouthZone Volunteer Orientation (3 hours)	√	√
YouthZone Managers Review Panel	As needed	As needed
Supplemental Screening	As needed	As needed

## Appendix D

**References** requested include at least: one present or past employer or teacher, one adult friend of two years or more, and one relative. In addition, if the applicant has recently or currently been in counseling or under the care of a physician for a diagnosable mental health issue, references are requested from the therapist, mental health worker, and/or physician.

### **Personal Comprehensive Interview**

This additional screening tool is performed by the Pals Program Staff and assists the staff in determining the applicant's strengths, preferences and explores indicators of potential problem behavior such as potential to abuse youth, poor conflict resolution skills, unresolved trauma, and potential for any addictive or criminal behaviors. The interview is limited to two hours. Applicants with a well-differentiated personal narrative are able to clearly answer the questions and finish the interview within that timeframe. The interview explores the following areas with the applicant:

Motivation to work with youth	Personal values
Life experiences	Role of friends/family
Current relationships friends/family	school/work/community connection
Preferences in a Junior Pal	Romantic relationship history
Views on sexuality and homosexuality	Conflict style
Substance Abuse History	Physical/sexual abuse history
Views on value differences	Criminal history
Views on pornography	Opinions on treatment of sex offenders
Perceived role as mentor	

**YouthZone Assessment Survey (pre and post) for Teen Pals**

This assessment instrument is described in the Evaluation section (pg. ) The assessment helps identify potential problem behaviors that would limit or prohibit the applicant's ability to be a positive role model. The assessment further serves as a screening tool which can alert Program Staff that the teen has a substance abuse issue, has been abused, and is depressed and/or suicidal. The Program Staff makes appropriate referrals based on the information disclosed.

**Pal Mentor Policies and Guidelines: Before being considered to work with young people:**

1. Must be in recovery from substance abuse for a minimum of two years.
2. Any applicant with a history of any crime against a child or dependent adult and/or any history of violence or sexually exploitative behavior can not be considered to work with young people.
3. Any applicant with a non-violent criminal offense must finish all his/her court requirements.
4. Applicants who are on medication for mental health reasons and/or in therapy for a diagnosable mental illness will be asked to submit a reference from their mental health worker and/or physician. YouthZone requests a reference as to the appropriateness of the individual as a volunteer for the Pals Mentoring Program.

### **Manager's Review Panel**

The Review Panel is made up of supervisory, professional YouthZone staff. The panel's purpose is to review applicants with any questionable behavior or history that does not immediately disqualify him/her as a mentor.

### **Supplementary Screening**

Many of the applicants have life experiences that may include a history of non-violent crime, mental health issues, victimization and/or addiction. YouthZone takes into consideration the fact that life experiences can enrich a mentor's ability to relate to and mentor youth. Supplementary Screening for these cases might include:

1. Managers Review Panel
2. Request for additional references and/or personal contact with referring individuals.
3. Consultation with consulting psychologist.
4. In rare circumstances, a psychological assessment is requested (for example to explore degree of resolution of past trauma or addiction).





## Volunteer Guidelines & Opportunities

### GUIDELINES

#### Why Consider Being A YouthZone Volunteer

Through a variety of volunteer opportunities, YouthZone provides volunteers a chance to utilize their talents and share them with young people in our Valley. As a volunteer you will be considered a valuable part of the organization. YouthZone will maintain a confidential file on you and be willing to serve as a reference for employment applications, scholarships, credit hours, etc.

#### As A Volunteer at YouthZone It Is Important That You ...

1. Are interested in working with youth.
2. Are willing to work alongside YouthZone staff members and volunteers.
3. Are capable of being objective and non-judgmental.
4. Are sensitive to what people are saying verbally and non-verbally.
5. Are committed to the overall philosophy of YouthZone and willing to represent the agency in an appropriate fashion.

#### Volunteer Considerations

1. Potential volunteers who are in recovery for drug/alcohol abuse must be in recovery for at least two years before working with young people.
2. Potential volunteers who are on medication for mental health reasons must have a reference from their physician before working with young people.
3. Potential volunteers who are in treatment/therapy for a diagnosable mental illness will be asked to submit a reference from their mental health worker before working with young people.
4. Any potential volunteer with a history of sexual abuse, any crime against a child, or a history of any violence or sexually exploitive behavior cannot be considered as a volunteer to work with young people.
5. A potential volunteer charged with any criminal offense must finish all his/her court requirements before being considered to work with young people.
6. Any volunteer who deviates from the qualifications and requirements listed may be terminated from the program at the discretion of YouthZone.

## OPPORTUNITIES

### Level 1 Volunteer

You will be an important part of the YouthZone team in assisting the agency in ways that do not specifically involve work with young people. This may be through involvement in fundraising, special projects, etc.

- Requirements
- . Completed volunteer application.
  - . A signed parent permission form for all volunteers under 18 years of age.

### Level 2 Volunteer

You will be an important part of the YouthZone team in working directly with young people. At this level you would have a YouthZone staff member or level 3 volunteer working with you at all times.

- Requirements
- . Completed volunteer application.
  - . Participation in a screening process. This screening will include a driving record check, criminal history check, child abuse registry check, and automobile insurance check.
  - . A signed parent permission form for all volunteers under 18 years of age.

### Level 3 Volunteer

You will be an important part of the YouthZone team in working directly with young people without a YouthZone staff member present.

- Requirements
- . Completed volunteer application.
  - . Participation in a screening process. This screening will include a driving record check, criminal history check, child abuse registry check, and automobile insurance check.
  - . A signed parent permission form for all volunteers under 18 years of age.
  - . Mandatory training session.
  - . Personal interview with a YouthZone staff member.



## Pals Match Contract

**Contract Date**

Beginning \_\_\_\_\_

Ending \_\_\_\_\_

Volunteer \_\_\_\_\_

Youth \_\_\_\_\_

To the best of our ability, we will fulfill the following obligations as participants in the YouthZone Pals program ...

1. Spend an average of three hours a week with my Pal.
2. Notify my Pal in advance if it is impossible for me to keep an appointment.
3. Do my best to get to know, trust, respect, and communicate with my Pal.
4. Agree to not use alcohol, tobacco, or other drugs while with my Pal or during any YouthZone activity.  
If I am legally underage, I agree not to use alcohol, tobacco, or other drugs while I am a part of the YouthZone Pals program.
5. Spend at least one visit in my Pal's home.
6. Call the YouthZone Pals coordinator if I have questions or feel there is a problem with my Pal.
7. Notify my Pals coordinator immediately if there are changes in my phone number, address, or school.
8. Meet with my Pal, my parent(s) and the YouthZone Pals coordinator at the end of this match to decide future plans as a Pals program participant.

In addition to the above obligations, as a **Pal Volunteer** I agree to ...

1. Initiate and maintain monthly contact with the YouthZone Volunteer coordinator by phone, voice mail, email and/or personal contact. I agree to include an estimate of time spent with my Junior Pal, the activities that we did that month, and any questions or concern affecting my Pal Match.
2. Agree not to use any tobacco products in the presence of my Pal.
3. Provide support and companionship for my Junior Pal only and not initiate or encourage a romantic relationship with the Junior Pal's parent.
4. Communicate with my Junior Pal's teacher(s) and school counselor at least twice or as needed during this match.

I also understand that YouthZone reserves the right to terminate any match in which my actions or the actions of the parent/legal guardian adversely interferes with the Pals relationship.

 \_\_\_\_\_  
*Signature of Volunteer*

 \_\_\_\_\_  
*Date*

 \_\_\_\_\_  
*Signature of Youth*

 \_\_\_\_\_  
*Date*

I, the **Parent or Legal Guardian** of the above child understand the purpose of the YouthZone Pals program and am willing for my son/daughter to be a member of the program and participate in all its activities. I promise to support and encourage the development of the relationship between the above volunteer and my son/daughter. I understand that the volunteer's obligation is to provide support and companionship for my child only and I will not initiate or encourage a romantic relationship with the volunteer. I understand that YouthZone reserves the right to terminate any match in which my actions or the volunteer's actions adversely interfere with the Pals relationship.

In addition, as the Junior Pal's **Parent or Legal Guardian**, I agree to:

1. Work directly with my child in contacting and scheduling with his/her Pal.
2. Check-in with my Pal coordinator each month by phone, voicemail, email and/or personal contact.
3. Attend parent-teacher conferences, child study meetings and school staffings involving my child.
4. Have monthly contact with my child's teacher and school counselor.
5. Assist my child academically and in his/her Pals Match by providing adequate nutrition for school and before mentoring activities, developing a homework plan and home-educational environment, in collaboration with the school.

---

*Signature of Parent or Legal Guardian*

*Date*

As a **Pals Coordinator** for YouthZone, I agree to:

1. Offer whatever assistance is available in counseling, activities, human services and physical resources to the above volunteer and child.
2. I further agree that I will maintain contact with the Pal Mentor, Junior Pal and Junior Pal's family at least once each month.
3. Notify the Junior Pal and family of upcoming Pals Activities.

YouthZone reserves the right to terminate any match in which the actions of the volunteer or parent/guardian adversely interferes with the Pals relationship.

*Signature of Volunteer Coordinator*

*Date*



## Pals Policies & Procedures

Thank you for your participation in the YouthZone Pals Program. To make the program a rewarding experience for you and your child, we ask that you follow the policies and procedures outlined below. If the policies and procedures are not followed and consistent problems arise, YouthZone reserves the right to terminate a Pals match in the interest of the Junior Pal and/or Pal Volunteer.

1. The Pal volunteer should visit with your child consistently, generally once each week. With your agreement, the two may meet more often. You should encourage your child to initiate contacts with his/her Pal.
2. The Pal volunteer is **not** a "Taxi", "Babysitting service" or Santa Clause so treat him/her appropriately.
3. Never restrict the child from seeing his/her Pal as a form of punishment. This can only damage the Pals relationship.
4. The Pal volunteer is **not** expected to be your child's disciplinarian. You remain responsible for assuring proper discipline is administered to your child. However, you are encouraged to communicate with your child's Pal on appropriate disciplinary action to be taken should a need arise.
5. The Pal volunteer will structure activities to promote responsibility in your child. Please encourage your child to fulfill his/her portion of the responsibility.
6. The Pal volunteer is to provide one-on-one activities with his/her Junior Pal. Other family members should not be included in these activities - with the exception of a family-to-family match.
7. If the Pal volunteer and your child agree to attend an activity which requires money, your child is responsible for paying his/her own way. If funds are limited, Pals should find activities which don't require money.
8. Please make it a point to be at home when the Pal volunteer returns at the appointed time with your child.
9. The Pal volunteer is not expected to be involved in family problems. If a family problem arises, feel free to contact YouthZone.
10. **Do not** be concerned if your child becomes excited about his/her Pal and you continue to hear the Pal's name over and over. This is common and it does not mean the Pal is "stealing" your child's affection away from you. It only means a special friendship has developed.
11. Show respect for your child's Pal. Remember he/she is a volunteer and only human. Communicate with your child's Pal and let them know their efforts are appreciated by saying "Thank You."
12. YouthZone provides recreation activities for all Pals. It is your responsibility to read the flyers and newsletters sent to you which advise of upcoming Pals activities. It is also your responsibility to arrange for your child to participate in these activities. If your child attends a YouthZone recreation activity, it is your responsibility to see your child is delivered to the activity (no sooner than 15 minutes before the activity) and is picked up when the activity is finished.
13. Permission forms are required for All YouthZone Pals recreation activities. Any child attending an activity without a permission form **will not** be allowed to participate in the activity. You will receive a permission slip with each flyer announcing a special recreation activity.
14. Occasionally YouthZone will use volunteers to notify you about an upcoming recreation activity. If a volunteer is used, they will only be given your first name in order to maintain a high level of confidentiality.
15. If there is something about the Pals relationship that concerns you, contact the YouthZone Volunteer Coordinator immediately to discuss the issue. A relationship will usually take at least three months to develop, so patience is critical.

I have read and understand the above policies and procedures. I agree to follow the policies and procedures and understand that my failure to adhere to the policies and procedures gives YouthZone the right to terminate my child's Pals match.

Signature of Parent/Legal Guardian

Date

### **Pals Mentor Orientation and Training Protocol**

To ensure the maximum benefit for youth and mentors in YouthZone's Pals Program, the agency mandates a 3-hour interactive orientation and training session for Adult and Teen Mentors. This orientation and training occurs before a mentor is matched. Based on prior experience, YouthZone has identified several areas that are vital in providing information to mentors to develop the skills needed to be most effective in a young person's life. These areas include:

**1. YouthZone, volunteer and Pal specific information.**

- YouthZone's mission statement and philosophy, confidentiality, volunteer rights, volunteer guidelines and information about Junior Pal referral sources.
- The benefits of mentoring for the mentor, including requests for references.
- Developmental characteristics of pre-teen and adolescent children and how to effectively help them.
- Trainer and trainees explore how a mentoring relationship contributes to protective and risk factors and developmental assets

**2. Pals match**

- In this section, YouthZone defines the Pal mentor job description, qualifications and requirements for Adult and Teen Pals
- Discussion of the match procedure and contract.
- An activity planning exercise demonstrates the idea of "purposeful activities" including giving Junior Pals responsibility, active involvement and opportunities for decision-making.
- Ideas for activities and planning the first session are presented and discussed.

### **3. Communication Skills**

- Discussion of communication builders, common roadblocks, individual listening skills inventory, and exercises in listening.
- Problem solving is diagramed step-by-step as the trainees work through a real problem.
- The power of genuine encouragement and the positive way to see negative behavior is discussed.
- Questions commonly asked by mentors are presented and discussed.

### **4. Abuse**

- Different types of abuse and specific indicators of abuse.
- Discussion of how to handle the disclosure of abuse.
- Clear guidelines about the mentor's role in the reporting abuse.

### **5. Substance Abuse**

- Inventory of questions to determine mentor's knowledge on the subjects of alcohol, drugs, tobacco and inhalant use and abuse.
- Discussion of current local trends of substance use and resources from which to get help.

### **6. Special Helps**

- Adolescent sexuality and boundaries of mentors discussing sexual issues with their mentees.
- Runaway indicators and resources.
- Suicide prevention and intervention.

## Appendix H

- YouthZone's protocol for the handling of bodily fluids per OSHA standards.
- Latex gloves are provided for each mentor to protect volunteers and mentees from possible transmission of a communicable disease.

### **7. Multi-Cultural Understanding**

- Discussion of culture as it relates to age, gender, race, religion etcetera
- Cultural awareness for cross-race matches (often done individually as each family's culture is different).

### **8. Questions and Evaluation**

- Questions are fielded by the agency staff trainer.
- Trainees are given the opportunity to anonymously evaluate the orientation and training session.

### **On-going Mentor Education**

Through the aid of this grant YouthZone would like to expand the on-going education offered to the agency's mentors.

- YouthZone's mentors have the opportunity to attend the agency's parenting classes free of charge (these classes are offered in Glenwood Springs, Carbondale, Rifle, Newcastle and Parachute).
- Mentor training workshops proposed under this grant include offering 4 mentoring trainings per year based on Love & Logic® principles.
- Introducing an e-mail mentor support site (requested by 80% of the current Pal Mentors), which YouthZone would initiate under this grant, supervised by Pals Program coordinators and in-house counseling staff.



## Appendix H

- School personnel, such as teachers, counselors, the Family Resource Center, and a YouthZone staff school liaison will provide information to improve the mentee's academic proficiency in identified core subject areas and for specific problem support as needed (i.e. eating disorder).
- Increased access to a Pals Program staff member and YouthZone case manager/counselors for coaching on specific issues in the Pal's Match.

## YouthZone Personnel

All Staff have training in : Cultural Diversity, First Aid and CPR, and Youth Development. YouthZone staff are active on 21 local and state committees to enhance collaboration, communication and cooperation among youth/family service providers and policy makers. YouthZone abides by all laws pertaining to fair employment practices and maintains an Equal Opportunity Policy.

### **Debra Wilde**, executive director

YouthZone - 21 years

Education - B.A. in Sociology from Colorado State University, 1980.

M.A. in Non-Profit Management, Regis University, 2000.

Experience Includes

- . Organization and program management.
- . Knowledge in prevention and intervention strategies with youth, families and communities
- . Parenting educator.
- . Advocate for community collaboration.
- . Chairperson of the Coalition for Families (9th Judicial District / 3 counties).
- . Specific Trainings: Numerous trainings in Non-Profit Management, Board and Staff Development, Effective Youth Programming.

### **Julie Martin**, Pals mentoring project director

YouthZone - 2 years

Education - B.S. Zoology, UC Davis California, 1988. DVM from UC Davis Veterinary School, 1992.

Masters in Counseling Education and Psychology, University of Colorado at Denver.

Graduation 2006.

Experience Includes

- . Business consulting.
- . Volunteer management and case management.
- . Specific Trainings: Cultivating Potential in Your Mentors, Basic Supervision, Restorative Justice.

### **Patty Schaffner**, pals program case manager

YouthZone - 14 years

Education - B.S. in Family Relations, Criminal Justice Certified, Colorado State University, 1978.

Experience Includes

- . Case management.
- . Mentoring : recruiting, screening, training, oversight.
- . Group facilitation.
- . Activity supervision and planning.
- . Specific Trainings: Cultivating Potential in Your Mentors, Love & Logic Parenting Course Facilitators Training.

## **YouthZone Personnel (cont)**

**Debra VanHoorelbeke**, senior counselor/case manager

YouthZone - 11 years

Education - B.A. in Elementary Education/Child Psychology from the University of Colorado, 1981.

Experience Includes

- . Case management, court services, counseling.
- . Mediation and conflict resolution training.
- . Knowledge in working with parents and with systems (i.e. schools, service providers, juvenile justice, and community organizations).
- . Instructor for parent education, theft prevention education, drug & alcohol education, anger management education, and young women's issues.
- . Specific Trainings: Family Strengths, Prevention General Training, Love & Logic Parenting Course Facilitators Training, Family Support America, Inhalant Abuse, Solution Oriented Parenting, Detention Reform.

**Kerri Cheney**, senior counselor/case manager

YouthZone - 3 years

Education - B.A. Child Life and Family Studies, Louisiana Tech University, 1995.

M.S. in Counseling, John Brown University, 1998.

Experience Includes

- . Clinical work with adolescent drug/alcohol rehabilitation.
- . Counseling, case management, court services.
- . Group development and facilitation.
- . Crisis work, program development, work with victims of domestic violence.
- . Knowledge in working with parents and with systems (i.e. schools, service providers, juvenile justice, and community organizations).
- . Specific Trainings: Jurisprudence, Love & Logic Parenting Course Facilitators Training, Working With Out of Control Adolescents, Crisis Prevention Certification, Therapeutic Intervention for Perplexing Psychological Disorders, Working With Passive Aggressive Clients.

**Jill Dupras**, counselor/case manager

YouthZone - 1 year

Education - B.A. in Psychology and Sociology, Baylor University, 1997.

Experience Includes

- . Youth shelter assistance director - supervision of case managers, administrative duties, personnel.
- . Facilitation of drug/alcohol education, life skills education, anger management education.
- . Work with mental illness, dual diagnosis and developmental disabilities.
- . In-home family counseling for families and adolescents.
- . Court services, crisis intervention.
- . Knowledge in working with parents and with systems (i.e. schools, service providers, juvenile justice, and community organizations).

**David Gomez**, case manager

Education - B.A. in Political Science, Mesa State College, 1995.

A.A. from Colorado Mountain College, 1993.

Experience Includes

- . Substance abuse training, CACI and CACII (in progress).
- . Group facilitation and development, case management.
- . Specific Trainings: Adolescent Differential Screening, Working With Out of Control Adolescents, Substance Abuse Subtle Screening.

## **YouthZone Personnel (cont)**

**Sonia Roldan**, case manager

YouthZone - 1 year

Education - B.S. in Psychology, National Autonomous University of Mexico, 1978.

Post Graduate Degree in Family/Therapy Training, University Garcilazo de la Vega, 1979.

Clinical Psychology Training Certification in Peru, 1980.

Emotionally Disturbed Adolescent Seminar Faculty of Psychology, Mexico, 1981.

Experience Includes

- . Parenting support for families and youth in-home and in-school.
- . Student counseling and supervising.
- . Counseling, case management, assessment and treatment.
- . Bilingual parenting education and youth programming.

**Kathy Ling**, financial officer

YouthZone - 16 years

Education - B.A. in Business Administration from Regis University, 1995.

Experience Includes

- . Fiscal accountability, bookkeeping.
- . Auditing of client files.
- . Fiscal and program record keeping.

**Sherry Tidwell**, data evaluation coordinator/administrative assistant

YouthZone - 5 years

Education - Trainings in computers, secretarial and customer relations.

Experience Includes

- . Reception, secretarial, accounting.
- . Data entry, computer programming.
- . Graphic technician.

**Mary Jean Carnevale**, marketing/public relations director

YouthZone - 12 years

Education - B.A. in Technical Journalism from Colorado State University, 1983.

Experience Includes

- . Writing, design, layout, and editing of all types of public relations materials, technical journals and newspaper material.
- . Anchor of a weekly radio show for 10 years. Worked in all areas of television production for a public access station.
- . Fundraising and event coordination.
- . Crisis intervention, group facilitation, supervision and coordination of youth work groups, youth life skill groups.
- . Office management.

**Linda Green**, administrative assistant

YouthZone - 4 years

Education - Rockmont College (two years). Front Range Community College, secretarial and computer training. Colorado Mountain College, computer training.

## Contract Personnel

### **Nicole Pray**, consultant

Education - Ph.D. Clinical Psychology, The University of Montana, 2001.

M.A. Clinical Psychology, The University of Montana, 1998.

B.A. Psychology, California State University, 1993.

#### Experience Includes

- . Mentor trainer, including manualized education and evaluation of mentor trainers.
- . Taught college level seminars in mentoring, attachment, problem behaviors in adolescence, and relationship building.
- . Clinical and Administrative supervision of Ph.D. and Master's level clinicians.
- . Work with residential treatment centers, major medical centers, trauma service hospitals.
- . Assessment, therapy, case management, crisis intervention, mental health clinical work, youth and family counseling, coordination and oversight for adolescent learning courses.
- . Research experience, Teaching experience, Training/Consultation experience.
- . Professional affiliations: Member of the American Psychological Association, Member of the Colorado State Psychological Association, Member of the Idaho State Psychological Association.

### **Jaelyn Gisburne**, consultant

Education - Ph.D. Education, Community & Human Resources, 2003..

M.A. Political Science-Public Administration, Western Illinois University, 1995.

B.A. Liberal Arts, Western Illinois University, 1992.

#### Experience Includes

- . Research and Consulting - 15 years nonlinear/complexity and grounded theory research on aggression and addiction dynamics and at-risk youth.
- . Five years working with learning and behavioral disorder and at-risk youth in public schools.
- . Managing Director of Programs and Education - developed and delivered corporate-wide face-to-face and online training for healthcare providers.
- . Conducted assessments, professional development programs, leadership, financial management, academic advisement.
- . Published: 12 published pieces including best paper of conference in 2004 at the Distance Learning Association Annual Conference. Paper titled "Four families of multivariant issues that impact asynchronous online graduate-level courses.
- . Certifications: EEG Neuro Feedback, EEG Spectrum, Therapist; Myers/Briggs Type Indicator (MBTI) Facilitator; Goethe Institute for German Language and Culture.

### **Jerry Evans**, evaluator **Shelly Molz**, evaluator (will assisted as needed. evaluation will be lead by Jerry Evans)

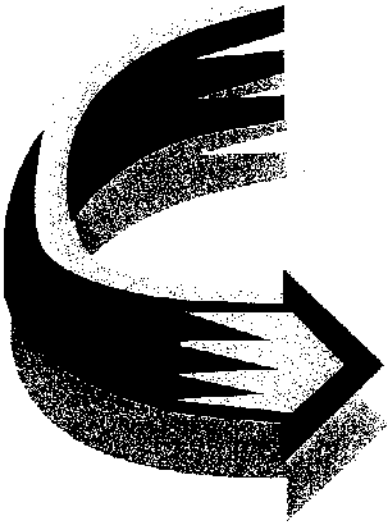
Education - Ph.D. Clinical Psychology, University of Portland, 1968.

M.A. Psychology, University of Portland, 1964.

B.A. Psychology, Seattle University, 1962.

#### Experience Includes

- . Research psychologist, research scientist, psychology services.
- . Assistant research professor, family practice residency instructor.
- . Extensive evaluation and research consultation for various programs across the United States. (This includes 21stCCLC after school grant, Colorado Alcohol and Drug Abuse Department, Colorado Public Health and Environment grant, Services to Immigrants and Refugee Initiative, and After School Initiatives.)
- . Professional memberships: American Educational Research Association, American Evaluation Association, American Psychological Society, Colorado Public Health Society.



## **Evaluation Results**

Prepared by Independent Evaluator

### **YouthZone Is Having A Significant Impact On Young People**

Recent results from a 3-year independent evaluation shows that YouthZone programs are making statistically significant improvement in the following 5 measured areas:

1. decreased delinquent behavior.
2. decreased use of illegal drugs.
3. increased self-perception.
4. increased positive decision making.
5. increased positive social skills.

(all scales changed in the direction of growing protective factors and declining risk factors).

#### **Quotes From Evaluator Report**

“YouthZone clients showed substantial improvement in key factors affecting their personal and social adjustment.”

“In communities across the state of Colorado, community-based, youth services reach out to help young people whose emotional, social and behavioral adjustment is failing. The fraction of these programs that can demonstrate their programs make a measurable difference is very small. ...Of those youth-serving community agencies who do evaluate programs, almost all conduct their own program audits, not chancing how results might look when examined by an independent expert. YouthZone is further unique in its willingness to disseminate findings not only within it's own organization but also to others in the communities and beyond who have a stake in the well-being of youth.”

“Conclusions: Within the limits of its resources, YouthZone is doing an excellent job of serving the need of many different youths in its communities. It is active with the older elementary-to-high school student, engages a substantial number of both girls and boys for services, and manages to deliver help to all local ethnic groups in proportion to their representation in the larger population. YouthZone has evaluated and treated a wide range of youth problems. Some, judging from self-reports, have among the most serious behavior and legal problems presented by youth in any area of the state.”

- Survey presents key finds from an independent evaluator's analysis of data collected by YouthZone from a statistical sample of 762 young people and their families during 1999-2002.
- 76% avoided reoffending while an active client or following the end of their services.
- Across all service programs, boys were referred about twice as often as were girls.
- Average age of youth served was 15 years.
- About four-of-five youths seen by YouthZone are Anglo. This is representative of the ethnic distribution in the surrounding communities.
- About 50% of the youth seen by YouthZone are being raised by both biological parents.
- Evaluation found that the six defined community groups have different policies on which youth they would refer to YouthZone.
- Some communities refer only youth with certain problems and not others. The earlier youth are referred for help the sooner they have an opportunity to make the changes necessary toward a better adjustment.
- Despite varying degrees of severity in a youth's offense, all were found to show equally positive change on risk and protective factors. This is further evidence that YouthZone services are effective even with youngsters who have significant emotional and behavioral problems.
- Four-in-five young people come to YouthZone via municipal courts and the juvenile justice system. Approximately 13 percent are from schools. Boys are more likely to be referred by the courts, while more girls came from schools.
- 82% of the youth referred to YouthZone had legal offenses as part of their referral.
- After several months of service involvement with YouthZone, on average a youth reported the severity of their problems declined by about one-half. The statistical change is highly significant and applies to all five Youth Survey scales. The greatest areas of problem improvement were in recent delinquent behavior and in use of alcohol and other drugs.

## Comparison ...

### **1995-1998 YouthZone Evaluation compared to 1999-2002 Evaluation**

1. In the 1999-2002 evaluation, YouthZone was able to make a scientifically significant impact on 5 of the 5 measured areas, as compared to 3 of the 5 areas in 1995-1998. These areas were: decreased delinquent behavior, decreased use of illegal drugs, increased self-perception, increased positive decision making, increased positive social skills.
2. In 1999-2002, YouthZone served a significantly greater proportion of young people involved with alcohol and drugs and involved in serious violation of the law.
3. In statistically matching survey data from the two service periods, youth from service years 1999-2002 reported significantly more improvement than did those served during 1995-1998.
4. The assessed items that did not change from one time period to the next were subjects that would probably be stable factors in a youth's life, e.g., grades, friends' behavior, and how the youth is treated by parents.
5. Across 6 years of evaluation, the YouthZone population served has remained consistent at 63% males and 37% females.
6. The ethnic make-up of YouthZone clients has remained unchanged over the years and is representative of the ethnic distribution in the surrounding communities. Most recently, 84% of youth served were Anglo, 15% Latino, and 1% other ethnic groups.
7. "During the last seven years, YouthZone has promoted, by the judgment of the clients it serves, positive change in many areas of concern. Even though clients have become more challenging in some respects, program results have improved. This latter situation could only have occurred because of improvements in administration, staff selection and training and monitoring of and revisions in programming. Investments in these areas have paid off handsomely." *Quote from evaluators*

#### **Independent Evaluators**

Evaluation prepared by Shelley A. Molz, M.A., evaluator  
Statistical consultation from Jerry Evans, Ph.D.



# **Y o u t h Z o n e**

## **PROGRAM EVALUATION REPORT**

**Prepared by an Independent Evaluator**

**(Excerpts Relating to School Referral Data for 1999-2002)**



**Prepared March 2003 by Shelley A. Molz, M.A., Evaluator and  
Debbie Wilde, M.A. Executive Director, with  
statistical consultation from Jerry Evans, Ph.D.**

## INTRODUCTION

This report contains excerpts from a 3-year independent evaluation prepared by Shelley Moltz, M.A., Evaluator. These excerpts focus mainly on YouthZone's referrals from the schools and other interesting statistics extracted from the original evaluation. The report may be obtained in its entirety by contacting YouthZone.

### *A Research Base for Youth Services*

Broad experience shows that when young people struggle behaviorally in school, come into conflict with authority or break a law, their actions are sometimes just the typical "growing pains" of youth. The passage of time finds them growing up, progressing academically, and fitting in with their peers. When their struggles continue, however, there is reason for concern that outside forces – possibly life experiences or insufficient adult support – are disrupting their normal development. Whether the course is time-limited or on going, youth and their families can benefit from outside professional assistance that provides helpful information and education, personal and family counseling and structured supervision.

Only general guidelines to the best practices for providing these services are part of the professional and scientific literature on prevention and early intervention programs for youth development. In the end, services must be evaluated in consideration of the providing organization's unique philosophy, the characteristics of referring community organizations, and the clients they assist. Though service organization success is probably best judged on a case-by-case basis, looking at each agency as a provider, there is no doubt that locally based program evaluation is a necessity. Published reports are a common reminder that – though service organizations may be surrounded by vulnerable youth needing help, may work long and hard to meet their needs, reach out to family schools and juvenile systems, endure under budgetary hardships, and enjoy the gratitude of many in their community – measured benefits for individual youth may be very small and even nonexistent. As in the fields of medicine, education, agriculture, technology, transportation and even business, it is possible to have dedicated people laboring for a good cause, with very little to show for their effort. The reasons are commonly known. The tools or resources may never have been adequate for the challenge or good resources may have been insufficient or inconsistently applied. Until program services are evaluated those responsible can only make a "leap of faith" that their investment is making a cost-effective difference.

Across Colorado only a handful of organizations, trying to meet the developmental needs of vulnerable youth, can document successful outcomes. Even fewer have an evidence-based plan for program management and staff development. Not only will evaluation studies show whether their programs are working, the analysis of outcomes according to youth characteristics and service types points to program improvement strategies. This report was designed with both goals in mind, documenting outcomes and suggesting ways for improving services at YouthZone.

During the 3-year period of this study, July 1999 - June 2002, YouthZone saw 2,718 new clients. Of those clients, 227 were referred to YouthZone from community schools. The remaining youth were referred to YouthZone either through the judicial system, self-referral, Community Evaluation Team, Department of Social Services, or crisis.

Of those 2,718 new clients, a sampling of 762 completing their individualized service plans, along with their pre- and post-test assessment, were used for this study. Eight percent (8%) of those youth were referred through the school, but all the youth evaluated are school age.

This evaluation was performed comparing data collected from YouthZone's pre- and post-test assessment. This assessment is a valid and reliable tool. Its 43 questions are used to identify at-risk behaviors in the following five categories: 1) Decision Making Skills; 2) Delinquency; 3) Pro-Social Development; 4) Self-Esteem; 5) Substance Abuse. The evaluation indicated that YouthZone programs are making statistically significant improvement in all five measured areas. According to the Evaluator, YouthZone clients showed substantial improvement in key factors affecting their personal and social adjustment.

## Part I. Description of Youth Served - Demographics

### *Demographic Characteristics: Gender*

Results show that of the 762 youth studied for 1999-2002, across all service programs, boys are referred about twice as often as girls (see Table 1).

Gender	Number	Percent
Male	483	63.4%
Female	279	36.6%
Both Genders	762	100.0%

### *Demographic Characteristics: Age*

The vast majority is high school-age youth with statistics showing the average age is 15.39 years with a standard deviation of 1.87. Two-thirds of young persons served are between the ages of 13 ½ and 17 ¼ years, mostly 9-12 graders. Further analysis of age data compared males and females. It was found that there was a relationship between gender and age. The average age for all girls was 15.17, for all boys 15.52. Boys enter YouthZone services at a slightly older age than girls do.

### *Demographic Characteristics: Ethnicity*

About four-of-five, youngsters seen by YouthZone are Anglo. This corresponds to the percent of Anglos in the area (Garfield County 2000 Census: Anglo = 80.1%, Latino = 16.7, Other = 3.2). There is no difference in the ages of youth of different ethnic/cultural backgrounds, but Table 2 presents statistics showing that because 39% of Anglo clients are girls, and girls make up only 23.7% of Latino youth, there is a significant relationship between gender and ethnicity. By comparison with Anglo's, Latino's are much less likely to be referred for YouthZone services.

Ethnic Group	Number	Percent
Anglo	633	84.3%
Latino	114	15.2%
Other	4	0.5%
All Ethnicities	751	70.50%

### *Parent-Youth Living Arrangements*

About half the parents of YouthZone clients are still together raising their youngster, while the other half are apart and the youth is living with one or (alternately) with both parents. A small percentage of young people is living apart from both parents (e.g., with grandparents).

**City of Residence**

Almost three-fourths of all YouthZone clients come from "I-70" corridor communities in western Garfield County. Communities in the Rifle area are the most prolific in generating YouthZone referrals. Approximately one in five comes from Glenwood Springs and one in eight from Carbondale. Slightly more than 5 percent of clients served have a residence outside the adjacent towns in western Eagle, Garfield and Pitkin Counties.

**Part II. Description of Youth Served - Intake Status**

**Referring Agency**

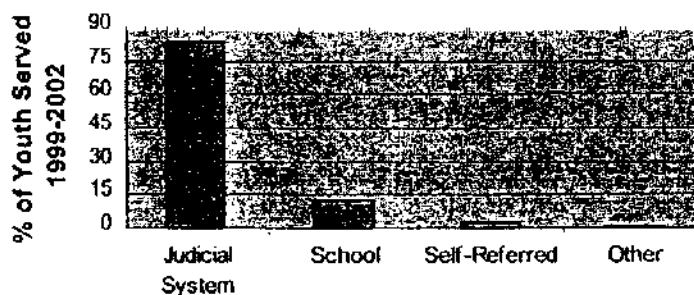
As with all summaries of information about youth, understanding youths' strengths and needs is the intent. Classifying youths also makes it possible to improve services and match client with services for the greatest benefit.

Table 3 gives a listing of the places that guided youth into services and Fig. 1 groups similar referral sources. Approximately 13% of the youth evaluated for this study were referred to YouthZone from their school. Youth age has an influence on who refers them to YouthZone, with the youngest clients coming from the schools (average age = 13) while the oldest come from the courts (average age = almost 16 years). More girls come from the school than boys.

Table 3. Referring Agency

Referring Agency	Number	Percent	Referring Agency	Number	Percent
County Court	178	23.4	Probation	16	2.1
District Attorney	131	17.2	Basalt Municipal Court	13	1.7
Rifle Municipal Court	115	15.1	New Castle Muni Court	9	1.2
Glenwood Muni Court	112	14.7	Meeker Municipal Court	5	0.7
<b>Schools</b>	<b>97</b>	<b>12.7</b>	YouthZone	5	0.7
Self Referred	30	3.9	Dept. of Social Services	3	0.4
Carbondale Muni Court	25	3.3	Silt Municipal Court	2	0.3
Parachute Muni Court	21	2.8	<b>TOTAL</b>	<b>762</b>	<b>100</b>

Fig. 1. Distribution of Referring Agencies



**Table 4. Youth City of Residence and Court vs. Other Referral Source<sup>1</sup>**

Community Group	Youth Referral Source				Total	
	Court Referred		Other Referred		N	%
	N	%	N	%		
Aspen, Snowmass, Woody Creek	33	100.0%	0	.0%	33	100.0%
Basalt, El Jebel	23	100.0%	0	.0%	23	100.0%
Avon, Eagle, Edwards, Gypsum	12	100.0%	0	.0%	12	100.0%
Other (Meeker, Grand Junction)	28	100.0%	0	.0%	28	100.0%
Glenwood Springs	155	93.4%	11	6.6%	166	100.0%
Carbondale	86	85.1%	15	14.9%	101	100.0%
Rifle, Parachute	200	74.1%	70	25.9%	270	100.0%
New Castle, Silt	90	69.8%	39	30.2%	129	100.0%
Total	627	82.3%	135	17.7%	762	100.0%

<sup>1</sup> Chi-Square (city) = 61.588, df = 7, p < .001

Where they lived was an important factor in how they gained access to services, as Table 4 explains. In four of the eight community groups, the court is the only access agency, while the remaining four make referrals from multiple sources, including school and self-referral.

### **Part III. Interventions with Youth**

More than 68% of youths served by YouthZone attended a group. The Life Skills Group enrolled a significantly larger proportion of YouthZone's female clients. Participants were quite a bit younger than those not attending. Youth of all ethnic backgrounds participated equally often. The Life Skills Group was primarily for youngsters without legal offenses (most often, referred by the school), so only a fraction of those attending came with a legal violation in their immediate past. If a participating youth did have a legal offense, Life Skills group attendance was unrelated to the type of offense they had committed.

Of the recorded YouthZone interventions, the Drug & Alcohol Group was by far the most effective. Changes took place in all measured areas of youth adjustment, and these improvements from the time of intake were large and statistically significant by comparison with youngsters who did not participate.

## Part IV. Change in Youth Self-Reported Attitudes and Behavior

For the 762 youth studied for this report, data has been analyzed to show the types of problems youth reported and changes they observed following services. These analyses reveal whether and how YouthZone affects youth adjustment. They also provide quantitative information useful in recognizing young people who are responding well to existing services as well as those who may need additional help or a different form of intervention.

### *YouthZone Survey Analysis - Change Over Time*

For all five scales (Decision Making Skills, Delinquent Behavior, Pro-Social Skills, Self-Esteem, and Substance Abuse), youth reported much improved self-perceptions. They felt they were making better decisions, reported fewer delinquent behaviors, said they had adopted more positive social skills, felt better about themselves, and had drastically reduced their use of cigarettes, alcohol and other drugs. YouthZone clients showed substantial improvement in key factors affecting their personal and social adjustment.

Table 5 demonstrates a sampling of individual survey items which were shown to have changed significantly from pre- to post-test assessment.

Table 5. Paired Samples - Pre vs. Post Survey Items, N=762  
(Lower scores = lower risk, more protective factors)

Survey Item	Mean	
	Pre-Test	Post-Test
How often in the last year have you used alcohol?	1.27	0.6
I know how to make good decisions and solve problems that come up.	0.58	0.43
How often in the last year have you used marijuana?	0.92	0.38
How many times in the last 6 months have you stolen something?	0.36	0.15
I have learned how to relax when I get uptight or nervous.	0.92	0.67
I feel sad, blue, depressed or down a lot of the time.	0.87	0.65
I feel good about myself.	0.54	0.37
I sometimes think about killing or harming myself.	0.37	0.23
I look forward to having a career.	0.3	0.27
I respect myself.	0.4	0.3

### *"Self-Respect and Confidence"*

It was shown that if youth answered with favorable scores on issues dealing with self-respect and confidence, they also had a positive attitude about school and their future. Some youth are more affected than others are by poor self-respect and lack of confidence. Statistical analysis found females and younger teens more self-critical. A statistically significant and inverse relationship was found between self-confidence and the seriousness of a youth's intake legal problems.

### *"School Connectedness"*

Girls and boys were equally likely to say they were not fitting in at school. Latino youths said they were much less connected to school than Anglo youth. Older youth and those with the more serious legal offenses at intake also reported troubled connections with their school.

## **Part V. Service Impact on Youth Behavior - Recidivism**

Among the 762 persons included in this evaluation, 627 came to YouthZone for services having a recent background of involvement with law enforcement or the juvenile justice system. Of those young people, 76% avoided re-offending while an active client or following the end of their services.

Whether a young person came to YouthZone with a more or less serious legal offense background appeared to have no effect on post-service re-offending. These results suggest that YouthZone's interventions had a powerful impact on the high risk factors that must have contributed to serious pre-admission offending.

## **Part VI. Summary and Conclusions**

Research shows staying in one's own community, mixing with a diverse group of young people while receiving high quality help appear to open pathways to improved emotions and conduct. YouthZone's strategy for helping young people tries to conform to these best practices. It relies on quality, community-based services and engages youth in a manner that doesn't further marginalize them at school, at home, or with authorities.

Within the limits of its resources, YouthZone is doing an excellent job of serving the needs of many different youths in many towns. It is active with the older elementary-to-high school student, engages a substantial number of both girls and boys for services, and manages to deliver help to all local ethnic groups in proportion to their representation in the larger population.



*Partnering with School Districts for Underachieving Students/Clients*

The evaluation data was convincing in showing that educational progress and school adjustment might not change, even while youths are improving significantly in emotions and behavior in other contexts. School failure may undermine YouthZone's achievement with its clients. Accordingly, action is recommended to engage educational authorities in a joint effort when school failure is imminent or a fact. Educational assessment may help with this effort by identifying academic needs and how they can be met through a joint youth, family, counselor and school partnership.

***The YouthZone Example for Excellence in Services to Youth***

In communities across the state of Colorado community-based, youth services reach out to help young people whose emotional, social and behavioral adjustment is failing. The fraction of these programs that can demonstrate their programs make a measurable difference is very small. On its own initiative, YouthZone has raised the bar of accountability. Ahead of its funders or even of those referring adolescents for help, it has asked the hard questions about program effectiveness. Further distinguishing this effort, YouthZone contracts with an independent evaluator to study collected information and relate client and service characteristics to outcomes. Of those youth-serving community agencies who do evaluate programs, almost all conduct their own program audits, not chancing how results might look when examined by an independent expert. Further, in contrast to the small handful that invests in professional evaluation, YouthZone is unique in its willingness to disseminate findings not only within its own organization but also to others in the communities and beyond who have a stake in the well-being of youth. That it supports the cost of evaluation, both in the day-to-day operations and in the periodic review of accumulated information is further evidence of YouthZone's professionalism. Youth, parents and all the stakeholders in their well-being are the beneficiaries of this example.



# YouthZone

CONNECT AND GROW



*Lee Kellum ©1999*



## Call Us If ...

- You are a young person having problems.
- You know a young person having problems.
- You have questions regarding youth issues.
- You want to help young people in the community.
- You want to strengthen your family.
- You don't know where to find help.

## Parent Education

### Love and Logic

A win-win approach to parenting. Children Learn responsibility and problem solving skills. Parents learn how to establish healthy control without resorting to anger, threats, nagging, or exhausting power struggles.

### Parenting Power

This course builds on the techniques and tools taught in the Love and Logic course. Parents are asked at what age they want their child to be capable of making important life decisions and the course guides parents in techniques to achieve this.

### Family Ties

A course for the entire family. Curriculum focuses on the following elements of a family unit ... purpose, responsibility, perceptions, communication, team work, and unity. Sessions for parents, teenagers, and children from 6-12 years.

### Parenting Your Out of Control Teen

This course provides parents 7 steps to reestablishing authority and reclaiming lost love within the family. Learn the real reasons for teen misbehavior, make an ironclad contract to stop inappropriate behavior, troubleshoot future problems, and mobilize outside help.

## Community Justice

### Restorative Justice

This provides a format for a youthful offender to face and apologize to his/her victim. A plan is developed for the youth to make things right with the victim and community.

### Victim/Offender Mediation

This provides a victim the chance to meet face-to-face with his/her offender. A third party mediator is used and a plan for restitution is established.

## Court Services

### Diversion

A program designed to prevent first time and low-level juvenile offenders from entering the Juvenile Justice System. Diversion provides a comprehensive program tailored to each juvenile involved.

### Deferred Sentencing

Deferred sentencing options are provided at Municipal and County court levels. The purpose of the program is to provide intervention services to youth while helping them not acquire a juvenile record for their offense.

### SB-94 Services

Screening, case management and tracking services for youth who are at a district court level. The goal of the program is to provide an alternative to detention.

### Case Management

On-going monitoring of and assistance to a young person as he/she works on completing his/her personal program with YouthZone. Includes a written report to the court, if applicable.

### Useful Public Service

A course for youth who have court ordered useful public service hours. The course includes what is expected of the youth while at the UPS site as well as assistance with finding a place to do useful public service, case management of a youth's hours, and a written report to the court.

### Saturday Service Work

A supervised weekend work program that serves as an alternative to detention.

For a Complete List of Current Programs go to [www.youthzone.com](http://www.youthzone.com)

**All services are available in Spanish and English.  
A sliding fee scale and scholarships are available.**

**Parent Consultation**

A consultation provides an opportunity for a parent to meet with and talk to a YouthZone counselor.

During the consultation, the YouthZone counselor will help identify issues, concerns, and needs. The counselor will provide suggested options and/or resources help the family.

**Youth & Family Assessment**

An assessment allows YouthZone's trained counselors to gather information to provide recommendations for an individualized, comprehensive program to meet the needs of both youth and family. Five basic areas are assessed: decision making skills, delinquent behavior, pro-social skills, self-esteem confidence, and substance abuse.

**Counseling**

**Individual  
Family**

**Individual counseling** is offered for youth and or parents.

**Family counseling** involves the entire family.

All counseling sessions provide an assessment of identified issues, concerns, and needs. A variety of counseling techniques are used.

**Mentor and Advocate**

This is a YouthZone staff member that will serve as a positive role model while providing consistent support, friendship, and guidance to a young person.

**Home Based Support**

These services take place within the family's home. There is an assessment conducted to determine family needs and set goals for changing family dynamics. Love and Logic parenting techniques and Family Counseling are provided for these services.

**In Home Love and Logic** : A parenting course that helps introduce practical tools for parenting. **In Home Family Counseling** : Group counseling and parent coaching techniques designed to enhance family dynamics.

**Groups**

**Drug/Alcohol Education**

A 6-week group designed to provide the most current information on alcohol and other drugs that teenagers are exposed to in today's world. Appropriate for youth 13-18 years.

**Life Skills**

A 6-10 week group designed to help young people learn how to make healthy life choices. Curriculum focuses on communication, decision making, cooperation, and self-esteem.

**Anger Management**

A 6-10 week group designed to assist youth in learning how to handle and express their anger in appropriate ways.

**Grief and Loss**

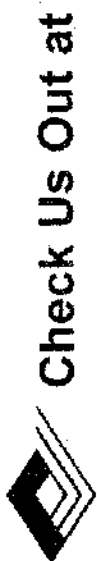
A 6-10 week group to assist young people that have had a significant loss in their life. The course explains the grieving process and helps young people learn how to appropriately deal with and express their loss.

**Outreach**

**Pals Mentoring**

A mentoring program which utilizes adults and older teen volunteers to serve as mentors to youth between the ages of 6-16 years.

- **YouthZone is a 501(c)3 private non-profit incorporated in Colorado in 1976.**
- We are caring, non-judgmental listeners who are highly trained in youth programming. We have 28 years of experience in working with youth, families and community. We can help assess your situation and work with you on options to best meet your needs.
- YouthZone programs have proven effective in significantly decreasing delinquent behavior and illegal drug use; while significantly increasing positive decision making skills, pro-social development, and self-perception.



Check Us Out at

**www.youthzone.com**

### **YouthZone Offices**

#### **Glenwood Springs**

803 School Street, Glenwood Springs, CO 81601  
 970-945-9300 (phone)  
 970-945-8924 (fax)

#### **Rifle**

136 East 12th Street, Rifle, CO 81650  
 970-625-3141 (phone)  
 970-625-9532 (fax)  
 1-800-929-3141

#### **Aspen**

P.O. Box 338, Aspen, CO 81612  
 506 East Main Street, #203, Aspen, CO 81611  
 970-920-5702 (phone)  
 970-429-1448 (fax)

#### **Basalt**

151 East Cottonwood Drive, Basalt 81621  
 970-927-1545 (phone)  
 970-384-5842 (fax)

#### **Carbondale**

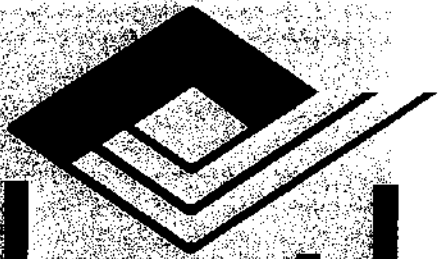
76 South Second Street, Carbondale, CO 81623  
 970-963-0618 (phone)



Check Us Out at

**www.youthzone.com**

***YouthZone welcomes you to become a Friend of YouthZone by giving your tax deductible donation to assist the agency in furthering its programming for youth/families in our community. Your donation will serve to help provide scholarships to young people needing YouthZone's assistance. You can send your gift to any YouthZone office.***



# YouthZone

CONNECTATE Y CRECE



## Llámanos si ...

- Eres un joven con problemas.
- Conoces a algún amigo con problemas.
- Tienes preguntas de tu edad.
- Quieres ayudar a jóvenes en la comunidad.
- Quieres fortalecer tu familia.
- Quieres ser voluntario y ayudar a los jóvenes y a las familias.
- No sabes a dónde acudir para encontrar ayuda.

## Manos Abiertas

### Programa Amigos (enseñando y guiando)

Un programa de orientación el cual utiliza voluntarios (adultos y adolescentes mayores) que sirven como guías para jóvenes entre la edad de 6-16 años. Actividades de persona a persona, que promueven participación en la comunidad y provee actividades positivas alternativas para la gente joven. Nuestros coordinadores hablan español e inglés con fluidez.

## Educación para los Padres

### Amor y Lógica

Este curso enseña un método de la crianza de los hijos en el cual todos salen ganando. Los niños lo aprovechan porque aprenden el sentido de responsabilidad y métodos para resolver sus propios problemas. Los padres aprenden como establecer un control correcto sin recurrir al enojo, amenazas, fastidio, o peleas sin sentido.

### La Familia Unida

Este curso es para toda la familia. El programa de estudios se enfoca en los siguientes elementos de la familia: los propósitos, la responsabilidad, las perspectivas en la vida, la comunicación, el cómo trabajar juntos y la unidad. Las sesiones son para los padres, adolescentes y niños de 6-12 años.

## Justicia en la Comunidad

### Justicia Restablecida y Reparadora

Este plan ofrece una forma para que el joven agresor pueda enfrentar y pedir disculpa a su víctima. Está desarrollado para que el joven arregle la situación con la víctima, su familia y la comunidad.

### Victima/Delincuente y mediador

Esto es para que la víctima tenga la oportunidad a conocer su agresor cara a cara. Un mediador independiente les ayuda y crea un plan para que la ofensa sea reparada.

## Servicios para los Tribunales de Justicia

### Alternativa

Es un programa para prevenir que los delincuentes juveniles de bajo riesgo no ingresen a los tribunales para menores. Alternativa provee un programa diseñado para cada joven involucrado en esta situación.

### Sentencias Aplazadas

Sentencias que se aplazan son ofrecidas en la corte del distrito o municipio. El objetivo de este programa es el cual nosotros intervenimos con múltiples formas de apoyo para el joven, mientras se le ayuda a evitar que sus antecedentes penales queden registrados.

### Servicios SB - 94

Seguimiento, manejo de casos y búsqueda de servicios para los jóvenes que están en el nivel de la corte de distrito. El objetivo es encontrar una alternativa en lugar de la detención.

### Tratamientos del Caso

Observaciones continuas en la asistencia de la persona mientras completa su programa con YouthZone. Esto incluye un reporte escrito para el tribunal de justicia, si es necesario.

### Horas de Servicio Social (UPS)

Un curso para jóvenes quienes tienen ordenes judiciales para hacer horas de servicio social. Este curso incluye lo que se espera del joven mientras esté en el lugar donde hace sus horas de servicio social, y también se le asiste en encontrar un buen lugar para hacer las horas, el manejo de su caso, y un reporte escrito para el tribunal.

### Horas de Servicio Social los Sábados

Trabajando los sábados el servicio social, sirve como alternativa y es vigilado por un empleado de YouthZone.

**Todos los servicios están disponibles en Español e Inglés.  
Hay becas disponibles al igual que dinero en efectivo,  
basados en el ingreso mensual de la familia.**

### **Consultas Para Padres**

Apropiadas para cualquiera familia. La primera visita es de 50 minutos. Una consulta le da la oportunidad a los padres de familia, de hablar con un consejero profesional de Youth Zone. Durante esta reunión el consejero le ayudará a descubrir necesidades, conflictos, problemas propios de una familia. El consejero le podrá sugerir opciones o recursos para ayudar en estos casos.

### **Evaluación de Jóvenes y la Familia**

Una evaluación deja que los consejeros profesionales de Youth Zone reúnan información para dar recomendaciones y desarrollen un programa individual y comprensivo para las necesidades del joven y la familia. Cinco áreas básicas se evalúan: habilidades para tomar decisiones positivas, comportamiento antisocial, habilidades sociales, confianza en si mismo, y el abuso de las drogas.

### **Consejería y Orientación**

#### **Individual Familiar**

Se ofrece ayuda individual a jóvenes y/o padres. Consejos a la familia que incluyen a todos. Todas las sesiones de consejos hacen una evaluación de asuntos (problemas) identificados, preocupaciones, y necesidades. Una multitud de técnicas de consejería utilizadas.

### **Apoyo Basado en el**

#### **Amor y Lógica en el hogar hijos.**

#### **Consejos familiares en el hogar**

Estos servicios son dentro del hogar de la familia. Se realiza una evaluación para determinar las necesidades familiares y poner metas para cambiar la forma en que funciona la familia. Se facilitan para estos servicios: técnicas de cariño y sentido común para padres. Es un curso para padres que ayuda a introducir herramientas prácticas de cómo criar a los

Consejería en grupo y técnicas de entrenamiento familiar, diseñadas para fortalecer la forma en que funciona la familia.

### **Grupos**

#### **Educación sobre el abuso de las drogas y el alcohol**

Un curso de 6 semanas diseñado para dar la información más actual sobre los peligros en el abuso del alcohol y otras drogas a los que los jóvenes están expuestos. Apropiado para jóvenes de 13-18 años.

#### **El manejo de la vida**

Un curso de 6-10 semanas creado para ayudar los jóvenes a tomar decisiones correctas en la vida. El programa de estudios se enfoca en la comunicación, la toma de decisiones, cooperación, y autoestima.

#### **Control del enojo**

Un curso de 6-10 semanas, diseñado para que el joven aprenda como controlar y expresar su enojo de maneras apropiadas.

#### **Dolor y pérdida de seres queridos**

Un curso de 6-10 semanas para atender a la gente joven que ha tenido pérdidas de seres queridos. Este curso explica el proceso del sufrimiento y ayuda a los jóvenes a aprender como enfrentar y expresar su pérdida.



- Youthzone es una organización 501(c)3 privada sin fines de lucro, incorporada al Estado de Colorado en 1976.
- Somos cariñosos, escuchamos sin prejuicios y estamos calificados para ofrecer programas a jóvenes.
- Tenemos 28 años de experiencia trabajando con gente joven, las familias y la comunidad.
- Podemos ayudarle a evaluar su situación y trabajar con usted, buscando el mejor remedio para su caso.
- Los programas de YouthZone son comprobados en ser efectivos con la disminución del comportamiento delincuente y el uso de drogas ilegales, también ayudando apreciablemente en la toma de decisiones positivas, el desarrollo social y el autoestima para los jóvenes.

Check Us Out at [www.youthzone.com](http://www.youthzone.com)



### Las Oficinas de YouthZone

#### Glenwood Springs

803 School Street, Glenwood Springs, CO 81601  
970-945-9300 (tel)  
970-945-8924 (fax)

#### Rifle

136 East 12th Street, Rifle, CO 81650  
970-625-3141 (tel)  
970-625-9532 (fax)  
1-800-929-3141

#### Aspen

P.O. Box 338, Aspen, CO 81612  
506 East Main Street, #203, Aspen, CO 81611  
970-920-5702 (tel)  
970-429-1448 (fax)

#### Basalt

151 East Cottonwood Drive, Basalt 81621  
970-927-1545 (tel)  
970-384-5842 (fax)

#### Carbondale

76 South Second Street, Carbondale, CO 81623  
970-963-0618 (tel)

Check Us Out at [www.youthzone.com](http://www.youthzone.com)



Para una lista completa de los programas actuales busque en internet  
[www.youthzone.com](http://www.youthzone.com)

*Les invitamos a ser amigo de YouthZone a través de su donación deducible de impuestos para asistir a la agencia en el desarrollo de sus programas para los jóvenes y familias en nuestra comunidad. Su donación nos ayudará a proveer unas becas para los jóvenes que necesitan la asistencia de YouthZone. Puede enviar su regalo a cualquier de las oficinas de YouthZone. Gracias.*

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# Partnership Agreement

**Partnership Agreement**  
between  
**Garfield County Roaring Fork (RE-1) School District and YouthZone**  
for the  
**Office of Safe and Drug-Free Schools Mentoring Grant**

July 1, 2004

1. The Garfield County Roaring Fork (RE-1) School District hereby agrees to participate in the Consortium with YouthZone to apply for an Office of Safe and Drug-Free Schools Mentoring Grant, and to design and implement a School-Based Mentoring Program (SBMP).
2. The goals of the SBMP are:
  - a. To identify youth in grades 4 through 8 who are at-risk of academic failure or involvement in criminal activity, or who lack positive role models.
  - b. To improve academic achievement in core subjects, to strengthen school bonding, to decrease unexcused absences, and to promote pro-social norms and behaviors.
  - c. To link students with resources to promote post-secondary education and job training.
3. As a SMBP Consortium member, the Roaring Fork School District will:
  - a. Have Resource/At-Risk Teams in each school participate in the identification of students who are at-risk and who would benefit from the SBMP
  - b. Refer students identified as appropriate for the SBMP to YouthZone for assessment and matching with a mentor
  - c. Collaborate with YouthZone and the YouthZone mentor in the identification of student needs, in the development of a comprehensive plan to meet those needs, in the connection of students and their families with community resources, in case management, in the sharing of information about the students' academic progress and in the development of activities for the mentor pairs that will increase academic achievement, and in the collection of data to monitor the SBMP performance indicators. This collaboration will occur through school personnel, the Roaring Fork Family Resource Centers and YouthZone.
4. The Roaring Fork School District prefers a one-to-one mentoring relationship, which will provide our students with emotional support, academic assistance, and exposure to experiences that the children might not otherwise encounter on their own.
5. The Roaring Fork School District will notify YouthZone if they have reason to believe that a student is not benefiting from the mentor he or she was assigned. YouthZone will notify the Roaring Fork School District of the same, as well as of any changes in mentor assignments for Roaring Fork School District students.

6. The Roaring Fork School District will assist YouthZone in the establishment of clear, measurable performance goals, and will assist in the collection of the data related to the established Government Performance and Results Act (GPRA) Performance Indicators for the Mentoring Programs grant, particularly those related to academic proficiency and attendance. YouthZone will provide the results of the SBMP Evaluation, and of the measurement of the Performance Indicators for Roaring Fork School District students to RE-1.
7. The Roaring Fork School District will receive \$150.00 in SBMP grant funds for each of our students who participate in the program. These funds will be used for Roaring Fork Family Resource Centers case management services for SBMP students.
8. The Roaring Fork School District may assist in the recruitment of mentors when possible.



Fred A. Wall, Superintendent of Schools  
Garfield County Roaring Fork (RE-1) School District



Debbie Wilde, Executive Director  
YouthZone





# Garfield School District No. Re-2

Dr. Gary Pack, Superintendent  
Ava Janes, Assistant Superintendent

Board of Directors  
Vicki VanEngelenburg, Board President  
Howard Stapleton, Vice President  
Jan Hubbell, Secretary  
Kim Goossens, Treasurer  
Jay Rickstrew, Board Member

FAX TRANSMITTAL FROM 625-7623

DATE 6-17-04

Total pages including transmittal page 2

TO: Julie Martin  
FROM: Dr. Gary Pack  
SUBJECT:

MESSAGE:

SIGNED: *[Signature]*

This message and the accompanying documents are intended only for the use of the individual or entity to which they are addressed and may contain information that is privileged, confidential and exempt from disclosure under applicable law. If the reader of this message and the accompanying documents is not the intended recipient or the employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify us immediately by telephone, and return the original message and the accompanying documents to us at the above address via the U.S. Postal Service. Thank you.

### Mentoring Program – Program Specific Assurances for Community-Based Organizations

In addition to the standard assurances included with this application package, all applicants that are community-based organizations must review and sign the following assurances:

As the duly authorized representative of the applicant, I hereby:

1. Assure that:
  - a. It is an eligible applicant under the definitions provided in the *Federal Register* notice and in this application package;
  - b. Timely and meaningful consultation with a LEA or private school has taken place during the design and/or development of the proposed program;
  - c. LEA or private school staff will participate in the identification and referral of students to the CBO's proposed program;
  - d. The LEA or private school will participate in the collection of data related to the established GPRA performance indicators for the Mentoring Programs grant competition.
2. Assure that no mentor will be assigned to mentor so many children that the assignment will undermine the mentor's ability to be an effective mentor or the mentor's ability to establish a close relationship (a one-to-one relationship, where practicable) with each mentored child;
3. Assure that the mentoring program will provide children with a variety of experiences and support, including:
  - (i) Emotional support;
  - (ii) Academic assistance; and
  - (iii) Exposure to experiences that the children might not otherwise encounter on their own;
4. Assure that the mentoring program will be monitored to ensure that each child assigned a mentor benefits from that assignment and that the child will be assigned a new mentor if the relationship between the original mentor and the child is not beneficial to the child;
5. Assure that it will: (1) establish clear, measurable performance goals; and (2) collect and report to the Department data related to the established Government Performance and Results Act (GPRA) performance indicators for the Mentoring Programs grant competition. We will reject any application that does not contain this assurance.

Ann M. Lewis  
Signature of Authorized Certifying Official

Asst. Supt.  
Title

Garfield Co-2 S.D.  
Organization Name

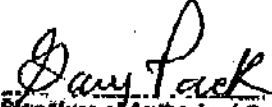
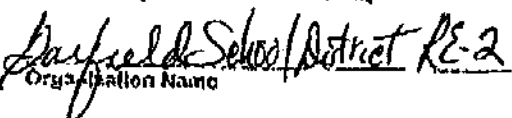
6-30-04  
Date


### Mentoring Program – Program Specific Assurances for Community-Based Organizations

In addition to the standard assurances included with this application package, all applicants that are community-based organizations must review and sign the following assurances:

As the duly authorized representative of the applicant, I hereby:

1. Assure that:
  - a. It is an eligible applicant under the definitions provided in the *Federal Register* notice and in this application package;
  - b. Timely and meaningful consultation with a LEA or private school has taken place during the design and/or development of the proposed program;
  - c. LEA or private school staff will participate in the identification and referral of students to the CBO's proposed program;
  - d. The LEA or private school will participate in the collection of data related to the established GPRA performance indicators for the Mentoring Programs grant competition.
2. Assure that no mentor will be assigned to mentor so many children that the assignment will undermine the mentor's ability to be an effective mentor or the mentor's ability to establish a close relationship (a one-to-one relationship, where practicable) with each mentored child;
3. Assure that the mentoring program will provide children with a variety of experiences and support, including:
  - (i) Emotional support;
  - (ii) Academic assistance; and
  - (iii) Exposure to experiences that the children might not otherwise encounter on their own;
4. Assure that the mentoring program will be monitored to ensure that each child assigned a mentor benefits from that assignment and that the child will be assigned a new mentor if the relationship between the original mentor and the child is not beneficial to the child;
5. Assure that it will: (1) establish clear, measurable performance goals; and (2) collect and report to the Department data related to the established Government Performance and Results Act (GPRA) performance indicators for the Mentoring Programs grant competition. We will reject any application that does not contain this assurance.

  
Signature of Authorized Certifying Official  
  
Organization Name

  
Title  
6-18-2004  
Date

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

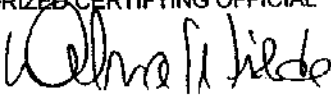
As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. 276a to 276a-7), the Copeland Act (40 U.S.C. 276c and 18 U.S.C. 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133,  Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

Debra Wilde



APPLICANT ORGANIZATION

YouthZone

TITLE

Executive Director

DATE SUBMITTED

7-5-04

## **CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

### **1. LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

### **2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

### **3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

803 School Street

Glenwood Springs, CO 81601

Garfield County

Check  if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT

YouthZone

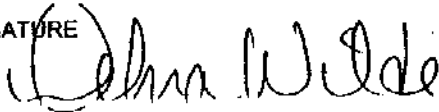
PR/AWARD NUMBER AND / OR PROJECT NAME

YouthZone Pals Mentoring Project

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Debra Wilde, Executive Director

SIGNATURE



DATE

7-5-04

### DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

## Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions

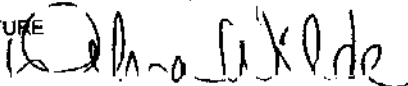
This certification is required by the Department of Education regulations implementing Executive Order 12549; Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

### Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

### Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT <p style="text-align: center;">YouthZone</p> PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE <p style="text-align: center;">Debra Wilde, Executive Director</p> SIGNATURE 	PR/AWARD NUMBER AND/OR PROJECT NAME <p style="text-align: center;">YouthZone Pals Mentoring Project</p> DATE <p style="text-align: center;">7-5-04</p>
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ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)





# Survey on Ensuring Equal Opportunity FOR APPLICANTS

*Do not enter information below unless instructed to do so.*

OMB No. 1890-0014 Exp. 1/31/2006

**Purpose:** This form is for applicants that are nonprofit private organizations (not including private universities). Please complete it to assist the Federal government in ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. Information provided on this form will not be considered in any way in making funding decisions and will not be included in the Federal grants database.

**Instructions for Submitting Survey**

**If submitting hard copy,** please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it with your application package.

**If submitting electronically,** please include the PR Award Number assigned to your e-application in the box above entitled "Do not enter information below unless instructed to do so." Place and seal the completed survey in an envelope and mail it to: Joyce I. Mays, Application Control Center, U.S. Department of Education, 7<sup>th</sup> and D Streets, SW, ROB-3, Room 3671, Washington, DC 20202-4725.

1. Does the applicant have 501(c)(3) status?

Yes  No

2. How many full-time equivalent employees does the applicant have? (Check only one box).

3 or Fewer  15-50  
 4-5  51-100  
 6-14  over 100

3. What is the size of the applicant's annual budget? (Check only one box.)

Less Than \$150,000  
 \$150,000 - \$299,999  
 \$300,000 - \$499,999  
 \$500,000 - \$999,999  
 \$1,000,000 - \$4,999,999  
 \$5,000,000 or more

4. Is the applicant a faith-based/religious organization?

Yes  No

5. Is the applicant a non-religious community-based organization?

Yes  No

6. Is the applicant an intermediary that will manage the grant on behalf of other organizations?

Yes  No

7. Has the applicant ever received a government grant or contract (Federal, State, or local)?

Yes  No

8. Is the applicant a local affiliate of a national organization?

Yes  No

## General Education Provisions Act Section 427

### General Education Provisions Act Section 427

The main barriers that exist in the YouthZone's Pals Project service area are 1. the language, cultural, and legal status issues among Hispanic youth and parents and 2. the identification of girls that would benefit from a mentoring relationship. In recognition of these barriers relative to the needs of the general student population, YZ has taken steps to ensure equitable access to their Pals Mentoring Program.

The Spanish-speaking population of Garfield County is often underserved due to the relative lack of translators and bilingual staff available in schools, agencies, governmental entities and businesses. Cultural barriers are demonstrated by the relative difficulty of getting Hispanic families to come in and or contact YouthZone. Cultivation of a trusting relationship is often required to gain their participation, greatly increasing staff time dedicated to each YouthZone Hispanic client.

In recognition of these barriers, YouthZone has taken the following steps to assure equitable access to their mentoring program: 1) Translations of all materials into Spanish, 2) increased bilingual staff members, including the Pals Project Director Julie Martin and counselor/case managers David Gomez and Sonia Roldan, 3) Ability for all of YouthZone's services, including intakes, assessments, Parent Consultations and parenting classes to be offered in Spanish, and 4) In-home services are offered through the Pals Project for convenience and to avoid the stigma of publicly obtaining help outside of the family and 5) YouthZone counselors occasionally make evening and weekend appointments in order to accommodate parents who are working long hours.

YouthZone is involved with and supported by the Hispanic community in many ways including through the following community partners:

- Garfield County Schools and Family Resource Centers
- Colorado Trust Supporting Immigrant & Refugees Grant (initiative planning)
- Kiss N Squeal Annual YouthZone fundraiser – Hispanic candidates for the last 4 years raising awareness about and gaining contributions for YouthZone.
- La Misión Bilingual Newspaper – YouthZone monthly article about youth and family issues.
- Hispanic Youth Summit – YouthZone staff contributes to planning and presenting 2002 through 2005
- Aspen Valley Community Foundation – Hispanic Community Investment Initiative
- KDNK Radio – presented programs in Spanish regarding YouthZone programs.

Twice as many boys as girls are referred to the Pals Project. Because boys tend to “act out” and girls “act in” (often within relationships), boys in need of additional attention make themselves known more readily than girls (Debra McKenna M.A., school counselor, personal communication, 2004). With the assistance of teachers, school counselors, school nurses, principals, and school psychologists, YZ is developing a list of inclusion and exclusion criteria as well as common signs/behaviors that might indicate a girl is struggling with interpersonal relationships and/or emotionally, lacks pro-social role-models, could benefit from YZ’s thorough assessment, and could benefit from the guidance of a Pal mentor.