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DENVER URBAN REVITALIZATION PROGRAM:

EVALUATION OF YEAR ONE COLLABORATOR AND RESIDENTS DATA

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1997

Center for Community Development and Design

**University of Colorado
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**DENVER URBAN REVITALIZATION PROGRAM:
EVALUATION OF YEAR ONE COLLABORATOR
AND RESIDENT DATA**

Community Development Monograph Series

#82

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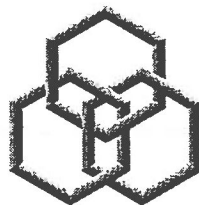
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1997

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EXECUTIVE SUMMARY

For the past year, the Center of Community Development and Design at the University of Colorado at Colorado Springs has been involved in the evaluation of the Denver Housing Authority's Urban Revitalization Development program. In an earlier monograph, we reported on the Quigg Newton neighborhood residents' attitudes, opinions, and knowledge concerning the various collaborators goods and services. The present monograph presents the usage of these collaborator programs by residents of the Quigg Newton neighborhood relative to non-residents. Data were collected for the first 5 months of calendar year 1997.

Results indicated that overall the programs were having a strong impact on the Quigg Newton neighborhood, with more than 50% of neighborhood households being impacted by at least one collaborator. Thus, in the early stages of the HOPE VI program, overall efforts have been successful. Individually, the collaborators had varying effects on the population. The English As A Second Language programs served few Quigg Newton residents. Usage of these programs was considered poor. However, the Quigg Newton Learning Center had a significant impact, serving primarily residents [75%], and impacting over 15% of the households in the neighborhood.

Additionally, brief program descriptions, along with monthly tracking percentages are presented. Qualitative information is provided for those programs which did not lend themselves to quantitative evaluation. Finally, initial program termination by residents is provided. (Since this is only the first year of a five year project, we did not envision high rates this time.) Future evaluation reports will present 1) the results of internal (quantitative and qualitative) program evaluations for individual collaborators' projects; 2) a reassessment of residents' attitudes and opinions; and 3) exit statistics.

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INTRODUCTION

The HOPE VI project of the Denver Housing Authority is designed to assist Quigg Newton neighborhood residents' transitions to better employment and self sufficient housing. This demonstration project is based on the idea that an environment which encourages education, self-reliance, and upward mobility and provides for health, safety, and basic human needs will facilitate such transitions.

The evaluation efforts are taking place in five, overlapping phases. Phase I was a survey of resident attitudes and opinions and documented residents' knowledge of the programs just after the inception of the HOPE VI project. Phase II, reported here, reports on participation rates in the various HOPE VI programs during the first year of evaluation efforts. Participation rates will continue to be collected and reported throughout all phases. Phase III, currently underway, will focus on internal evaluations of the programs funded by HOPE VI. In it, we will collect and report quantitative and qualitative data that reveal how well programs are meeting their individual learning and service objectives. Phase IV will be a reassessment of residents' attitudes and opinions. The data collected in this phase will be compared with all previous data to gauge the impact of the programs on residents. In Phase V we will collect and analyze exit statistics that show us what programs are completed and why residents leave individual programs, HOPE VI or Quigg Newton.

The purposes of the intervention programs are to strengthen the Quigg Newton neighborhood by:

1. Reducing crime;
2. Providing educational and vocational opportunities for residents;
3. Creating an environment conducive to growth and employment;
4. Meeting safety and health needs; and
5. Providing avenues for individuals and families to move up to better careers and new neighborhoods.

In an earlier evaluation report (Durham, Shapiro, & Alba, 1997; Center for Community Development and Design, University of Colorado at Colorado Springs, Monograph Series # 77), we summarized Quigg Newton residents' knowledge of and attitudes toward the various collaborator programs both in place and proposed. The purpose of this report is to summarize the usage of collaborator programs by Quigg Newton residents and non-residents, the relative use of the programs by residents, and the overall impact the programs are having on the neighborhood. In addition, early completion data are briefly examined. Finally, we are providing summary qualitative information to supplement the quantitative tabular descriptive statistics.

METHODS

PARTICIPANTS

The participants in the Urban Revitalization Demonstration project (URD) consisted of collaborators and program users. The collaborators provided infrastructure and services. Both Quigg Newton residents and non residents utilized these services.

PROGRAM USERS

Programs funded through the URD grant provided services to both Quigg Newton residents and individuals outside the target neighborhood. The services were based on a needs assessment of the 829 residents (377 households) of Quigg Newton.

COLLABORATORS

The following collaborators were contracted by the Denver Housing Authority to contribute to the project. URD programs, offered by collaborators, were developed to meet needs previously identified by Quigg Newton residents. These collaborators (with their respective programs in parentheses) are: (1) Colorado Department of Natural Resources (Denver Youth Naturally), (2) Community College of Denver (Quigg Newton Learning Center), (3) CU Denver (Quigg Newton Food Co-Op), (4) Denver Housing Authority (Family Self-Sufficiency, First Step, Home Ownership), (5) Denver Police Dept. (excluded from evaluation), (6) Department of Human Services (Targeted Ownership), (7) Horace Mann Middle School (Project Vision, Computer Lab, Tutoring), (8) Metropolitan State College (Family Literacy, English as a Second Language [ESL], Spanish Language GED), (9) Quigg Newton Health Clinic (excluded from evaluation), (10) Smedley Elementary (VISTA volunteer, Community Liaison, Urban Education, DU Tutoring, Breakfast with Betty, Ancianos, and Computer Literacy), (11) University of Denver (Tutoring and Mentoring, Internships, Northwest Schools Coalition), (12) Food Bank, (13) Urban Children's Mental Health Coalition (Visitante, Family Enrichment), (14) Remington Elementary (Community Liaison, Breakfast with Judy, Parent Leadership, Parent Computer Class, DU Tutoring, Spanish Language GED, Art Class, Transitional Outreach for 5th Grade), and (15) Year One. More general descriptions of the collaborators and their programs may be seen in the qualitative subsection of the results section of this report.

MATERIALS

The collaborators were provided with standard tracking forms designed by the evaluators (see Appendix A). The first of these was for use in monitoring attendance in the collaborators' programs. The second allowed the evaluators to determine length of stay in a program and reason for leaving (e.g., program completion, illness, change of residence, etc.).

PROCEDURE

Program managers received written and verbal instructions on data collection procedures throughout the evaluation process. Data bases which identified clients were used solely by collaborators and evaluators. Direct service and attendance (e.g., direct instruction, consultative phone call, home visits, etc.) were recorded by the collaborators on the two tracking forms made available (see Appendix A). Attendance was recorded on a sign-in sheet with the date of contact. Enrollment/Termination forms marked start and end dates for each client. On the enrollment/termination form, the collaborator indicated a client's termination or successful completion of a program. Collaborators received instruction to submit completed forms on a monthly basis. Also reported was the use of URD money on programs that were not tracked. For these programs, qualitative and summary data were collected.

DATA INTERPRETATION CAVEATS

In order to pursue the analyses of the program enrollment and attendance data provided by the Hope VI collaborators, certain procedures were followed in the initial data screening process to improve accuracy and completeness.

- In cases where attendance data were made available, but enrollment data were missing, enrollment dates were arbitrarily set as follows:
 1. Jan. 1st, 1997, if attendance dates were recorded earlier than 1997;
 2. 1st of the month, 1997, in which the first attendance date was found (e.g., if the first date attended was 4/14/97, the enrollment date would be set as 4/1/97).
- Illegible data were excluded from the analysis, as were incomplete data, in which full name was not listed, and/or address was missing (the address was necessary to determine residency status).
- Only the addresses verified by DHA as being Quigg Newton residences, were counted as such.

During data entry, it became evident that missing data would pose problems for providing accurate counts of (Quigg Newton) resident vs. non-resident enrollment and attendance. These instances, listed below, were dealt with using the following procedures:

- Duplicates: Some names were found more than once in the attendance and enrollment sheets. In some cases, two duplicate names were found with two *different* addresses.
 1. In cases where a SSN was provided, the individuals could be identified as the same person, or as two different people, and were counted as such.

2. In cases where a SSN was missing, it could not be determined whether the duplicates were the same person or two different people; it was arbitrarily decided that in such cases, the duplicated names would be counted as separate individuals, with residency determined by each noted address.

Note: Obviously, some individuals have moved – and we have been able to verify that it is in fact the same person by cross-checking the SSN. However, we have also found cases in which the SSN has confirmed that some duplicate names with different addresses are in fact two different people (a fact also corroborated by staff familiar with the individuals).

- For participation rates (overall, and by program), in which participants were only counted once, attendance data were used as enrollment data were incomplete. Duplicates were eliminated, leaving a number of individuals and households impacted, by program and across programs, over a five month period.
- For monthly participation rates, a similar procedure was followed, in which attendees who participated in a program more than once in a month, were only counted once for that month (i.e., monthly participation rates reflect the number of individuals participating, rather than how often they attended).

Termination data were only available through the enrollment sheets, so this information will not tally with the numbers derived from the attendance sheets (i.e., participation rates). It may be considered accurate, though incomplete, as enrollment forms rarely corresponded to attendance sheets.

RESULTS AND DISCUSSION

Initial descriptive analyses were performed on the data to obtain overall participation rates by residents and non-residents of the Quigg Newton neighborhood. Following those data, the same statistics will be used for participation rates in each collaborator's program. Then, monthly participation rates for each collaborator are displayed. Next, early termination information will be provided. (It should be noted that, at this stage of HOPE VI, it would be premature to expect many successful program completions.) Finally, each of the collaborator programs are described briefly and qualitative evaluation information is presented for those programs for which quantitative data may be misleading or unavailable. Since the three schools (Remington Elementary, Smedley Elementary, and Horace Mann Middle) are primarily providing infrastructure and referring residents to collaborators' projects, their participation rates are not included in the descriptive statistics. However, a discussion of their contributions may be found in the final section of this report.

PARTICIPATION RATES

For the first series of displays, three statistical ratios (including the raw numbers) are presented: (a) the number of non-duplicated residents participating in one or more HOPE VI programs divided by the total number of persons involved in HOPE VI programs; (b) the total number of residents participating in one or more HOPE VI projects divided by the total number of Quigg Newton neighborhood residents; and (c) the total number of Quigg Newton households with at least one member participating in a HOPE VI program divided by the total number of Quigg Newton households. The first set of statistics shows the relative participation rates for the collaborators; the second shows the relative participation rates for Quigg Newton residents; and the third shows the relative participation incidence for households (i.e., the overall impact of the collaborators' programs on the Quigg Newton community). For the Quigg Newton residents' data, 63 residents from 55 households were involved in more than one HOPE VI collaborator program. These duplications are removed from the overall statistics but not, of course, from the individual collaborator's numbers.

As of the last printout received from the Denver Housing Authority and the Quigg Newton management office, there were 332 occupied units with a total population of 901 persons. There were 712 people involved with one or more collaborator programs; of these, 246 were Quigg Newton residents. Participation rates for the HOPE VI project in general are presented in Table 1 and by each collaborator in particular are presented in Tables 2 through 16.

The Collaborators' Ratio indicates what proportion of program users come from the Quigg Newton neighborhood. In the first 5 months of 1997, nearly 35% of the persons served by collaborators were Quigg Newton residents. The Residents' Ratio reveals how well the program is being used by residents (27.3% of Quigg Newton residents are involved in at least one program). The Impact Ratio indicates breadth of usage throughout the Quigg Newton

community (nearly 51% of Quigg Newton households are involved in at least one collaborator program.

TABLE 1	
OVERALL PARTICIPATION RATES	
Collaborators' Ratio	$246/712 = 34.55\%$
(Participating Residents/Total Number of Participants)	
Residents' Ratio	$246/901 = 27.30\%$
(Participating Residents/Total Residents)	
Impact Ratio	$168/332 = 50.60\%$
(Participating Households/Total Households)	

The same ratios are now presented for each collaborator. The Residents Ratio and the Impact Ratio will have constants denominators, 901 and 332 respectively. The Collaborators' Ratio will vary for each collaborator as a function of how many persons were involved in that activity.

TABLE 2	
FOOD BANK.	
Collaborators' Ratio	$107/197 = 54.31\%$
Residents' Ratio	$107/901 = 11.88\%$
Impact Ratio	$93/332 = 28.01\%$

Over 54% of the persons using the Food Bank were Quigg Newton residents. However, only 12% of the residents used the Food Bank, impacting 28% of the households.

TABLE 3	
FAMILY ENRICHMENT GROUP.	
Collaborators' Ratio	$14/31 = 45.16\%$
Residents' Ratio	$14/901 = 1.55\%$
Impact Ratio	$12/332 = 3.61\%$

The Family Enrichment Group's users represent 45% residents. This is only a small proportion of residents and households. However, this program was meant to be relatively small.

TABLE 4	
FAMILY LITERACY CENTER	
Collaborators' Ratio	24/33 = 72.73%
Residents Ratio	24/901 = 2.66%
Impact Ratio	14/332 = 4.22%

The Family Literacy Center is serving residents primarily with a good proportion of residents and households.

TABLE 5	
FAMILY SELF-SUFFICIENCY	
Collaborators Ratio	26/27 = 96.30%
Residents' Ratio	26/901 = 2.88%
Impact Ratio	25/332 = 7.53%

The Family Self-Sufficiency Program serves mostly residents with excellent household impact.

TABLE 6	
FIRST STEP.	
Collaborators' Ratio	3/17 = 17.65%
Residents' Ratio	3/901 = 0.33%
Impact Ratio	3/332 = 0.90%

Very few First Step enrollees are residents and this program has little impact on the community.

TABLE 7	
HOME OWNERSHIP.	
Collaborators' Ratio	14/15 = 93.33%
Residents' Ratio	14/901 = 1.55%
Impact Ratio	14/332 = 4.22

The Home Ownership Program serves primarily Quigg Newton residents with excellent neighborhood impact.

TABLE 8	
QUIGG NEWTON FOOD CO-OP.	
Collaborators' Ratio	030/49 = 75.31%
Residents' Ratio	30/901 = 3.33%
Impact Ratio	27/332 = 8.13%

The Food Co-Op serves mainly residents and has excellent neighborhood impact.

TABLE 9	
QUIGG NEWTON LEARNING CENTER.	
Collaborators' Ratio	61/81 = 75.31%
Residents' Ratio	61/901 = 6.77%
Impact Ratio	52/332 = 15.66%

Seventy-five percent of the users of the Quigg Newton Learning Center are residents with an outstanding neighborhood impact of nearly 16%.

TABLE 10	
QUIGG NEWTON TUTORING PROGRAM.	
Collaborators' Ratio	5/22 = 22.73%
Residents' Ratio	5/901 = 0.55%
Impact Ratio	4/332 = 1.20%

The Quigg Newton Tutoring program serves few residents with minimal neighborhood impact.

TABLE 11	
TARGETED OWNERSHIP PROJECT.	
Collaborators' Ratio	4/19 = 21.05%
Residents Ratio	4/901 = 0.44%
Impact Ratio	4/332 = 1.20%

The Targeted Ownership Project has minimal impact on the neighborhood.

TABLE 12	
VISITANTE.	
Collaborators' Ratio	25/44 = 56.82%
Residents' Ratio	25/901 = 2.77%
Impact Ratio	17/332 = 5.12%

The Visitante Program is made up of a majority of residents with excellent neighborhood impact.

TABLE 13	
YEAR ONE.	
Collaborators' Ratio	9/28 = 32.14%
Residents' Ratio	9/901 = 1.00%
Impact Ratio	8/332 = 2.41%

The Year One Program is comprised of 32% residents with average neighborhood impact.

TABLE 14	
YOUTH IN NATURAL RESOURCES.	
Collaborators' Ratio	7/10 = 70.00%
Residents' Ratio	7/901 = 0.78%
Impact Ratio	5/332 = 1.51%

Seventy percent of the users of Youth In Natural Resources are residents. It should be noted that this program is meant to be relatively small in number of participants.

PARTICIPATION TRACKING INFORMATION

In order to determine the consistency of Quigg Newton residents' participation in the URD project in general and in each collaborator's program in particular, a tracking system was initiated. There was a dearth of usable data for the first six months of the program (1996); therefore, we analyzed what usable data there were for the first five months of 1997. Some collaborator information was either missing or unusable. Data for these collaborators are incomplete. The results of tracking the collaborator ratios overall and by collaborator are presented in Table 15. For consistency, it was decided to use the Collaborators' Ratio to track monthly program usage.

QUIGG NEWTON RESIDENT'S TERMINATION OF HOPE VI PROGRAMS

As expected, there were relatively few persons who terminated their participation in the various HOPE VI programs during the first project year. The reason for an individual's termination could have been either positive (e.g., becoming employed, starting a new business, moving to a new area, etc.) or negative (e.g., quitting the program, being arrested, being evicted, etc.). There were 38 Quigg Newton residents who terminated one or more of the HOPE VI projects by the end of May 1997. Of these, 29 (or 76%) were deemed positive separations. Eight residents left the Quigg Newton Learning Center's program; three of these were positive separations. Ten residents left the Urban Education Project; all were positive separations. Thirteen residents terminated the Quigg Newton Tutoring Program (all due to end of school year). Five residents left the Year One project (one successfully). The Computer Literacy Project and the Home Ownership Program also successfully graduated one resident each.

HOPE VI COLLABORATORS AND QUALITATIVE EVALUATIONS

The final part of the results section involves collaborator program descriptions and qualitative evaluations of non-quantifiable program efforts. For example, many of the schools involved with HOPE VI provided infrastructure and participant referrals for other collaborators. These "collaborator-helping-collaborator" efforts need documentation also.

Youth in Natural Resources: The Youth in Natural Resources program (Denver Youth Naturally) connects young people to the outdoor environment through hands-on-learning field trips. Examples of program goals are:

- To stimulate interest in natural resource careers
- To explore the concept of the self as a natural resource to be cared for and respected
- To promote responsible use and care of Colorado's natural resources

Statistics for the program are provided in this report.

Horace Mann Middle School: No 1997 attendance data were available for Horace Mann. The URD grant funded a computer lab to be used throughout the school day in six classes and in the evenings by adult participants. Students learned basic computer skills and programming. Horace Mann collaborated with the University of Denver (DU) and Metropolitan State College in providing the infrastructure for DU Tutoring, ESL and Spanish Language GED.

TABLE 15
QUIGG NEWTON RESIDENT PARTICIPATION: MONTHLY TRACKING

PROGRAM NAME	MONTH OF PARTICIPATION					
	January	February	March	April	May	June
Total Quigg Newton	95/237	148/427	141/377	125/383	128/333	7/12
Total % Quigg Newton	40.08%	34.66%	37.40%	32.64%	38.44%	58.33%
Quigg Newton in Food Bank	45/80	51/95	47/98	31/53	52/81	--
% Quigg Newton Residents	56.25%	53.68%	47.96%	58.49%	64.20%	--
Computer Literacy	1/15	0/8	--	--	--	--
% Quigg Newton Residents	6.67%	0.00%	--	--	--	--
Family Enrichment Program	4/80	7/9	8/11	11/21	9/15	--
% Quigg Newton Residents	5.00%	77.78%	72.73%	52.38%	60.00%	--
Family Literacy Center	--	4/4	15/20	15/21	7/7	--
% Quigg Newton Residents	--	100.00%	75.00%	71.43%	100.00%	--
Family Self-Sufficiency	--	25/26	25/26	21/21	20/20	--
% Quigg Newton Residents	--	96.15%	96.15%	100.00%	100.00%	--
First Step	--	--	3/17	--	--	--
% Quigg Newton Residents	--	--	17.65%	--	--	--
Home Ownership	--	--	14/15	1/1	--	--
% Quigg Newton Residents	--	--	93.33%	100.00%	--	--
Quigg Newton Food Co-Op	10/13	23/38	13/20	--	--	--
% Quigg Newton Residents	76.92%	60.53%	65.00%	--	--	--
Quigg Newton Learning Center	29/39	34/44	29/41	31/40	34/43	--
% Quigg Newton Residents	74.36%	77.27%	70.73%	77.50%	79.07%	--
Quigg Newton Tutoring Program	1/7	5/19	4/15	--	--	--
% Quigg Newton Residents	14.29%	26.32%	26.67%	--	--	--
% Quigg Newton Residents	2.22%	3.45%	0.00%	0.00%	0.00%	--
Targeted Ownership Project	--	--	--	4/19	3/16	--
% Quigg Newton Residents	--	--	--	21.05%	18.75%	--
Urban Education Project	--	11/86	--	10/88	10/87	--
% Quigg Newton Residents	--	12.79%	--	11.36%	11.49%	--
Visitante	--	13/18	16/26	16/30	8/14	--
% Quigg Newton Residents	--	72.22%	61.54%	53.33%	57.14%	--
Year One	8/25	7/22	5/19	4/15	3/11	--
% Quigg Newton Residents	32.00%	31.82%	26.32%	26.67%	27.27%	--
Youth in Natural Resources	7/10	7/10	7/10	7/10	7/10	7/10
% Quigg Newton Residents	70.00%	70.00%	70.00%	70.00%	70.00%	70.00%

Smedley Elementary School: The URD grant funded or partially funded several programs at Smedley Elementary School. Tracking data are provided in this report for Urban Education and Computer Literacy. Additional programs include:

- Community Liaison-Approximately 600 contacts between the Community Liaison and Smedley students, parents and community members were recorded between January and May, 1997. The number of contacts with Quigg Newton residents is unavailable.
- Breakfast with the Principal- Gives parents and school personnel a monthly forum to discuss issues and relay information concerning the school and the community. On February 13, 1997, 46 parents attended. On April 17, 1997, there were 57 attendees. Data for other months were unavailable.
- *Ancianos*-Children are tutored monthly by community elders (*ancianos*) in arts and crafts. The goal is to provide the opportunity for meaningful intergenerational exchange. Between January and May, 1997, nine *ancianos* (eight Quigg Newton residents) volunteered as tutors.
- VISTA-An AmeriCorps VISTA volunteer assisted with research, development, recruitment and grant writing to address the lack of resources and funding of the Smedley Elementary School. Quigg Newton resident and non-resident parent participation in programs was encouraged and coordinated by the VISTA volunteer.
- Transitional Outreach for 5th Graders-A social worker helps children develop social skills, self-awareness and emotional stability. (Northwest Schools Coalition)
- North Star Tutoring

Smedley Elementary School collaborated with the University of Denver (DU), Metropolitan State College, Year One and the Urban Children's Mental Health Coalition in providing the infrastructure for DU Tutoring, ESL, Spanish Language GED, Year One Mentoring, and Family Enrichment.

Remington Elementary School: The URD grant funded or partially funded the following programs at Remington Elementary School:

- Parent Leadership-A bimonthly meeting to develop self-esteem, goal setting skills and strategies to promote educational leadership
- Parent Computer Classes
- Artist in Residence-Provided weekly community art classes for parents and students, classroom art projects and after-school art workshops.
- Transitional Outreach for 5th Graders-A social worker helps children develop social skills, self-awareness and emotional stability. (Northwest Schools Coalition)
- North Star Tutoring
- Community Liaison- Approximately 963 contacts between the Community Liaison and Remington's students, parents and community members were recorded between January and May, 1997. The number of contacts with Quigg Newton residents is unavailable.

- Breakfast with the Principal- Gives parents and school personnel a monthly forum to discuss issues and relay information concerning the school and the community. On May 21, 1997, 11 parents attended. Data for other months were unavailable.

Remington Elementary School collaborated with the University of Denver (DU) and Metropolitan State College in providing the infrastructure for DU Tutoring, ESL and Spanish Language GED.

University of Denver: The University of Denver's Community Action Program (CAP) developed a number of youth-directed programs for the Quigg Newton community. Statistics for the three-school tutoring program are provided in this report. Additional programs include:

- Community Based Internships
- Physical Education/Conflict Resolution
- Computer Courses
- GED Homework Preparation
- Field Trips
- University of Denver/Northwest Schools Coalition.-the Coalition is a team of University of Denver faculty, principals from Smedley, Remington and Horace Mann schools and community representatives who meet monthly to generate programs and grant proposals.

Metropolitan State College: The Family Literacy Program provides both parents and others who work with children the knowledge and skills needed to assist those children with their academic, language and social development. The English As A Second Language (ESL) programs at Smedley, Remington, and Horace Mann schools have served both residents and non-residents alike. Metropolitan State College is currently starting a new ESL program at the HOPE VI Building to serve primarily Quigg Newton residents. The Spanish Language GED program is continuing at Remington. Statistics for the Family Literacy Center are contained elsewhere in this report. The following programs were also funded by the URD grant:

- Matinee Madness-Afternoon movies were shown at the Quigg Newton Trailer, free to Quigg Newton residents. In March, 1997, thirteen residents attended.
- Quigg Newton Lending Library-A site for after-school homework clinics, a drop-in computer lab and summer reading programs for children and adults. No 1997 data available for this program.
- In-Home Early Childhood/Early Intervention Screening and Support-Participant families are referred directly by the staff of the Quigg Newton Health Clinic. The purpose of the program is to assist families with young children (from birth to age seven) who are at risk for developmental delays. Confidential tracking data were not available for this report.

DHA First Step: Provides participants with meaningful job skills training, employment and employment referrals. Connects participants with appropriate educational institutions and support services. Statistics for the program are included in this report.

Community College of Denver: Through the Quigg Newton Learning Center, residents receive individual instruction in reading, writing, mathematics, ESL, GED completion and career planning. Statistics for the program are provided in this report.

DHA Family Self-Sufficiency: Increases educational and employment opportunities for participants. Statistics for the program are provided in this report.

Department of Human Services: The Targeted Ownership Program was developed for Quigg Newton and area residents who want to start or expand a business. It provides business education and affiliation with a bank for possible start up loans. Statistics for the program are provided in this report.

Year One Youth Corps: Participants are between the ages of fifteen and twenty-four. Participation improves their prospects in the job market by increasing education and life-learning levels and through job skills training. The community service component adds to the quality of life in the Quigg Newton area. Statistics for the program are provided in this report.

DHA Foundation for Home Ownership: Prepares participants for home purchasing and home ownership. Statistics for the program are provided in this report.

CU-Denver: The Food Co-Op works with Quigg Newton residents on developing an interest and investing in the food co-op concept; to help residents save money through the co-op and to improve the quality of food purchased. Statistics for the program are provided in this report.

Urban Children's Mental Health Coalition: The *Visitante* program conducts home visitations to identify children at risk for emotional or behavioral problems and to provide referrals for those children and their parents. The Family Enrichment Program teaches parenting skills to Quigg Newton residents. Statistics for these programs are provided in this report.

Food Bank: Provides food to Quigg Newton residents. Senior residents are accompanied to grocery stores, hobby shops and clothing stores. There is an optional food delivery service for seniors. Statistics for the program are provided in this report.

Quigg Newton Clinic: A holistic resource center which provides for physical, mental and emotional needs. The clinic is a full-service primary care family practice with outpatient health programs and services that include pregnancy testing, prenatal care, AIDS testing as well as care and referrals for substance abuse and mental health needs. To protect confidentiality, the Quigg Newton Clinic was excluded from the evaluation.

Denver Police Department: The Crime Prevention Program works to reduce crime rates by increasing police visibility, starting neighborhood watches, removing graffiti, sponsoring community involvement and starting police patrols on foot and on bicycles. To protect confidentiality, the Crime Prevention Program was excluded from the evaluation.

APPENDIX A TRACKING FORMS

ATTENDANCE			YEAR:	MONTH:
PROGRAM NAME:				
First Name	Last Name	Street Address	Date	Signature

Fill out Attendance Forms daily as needed. For the sake of legibility the names of participants must be typed or preprinted by staff member. This form is due at CCDD by the 10th of each month. For information call Evelyn or Sarah 719-262-3103.

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LIST OF PUBLICATIONS CONT.

Alcohol Education Programs for Drunk Drivers: An Evaluation of Programs for Problem Drinkers in Colorado's Fourth Judicial Court	1988
Economic and Community Development Assistance Directory for Small Communities in Colorado	1988
Great Plains Reservoirs Multiple Use Development Feasibility	1989
Water Treatment Needs & Options for Crowley County	1989
North End Neighborhood Policy Plan	1989
Neighborhood Planning in Colorado Springs: A Guide for Residents	1989
Forest Fringe Development Impacts on Large Mammals in El Paso and Teller Counties	1989
Adolescent Pregnancies: Reducing Numbers, Serving Needs: The Views of Teens and Young Adults	1990
Child Care Patterns & Preferences: A Survey of El Paso County Parents & Providers	1990
Survey of Business Needs in Southeast Colorado	1990
Perspectives On School/Community Relationships & Needs In the Mitchell High School Neighborhood of Colorado Springs	1991
Colorado Communities Youth Activities Program: An Evaluation	1991
North Nevada Revitalization Project: The Views of Business and Property Owners	1991
Youth of Fountain: An Assessment of Needs	1991
Enrollment Projections 1993-1997: Harrison School District #2	1992
Library Institute Evaluation	1993
Larkspur Park Design	1993
Colorado Communities Youth Activities Program; Year 4	1993
UCCS Child Care Demand Survey	1994
Teller County Parks and Recreational Advisory Board Organizational Planning Guide	1994
Teller County Growth Attitudes Project	1996

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