



ADAMS COUNTY
YOUTH INITIATIVE
cradleto**to**career


Adams County Cradle to Career
Partnership Report 2014



EXECUTIVE SUMMARY

TAKING A CLOSER LOOK AT 2014: OUR YEAR OF REFINING

2014...it was all about the details. This was our year of refinement. After adopting the Collective Impact Framework in 2012, we took this past year to fine tune our approach—our goal was to re-set, re-fine, and re-focus.

So, what did we accomplish? Lots! Here's what we did:



Common Vision.

The Board of Directors agreed to diversify the governance and leadership structure. This includes a new Community Leaders Board made up of CEO-level Executives from business, local government, law enforcement, juvenile justice, early childhood, and post-secondary education leaders. The role of the Community Leaders Board is to advance the vision and advocate from a top level. (See pages 4-7)



Data-Driven Decision Making.

What does this mean? The short answer is we used data to build momentum and drive action. Two examples included increased utilization of the Adams County Student Survey and the release of our First Annual Partnership Report and Common Vision Scorecard. (See pages 8-12)



Collaborative Action.

You already know how important collaboration is to the success of our mission. But, did you know that this past year our action teams received continuous improvement coaching? This helps our teams work together with others in the community. We also launched a new action team committed to increasing school attendance. Additionally, we've updated our Cradle to Career indicators. (See pages 14-27)



Sustainability.

Funding is key. We are thrilled to report that we received new funding from local foundations. Because of this funding, we were better able to support the overall partnership in resource alignment. (See page 46)



Communication.

Everyone knows how critical it is to provide good communication. That's why we launched a new website and developed an internal communication system that connects our partnership and reaches out to the community. (See www.acyi.org)

Look for these icons throughout this report: compliments of Strive Together.

We accomplished a lot, but there's more to do! While this was our year to focus on the details and meet the needs of our partners, we had our eye on the big picture—helping Adams County youth succeed now and into the future. Now, it's time to take action...**Looking Forward to 2015: The Year of Action!** (See page 49)

First 4 icons (c) StriveTogether

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ADAMS COUNTY YOUTH INITIATIVE

cradleto**career**




COMMON
VISION



WHAT IS ACYI?

OUR MISSION

“To connect community partners that ensure our youth excel from cradle through career.”

What are our partnership level outcomes?

ACYI strives to ensure that every child:

- is healthy and starts school ready to learn
- succeeds in school and community
- and is college and career ready

How do we do it?

Achieving these outcomes requires that we work together—a collective approach. Combining the efforts of the community sector including educators, health and mental health, faith-based, law enforcement and business professionals magnifies the impact we make on our children and youth.

Who is involved?

People like YOU! No one organization or person working alone can achieve the necessary results. The entire community plays a significant role in helping us achieve our goals.

Who are we helping?

We are committed to supporting the children and youth in Adams County. Your neighbors. The families you see in church, the grocery store, or playing at the park. A large proportion of Adams County families face difficult circumstances—lower household incomes, higher rates of single mothers and teen births, more uninsured children, and a higher proportion of English Language Learner (ELL) students.

Are we making a difference?

Yes! We see progress every day. And, in the upcoming year we hope to reach even more kids in Adams County. We adopted the collective impact framework because of the troubling stories we heard, and we continue our work because of the success stories we now hear. It's these stories that motivate us to do more and work harder.

ACYI'S GUIDING PRINCIPLES

Our new Board of Directors developed guiding and operating principles to make better, more consistent decisions about pursuing opportunities, engaging in projects and initiatives, and allocating resources.

Our Guiding Principles state that ACYI:

- Does not exist to exist. We exist to move the needle on Adams County Cradle to Career indicators
- Is dedicated to achieving outcomes and not the approach
- Values using data for evaluation, learning, accountability, and monitoring progress
- Actively works to reduce duplication and promote consolidation of efforts, as appropriate

- Uses its limited resources to address the highest priorities and programs with the most promise for impact in moving Cradle to Career indicators
- Strives to be a good steward of its limited resources by focusing on the projects and initiatives that achieve positive outcomes for youth success

Population Focus for ACYI's Mission:

- Students living within Adams County and/or served by Adams County school districts includes students attending 1, 12, 14, 27J, 50 and students living within the City & County of Broomfield
- Youth involved in the 17th Judicial District System
- The most vulnerable students and their families

“The youth in our community are the reason ACYI is able to identify the gaps that are creating barriers to youth success, bringing like-minded individuals together to focus on working on how to fill the gaps and creating collective impact.” -- Simone Jones, Judicial District Court Programs Coordinator



ACYI THEORY OF ACTION

IF

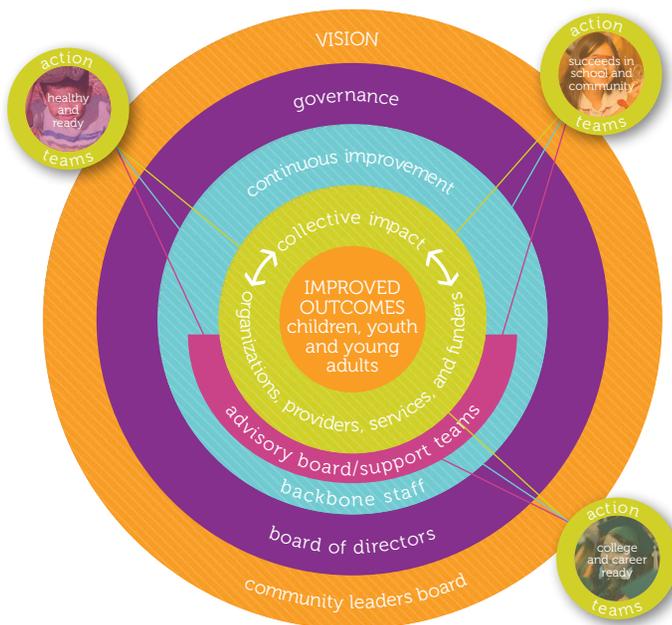
- Key Leaders share common vision
- Baseline data on key outcomes is shared
- Data-driven management is core
- Action teams adopt continuous improvement
- Resources for core operations are in place
- Funding is aligned to evidence-based practices

THEN

- Effective practices are scaled
- Resource and policy change occurs in support of improved outcomes
- **Students' outcomes trend in the right direction**

BOARD OF DIRECTORS

Members of the Board of Directors are an essential link to the broader community and are responsible for ensuring organizational effectiveness, providing leadership, and overseeing the activities of the organization. Our **accountability structure** demonstrates how parents, schools, business leaders, local government officials, and the entire community all have important roles to play:



community leaders board

(Chief Executives / Community Leaders): Responsible for advancing the vision and advocacy of the mission, link to broader community, public champion and advocate, remove political barriers & advocate for policy change, and appoint Executive Board

board of directors

(Non-Profit Board): Responsible for advancing the mission and governance of the non-profit, strategic decision making, secure funding and resources, external communication, supervise Backbone Director

backbone staff

Responsible for operations of the partnership, data analysis and reporting, internal communication, support and convene key partners and action teams

advisory board/support teams

Cradle to Career Community Meeting - oversee alignment and implementation of action teams, Data and Epi. Team – support data access, analysis, and coaching

action teams

(Partners): Change practice on the ground by developing and executing data-driven action plans, implement continuous improvement processes to impact and report child and youth outcomes, represent and engage community voice



DON CASSATA
Community Member
(former Director of Adams County Human Services),
Member At Large



CHRIS GDOWSKI
Superintendent of Adams Twelve Five Star Schools,
Past Chair



MATT GRAY
Attorney, Vice Chair



JAN JAMES
Division Director for Children & Family Services,
Human Services



SIMONE JONES
Courts, 17th Judicial District, Treasurer



MATT LACRUE
CO House of Representatives
Legislative Aid



VALORIE LADWIG
Executive Director/
The Link, Member At Large



EMMA PINTER
City Council, City of Westminster, Chair



TAMARA PLAYER
Chief Operating Officer, Community Reach Center, Member At Large



RUSS VAN HOUTEN
Community Member
(former Chief of Police, City of Northglenn), Secretary



KEVIN WEST
Director of Intervention,
School District 27J,
Member At Large

All Board Members also serve on our Community Leaders Board



COMMUNITY LEADERS BOARD

Business:

Gina Casias, Assistant General Counsel, Gates Corporation

Randy McCall, Vice President / Regional Compliance Manager, Key Bank

Amber Tafoya, Director of External Affairs, AT&T

Craig Carlson, Managing Member, Carlson & Carlson LLC

Louis C. Salazar, Stakeholder Relations Director, ConocoPhillips

Early Childhood:

Lisa Jansen Thompson, Director of the Early Childhood Partnership of Adams County

Education:

Charlotte Ciano, Superintendent of Mapleton Public Schools

Kelly Corbett, Chief Academic Officer District 27J

Pamela Swanson, Superintendent of Adams County School District 50

Patrick Sanchez, Superintendent of Adams County School District 14

Government/City/Law Enforcement:

Chaz Tedesco, Adams County Commissioner, Adams County Government

Chris Kline, Director of Adams County Human Services

Clint Blackhurst, Chief of Police, City of Brighton

Dave Young, District Attorney, 17th Judicial District

Michael McIntosh, Sheriff, Adams County

Jim May, Chief of Police, City of Northglenn

Karl Wilmes, Chief of Police, City of Federal Heights

Gary Creager, Chief of Police, City and County of Broomfield

Randy Nelson, Chief of Police, City of Thornton

Troy Smith, Chief of Police, City of Commerce City

Juvenile Justice

Craig Welling, Judge, 17th Judicial District – Juvenile Court

Jenifer Morgen, Deputy Chief Probation Officer, 17th Judicial District – Probation

Paul Targoff, Senate Bill 94

Health & Mental Health:

John Douglas, Executive Director, Tri-County Health Department

Rick Doucet, Chief Executive Officer, Community Reach Center

Tim O'Brien, Chief Operating Officer, North Suburban Medical Center

Post-Secondary / Workforce:

Corey Ciocchetti, Associate Professor, Denver University, Daniel's College of Business

Emma Galvin, Director, Adams County Education Consortium

Therese Brown, Vice President, Front Range Community College

Community Members at-Large:

Don Quick, Judge, 17th Judicial District

Kim Skattum, Lead Pastor, Crossroads Church

Doug Darr, Former Adams County Sheriff

Library

Pam Sandlian Smith, Director, Anythink Library

Philanthropists

Janet Lopez, Senior Program Officer – Education, Rose Community Foundation

Kristin Todd, Senior Vice President, Grants Program, Daniel's Fund

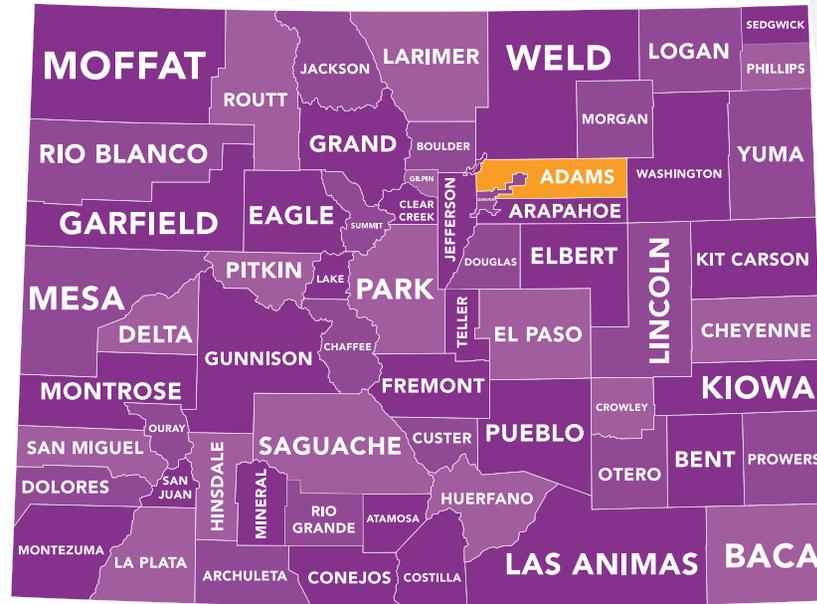


Updated as of
May 2015

OUR COMMUNITY / THE NEED

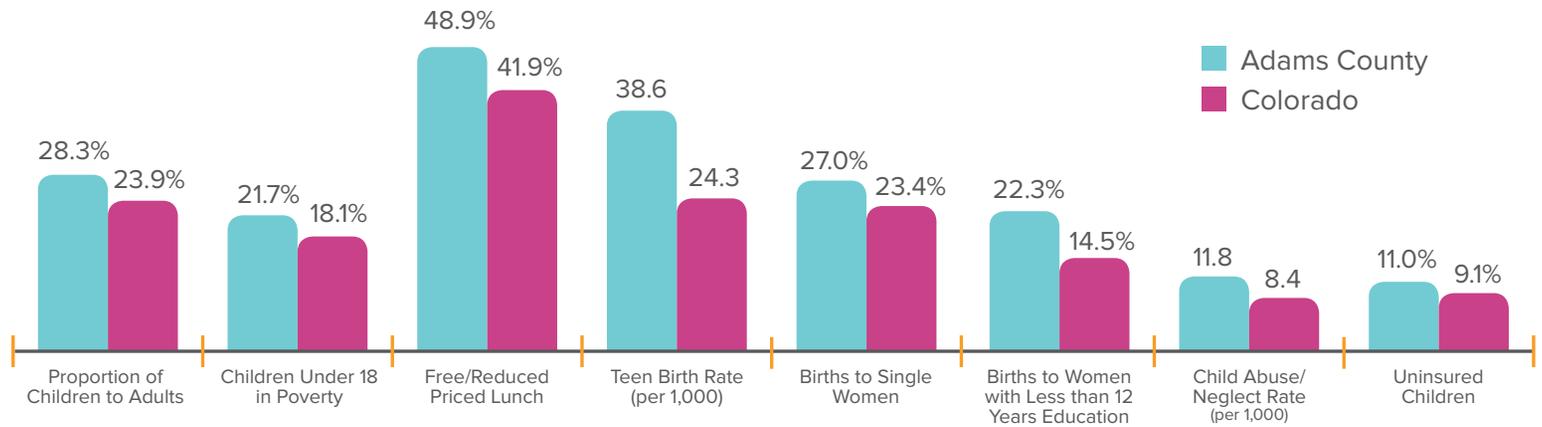


DATA-DRIVEN
DECISION
MAKING



Graph 1:

Indicators of Child Well-being



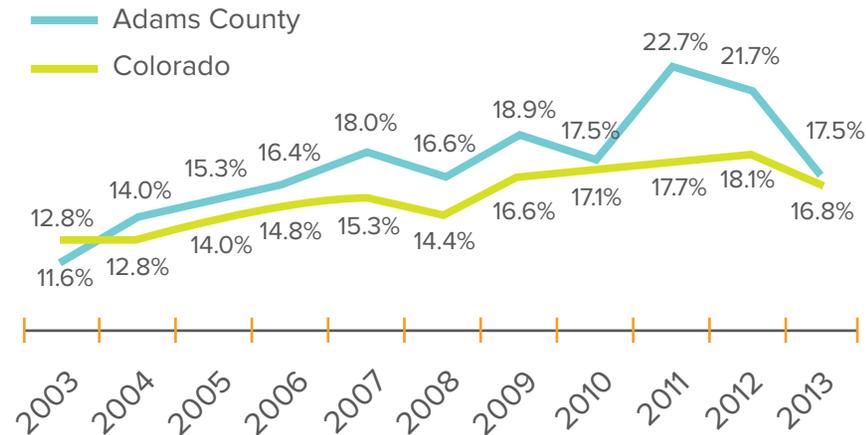
Source: 2014 Kids Count in Colorado Annual Report

COMPARED TO COLORADO

How does Adams County compare to other counties in Colorado? Demographic data show that Adams County is home to many families living in poverty, and the poverty rate has increased rapidly from 2003-2011 (graph right). Adams County also has one of the highest ratios of children to adults in the state (28.3% under 18 population, compared to 23.9% average for Colorado, and 21.8% for Denver County).

Graph 2:

Child Poverty in Adams County



Source: 2015 Kids Count in Colorado Annual Report



CHILDREN AND YOUTH DATA ADAMS COUNTY AND STATE OF COLORADO

POPULATION:

2013 Child Population (proportion of total population that is under 18):

COLORADO: 23.7%
Adams: 131,778; 28.1%

2013 School Age Population (5-17):

COLORADO: 17.4%
Adams: 95,190; 20.3%

HEALTH:

Uninsured Children (0-18):

COLORADO: 9.0%
Adams: 9.6%

EDUCATION:

2013 High School Graduation Rate:

COLORADO: 76.9%
Adams: 69.9%

ECONOMICS:

2013 Children receiving WIC Program Vouchers:

COLORADO: 34.3%
Adams: 44.3%

2013 School Aged Children (5-17) in Poverty:

COLORADO: 15.7%
Adams: 16.7%

Source: 2015 Kids Count in Colorado Annual Report



COMMON VISION SCORECARD

EVERY CHILD IS HEALTHY AND STARTS SCHOOL READY TO LEARN

KEY:

ECPAC: Early Childhood Partnership of Adams County

CDE: Colorado Dept. of Education

CDHE: Colorado Division of Higher Education

NMCS: North Metro Community Services

CBI: Colorado Bureau of Investigation

TBA: Indicator data not available for 2013-14 years

N/A: Breakdown not available, or change from baseline not applicable

INDICATOR	% of children enrolled in high quality early learning programs	% of children ages 3-5 assessed as meeting or exceeding widely-held expectations through Results Matters	% of children ages 3-5 who are read to more than 3 days in the last week	% of children who complete an indicated "early intervention"	% of kindergarteners who meet the benchmark on kindergarten reading assessment	% of children proficient on Kindergarten Readiness Assessment
CURRENT INDICATOR DATA	TBA ^a	TBA ^a	88.1%	67.0%	TBA ^a	TBA ^c
CHANGE FROM BASELINE	TBA	TBA	2.2% ^b ↑	10.5% ↑	N/A	N/A
SOURCE/YEAR	ECPAC 2013-2014	School Districts Expected 2014	CDE 2011-2013	NMCS 2013-14	School Districts Expected 2014	School Districts TBA

a. 3 of 5 School Districts have signed agreements to provide this data for 2014-15 and one more school district has made a preliminary agreement to sign
 b. Data reflect average from CDE survey of all Adams County – not restricted to School Districts 1, 12, 14, 27J, and 50.
 c. Several school districts are piloting a Kindergarten Readiness Assessment, and have agreed to share information once data is determined reliable and valid

EVERY CHILD SUCCEEDS IN SCHOOL & COMMUNITY

INDICATOR	3RD GRADE READING PROFICIENCY			8TH GRADE MATH PROFICIENCY			HIGH SCHOOL GRADUATION		
	County Total	By Gender	By Ethnicity	County Total	By Gender	By Ethnicity	County Total	By Gender	By Ethnicity
CURRENT INDICATOR DATA	68.9%	Male: 60.1% Female: 68.7%	White: 75.6% Non-White: 55.1%	40.2%	Male: 40.4% Female: 40.0%	White: 51.0% Non-White: 31.2%	69.6%	Male: 65.3% Female: 73.9%	White: 73.8% Non-White: 66.1%
CHANGE FROM BASELINE	-1.6% ↓	Male: -0.9% ↓ Female: -1.6% ↓	White: -1.3% ↓ Non-White: -0.9% ↓	-1.5% ↓	Male: -2.2% ↓ Female: -0.1% ↓	White: -1.1% ↓ Non-White: -1.5% ↓	3.9% ↑	Male: +4.5% ↑ Female: +3.1% ↑	White: +3.0% ↑ Non-White: +7.1% ↑
SOURCE/YEAR	CDE 2012-13			CDE 2012-13			CDE Class of 2013		

Note: In depth data for indicators are available in later report sections; County totals for all indicators reflect school districts 1, 12, 14, 27J, and 50 unless otherwise noted.

The Common Vision Scorecard is used by our partnership to monitor change from year to year for all Cradle to Career Indicators. In the Scorecard tables, find indicator data reflecting changes observed in the first year of our work compared to 2012 “Baseline” year, unless otherwise noted. Note that more recent data are available for some indicators in later sections of the report.

EVERY CHILD SUCCEEDS IN SCHOOL & COMMUNITY

INDICATOR	CHRONIC ABSENTEE RATES*			9TH GRADE % WITH CARING ADULT OUTSIDE OF HOME/SCHOOL			11TH GRADE HEALTHY CHOICES			JUVENILE CRIME RATES	
	Kindergarten	6th Grade	9th Grade	County Total	By Gender	By Ethnicity	Alcohol	Marijuana	Prescription Drugs	Arrests	District Filings
CURRENT INDICATOR DATA	13.8%	11.1%	17.9%	80.7%	Male: 80.7% Female: 80.7%	White: 83.7% Non-White: 77.7%	36%	27%	13%	3979	528
CHANGE FROM BASELINE	N/A	N/A	N/A	+5.6% ↑	Male: +5.9% ↑ Female: +5.3% ↑	White: +3.0% ↑ Non-White: +7.1% ↑	-8.2% ↓	-2.6% ↓	-1.1% ↓	-869 ↓	-50 ↓
SOURCE/YEAR	School Districts 2013-14			Adams County Student Survey 2013-14			Adams County Student Survey 2013-14			CBI 2013	17th Judicial Dist. 2013

* Chronic absentee students: missed 10% or more of all school days

* Substance use rates by Gender and Ethnicity available on page 29

EVERY YOUNG ADULT IS COLLEGE AND CAREER READY

INDICATOR	11th Grade Colorado ACT Scores	FAFSA Completion	College Enrollment	Post-Secondary Students Needing Remediation	High School Graduates Earning Post-Secondary Credential within 6 Years	Graduates Who Are Employed
CURRENT INDICATOR DATA	18.6	42%	44.5%	44.3%	TBA	TBA
CHANGE FROM BASELINE	+0.3 ↑	-1.4 ↓	-1.1 ↓	+0.6 ↑	N/A	N/A
SOURCE/YEAR	CDE Class of 2013	CDHE Class of 2013	CDHE Class of 2013	CDHE Class of 2012	TBA TBA	TBA TBA

Note on Race/Ethnicity: While CDE pupil membership is reported using the designation of “Minority”, we chose to report indicator data for White / Non-White students; as White students are not the majority race/ethnicity in Adams County Schools overall. (White: 43%, Hispanic/Latino: 48%, Asian: 4%, Black/African American: 2%, American Indian/Alaska Native: 1%, Two or More Races: 2%)

MISSION

TO CONNECT COMMUNITY PARTNERS THAT ENSURE
OUR YOUTH EXCEL FROM CRADLE THROUGH CAREER

Adams County
Cradle to Career
Partnership
Strategy

updated
May 2015

partnership
level
outcomes

Every Child is Healthy
and Starts School
Ready to Learn

Every Child
Succeeds in School
and Community

Every Young
Adult is College
and Career Ready

core
indicators

1. KINDERGARTEN READINESS

2. 3RD GRADE READING
PROFICIENCY

5. POSTSECONDARY
ENROLLMENT

3. 8TH GRADE MATH
PROFICIENCY

6. POSTSECONDARY
COMPLETION

4. HIGH SCHOOL
GRADUATION

monitored
indicators

1. % OF CHILDREN PROFICIENT
ON KINDERGARTEN READINESS
ASSESSMENT

2. % OF 3RD GRADERS
PROFICIENT IN READING

5. % OF HIGH SCHOOL
GRADUATES WHO ENROLL IN
COLLEGE

1a. % of children enrolled in high
quality early learning programs

2a. Kindergarten attendance

5a. % of high school students
demonstrating mastery of 21st
Century skills (DATA TBA)

1b. % of children ages 3 - 5 meeting/
exceeding expectations through
Results Matters

3. % OF 8TH GRADERS
PROFICIENT IN MATH

5b. 11th grade Colorado ACT
scores

1c. % of children ages 3 - 5 who are
read to more than three days in the
last week

3a. 6th grade attendance
3b. 7th grade social emotional
competence scale

5c. % FAFSA completion

1d. % of children who complete
an indicated "early intervention"
evaluation for services (medical,
oral, developmental, mental health
/ PRD)

4. % OF STUDENTS WHO
GRADUATE HIGH SCHOOL WITHIN
4 YEARS

6. % OF HIGH SCHOOL
STUDENTS WHO EARN A POST-
SECONDARY CREDENTIAL
WITHIN 6 YEARS OF LEAVING
HIGH SCHOOL

1e. % of kindergartners who meet
the benchmark on kindergarten
reading assessment

4a. 9th grade caring
relationship scale
4b. 9th grade attendance
4c. 11th grade healthy behaviors
(*substance use*)
4d. Juvenile crime rates

6a. % of post-secondary students
that need remediation

6b. % of graduating students that
are employed

environmental
factors

Child Poverty rate, Free/Reduced Lunch rate, High Quality Early Learning Availability, ELL (English Language Learners) rate, Mobility Rate, Teen Birth Rate, Mothers with less than 12 years education, Opportunity Youth (High school dropout rate, Teens not attending school and not working).

EVERY CHILD IS HEALTHY AND
STARTS SCHOOL READY TO LEARN



COLLABORATIVE ACTION



HEALTHY & READY

HEALTH INTEGRATION

The first five years of a child's life are critical. During this time they build the social and emotional skills needed to succeed in school. ACYI is committed to ensuring that all Adams County children receive the care they need so that they can be the best students possible. Unfortunately, when this program started only half of Adams County families were following through with developmental evaluations for children ages 0-3. Also, only two out of eleven postpartum women took advantage of referrals in 2012. These statistics prompted us to set two goals for this program:

Short Term Goal: Increase the percentage of women who follow through with referrals for pregnancy related postpartum depression.

Long Term Goal: Increase the percentage of children ready for school as indicated on the planned standardized kindergarten assessment (2015-2018).

Early care is critical

Children who receive the health care they need have a better opportunity to thrive. And, it's not just about the children. The whole family benefits from preventative care, and opportunities for early intervention (*Bruner, 2009*).

Why is this important?

It's simple...healthy children are ready and able to learn.

We need your help!

Contact ECPAC to schedule a training and to learn how your agency can support more children getting the resources they need early in life.

Contact: stephanie.henderson@nmetro.org

KINDERGARTEN READINESS

High-Quality Early Learning Experience:

Whole communities benefit from high quality early learning experiences. Children learn important social-emotional skills, receive nutritious meals leading to more positive brain development, and grow to be successful community members. Families are able to leave their children in care knowing they are well-cared for and loved; thus, freeing parents to see to their daily responsibilities without worrying about their child. Businesses benefit from having more productive employees.

How are we achieving this?

ECPAC and the Kindergarten Readiness Action Team, along with the Adams County school districts, and community partners have implemented a number of strategies. These include:

- Provide common messaging to early learning professionals about components of kindergarten readiness and provide needed support in delivering quality early childhood learning services
- Develop and implement culturally relevant activities to help parents understand developmental milestones, school readiness and feel supported during times of transition
- Identify Family, Friend, Neighbor (FFN) networks and provide information to promote the components of school readiness and provide needed support

WE NEED YOUR HELP! CONTACT: REBECCA@ECPAC.ORG

Why is it important?

In 2013, it was estimated that an average of 59 percent of kindergarteners were starting kindergarten not ready for school.

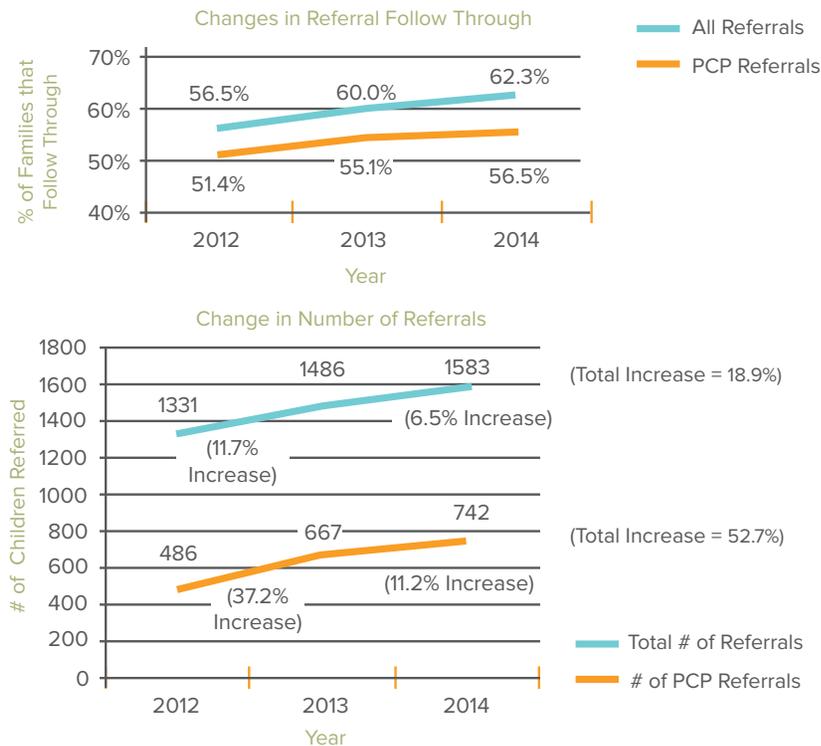
Long-term studies show that children in high-quality early learning programs are:

- Less likely to commit crimes or become chronic lawbreakers
- Less likely to need public and social supports
- More likely to be employed and earn more money
- More likely to delay parenting until adulthood

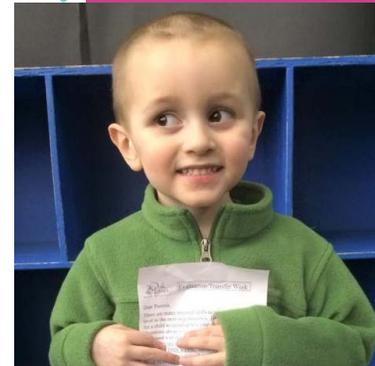
(Heckman & Masterov, 2005)

Graph 3:

Developmental Evaluation Referrals



Source: North Metro Community Services

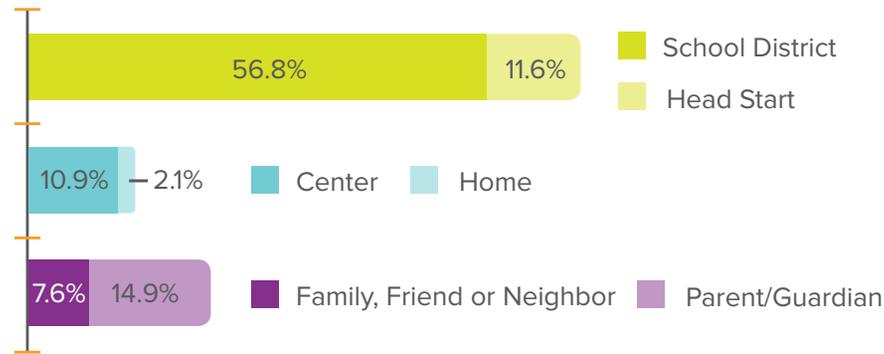


THE DATA



Graph 4:

Preschool Attendance Data as Reported by Parent

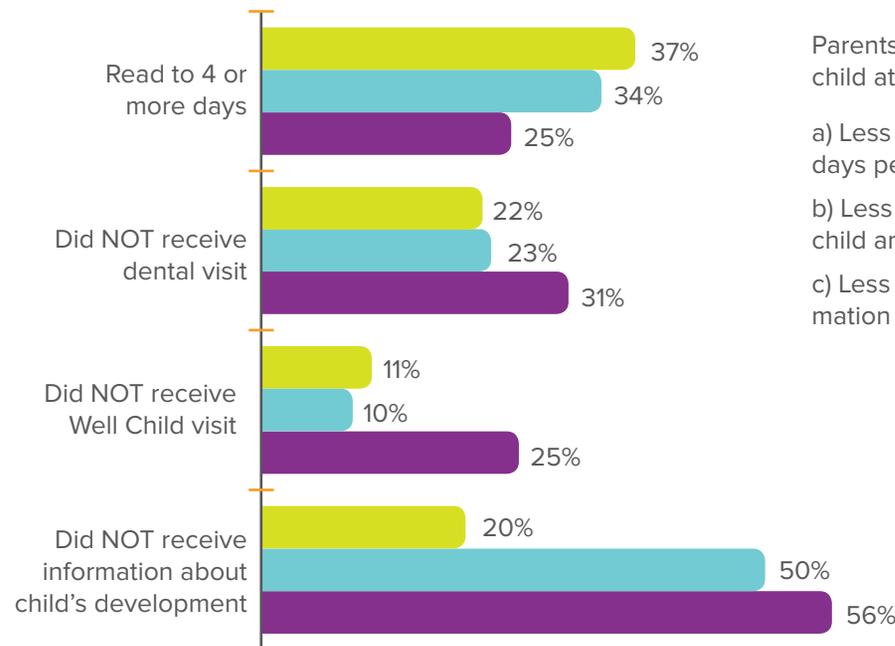


- 81.4% of children do not attend some type of formal care
 -76% of children are never in formal care before kindergarten in Adams County

Source for all data: 2014 Adams County Kindergarten Parent Survey (data from three districts)

Graph 5:

Risk Factors by Preschool Attendance as Reported by Parent



Parents who reported that they wanted to have their child attend preschool, but were unable were:

- a) Less likely to read to their child at home 4 or more days per week
- b) Less likely to report that their child received well child and dental visits
- c) Less likely to report that they have received information about their child's development



EARLY CHILDHOOD PARTNERSHIP OF ADAMS COUNTY

ECPAC created the *“Preparing for Kindergarten — A Transition Guide for Parents.”*

This guide provides parents with information on safety and guidance activities to do with their children, and community resources to prepare for the transition into kindergarten.



ECPAC
EARLY CHILDHOOD PARTNERSHIP
OF ADAMS COUNTY

“Prevention and early intervention are critical to solving social problems around student success and poverty.”

*Lisa Jansen Thompson,
ECPAC Director*



PROJECT LAUNCH

In collaboration with the Colorado Department of Human Services and Public Health and Environment, ECPAC received a 5-year federal grant to improve overall child wellness with specific focus on social-emotional wellness.

Adams County was chosen as the pilot community because of ECPAC’s strong partnerships and success. Over the course of the 5 years, it’s expected that 16,000 children will be impacted by Project LAUNCH.

Project LAUNCH will meet the following objectives through promoting a holistic perspective, fostering an ecological framework, and employing a public health approach.

- Improve coordination and collaboration across the systems that serve young children and their families
- Provide greater access to high-quality care and evidence-based programs for young children and their families
- Raise awareness and increase knowledge about young child wellness through public education and workforce development activities

The thread that connects these strategies is an underlying goal of infusing greater understanding of social and emotional development—and best practices in promoting healthy development—in all of the systems that touch young children and their families. The five strategies are intended to both increase access to preventive care and to raise the quality of prevention and promotion services available to children and families in LAUNCH communities.

EVERY CHILD
SUCCEEDS IN SCHOOL
AND COMMUNITY



“The best way to make sure a kid gets ahead, is to make sure they never fall behind.”

-- Julian Castro



3RD GRADE READING

READING REALLY IS FUNDAMENTAL!

Why is 3rd grade reading proficiency important?

National research shows that a student who can read on grade level by 3rd grade is four times more likely to graduate on time than a child who does not read proficiently by this time (*Hernandez, 2011*).

Clearly, learning how to read early in elementary school is vital for a child's future success in school and in life. It's in 3rd grade when standardized reading assessments begin. A lack of proficiency at this age is considered an "early warning sign." And, did you know poverty affects reading? Similar to national trends, there is evidence in Adams County that among low-income students, just about half (51.2%) read proficiently.

The good news is that if we catch this lack of proficiency and intervene early on, we can make a tremendous difference throughout a child's academic life. Because early literacy leads to the success of students in all subjects and grade levels, ACYI and ECPAC are focused on supporting families and schools to teach young children to read.

COLORADO
CAMPAIGN FOR
GRADE-LEVEL
READING

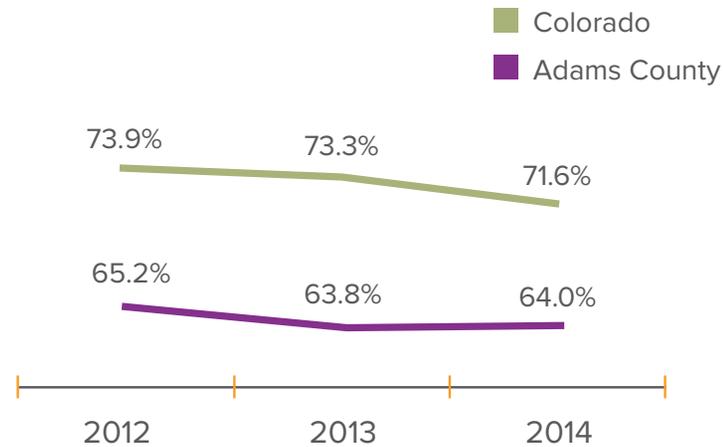
3RD GRADE READING
SUCCESS MATTERS

What are we doing about it?

In 2014, within Adams County, over 6,200 3rd grade students weren't reading at grade level, according to the Colorado Department of Education. This is 7.6 percent lower than the state average. The Adams County 3rd Grade Reading Action Team is dedicated to increasing reading proficiency by using data to identify gaps and needs, implement effective practices, leverage existing resources, and enhance community-based supports in and out of school. This team aligns efforts with the Attendance Action Team and the Kindergarten Readiness Action Team. They support culturally responsive, literacy-based activities for out-of-school time, including increased access to books and parent education.

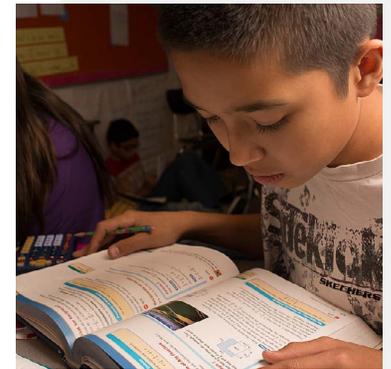
Graph 6:

3rd Grade Reading: % Proficient/Advanced



While 3rd grade reading proficiency rates declined by 1.7% statewide from 2013 to 2014, Adams County rates increased slightly (0.2% increase).

Source: 2014 Colorado Dept. of Education TCAP reading assessment



BRIGHT SPOT

Each year, Boys & Girls Clubs of Metro Denver (BGCMD) welcomes more than 10,000 children between the ages of 6-18 at seventeen different locations throughout the metro Denver area. By creating a positive environment for literacy learning, offering a variety of program delivery models, and effectively using program-specific software to achieve results, this program helps kids get the extra practice they need to make progress in reading. Last year, in Adams County alone, more than 500 youth participated in the reading program at Boys & Girls Clubs and read more than 16,350 books.

HOW CAN YOU HELP?

Join the new Grade-Level Reading Action Team or participate in our annual **CHILDREN'S BOOK DRIVE**.

You can also become a member of the Grade-Level Reading Campaign. This Campaign is a collaborative effort to ensure that more children in low-income families succeed in school and graduate prepared for college, a career, and active citizenship. **Contact: beckyhoffman@acyi.org**



CARING ADULT NETWORK
of Adams and Broomfield Counties
An ACYI partnership

I CAN MAKE A DIFFERENCE!



COLLABORATIVE
ACTION

photo courtesy of adams county government



MENTORING

SUPPORT WHEN IT'S NEEDED MOST

What is mentoring, and why is it important?

Remember that one adult you looked up to? That person you could go to for advice and support? Not every kid has that opportunity, and we want to change that. Many of the youth in Adams County are struggling with tough conditions at home, such as incarcerated parents, exposure to drugs and alcohol, and poverty. This puts these young people at high risk for truancy, dropping out of school, and bad lifestyle choices.

When young people are encouraged and supported by positive adult role models outside the home and school, it has a huge impact on self-esteem, motivation, and academic success.

How does mentoring make a difference?

According to national research, at-risk youth in a mentoring relationship are:

- 52% less likely to skip school
- 46% less likely to use illegal drugs
- 27% less likely to drink alcohol
- 33% less likely to hit someone

(Tierney, Grossman, and Resch, 2000)

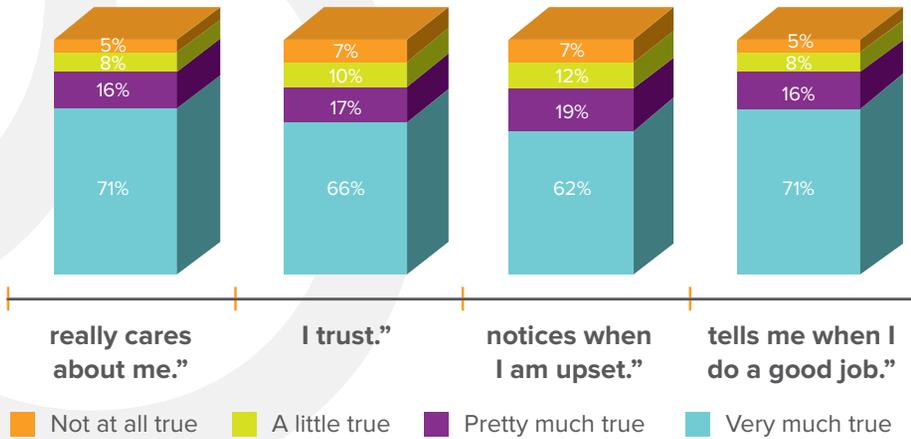
**“To be alone is to
waste an opportunity
to be a mentor”**

- Oscar Muriu

Graph 7:

Students' self-reported adult support

“Outside of my home or school, there is an adult who...



Data Source: 2013/14 Adams County Student Survey

What are we doing about it?

We are working with the Boys and Girls Club, Big Brothers Big Sisters, The Connection, CASA, Save Our Youth, Senior Hub, Metro Partners, Denver Youth for Christ, and Young Life, to ensure that all kids who can benefit from a mentor relationship get one.

Is mentoring worth the investment? We think so! For every \$1 invested in mentoring, there is a \$3 return to society (Wilder Research, Anton, & Temple; 2007).

Other mentoring achievements include:

- Conducting a survey in August 2014 to identify a number of mentors/mentees in our community so that we can track outcomes over time
- Creating an online mentor interest form to streamline referrals
- Expanding efforts throughout the 17th Judicial District to include the City and County of Broomfield



MEET OUR MENTORING ORGANIZATIONS



BOYS & GIRLS CLUBS
METRO DENVER
Helping Kids. Building Communities.





“I enjoy challenging Selena to try new things, and even with some trepidation, Selena always follows through. It’s been an honor to watch Selena grow into a young lady.”

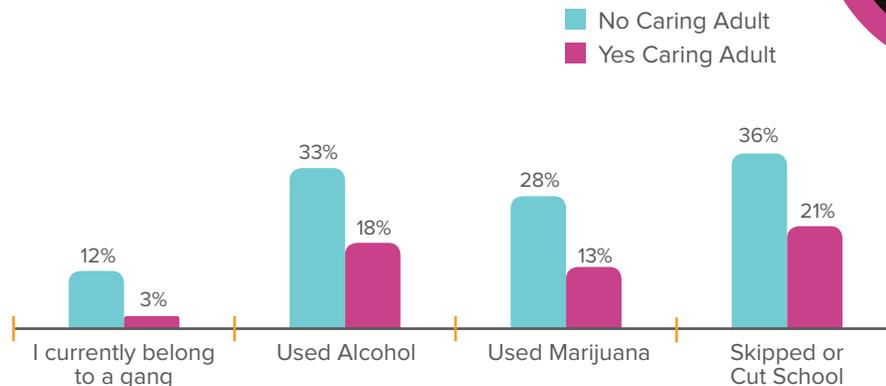
-- Katie, Big Sister
(Big Brothers Big Sisters)



Graph 8:

Risk Behavior by Caring Adult

Students who report that they DO NOT have a caring adult outside of home or school are much more likely to also report risky/problem behavior such as gang involvement, substance use, and truancy.



Data Source: 2013/14 Adams County Student Survey



What do Katie and Selena and Rebecca and Veronica have in common? They were matched as sisters two years ago as part of ACYI’s mentoring partnership with Big Brothers Big Sisters.

Katie and Selena have been “sisters” for two years. Selena considers Katie to be “beautiful and successful.” Katie says her experience with Big Brothers Big Sisters is truly rewarding, and she’s thrilled that Selena can be herself and open up when they’re together.



Rebecca and Veronica (Roni) were matched as sisters in December 2013. Roni is inspired by Rebecca’s life as a college student, and enjoys telling people that when she gets older, she’s going to college just like her Big Sister. Rebecca says, “it’s been such a joy to be someone that Roni can trust.”

SUPPORTIVE ADULTS

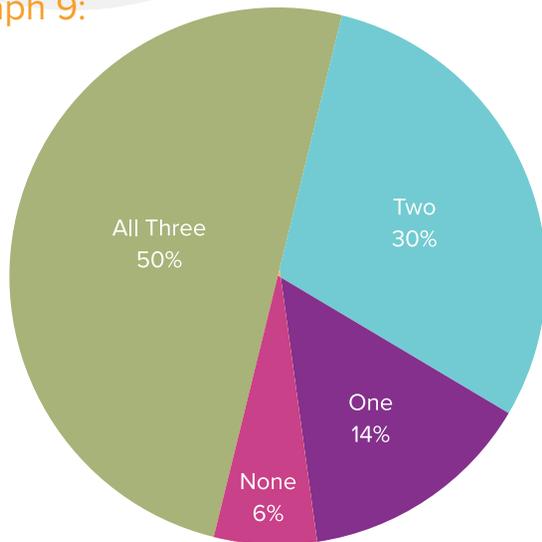
The Adams County Students Survey asks whether students have at least one supportive and trusted adult in their life at home, school or outside of home or school:

6% of all students **do not have a single caring adult** in ANY of these settings. This is equivalent to over

2,500

Adams County Middle and High School students lacking essential support and guidance

Graph 9:



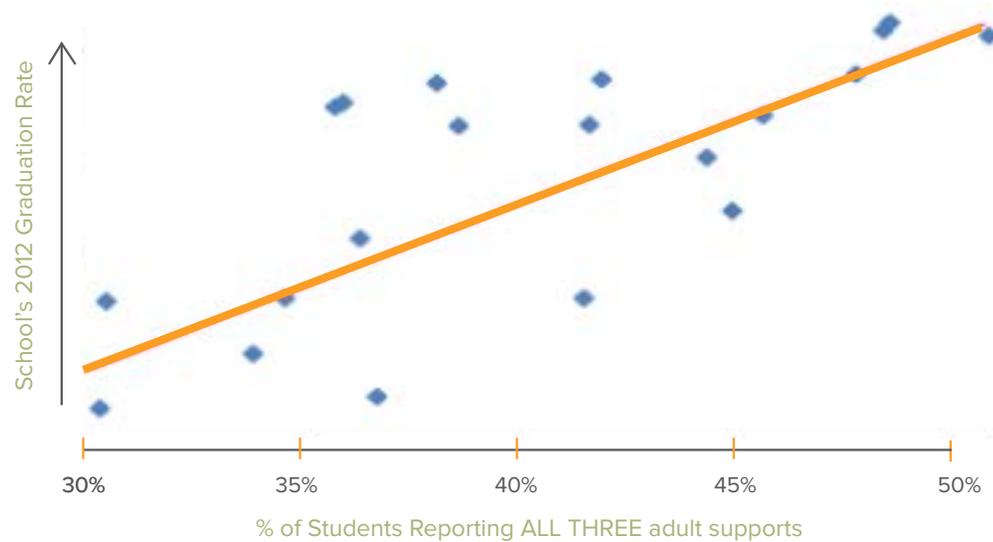
Percent who respond “yes” for **all three**, for **only two** of the three, **only one** of the three, or for **none** of the three types

If you are interested in learning how to become a mentor within our partnership, visit www.acyi.org/mentoring to fill out an online application.

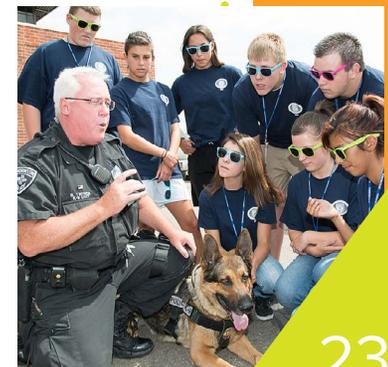
Graph 10:

Caring Relationships and Graduation

We see higher rates of on-time graduation in Adams County high schools with a larger proportion of students having a caring adult at home, at school, and outside of home or school.



Adams County high schools are represented by a point, according to its % of students reporting support in all three locations, and its 2012/13 Graduation rate.





COLLABORATIVE ACTION



ATTENDANCE

Being There Makes All The Difference

It may not seem like a big deal. A day here. A few days there. But, it adds up. Chronic absenteeism greatly impacts student success in Adams County. Schools with higher rates of chronic absenteeism also have lower rates of academic achievement. For elementary schools with high chronic absentee rates (15-20%), the majority of 3rd graders do not read proficiently (50-68% not proficient, versus 34% countywide).

In middle schools with high rates of chronic absenteeism, over 75 percent of 8th graders aren't proficient in math. Additionally, graduation rates plummet below 50 percent in high schools with the largest chronic absentee rates.

Why it is important?

If kids aren't at school, they can't learn. It's that simple. In Adams County, (School Districts 1, 12, 14, 27J, and 50) on average, 1 out of every 3 students are not succeeding in our schools. For example, among 3rd graders, 34 percent are not proficient in reading, 60 percent of 8th graders are not proficient in math, and an average of 35 percent of all high school seniors do not graduate on time.

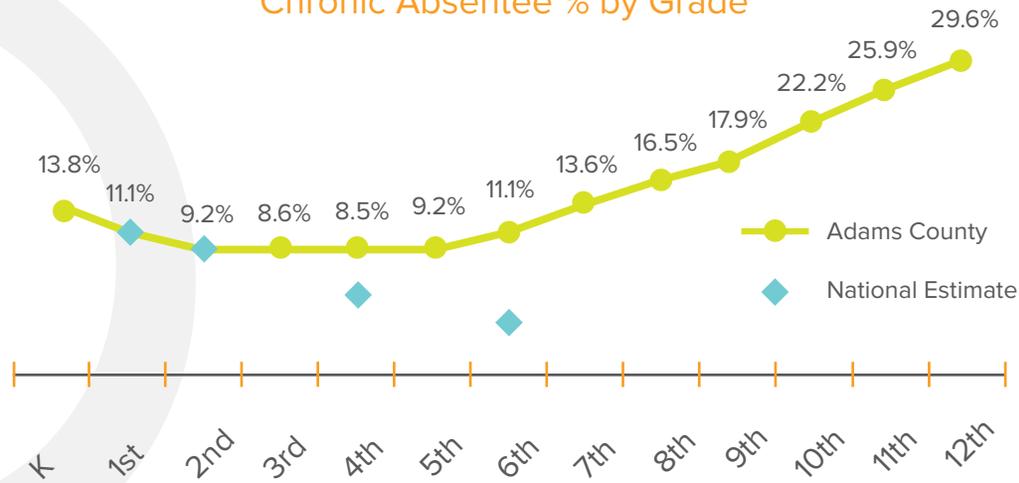
Research shows that chronic absence (defined as missing 10% of school days) has a profound impact on student success. In Adams County, 15 percent of all students were chronically absent in the first semester of the 2013-2014 school year. That adds up to 10,900 K-12 students—for more than 98,000 days, at least 600,000 hours of lost instruction time (*Hickman, Bartholomew, Mathwig, J. and Heinrich, 2008*).

“Serving on the attendance team has been great. ACYI’s work has helped me to keep the work alive in my district by providing relevant data and important next steps to reduce chronic absenteeism.”

Sue Lin Toussant,
Mapleton Public
Schools

Graph 11:

Chronic Absentee % by Grade



» 15.0% of all Adams County students (K-12) are chronically absent (have missed 10% of days in the fall of 2013)

» 10% of Elementary (K-5), 14% of Middle school (6-8), 24% of High school (9-12)

Source: 2013/14 Adams County School Districts' attendance data

[1] Colorado Department of Education

[2] Romero and Lee, 2007

What We Are Doing About It?

In order to increase school attendance, the Attendance Action Team is using school-level data to identify target populations with the highest chronic absence rates and work with schools and districts to implement improvement strategies. This includes 1) a targeted school-based intervention approach, 2) a universal public awareness campaign in September for School Attendance Awareness Month, and 3) engagement of key sectors to align efforts.

BRIGHT SPOT

Adams County School District 27J is encouraging school staff to build caring relationships with students and attend truancy action planning meetings and court hearings to support students and families. So far, the program is successful. One example is a second grade boy who had major truancy issues. The assistant principal at his school built a relationship with the boy and worked closely with him and his family. The boy developed a bond with the assistant principal, and they worked through many of his school issues together. The boy's attendance record improved drastically, and he's more engaged during the school day.



FAST FACTS



FACT » Absenteeism and its ill effects start early. One in 11 kindergartners in Adams County were chronically absent in 2013. Poor attendance can influence whether children read proficiently by the end of third grade or be held back.

FACT » Research shows that missing 10 percent of the school year, or about 18 days in most school districts, negatively affects a student's academic performance. That's just two days a month, and known as chronic absence.

FACT » The academic impact of missing that much school is the same whether the absences are excused or unexcused. Suspensions also add to lost time in the classroom.

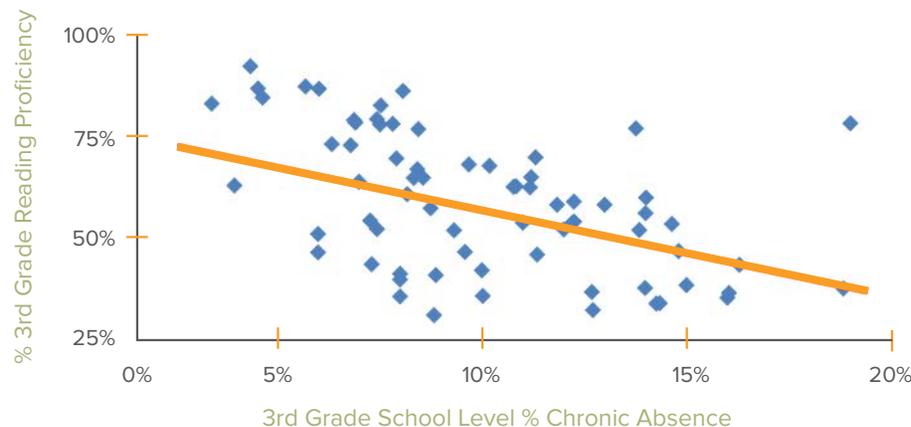
FACT » Low-income students are four times more likely to be chronically absent than others often for reasons beyond their control, such as unstable housing, unreliable transportation, and a lack of access to health care.

FACT » When students improve their attendance rates they improve their academic prospects and chances for graduating.

FACT » Attendance improves when schools engage students and parents in positive ways and when schools provide mentors for chronically absent students.

Attendance Works. www.attendanceworks.org

Graph 12: 3rd Grade Reading Proficiency by Chronic Absence



Source: 2013/14 Adams County School Districts' attendance data and Colorado Dept. of Education 2014 TCAP Reading Assessment

ACYI is proud to work with Attendance Works:



Advancing Student Success By Reducing Chronic Absence

WE NEED YOUR HELP! CONTACT: BECKYHOFFMAN@ACYI.ORG

ATTEND TODAY...ACHIEVE TOMORROW

ACYI developed two flyers targeting elementary and middle school students and parents to communicate the value of attendance and how it affects overall performance. The flyers were sent home with students last September for Attendance Awareness Month.

There are tummy aches, sniffles, and coughs. And, don't forget about family vacations, visits from grandma and grandpa, missed busses, appointments, and bad weather. Before you know it, your kiddo has missed several days of school.

THE MORE DAYS OF SCHOOL THAT YOUR CHILD MISSES, THE LESS THEY LEARN.

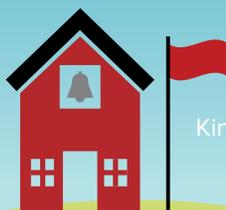
WHO IS MISSING SCHOOL?



14% of Adams County Kindergarten students are chronically absent, missing 18 or more days of school each year



10% of ALL elementary school students miss 10 or more days



WHY DOES IT MATTER?

Kindergarteners and 1st graders who miss 9 to 17 days during the school year are 50% less likely to read proficiently by 3rd grade



64% of elementary school students with good attendance in Kindergarten and 1st grade read at grade level after 3rd grade

WHEN ARE ABSENCES A PROBLEM?

**IN A SCHOOL YEAR:
CHRONIC ABSENCE:
18+ Days**

**WARNING SIGNS:
10 - 17 Days**

**GOOD ATTENDANCE:
9 > Days**



SUCCESS FROM THE START



School attendance affects your child's ability to achieve! Make sure your children understand why going to school on time, every day is important. Developing good attendance habits now helps your child succeed in the future.

YOU CAN HELP

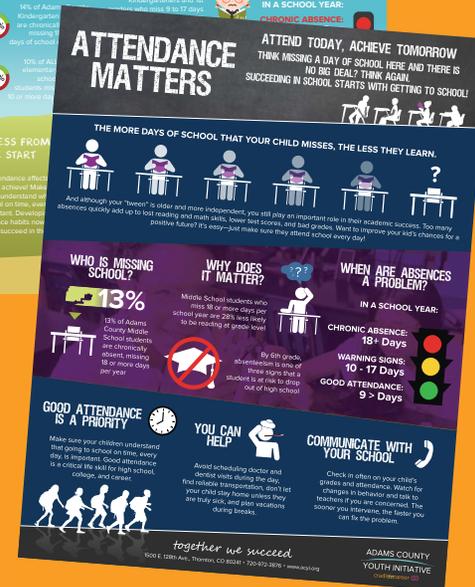
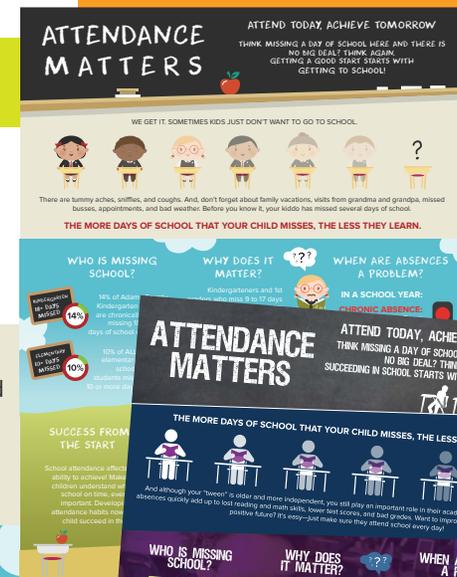


Help your child get to school—avoid doctor and dentist visits during the school day, find reliable transportation, don't let your child stay home unless they are truly sick, and plan vacations when school is not in session.

FOR THE FUTURE



If children don't show up for school, they can't learn essential reading and math skills. Too many absences add up to academic troubles. Want to improve your child's chances for a successful future? Make sure they attend school every day!



WE NEED YOU!
Join our efforts to support School Attendance Awareness Month - September 2015

“This program is a great opportunity for the police department to get back into elementary schools and teach kids the dangers of drugs and alcohol. We’re very thankful the district is working with us and allowing us to get back into the classrooms.”

-- Jim May, City of Northglenn, Police Chief



HEALTHY CHOICES

HOMER & ME PROGRAM

Every Child Succeeds in School and Community

The Homer & Me Program was successful in 2014 due to the support of local businesses and non-profits that helped to pay for the books and fund the program including: Northglenn/Thornton Rotary Club; O’Meara Ford and Volkswagen; Dodge Sign Company; Unterseher Orthodontist; and Boondocks Food and Fun

What is Homer & Me?

3rd grade students in three Adams 12 schools were part of a new program dedicated to promoting prevention of drug, tobacco, and alcohol use and abuse. The schools selected to participate were elementary schools that feed into middle schools with higher rates of reported substance use (tobacco, alcohol, and drugs) based on the recent Adams County Student Survey.

The Homer and Me book program is an effort between ACYI, the Northglenn Police Department, and Tyke Publishing

of Colorado to provide students with personalized books and workshops.

Local police officers teach students to make smart choices regarding their health. The program is at no-cost to the community and provides each student with a personalized book and a 45-minute assembly with Homer (the mascot) and local police officers. The assembly covers topics such as students making wise choices regarding their health and the dangers of alcohol, tobacco, and drug use.

Why is it Important and what’s the impact?

Kids need to learn about the harmful impact of smoking, using marijuana, and misusing prescription drugs (even things like taking too many daily vitamins). The earlier they learn that it’s harmful to their safety and gets in the way of their growing and learning, the less likely they will be to start using drugs as they get older.



HOMER AND ME

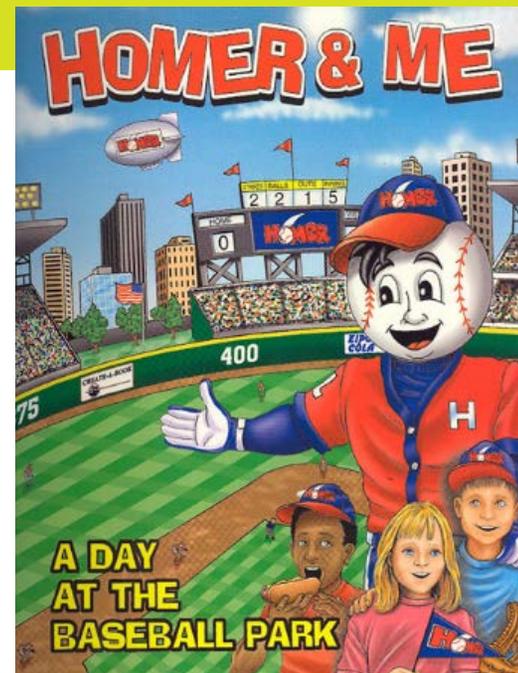
The following is an excerpt from a letter written by 3rd grade student Colby. We think he says it best!

Dear Homer -

Thank you for helping our class meet Homer and for the book with my name in it! It helped us learn about good choices. My favorite part of the presentation was when the police officers showed us the pig lungs - they looked and smelled gross - it was really cool!

-Colby, 3rd Grade Student

2014 Students Impacted	
Malley Drive Elementary (Northglenn)	76 students
Stukey Elementary (Northglenn)	60 students
Westview Elementary (Northglenn)	70 students



SUBSTANCE USE RATES IN ADAMS COUNTY



HEALTHY CHOICES - SUBSTANCE USE BY GENDER AND RACE/ETHNICITY

INDICATOR	11TH GRADE ALCOHOL USE			11TH GRADE MARIJUANA USE			11TH GRADE PRESCRIPTION DRUG USE (Without a Doctor's Prescription)		
	County Total	By Gender	By Ethnicity	County Total	By Gender	By Ethnicity	County Total	By Gender	By Ethnicity
CURRENT INDICATOR DATA	35.7%	Male: 34.3% Female: 36.7%	White: 36.2% Non-White: 35.2%	27.1%	Male: 29.9% Female: 24.7%	White: 23.6% Non-White: 30.9%	13.0%	Male: 16.3% Female: 10.2%	White: 15.1% Non-White: 11.1%
CHANGE FROM BASELINE	-8.2% ↓	Male: -10.1% ↓ Female: -6.7% ↓	White: -6.8% ↓ Non-White: -9.2% ↓	-2.6% ↓	Male: -3.9% ↓ Female: -2.0% ↓	White: -3.7% ↓ Non-White: -0.4% ↓	-1.1%	Male: -0.8% ↓ Female: -1.4% ↓	White: -3.2% ↓ Non-White: +1.3% ↑
SOURCE/YEAR	2013-2014 Adams County Student Survey (% reporting use 1 or more times in the past 30 days)								

Note: In depth data for indicators are available in later report sections; county totals for all indicators reflect school districts 1, 12, 14, 27J and 50.

THE DATA



DATA-DRIVEN DECISION MAKING

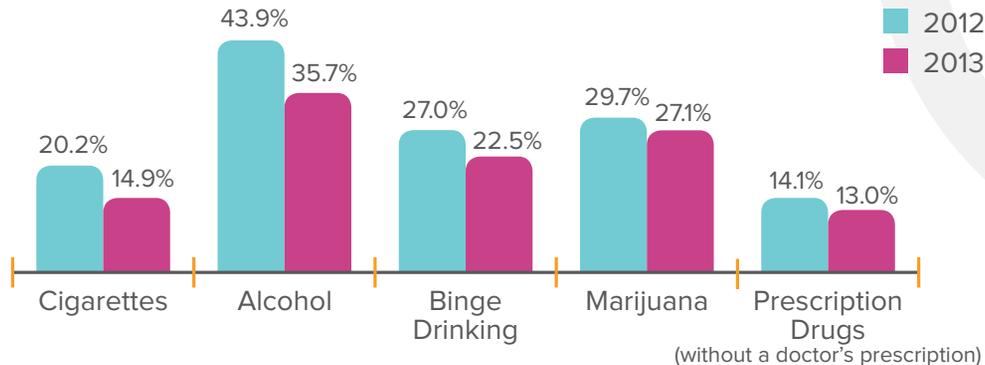
The United States represents 5% of the world's population and 75% of prescription drugs taken. 60% of teens who abuse prescription drugs get them free from friends and relatives.

<https://www.dosomething.org/facts/11-facts-about-teens-and-drug-use>

Graph 13:

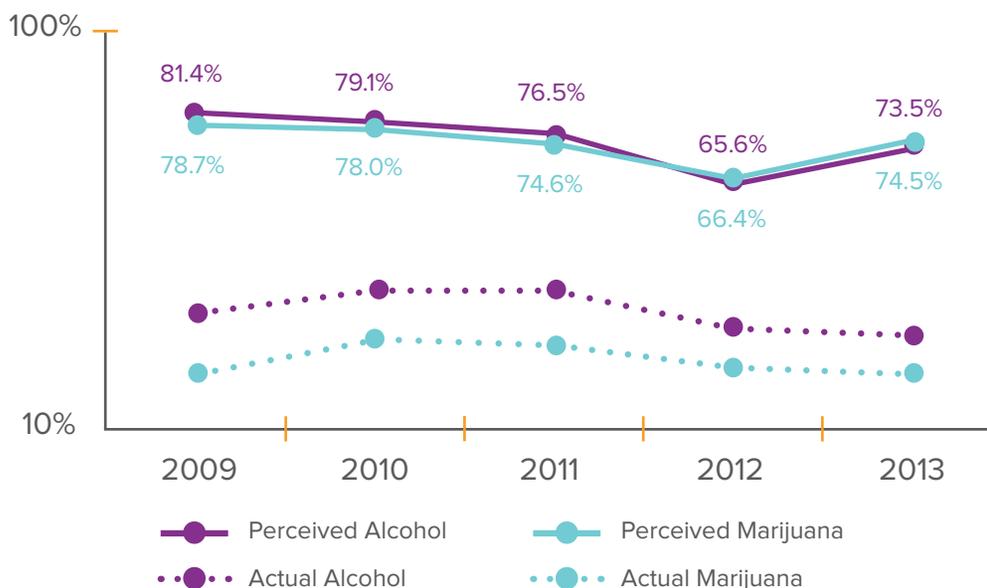
11th Grade Substance Use

11th graders' reported use of all substances decreased, compared to the 2012 rates. *Source: 2013/14 Adams County Student Survey*



Graph 14:

“Social Norms” of Substance Use



Youth overestimate the substance use of their peers. In 2013, nearly 75% of high school students reported that their “typical” peer has used alcohol and marijuana within the past month (while actual rates were 31% for alcohol and 23% for marijuana). Also, we saw an increase in these perceptions since 2012, whereas actual rates decreased. *Source: 2013 Adams County Student Survey*

DLR I UFGES

The Two Don't Mix

In 2014, the North Metro Drug Task Force, in partnership with ACYI, held a contest for Adams County high school students to create a drug use prevention campaign.

In 2014, Horizon High School (Adams 12) won the Youth Challenge by creating a student pledge that encouraged students to dispose of prescription drugs properly. Westminster High School was first runner-up.

When students have positive relationships and mentors in their lives, they are less likely to use drugs and more likely to be successful. We also know that when drugs are not stored or disposed correctly they can end up in the wrong hands. It's important that students make healthy choices.

The Adams County Youth 2014 Challenge shared these important messages with students:

1. **INFORM** your family, friends, and neighbors about the harmful impacts of using drugs and the need to safely store and dispose of drugs
2. **ENGAGE** your family, friends, and neighbors in being drug-free and actively store and dispose of drugs correctly
3. **EMPOWER** your family, friends, and neighbors to share information about proper drug disposal



“I am truly inspired by the enthusiasm and creativity of the students who work on this project every year. I am thrilled to witness Adams County youth pushing back against the attempt to normalize drug abuse by creating their own anti-drug messaging campaigns. This project should be supported and celebrated by everyone.”

-- Sgt. Jim Gerhart of the North Metro Drug Task Force

“I believe that kids who are involved and have a range of healthy choices for discretionary activities are less likely to make poor choices, which has a positive impact on community safety.”

-- Troy Smith, Chief of Police, City of Commerce City



JUVENILE CRIME

SNAP SHOT

Juvenile Delinquency Predicts Adult Criminal Behavior

Did you know that those arrested as juveniles are 43 percent more likely to have an adult felony arrest by age 26 and those with a juvenile court petition are 40 percent more likely to be incarcerated before age 26? These are staggering statistics when you consider how many Adams County youth fall into the juvenile criminal justice system.

One more statistic to ponder—research shows that when young adults graduate from high school it reduces their chances of incarceration by about 50 percent. This is just one important reason why we are so focused on helping students in Adams County graduate from high school.

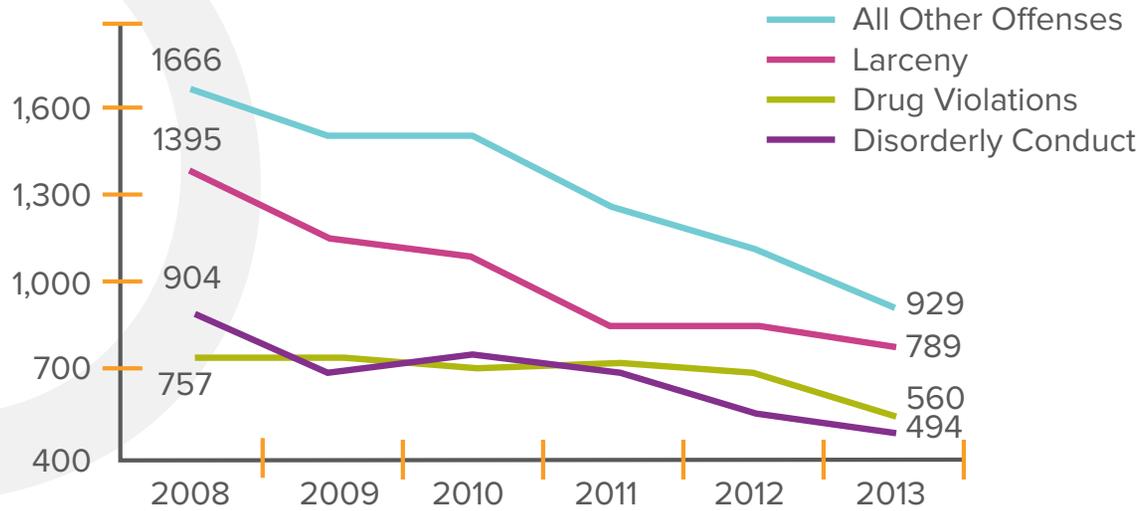
EARLY CHILDHOOD MATTERS!

Perry Preschool Program: Study showed a relationship between preschool participation and reduced juvenile delinquency (Reynolds et al., 2001; 2002).

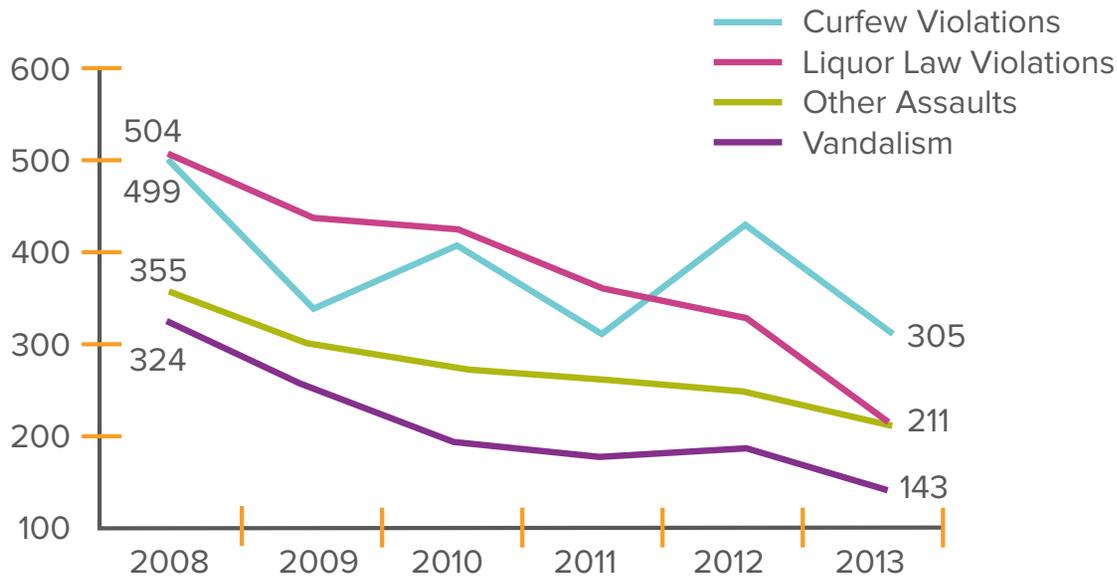
- 42% reduction in petitions to juvenile court
- 33% reduction in the probability of receiving a juvenile court petition between ages 10 and 18
- 27% reduction in the average number for felony arrests by age 26
- 34% reduction in the lifetime probability of incarceration or jail

Graph 15 & 16:

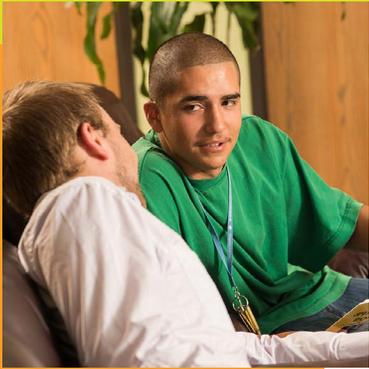
Adams County Juvenile Delinquency: Most Common Offences



Adams County Juvenile Delinquency: Other Common Offences



Source: Colorado Bureau of Investigation (CBI) Database. 2008-2013; municipal violations



ACCESS TO MENTAL HEALTH SERVICES

On the Adams County Student Survey, several students indicated that they have never spoken with a therapist or counselor, but they have missed a lot of school. Because there is a relationship between students feeling safe at school and attendance, it's clear that unmet mental health needs play a role in school absenteeism.

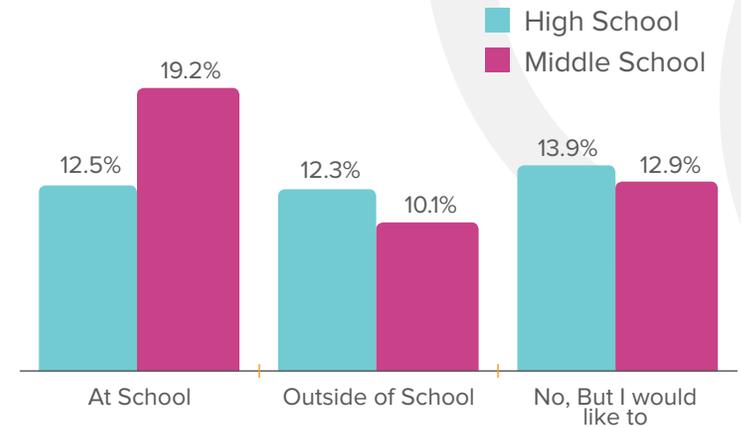
ACYI recently conducted a survey amongst school administrators with both high or low rates of chronic absence. The major distinguishing characteristic of the low-absence schools is that they offer mental health services on campus.

We understand that being a young adult is hard. Kids need to know that it's safe and OK for them to ask for help. It's our job to be ready to provide the services they need to succeed.

Graph 17:

Access to Mental Health

Percent of students who reported that they talked to a therapist or counselor about their problems:



Source: 2013/14 Adams County Student Survey



BRIGHT SPOT

In 2014, ACYI in conjunction with Community Reach Center envisioned a collaborative project which will provide prevention and early intervention programming to middle and high school youth in Adams County. This effort will help fill a gap for students who could benefit from supports and resources in order to excel. The project will be innovative, unique, and youth-driven as it has roots in imgoingplaces.org, which is highly responsive to student needs and interests, and will continue to adapt to support our young people.



imgoingplaces.org
STARTING LINE

THE YESS INSTITUTE

What is it?

The YESS Institute, (Youth Empowerment Support Services) is a peer-based mentoring program. It received a planning grant from The Denver Foundation to identify Adams County schools interested in implementing a mentoring model for the 2014 -2015 school year. ACYI facilitated introductions to Adams County School Districts and principals using student-level data to identify the best “fit” based on student need.

Adams County School District 50, Shaw Heights, Ranum, and Scott Carpenter Middle Schools began implementation of the program during the 2014-2015 school year serving 300 students on a daily basis as a credited during the day class as an intervention for low-performing students.

How does it work?

The YESS Mentoring Program provides students with the ability to regulate their own emotions and reconnect to the school. It does this through teaching of a culturally-sensitive curriculum, in addition to academic support, study skills, and providing students with college and career readiness tools. YESS’ strategies for positive youth development align closely with ACYI’s goal of ensuring that students are supported and successful from cradle to career, leading to high school graduation and college enrollment.

ACYI has partnered with YESS to expand in Adams County:

[CONTACT CARLO@YESSINSTITUTE.ORG](mailto:CONTACT_CARLO@YESSINSTITUTE.ORG)

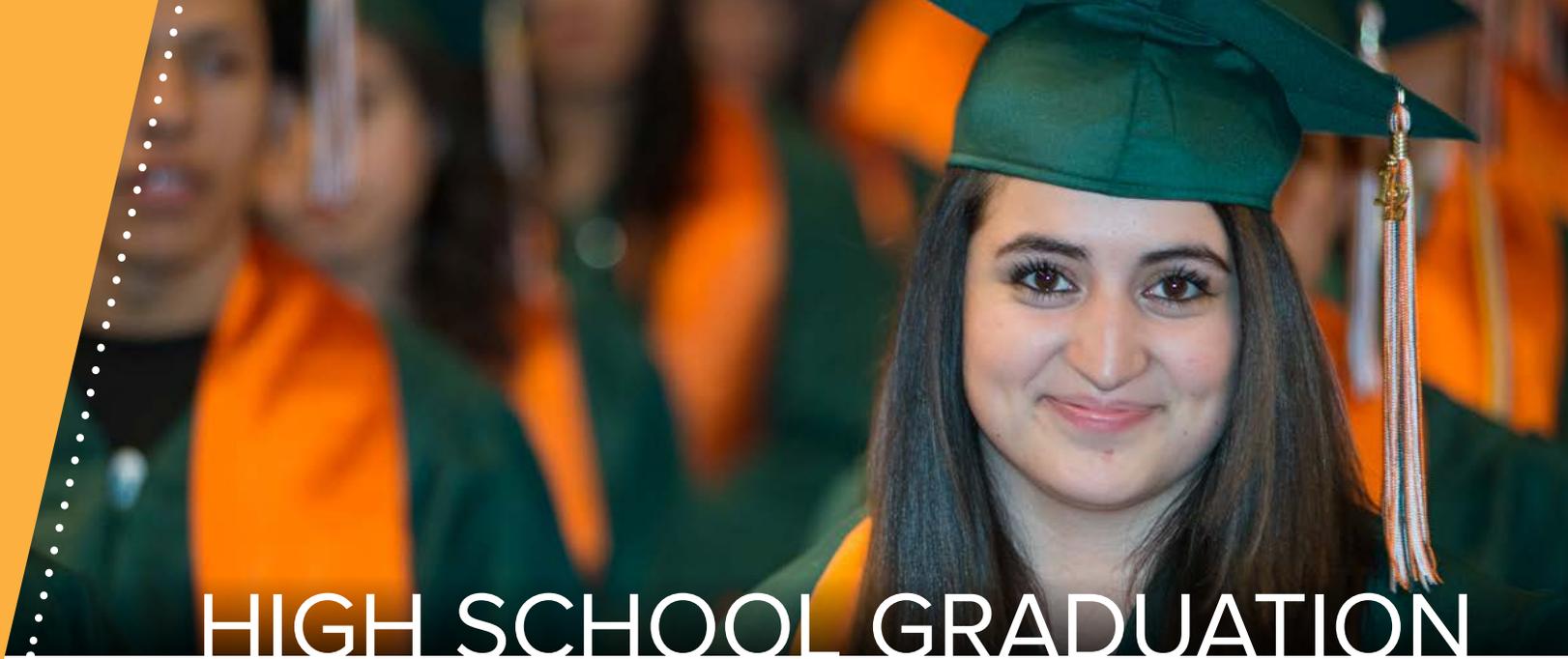


QUOTE

“This week the students began researching a career that interests them. Students had to find out what kind of education it takes to have their dream job, and students are learning how much many of these jobs earn annually. After students have learned out how much they will make, they will figure out how much they will make per month. From their monthly salary, the students have to create a monthly budget. The students figure out what kind of house they can afford, as well as a car, health insurance, car insurance, cell phone, gas, groceries, etc.,. The students are finding out that they NEED college.”

--Sarah, YESS Staff Member





HIGH SCHOOL GRADUATION

MORE THAN “JUST A PIECE OF PAPER”

Why is it important?

The opportunity for a lifetime of success starts with a high school diploma. When a young adult graduates from high school they improve their chances for dramatically increasing potential earnings, financial stability, and lifestyle satisfaction.

On the flip side, not having a diploma can have a major impact on likelihood of success and happiness. In fact, research has shown that there is a relationship between graduating high school and lifelong health. Having a higher education level is associated with lower death rates and a longer lifespan. This is likely due to the fact that those with less education engage in risky behaviors, such as smoking, excessive drinking, and a low-level of physical activity (Freudenberg & Ruglis, 2007).

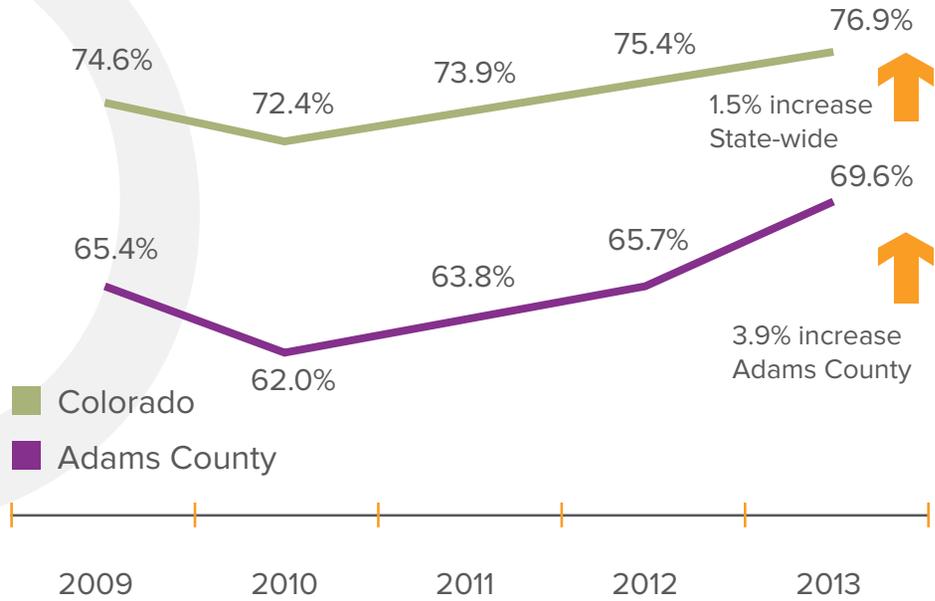
The 2014 Building a GradNation Report found that for the first time the nation is on track to meet the goal of a 90 percent national graduation rate by 2020. The report found the national high school graduation rate increased to 80%. In Adams County, the percentage is 69.6%.

“These are modest gains for our school district, but they continue a pattern of increased academic achievement for our students and more of our students graduating. I won’t ever be able to say I’m completely satisfied until all of our students are graduating, but we continue to move in the right direction.”

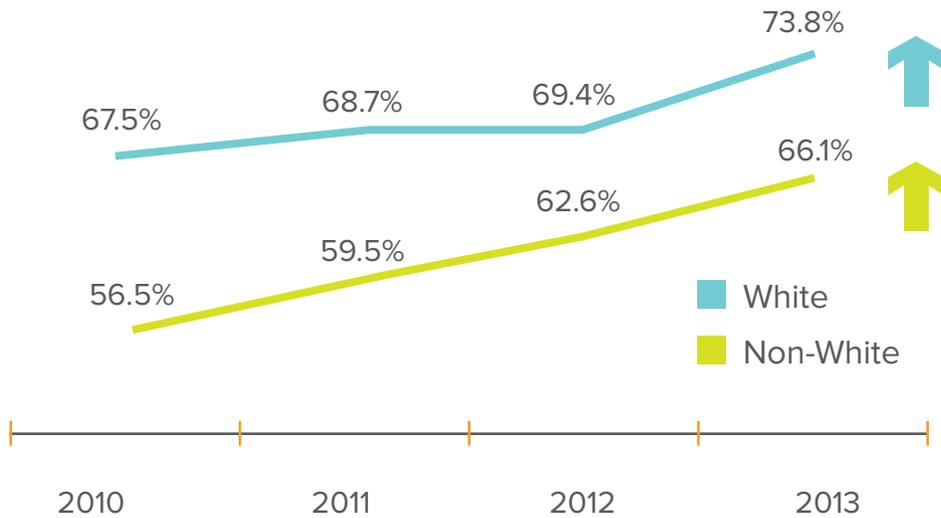
— Dr. Chris Fiedler, 27J Superintendent of Schools

Graph 18 & 19:

Graduation Rates



Graduation Trends by Race/Ethnicity



Source: Colorado Dept. of Education (CDE) 2013 Graduation Data



Overall, graduation rates are lower among Non-White students. However, this gap has narrowed since 2010, with an especially large increase in graduation rates for Non-White students.

“ACYI has a great community partnership, is trusted and reliable, timely, and happy to engage. ACYI has the vision for where the cradle to career work can take the community.”

Emma Galvin,
Executive Director
ACEC

Why is it Important?

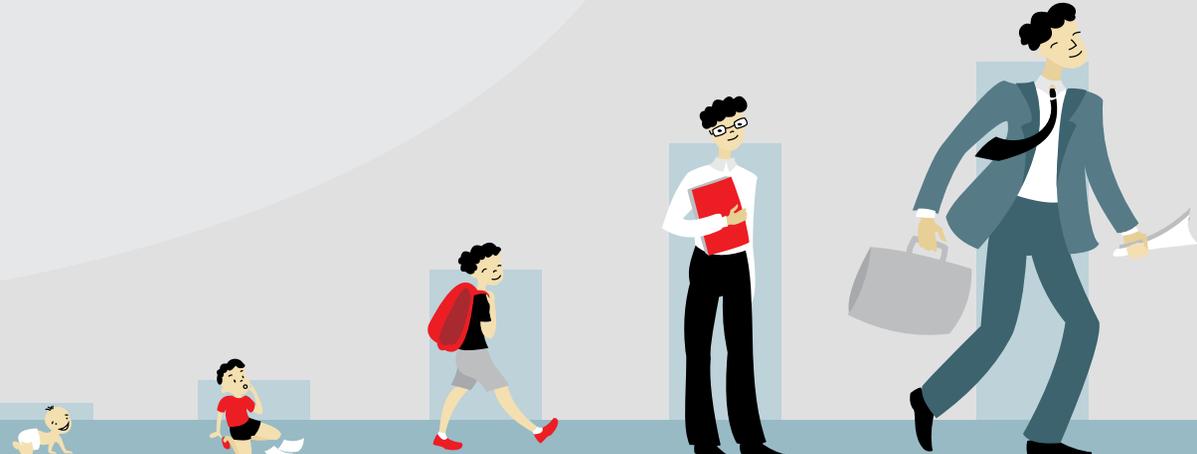
Of course we want to see all students go to college. Even more so, we want to see them earn a post-secondary credential, whether it be a degree or certification.

Over the course of a lifetime, the loss in earning potential between a high school dropout and a student who goes on to finish college is \$1.1 million. — *U.S. Census Bureau*

The annual lost potential earnings to the state of Colorado for Adams County non-graduates is \$5,860,80. — *Colorado Children's Campaign*

What are we doing about it?

In early 2014, ACEC engaged with partners in the Denver area to create the Metro Manufacturing Partnership. ACEC leads the Youth Pipeline Taskforce



The illustration shows a progression of human figures from left to right, representing different stages of life: a crawling baby, a toddler, a young child with a backpack, a student with a book, and a professional in a suit with a briefcase. The background features a stylized city skyline with blue buildings and a light blue sky.

WORKFORCE READINESS

and, in a short time, the group has made significant progress towards:

- Educating manufacturers with current trends in education and the community college system
- Designating “Educator Awareness” as the short term goal for the 2014/2015 year
- Meeting with Adams County district representatives to discuss career pathways activities and the potential of adopting a middle and high school program for a pilot year partnership

The focus is on advanced manufacturing, which is one of the fastest growing industries in Colorado and in Adams County. ACEC worked with local manufacturers to promote the industry in the areas of workforce, supply chain/logistics, policy and legislation, and the Youth Pipeline Taskforce.

Ultimately, the goal is that more students graduate with the skills and knowledge needed to pursue rewarding careers in a fast-growing, high-pay, localized industry, such as advanced manufacturing.

New York Life

Business partnerships are the glue of ACEC's job readiness programs. With businesses at the table to provide job shadows, internships, mentorships and exposure, a bridge is created that connects education and curriculum to applications in the real world.

This year, New York Life regional partners are exemplars of this objective. The group's volunteerism began with leading an 8-week Teen Entrepreneurship program for Experience 9to5. Initially NYL representatives guided 10 students to create business plans and have since expanded to three different high schools in the county. More than 30 students received 8-weeks of instruction to create their own viable business plans.

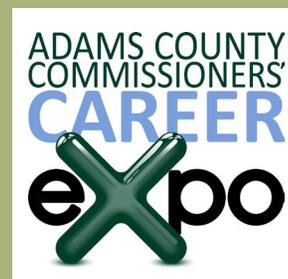
"ACEC's expansive reach offered agents of New York Life an opportunity to share their expertise

and passion of entrepreneurship across the county. High School students are empowered with the possibility of business ownership. Several students formulated business plans and are now in contact with local mentors to achieve another level of experience. We are honored to partner with Adams County." –Dan Morris, New York Life

We need you!

Adams County students need businesses to participate in job readiness activities that connect student studies to industry skills and experiences. Industry helps students envision their future in a career capacity. Partners in this report can connect businesses in the Denver Metro region to a broad spectrum of job readiness opportunities for Adams County students.

ACEC PROGRAMS



BRIGHT SPOT

EXPERIENCE 9TO5 JOB SHADOW PROGRAM

Every year, hundreds of students participate in ACEC's career exploration and professional development programs. While students are assessed on their experiences via a post-survey, ACEC often does not often get insight into what happens next for these students in their career pursuits.

Recently, ACEC met, Edith Rodriguez, a graduate of the "Experience 9to5 2012 Job Shadow Program." During time with her mentor, Edith shared that her experience with the Experience 9to5 Nursing Program at Front Range Community College provided the experience and affirmation she needed to pursue a career in the medical field. Edith currently attends Metro State University in Denver and is pursuing a degree in pre-med.



COLLEGE ENROLLMENT

COLLEGE ENROLLMENT & COMPLETION

No doubt that finishing high school and going to college are important achievements, but being prepared to work is essential!

High Cost:

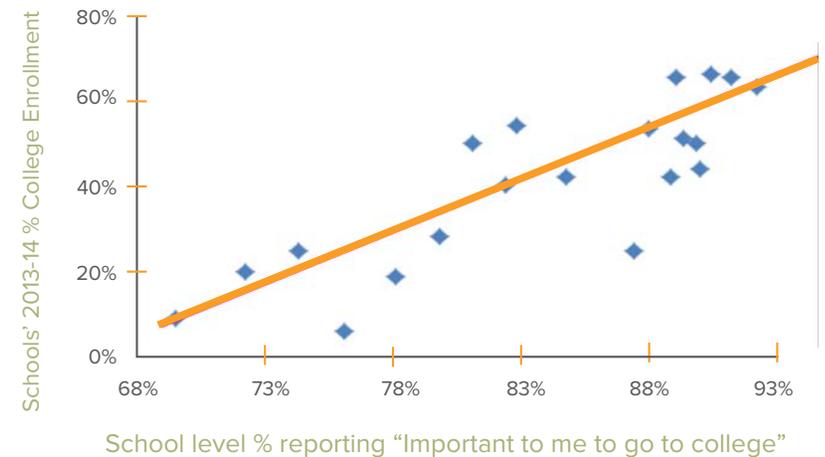
Colorado's yearly lost earning potential for non-high school graduates is \$3.4 billion, including \$586 million from Adams County (*Donnell-Kay Foundation, 2005*).

- According to the 2010 U.S. Census, high school graduates who do not complete a bachelor's degree are about 3 times more likely to be unemployed.

Graph 20:

Post Secondary Readiness Importance of College Enrollment

There is a strong correlation between the proportion of students in a school who report that it is important to go to college (Adams County Student Survey) and schools' actual college enrollment rates (as reported by the Colorado Dept. of Higher Education).



Source: 2012/13 Adams County Student Survey and Colorado Dept. of High Education (CDHE) 2013/14 College Enrollment Data

COLLEGE ENROLLMENT IN ADAMS COUNTY

- Adams County has seen a large increase in High School Graduation rates over the past 3 years, including a 3.9% increase in 2013
- Still, over 30% of our students are NOT graduating on time
- Only 44% of Adams County graduates enroll in college within one year:

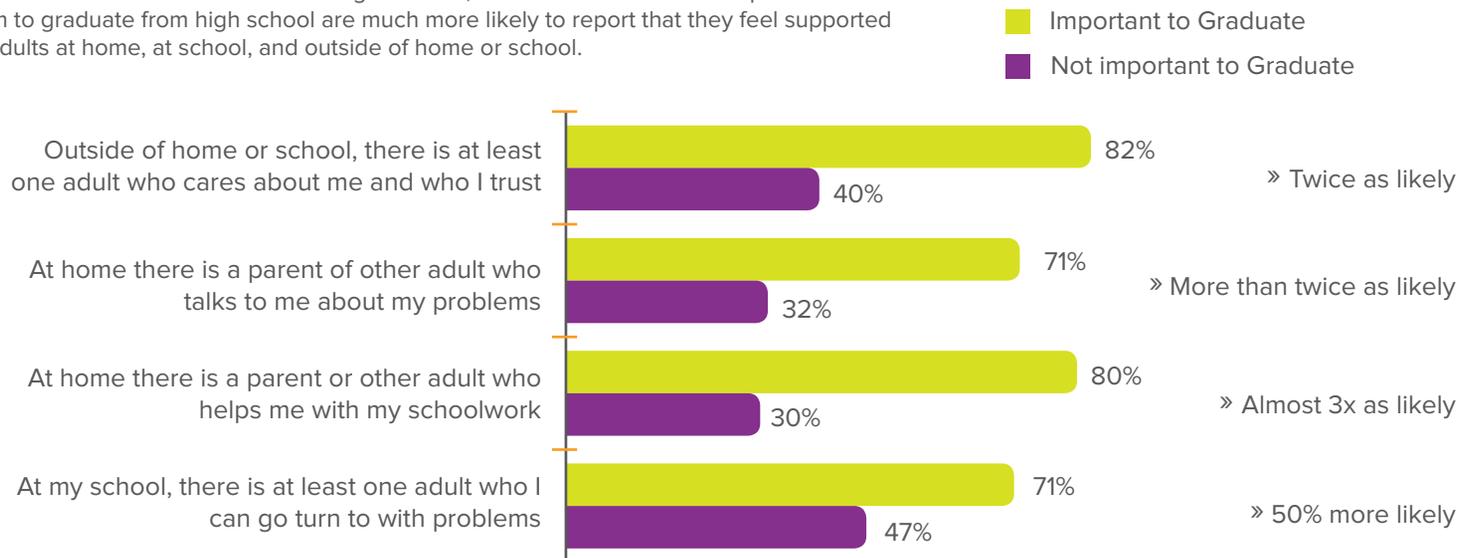
Other predictors of college enrollment include:

- High School Attendance
- FAFSA Completion
- Students report feeling supported at home, at school, and outside of home/school

Graph 21:

Relative to students who do not value graduation, those who feel that it is important for them to graduate from high school are much more likely to report that they feel supported by adults at home, at school, and outside of home or school.

Post Secondary Readiness Supportive Adults



Source: 2013/14 Adams County Student Survey

“The Experience 9 to 5 allowed me to see the careers in action. Hearing about careers and seeing them on TV is great, but actually being present and learning what it takes is what sparked my career choice. Children’s Hospital staff showed me different types of positions there, not just pediatric, which in made me want to go into medicine”

--Edith Rodriguez,
E9to5 participant
at Children’s
Hospital



TOMORROW'S WORK FORCE

In 2014, ECPAC, ACEC, and ACYI hosted, “Tomorrow’s Workforce - A Cradle to Career Investment.” The event brought together business community partners to highlight that preparing young adults for the workforce starts with an investment that begins in early childhood. This includes quality preschool options, providing systems and supports throughout school and community, access to mentoring, options for programs that enhance professional exploration, and gaining relevant work-ready skills.

At the breakfast, community leaders highlighted the goal of ensuring that all students are career ready. ACYI shared data that showed key indicators along

the continuum as a “call to action.” Partners were also shown a video called, “Raising of America.” The video emphasized access to quality preschool has a significant return on investment.

TOMORROW'S WORKFORCE
A CRADLE TO CAREER INVESTMENT

DISCOVER MORE ABOUT THE ORGANIZATIONS SUPPORTING THE DEVELOPMENT OF YOUR BUSINESS' FUTURE WORKFORCE.

THURSDAY, DECEMBER 4, 2014
7:30 AM - 9:00 AM BREAKFAST

Hosted By: Metro North Chamber of Commerce
14583 Orchard Parkway, Suite 300
Westminster, CO 80023

RSVP: admin@acyi.org

WORKING TOGETHER WE CAN MAKE A DIFFERENCE.
IT'S TIME TO FOCUS ON THE THINGS THAT MATTER!

BRIGHT SPOT

Mapleton Expeditionary School of the Arts (MESA) implemented a Transition Program in 2009. The program provides a year of support after high school graduation to help students transition and integrate into their new communities (college, workforce, military, internships), and overcome obstacles. A Transition Coordinator (T.C.) oversees the program and is knowledgeable about post-secondary applications, enrollment procedures, financial aid, and student success resources. The T.C. works with students during their senior year to build relationships and help students realize their post-secondary dreams. The T.C. continues work with students through the critical summer months and navigates enrollment details, as well as personal, cultural, social, and emotional obstacles that can deter a student from enrolling in a post-secondary program. The T.C. continues to support, track, and monitor each student for one year after high school graduation.

COMMUNITY ENGAGEMENT CONFERENCE

Strengthening Our
Community for Children,
Youth, and Families
Conference

In 2014, Adams County Human Services and ACYI held the Adams County Strengthening Our Community for Children, Youth, and Families Conference. Partners gathered together to examine efforts that help all students graduate from high school.

The conference provided a platform for attendees to gain additional skills, hear from leaders in the field, share best practices, and network with youth serving agencies. It was an opportunity to celebrate partnerships to date, build an understanding and commitment to best practices, and inspire action moving forward. The goal was to ensure that more Adams County children, young people, and families have the resources and supports they need be successful.

The conference provided an opportunity to review current efforts to raise graduation rates and support youth in and outside of school, including identifying tools and next steps to help achieve a 90 percent graduation rate by 2020, a goal set by GradNation.

During the Adams County Strengthening Our Community for Children, Youth, and Families Conference, keynote speaker: Dr. Susan G. Weinberger shared the importance of volunteering for youth. She presented that youth are often unmotivated because no one cares and, as a result, the youth are often labeled “at risk.” Dr. Weinberger’s belief is that youth are “at risk” because they are at the brink of success and would benefit from having a committed adult in their lives to guide them. Sadly, more often than not there is no one there to help them.

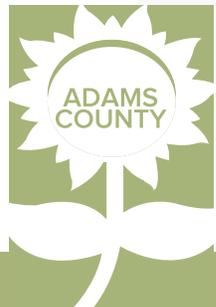
BRIGHT SPOT

This got attendee Elizabeth Hoyt thinking. As the Family Engagement Team Facilitator for Adams County Human Services, she has worked with children her entire career. She is currently in a job where she does not have direct contact with youth and is missing it. She saw a request on Facebook asking for volunteers to work with children. Motivated from the conference, she responded that she was interested. After an extensive application process and waiting period, she met her mentee on October 30th. She was excited to be working with a young woman who has been in the system for almost two years without a significant (non-treatment) person in her life. Elizabeth says that she’s so thankful for the conference that “planted the seed,” motivating her to make a difference in the life of a young adult.



“We need partners to help us keep kids safe, provide accountability to families to safely parent, and to contribute to success of youth in our communities. ACYI helps us bring partners together who share a focus of helping kids and families succeed.”

— Jan James,
Director, ACDHS
Children & Family
Services





COMMUNICATION



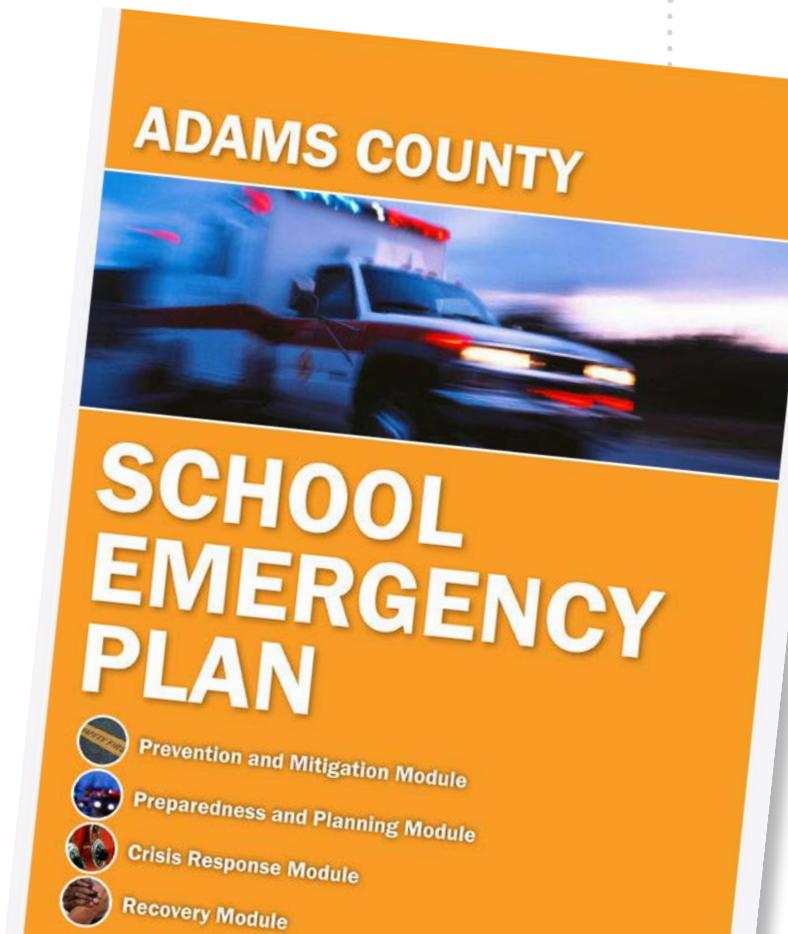
SCHOOL SAFETY

It seems obvious...when students feel safe at school, they are better able to learn. This is why ACYI continues to bring partners together to implement the Adams County School Emergency Plan and Threat Assessment Tools.

For several years, ACYI has convened the Adams County school districts and law enforcement agencies to prevent violence and intervene with high-risk youth.

We've created a comprehensive, countywide plan for crisis response and threat assessment. ACYI is now providing this information on a new website called TOOLKIT. www.acyi.org/toolkit

The crisis response and threat assessment plans have helped keep Adams County students safe. The plan is recognized as a model for unified emergency response across all county agencies.



SUCCESS STORIES

“I was waiting with J. outside. I noticed an eyelash hanging from his nose. ‘J. you have an eyelash. Can I get it to show you something? Did you know that you can blow on an eyelash and make a wish?’ J. closed his eyes and blew on the eyelash. ‘Mr. C., my wish is to learn.’”

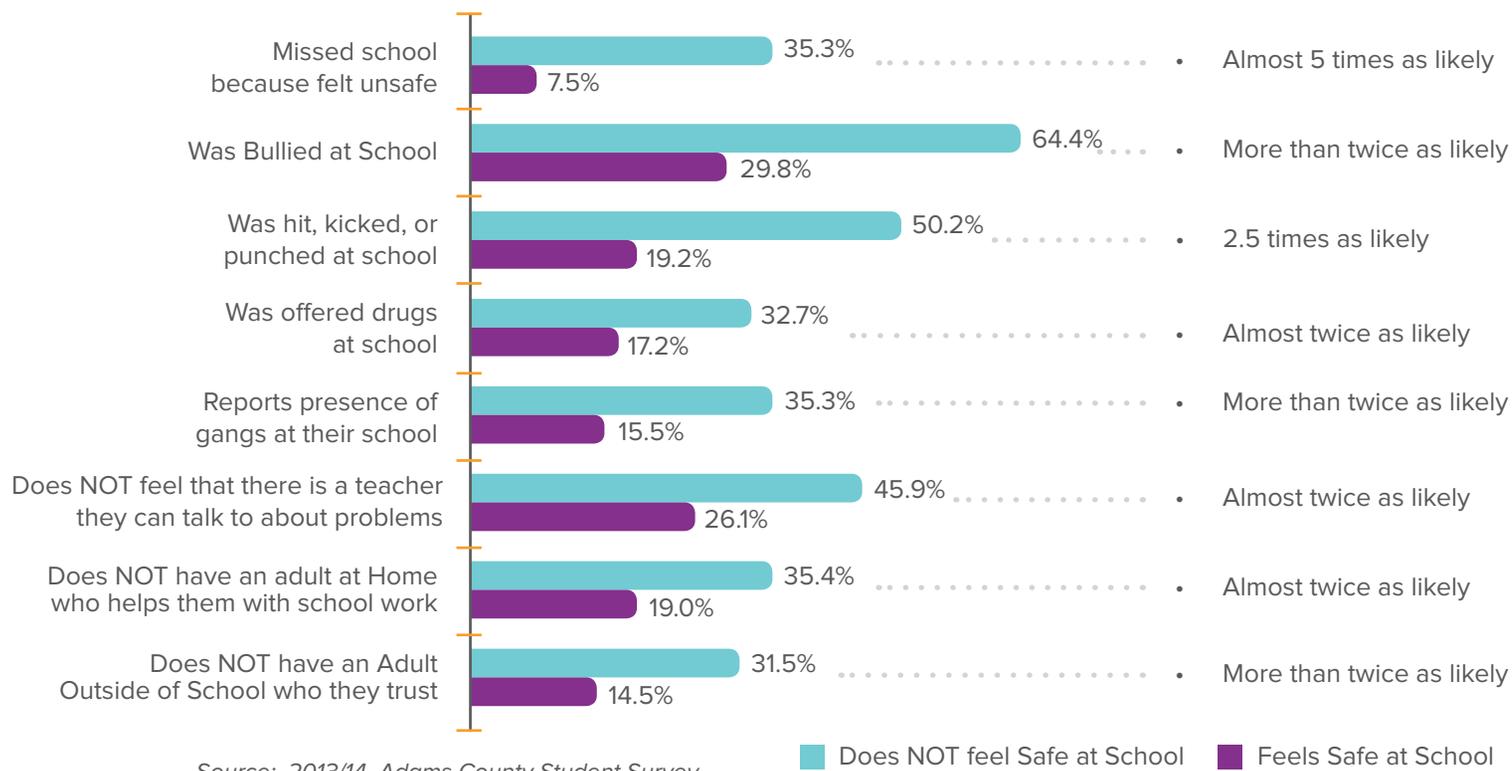
From a principal working diligently with the school and community agencies to try to engage with a 1st grade student who has extreme truancy and behavior concerns.



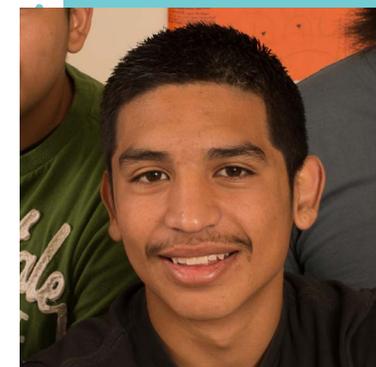
Graph 22:

Factors Predicting School Safety

Students who report that they do not feel safe at their school are much more likely to also report having been bullied, offered drugs at school, the presence of gangs at their school, and a lack of supporting/trusted adults at school, at home, and outside of home/school.



Source: 2013/14 Adams County Student Survey





SUSTAINABILITY



ACYI CORE BUSINESS: SUSTAINING

One of ACYI's core business pillars is to support efforts that sustain and financially support children and youth. Over the last few years, ACYI has engaged funders to not only support the operations, but to be a resource to our action teams.

What does this support look like? A few examples include meeting with funders to introduce the cradle to career outcomes and play match maker – funders to programs, provide a recommended list of grant writers, consultants, etc. Also, ACYI has written numerous letters of support for partner applications, such as Project Launch, EARSS, and Community Reach, just to name a few.

Another key example occurred in 2013. ACYI staff facilitated a countywide discussion on a new funding concept called Social Impact Bonds. The Colorado Governor's Office of

SUSTAINABILITY

Policy and Research circulated a "Response to Request for Information." Adams County Government and ACYI convened partners to submit two applications. Although, the Adams County applications to the state were not approved at the time, the conversations continued and resulted in the Pay for Success program.

"ACYI listens to its partners and provides support for our work. I feel like as, one of the partners, I have a voice in how the work should move forward to support students."

Sue Lin Toussaint, Mapleton Public Schools

SPOTLIGHT: PAY FOR SUCCESS IN ADAMS COUNTY

Coming to the US from the UK a few years ago, Pay for Success (PFS), or “Social Impact Bonds” (SIB), as it’s known, is an exciting and innovative technique for bringing in private or philanthropic funders to help start and sustain research-proven, effective social programs that have been difficult to get off the ground with traditional public fund sources.

Examples of such proven programs include high quality preschool, which has been demonstrated to repay investments many times over in the long term, chronic homelessness interventions, which can significantly reduce Medicaid expenses and other public costs, and reentry assistance programs, which can greatly reduce the rate of joblessness and re-offense for youth and adults being released from prison.

In Adams County, we are delighted that several of our Cradle-to-Career partner agencies, Adams 50 Schools, Growing Home and the

Early Childhood Partnership of Adams County (ECPAC), teamed up to design a PFS program addressing early childhood education and school readiness for the Southwest Adams County area through a possible combination of home visitation, parent education, and high quality preschool.

The team received positive responses to its three national grant proposals, has a healthy group of potential philanthropic funders supporting it, and with several representatives from the Governor’s office on board, will attend the National PFS Conference in San Diego at the end of April, 2015.

We expect to report on progress for this truly exciting effort as it moves through the process of formulating a solid business plan and strives to put the program into action.



THANK YOU to the investors who see the vision of what is possible through this work and invested in our work in 2014.

THANK YOU to the Action Team Chairs and Program Leads

Foundations

GradNation
Wells Fargo
Mile High United Way
The Denver Foundation
Daniel's Fund
Anschutz Foundation
Rose Community Foundation

Community Partner Investors:

Adams County Board of
County Commissioners
Adams 12 Five Star Schools
Crossroads Church
Adams County Sheriff's Office
School District 27J
Front Range Community College
Thornton City Council
Westminster City Council
Adams 14 School District
Brighton City Council
Federal Heights City Council
Mapleton Public Schools
City of Commerce City
Northglenn Thornton Rotary

In Kind Support:

Adams 12 Five Star Schools,
Host Agency
Joe Davis, Legal Support

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EARLY CHILDHOOD

Lisa Jansen Thompson, ECPAC
Rebecca Wilson, ECPAC
Rebeca Snowden, ECPAC &
Growing Home
Stephanie Henderson, ECPAC &
North Metro

3RD GRADE READING

Rebecca Zamora, Growing Home

MENTORING

Zach Kreeger, Young Life

ATTENDANCE

Julie Small, School District 27J
Tony Streno, School District 50

ANTI- DRUG / YOUTH CHALLENGE

Jim Gerhart, North Metro Task Force
Beckah Terlouw, I'm Going Places

ADAMS COUNTY EDUCATION CONSORTIUM

Emma Galvin, ACEC
Whitney Allen, ACEC

HOMER & ME

Kelly Kinch, Tyke Publishing
Northglenn Police

NATIONAL PARTNERS

Strive Together
Grade Level Reading
Attendance Works

COMMUNITY REACH CENTER

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Photography

Photos throughout the report were taken at partner locations and/or courtesy of:

Growing Home
Community Enterprise
Tri-County Health Department
Thornton Police Department
The Link
Adams County Sheriff's Office
Adams County School District 50
Mapleton Public Schools
Adams 12 Five Star Schools
Adams County Government
Adams 14 School District
Early Childhood Partnership of
Adams County (ECPAC)
The Coulter Family

Photos taken at Adams County School District 14 are an in-kind contribution for the 2014 Partnership Report.

THE WORK AHEAD

2015 Last year was a year of refinement and this is the year of full collective impact implementation.

- ACYI has a new governance structure including CEO level Community Leader's Board, Board of Directors, and new slate of officers.
- A new Continuous Improvement Coach / Facilitator was hired to support action teams' dedication to the quality improvement practices.
- ACYI met the Strive Together Civic Infrastructure Assessment standard to remain a National Cradle to Career member.
- ACYI is leading efforts with key partners to launch a Family Engagement Action Team - all with the overall goal of building a system dedicated to moving the needle on Cradle to Career Outcomes with an explicit focus on equity and access.

- ACYI is working to align efforts with the State of Colorado's Statewide Youth Development Plan.
- Community Reach Center and ACYI are partnering to support a new program called, Starting Line which will help fill a gap between students getting the resources they need to excel.
- New action teams in the works will look at Out of School time and Opportunity Youth - college and career readiness.
- ACYI adopted guiding and operating principles to ensure our focus and hard conversations around equity are beginning to take place, and using lessons learned will help drive our work and approach.
- ACYI has formalized a partnership with City/County of Broomfield for the over 3,500 students attending an Adams County 12 school.

ACYI remains committed and confident in the huge vision:

ALL kids cradle to career!

Thanks for your work to date to move the needle.

- Let's keep Going!

“ACYI exists to bring partners together in support of all of our kids and provide opportunities that ensure a bright future.”

-- Emma Pinter, Council Woman, City of Westminster / ACYI Board Chair

Special thanks to our 2014 supporting foundation partners...



CONNECT WITH US



CONNECT WITH US!
WE WANT TO HEAR FROM
YOU...

The Adams County Youth Initiative

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Thornton, Colorado 80241

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GET INVOLVED!

- **SHARE YOUR FEEDBACK** and let us know how our efforts can advance in Adams County
- **ALIGN** efforts by participating in an action team
- **INVEST** in the operations to ensure sustainability of our efforts or align investments to our goals/action teams.
- **SPREAD THE WORD** by hosting an information session at your agency and share this report with your networks
- **SIGN UP** for our newsletter

WWW.ACYI.ORG

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ADAMS COUNTY YOUTH INITIATIVE

cradle to career

together we succeed

ACYI roadmap of developmental priorities

