

Riverside Educational Center



DMAzbANZ

Application details

I confirm that I meet the eligibility criteria for this grant	✓
Legal name of applying agency	Riverside Educational Center
Mailing address line 1	1101 Winters Avenue, Unit C
City	Grand Junction
State	CO
Zip	81501
Agency phone number	+19704622901
Agency website	https://rec4kids.com
Agency EIN	20-5451495
CEO or Executive Director name	Joy Hudak
Type of agency	Nonprofit Organization
Tax exemption status	501(c)(3)

What is the mission of the applying agency?

Riverside Educational Center believes that every student, regardless of race, disability, socioeconomic status, or other barriers, deserves an equal opportunity in life. To this end, REC provides after-school tutoring and extracurricular activities for qualifying Mesa County students to improve academic achievement and foster positive social and emotional development.

Describe the applying agency and provide a brief history

Riverside Educational Center (REC) was founded in 2006 to provide structured after-school academic support and educational enrichment to students in Grand Junction's historic Riverside neighborhood. In the fall of 2021, REC expanded from 11 to a total of 15 programming sites and now serves more than 800 students in nine elementary schools, four middle schools, and two high schools.

Through the years, REC services have expanded to include career and college readiness support for high school students; transition support for students moving from 5th-6th grades and 8th-9th grades; social-emotional learning (SEL) utilizing Botvin

LifeSkills Training, a substance abuse and violence prevention curriculum for students in 3rd-12th grades; greatly expanded STEAM-based (science, technology, engineering, art, math) enrichment activities provided in cooperation with numerous community partners, including School District 51 (D51) and Colorado Mesa University (CMU); and a robust offering of outdoor experiences, including hiking, camping, river rafting, cycling, cross-country skiing, educational nature and art walks, and plein air painting.

A daily meal-sized snack provides supplemental nutrition to all students, and REC buses are available to take students home after programming--a huge help to working parents. REC also provides parent and caregiver engagement opportunities throughout the year. REC coordinates with D51 on curriculum and academic coordination to reinforce what is being taught in the classroom so that students can reach their full academic potential.

List the major programs related to opioid prevention, education, treatment, recovery, harm reduction, and/or criminal justice offered by your agency. Provide a brief description of each program and indicate the program/s for which you are requesting funding.

A funding priority for the Colorado Opioid Crisis Recovery Funds grant is to "disseminate a tailored prevention education campaign geared toward young people in Mesa County." An important part of REC's educational enrichment programming is the implementation of the Botvin LifeSkills Training curriculum combined with confidence-building outdoor education and activities.

Based on 40+ years of peer-reviewed scientific research, Botvin LifeSkills Training is proven to help increase self-esteem, develop healthy attitudes, and build essential life skills, all of which contribute to positive youth development and mental health. Students learn not only how to make informed decisions and solve problems, how to manage stress and anxiety, and how to communicate clearly with Botvin LifeSkills Training—they also learn how to resist pressures to smoke, drink, and use drugs.

Specific to goals of this grant, Botvin's Prescription Drug Abuse Prevention Module equips youth with the skills and knowledge to circumvent the abuse of opioids and prescription drugs. According to the Botvin LifeSkills Training curriculum, in this module, students develop the following skills:

- Recognize that prescription drugs are medications intended to help people deal with medical problems
- Recognize that prescription drugs—and, in some cases, over-the-counter medicines—can be abused
- Identify why people do or do not abuse prescription drugs (including opioids)
- Learn and practice refusal techniques.

University of Maryland's Rural Opioid Technical Assistance site reports that the Botvin LifeSkills Training program "has been extensively tested and proven effective at reducing tobacco, alcohol, opioid, and illicit drug use by as much as 80%."

Recognizing the effectiveness of Botvin LifeSkills Training in REC's enrichment programming, REC hired a full-time enrichment coordinator in the fall of 2021 and in preparation for the 2022-2023 school year, REC will be expanding its Botvin programming via 11 additional trained staff members in the Botvin curriculum, bringing total Botvin trained staff to 15 (compared to 4 trained staff last year).

Another funding priority for the Opioid Crisis Recovery Funds grant is to "increase youth mentoring opportunities for young people at risk of SUD." REC programming occurs during the high-risk after-school (3:00 pm-6:00 pm) and summer hours when many youth are experimenting with harmful behaviors, including drug/opioid abuse. REC prides itself on the positive, trusting relationships built between students and their adult tutors/mentors. Each after-school site is overseen by a full-time site manager, with a total of 10 adult staff to keep student to tutor ratios at 5:1. These positive relationships keep students coming back to REC day-after-day, week-after-week, and year-after-year.

Comments from students regarding tutors included in a 2022 end-of-school-year survey include, "They don't just care about grades, they care about you," from a Central High School student and, "I like my tutors because every day they are kind even when they have a bad day. They will always make sure that everyone can go home feeling happy," from a Chatfield Elementary School student.

REC's use of an evidence-based curriculum to educate students about substance abuse resistance within a student-centered community positions REC to effectively counter destructive social messaging around substance abuse, to provide positive youth development opportunities via solid mentoring, and to ensure that REC students are safe and engaged within a caring, supportive environment.

Funding from this grant will be used to double REC's current student reach (225) in its 3rd-12th grade SEL/Botiv programming and to increase the number of 1st-12th grade youth mentored (80) in REC's after-school and summer programming.

Is this agency currently in a probationary status? No

Please select your agency's governance structure Volunteer Board of Directors

Current Agency Sources of Income

		Total dollar amount	% of agency budget
1	Individual Contributions	US\$349,083.11	16
2	Foundations	US\$152,330.00	7
3	Billing/Billing Reimbursement	0	0
4	Program Service Revenue	0	0
5	Fees/Earned Income	0	0
6	Govt Grant - Federal	US\$1,112,459.93	50
7	Govt Grant - State	US\$452,527.42	20
8	Govt Grant - County/Local	US\$22,026.75	1
9	Govt Contracts	US\$4,130.65	0
10	In-Kind Contributions	US\$83,850.00	4
11	Other	US\$38,386.26	2

If you completed line 11 in the above table, please provide additional details on "other" income

Advertising Income, Business Donations, United Way Donations, Building grants, Optional Student Registration Donations, College Scholarship Income, Interest income and Uncategorized income.

Agency Balance Sheet

		Beginning of year	End of year
1	Cash (non-interest-bearing)	US\$360,642.52	US\$97,468.32
2	Savings and temporary cash investments	0	US\$50,003.01
3	Pledges and grants receivable	US\$127,542.89	US\$291,570.32
4	Other assets	US\$120,242.53	US\$140,874.97
5	Total assets	US\$608,427.94	US\$443,399.15
6	Accounts payable and accrued expenses	US\$13,492.96	US\$19,114.28
7	Grants payable	0	0
8	Other liabilities	US\$267,273.65	US\$258,332.11
9	Total liabilities	US\$280,766.61	US\$277,446.39
10	Total liabilities and net assets/fund balances	US\$327,661.33	US\$302,470.23

Agency Revenue/Expense Snapshot

		Total dollar amount
1	Total Revenue	US\$2,415,085.00
2	Total Expense	US\$2,315,821.00
3	Surplus/Deficit	US\$99,264.00

Program name Building Youth Resistance to Substance Abuse Through Prevention Education, Engagement, and Mentoring

Please select the service area for which your program is seeking funding Prevention and Education

Amount requested US\$200,000.00

Physical address of program location (street, city, state, zip) 1101 Winters Ave, Unit C, Grand Junction, CO 81507

Date of program inception or expected start date 2006-01-01

Please provide a narrative of the program for which you are seeking funding

REC is requesting a total of \$200,000—or \$100,000 per year—to fund prevention and education staff hours in the expansion of REC's Botvin LifeSkills Training programming for 3rd-12th grade students and in youth mentoring opportunities for 1st-12th grade students at REC's 15 Mesa County after-school sites.

As described previously, REC programming connects the students who need it most with positive adult tutors/mentors and high-quality programming. The aim of REC is to help all participating students reach their full academic and personal potential and graduate from high school with a post-graduation plan.

In addition to REC's proven after-school model, REC specifically provides social-emotional learning components designed to help students build healthy, long-lasting life skills. REC utilizes the Botvin LifeSkills Training curriculum for students in grades 3-12. Botvin LifeSkills helps students build resiliency with which to combat violence and substance abuse and has a module specifically dedicated to prevention education of opioid use.

In 2022-2023, REC's new director of enrichment will join REC's current Botvin/SEL coordinator to guide the curriculum and coordinate after-school and enrichment activities that help students become healthy, self-confident, and resilient adults who are linked to their community.

REC's SEL coordinator works with REC after-school site staff to develop enrichment opportunities, including outdoor education and adventure, that reinforce the lessons learned within the Botvin curriculum and help students gain confidence, new skills, and develop healthy lifelong passions.

To ensure consistency in delivery and implementation of the Botvin curriculum, all 15 of REC's site leads will be trained for the 2022-2023 school year. Furthermore, increasing their working hours from 1/2 time to 3/4 time, site leads will manage Botvin programming at their respective school sites

REC evaluates Botvin LifeSkills Training by measuring improvements/changes in beliefs and behaviors around risky activities. Students are asked consistent questions in a pre- and post-survey format.

SEL is an important component of REC programming, underlying the community that is created at every REC site, academic supports, and enrichment activities that build self-esteem, introduce students to new activities and skills, and help them grow in feelings of self-worth.

The benefits of SEL are broad and well-known. They include improvements in students' social-emotional skills, attitudes about self and others, connection to school, social behavior, and academic performance, alongside decreases in students' conduct problems and emotional distress. On the academic side, SEL programming has been shown to improve students' academic performance by 11-17 percentage points, indicating a practical educational benefit. Payton, J., et al (2008). *The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students: Findings from Three Scientific Reviews*. Technical Report. Collaborative for Academic, Social, and Emotional Learning (NJ1).

Describe the duration and frequency in which clients are offered services

REC provides after-school tutoring and educational enrichment at 15 schools, four days a week throughout the school year. REC also provides summer programming for students during the month of June. Additionally, some field trips and SEL enrichments take place on non-school days and select weekends.

During the past school year, REC served over 800 students in grades 1-12, all of whom were mentored by adults who provide academic services and educational enrichment.

Of REC's 800 students, 225 3rd-12th grade students participated in Botvin LifeSkills Training at 11 REC sites. Elementary and middle school students receive 15 weeks of Botvin programming. High school students participate in Botvin's 6-week curriculum and are also actively engaged in SEL activities combined with fun outdoor activities, such as camping, hiking, rafting, cycling, and cross-country skiing.

Funding from this grant will allow REC to expand Botvin programming to all 15 of its sites, doubling the number of students (225 to 550) participating in the 2022-2023 school year.

Please describe the expected outcome of this program

With this grant, REC anticipates doubling the number of 3rd-12th grade students served (from 225 to 550) with prevention education via the Botvin LifeSkills Training curriculum in 2022-2023 and increasing the number of 1st-12th grade youth mentored/tutored (80). While this funding will not meet the entire anticipated need, it will significantly help.

REC programming supports those students who are often at risk of substance abuse by helping them grow academically, build self-confidence and resilience, and meet the challenges they face head on. All REC staff receive SEL training and take a personal interest in helping REC students with whatever they need on any given day to help them succeed and feel good about themselves. Consistently within all aspects of REC programming, students learn and develop the skills they need to combat substance abuse, including opioid use, and grow into healthy young adults with hope and plans for their futures.

Document the proven success of your program. Cite sources to support your success.

REC has a long track record of success in providing after-school programming for 1st-12th grade students. While we are currently compiling year-end data for the 2021-2022 school year, data from 2020-2021 show the following academic achievements of REC students:

- 72% of elementary school students showed assessment growth in reading.
- 89% of elementary school students showed assessment growth in math.
- 67% of middle school students showed growth in reading on state assessments.
- 84% of middle school students showed growth in math on state assessments.
- 74% of high school students maintained a 2.0 or above GPA.
- 100% of high school seniors graduated in 2021.
- 100% of high school seniors also graduated in 2022.

Additionally, REC uses surveys of students, teachers, and caregivers at the end of the regular programming year. The goal is for 80% of those surveyed to agree that the program has had a positive impact on school engagement, school attendance, and personal growth.

Student and caretaker survey results for 2020-21 showed the following:

- 97% of middle school students plan to graduate from high school.
- 99% of parents said their child has shown personal growth because of REC programming.
- 98% of parents believe the services REC provides are making a positive difference in how their child is doing in school.
- 95% of parents who attended parent nights said they gained parenting skills.
- 83% of elementary students reported they gained a skill from enrichment programming.

Along with academic and overall programming data collected, REC is subject to evaluation by one of its largest grantors, Tony Grampas Youth Services (TGYS), which measures outcomes from students at the beginning and end of the school year in areas such as drug and alcohol use. REC's 2019 TGYS evaluation indicated that 29.3% of REC students reported drinking alcohol in the 30 days before programming began compared to 22% in the 30 days before the end of programming, a decrease of 25%. REC students reported a larger decrease (59%) in marijuana use, from 17.7% of REC students at the start of the year to 7.3% at the end of the year. Furthermore, cigarette usage dropped by half from 9.8% to 4.9%, and other tobacco products, including vaping, dropped by 25%, from 9.8% to 7.3% among REC students.

Describe the program's strategy of being socially connected. Ex: Task forces, coalitions, strategic partnerships, etc.

List the organizations and agencies that you currently collaborate with or would like to collaborate with to reach the expected outcome.

Since its founding in 2006, REC has worked closely with entities throughout Mesa County to build and enhance additional opportunities for REC students. Collaboration is essential to the broad range of educational enrichment and social-emotional learning opportunities REC provides to students at every level.

For the specific purposes of this grant request, we would like to highlight the following relationships:

1. REC's executive director, Joy Hudak, actively participates in the Community Transformation Group (CTG), working with local leaders, including Mesa County Sheriff Todd Rowell, Mesa County Commissioner Janet Rowland, leadership from Mesa County Public Health Department and the Mesa County Department of Human Services, and the Clifton Community Leaders Group. She was the chair of the Safe Space for Youth subcommittee of CTG. Specific goals of the Community Transformation Group are to enhance the services and amenities within unincorporated Clifton, a densely-populated, low-income, high-crime area with a large proportion of single-parent households. The CTG effort aims to reduce risk factors for youth by providing safe spaces and community activities. The relationships built through these efforts include Clifton faith community leaders, citizen leaders, youth leaders, leaders within the local Hispanic community, and law enforcement.
2. School District 51 (SD51) has been an important REC partner since 2006. Superintendent of Schools Dr. Brian Hill is on REC's board of directors. This relationship with school district leadership percolates down to all levels with REC having strong ties to individual school leadership, family resource specialists, school counselors, and classroom teachers. These relationships ensure that REC staff are enhancing and supplementing in-class teaching during the after-school hours, as well as providing clear channels for ensuring that struggling students are receiving the attention and support they need. Helping students achieve and surpass grade-level benchmarks and develop a sense of safety and community at school, refrain from substance abuse—including opioid misuse—as well as feel personal success and responsibility for their education, leads to higher levels of graduation and post-secondary success.
3. Career and college readiness (CCR) is a key component of REC programming, as having a post-graduation plan helps students succeed during their high school years. A 2013 study funded by the Citi Foundation found that "by having specific, actionable goals, students can make their future seem nearer and more relevant."

Students who have hope for their future make better choices, focusing on their goals rather than succumbing to day-to-day temptations, including substance abuse and criminal activity. REC staff are able to introduce students to numerous opportunities and post-graduation options that they might not otherwise have considered.

REC's partners in this arena include Colorado Mesa University (CMU), Western Colorado Community College (WCCC), the Mesa County Workforce Center, the Western Colorado Latino Chamber of Commerce, the Grand Junction Area Chamber of Commerce, and individuals from numerous businesses and entities who volunteer their time to work with students on job shadows and internships or to present career information and ideas to high school students.

4. Prior to the pandemic, REC was scheduled to work with the Department of Youth Corrections on a social and emotional learning (SEL) component, providing resiliency training to youth within this system. We hope to be able to resume this effort as the COVID-19 pandemic resolves.

In June 2022, Mesa County Chief Deputy District Attorney Trish Mahre joined REC's board of directors. Mahre is an active supporter of REC and specializes in crimes against children and juvenile court. She also has served on the SD51 Board of Education. In addition, Mesa County Partners provides student referrals to REC, including youth who have been involved in the criminal justice system. Additionally, school counselors provide referrals to REC of students who are at risk of becoming victims of crime and/or involved in the criminal justice system.

5. Finally, many other entities within Grand Junction and Mesa County partner with REC to enhance the opportunities available to REC students and families. These include:

Local mental health professionals and educators who provide staff trainings and family engagement events,

Local outdoor recreation groups including the Colorado National Monument, Colorado Canyons Association, the Bureau of Land Management, Rivers Edge West, Grand Junction Parks and Recreation, and the Colorado West Land Trust,

10	In-Kind Contributions	0	0
11	Other	US\$145,000.00	4

Current Program Revenue/Expense Snapshot

		Total dollar amount
1	Total Revenue	US\$3,663,668.00
2	Total Expense	US\$3,613,668.00
3	Surplus/Deficit	US\$50,000.00

Discuss any major changes in program revenue or expense anticipated for the period covered by this grant

REC is not anticipating any significant changes in revenue or expenses other than the additional costs of site leads going from ½ time to ¾ time, which is approximately \$150k/year. We have identified another funding source to help cover the costs of this expansion of services and number of students served.

If awarded, please describe how you will use funding in year one

REC will utilize \$100,000 during year one to train 15 site leads in Botvin LifeSkills Training at REC's after-school programming locations. The funds will also cover staff hours for all 15 site leads who are moving from ½-time positions to ¾-time positions to implement Botvin LifeSkills Training at every REC elementary, middle school, and high school site.

If awarded, please describe how you will use funding in year two

REC will utilize \$100,000 to help sustain the program expansion described above.

Please describe the plan in place to ensure this program remains sustainable

REC continuously raises funds to ensure long-term stability and sustainability of programming. Additional funding sources for REC include government grants (federal and state), foundation grants (state and local), contributions from businesses and individuals, and REC's annual Taste of Riverside fundraiser. Everything REC does is geared toward sustainability.

Families and students rely upon REC programming for support with academics, social-emotional learning, outdoor enrichment, nutrition, community building, childcare, and transportation and appreciate REC's 16 years of experience in the after-school space.

REC is a lean, fiscally responsible organization, guided by a 15-person volunteer board that takes fiduciary responsibilities seriously. A board finance committee carefully reviews REC's budget, expenditures, and finances and presents monthly to the entire board. Strong oversight is provided by the board, and an external audit is performed each year.

What is the program's target population?

REC aims to serve Grand Valley students who need REC services the most, whether due to economic, family, community, or learning challenges.

REC serves students in grades 1-12 (as well as some REC graduates attending Colorado Mesa University), at fifteen D51 schools, and the Botvin LifeSkills Training curriculum is intended for use with REC's 3rd-12th grade students.

The nine elementary schools served by REC are federally designated Title I schools, and the students from these schools feed into REC's four middle and two high school programs. Students in these schools were hard hit by COVID-1 due to socioeconomic status. REC programming has greatly expanded, in terms of the number of schools and students served, since 2020. Additionally, REC increased the breadth of services available to students and families to help them respond to gaps laid bare during COVID-19.

The racial composition of REC's student population during 2021-22 is 45% Hispanic, 2% Black, 2% Native American, 2% Asian, and 49% white. 79% of students qualify for the free/reduced lunch program.

Does the program have service limitations? No

What are the parameters for client eligibility?

All students at every school served by REC are eligible to participate in REC programming as space and staff allow. D51 provides after-school programming space at no cost to REC, and REC aims to keep student to tutor ratios at 5:1 or lower. REC programming is available on a first-come, first-served basis.

Classroom teachers, school counselors, and other staff provide referrals to families for REC. In addition, REC holds "back to REC" events to introduce the program to parents and caregivers. Many REC students are part of families that have been with REC for years or are referred to REC by friends and family familiar with the program.

For the 2021-22 school year registered students indicated:

- 18% report a disability;
- 10% are English language learners;
- 3% are in foster care;
- 2% are unhoused;
- 51% are racial and ethnic minorities; and
- 79% receive free/reduced lunch

Does this program charge clients for services? No

Do other programs in Mesa County provide similar services? No

Current Program Staffing

	Number of full-time staff	Number of part-time/seasonal staff	Number of volunteers
1	29	183	15

What is the geographic service area for this program? School District 51

How does this program address the diverse needs of populations that are specific to your region (LGBTQ+, BIPOC, immigrants, rural communities, low income, etc.)

As indicated in the aforementioned sections, REC students come to programming with many challenges. Of the 800+ students who regularly attended REC programming in 2021-2022, 51% are race/ethnic minorities and 10% are English language learners—often from immigrant households. Furthermore, 79% of REC students are eligible for free/reduced lunch; we suspect this number would actually be higher, except that many high school students do not participate in the offered nutrition program. In addition, 18% of REC students report having a disability, and 5% are either unhoused or in foster care. REC addresses challenges of students and their caregivers through a variety of channels, including family and caregiver engagement/education events, referrals to wraparound services, coordination with D51 counselors and classroom teachers, and additional services within Mesa County.

REC provides the only no-cost-to-families after-school program in the Grand Valley, and REC is also the only bilingual after-school program in Mesa County. REC staff is diverse with Spanish speakers (many of them native Spanish speakers) at all 15 programming sites.

Parents and caregivers perennially express strong support for REC and the safe, nurturing environment staff provide during the after-school hours. REC has a fleet of small buses that take students home after programming, allowing parents to complete their work days knowing that their children are safe as they receive academic, SEL, and nutritional support after school, along with a healthy dose of friendship and community.

The schools served by REC are in the least advantaged areas of the Grand Valley community, including Orchard Mesa and Clifton. REC's executive director has participated in the Clifton area Community Transformation Group, which is seeking to increase services for residents of all ages, but especially youth, in this unincorporated area which is largely underserved by Mesa County. As part of this effort, youth councils providing input to the Community Transformation Group have been established through REC programming at Central High School and Mount Garfield Middle School.

With regard to protecting the privacy of LGBTQ+ students, REC does not actively solicit data on gender identity and sexual orientation. We have found that students may share this information with trusted REC staff, but not always with their parents. REC staff do know of a number of students who fall into this category and find significant support and a safe, nonjudgmental space within REC programming.

Program Demographics

		Two year prior FY actual	Most recently completed FY actual	Current FY projected	Next FY projected
1	Clients: Total # of unduplicated clients	603	817	897	897
2	Gender: Male	285	359	386	386
3	Gender: Female	290	434	475	475
4	Gender: Other	3	8	19	19
5	Gender: Not Reported	15	16	17	17
6	TOTAL FROM ROWS 2-6	603	817	897	897

	(should match total from row 1)				
7	Area: Grand Junction (81501-81507)	278	594	650	650
8	Area: Clifton (81520)	195	187	210	210
9	Area: Palisade (81526)	24	15	16	16
10	Area: Fruita Area (81521, 81524, 81525)	1	2	2	2
11	Area: Other Mesa County (Glade Park, Colbran, etc.)	0	1	1	1
12	Area: Outside Mesa County	0	0	0	0
13	Area: Not Reported	106	18	18	18
14	TOTAL FROM ROWS 7-13 (should match total from row 1)	603	817	897	897
15	Ethnicity: White	259	375	413	413
16	Ethnicity: Hispanic	245	376	413	413
17	Ethnicity: Asian-American	10	16	17	17
18	Ethnicity: African-American	17	25	27	27
19	Ethnicity: Native	15	25	27	27

American					
20	Ethnicity: Other	18	0	0	0
21	Ethnicity: Not Reported	39	0	0	0
22	TOTAL FROM ROWS 15-21 (should match total from row 1)	603	817	897	897
23	Age: 0-4	0	0	0	0
24	Age: 5-14	421	653	719	719
25	Age: 15-18	178	155	171	171
26	Age: 19-34	4	7	7	7
27	Age: 35-54	0	0	0	0
28	Age: 55-70	0	0	0	0
29	Age: 71+	0	0	0	0
30	Age: Not Reported	0	2	0	0
31	TOTAL FROM ROWS 23-30 (should match total from row 1)	603	817	897	897

Discuss the resources, tools, and staffing available that will be utilized to reach program outcomes during the funding cycle

REC programming operates at 15 after-school sites. For the 2022-2023 academic year, REC has restructured staffing and is hiring a full-time enrichment director who will oversee the Botvin LifeSkills Training program along with REC's full-time SEL/Botvin coordinator.

Additionally, REC will have 15 site leads trained in the Botvin LifeSkills Training curriculum. Site leads will implement Botvin programming at their respective after-school sites and will be supported by site managers, 10 mentor tutors per site, and other adult volunteers.

All the mentioned staff will be utilized to reach program outcomes.

Provide a narrative of the actions the program will take to reach the desired outcomes during the funding cycle, utilizing the resources listed above

To reach the desired prevention and education outcomes during the funding cycle, REC will train all 15 site lead staff members how to implement the Botvin LifeSkills Training curriculum. The site leads will then be responsible for managing and implementing Botvin at their respective REC school sites. Additionally, site leads and REC mentor tutors will develop healthy relationships with their students in a safe, supportive environment, mentoring youth and providing prevention education, including equipping students with knowledge and skills to refrain from opioid abuse.

Describe the audience served, number of clients that will receive assistance during the funding cycle, and what services will be offered to each

By the end of the second year of the funding cycle, REC is projected to be serving an additional 80 students in 1st-12th grade with youth mentoring in academics, social-emotional development, and educational enrichment. Additionally, REC is projected to be serving 550 3rd-12th grade students in prevention education via REC's Botvin LifeSkills Training programming.

Provide a final desired outcome statement

80% of REC's 3rd-12th grade students participating in Botvin LifeSkills Training and SEL programming will agree that REC staff have equipped them with skills and knowledge to avoid misusing opioids.

Describe your program's overall approach to evaluation. Refer to methods, instruments, and procedures (surveys, interviews, tests, logs, etc.) for collecting data, and your process for analyzing the data.

REC is diligent in measuring program outcomes by implementing strategies to track student growth on SD51 standardized testing, consistently checking grades, and helping students follow up and complete missing assignments. REC tracks GPAs for high school students, while elementary and middle school students are tracked through their pre- and post-standardized test assessments (DIBELS and NWEA). The goal for all students is proficiency at grade level through consistent academic growth, ensuring students stay on track for high school graduation.

Additionally, REC uses surveys of students, teachers, and caregivers at the end of the regular programming year. The goal is for 80% of those surveyed to agree that the program has had a positive impact on school engagement, school attendance, and personal growth. Specific feedback from students, caregivers, teachers, volunteers, and REC staff is used to continuously improve REC programming.

REC measures the impact of the summer program using enrollment, attendance, and qualitative evidence. Enrollment and attendance levels help determine the interest level in program activities, demonstrating whether families think the services offered are valuable. Qualitative evidence, or feedback from students and parents, helps staff to determine successes and areas for improvement.

What are the instruments or tools you will use to measure change?

REC staff will track attendance of students participating in Botvin LifeSkills Training/SEL programming. Regular attendance of REC's after-school and summer programming offerings ensures that youth are actively engaged in preventive substance use disorder education in the risky after-school and summer hours when students could otherwise be discovering opportunities to misuse opioids and other harmful substances and behaviors.

Of note, the Botvin LifeSkills Training program "has been extensively tested and proven effective at reducing tobacco, alcohol, opioid, and illicit drug use by as much as 80%."

REC will also use data collected from end-of-year survey questions that are specific to Botvin/SEL curriculum and activities to measure the effectiveness of programming.

How will evaluation results be used?

End-of-year evaluation results, survey responses, and input from families, caregivers, staff, students, volunteers, and teachers all inform planning, with the ultimate goal of improvement and adaptation in all program areas. REC assesses program outcomes and survey results with the goal of identifying problems in communication and program implementation, and to ensure we remain responsive, first and foremost, to the needs of the students we serve.

Quantity of clients served and outcome data

		Most recently completed FY actual	Current FY projected	Next FY projected	Following FY Projected (Year 2)
1	Total # of clients served	817	897	897	897
2	# of clients utilizing youth mentoring opportunities	817	897	897	897
3	# of clients utilizing youth diversion program	0			0
4	# of clients receiving prevention education	225	550	550	550
5	# of CAS trainings offered	0			0
6	# of clients receiving SUD treatment and wrap around services	0			0
7	# of clients receiving peer delivered care coordination	0			0
8	# of peer recovery specialist	0			0

Please upload the following documents:

1. Current agency operating budget
2. Current program budget
3. Copy of your most recent audited financial statements, compilation, or review
4. Most recent 990 or other tax filing
5. Colorado Secretary of State Certificate of Good Standing or Certificate of Registration (if applicable)
6. Licensures and designations with the Office of Behavioral Health and/or the Colorado Department of Public Health and Environment if applicable to your agency/program

Current agency operating budget

PDF	Budget July 2022-June 202... (53 KiB download)
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Current program budget

PDF	Budget July 2022-June 202... (53 KiB download)
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Copy of your most recent audited financial statements, compilation, or review

PDF	REC Audit.pdf (931 KiB download)
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Most recent 990 or other tax filing

PDF	990 US Tax Return.pdf (466 KiB download)
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Colorado Secretary of State Certificate of Good Standing and Certificate of Registration (if applicable)

PDF	CERT_GS_D(1).pdf (370 KiB download)
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