



IMPACT'19

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Englewood, CO 80113
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www.joshuaschool.org

FROM THE EXECUTIVE DIRECTOR



Dear Friends,

When we talk about The Joshua School (TJS), we talk about impact and results. What does that mean? It means that we have tangible proof that what we do at TJS transforms the lives of our students and their families.

Our work ensures that dignity is our students' birthright. Every individual is honored as unique in mind, body and spirit. We want our students to lead meaningful lives and pursue happiness as they and their families define it.

Our objectives are to establish a sustainable and effective model; ensure an appropriate physical environment; build and retain a highly effective staff; and create strong governance with organizational oversight. The purpose of this document is to keep you up-to-date along the way as we work to ensure a bright and successful future for our students and our school.

Achieving this is not without obstacles. The demand for autism research, services, and funding has never been greater than it is today. There's an increasing need in Colorado to support children, adults, and their families who are living with life on the autism spectrum.

Here is what we know:

- According to the Center for Disease Control, autism affects 1 in 59 children across the U.S. today.
- Our nationally recognized approach and methodology is producing positive results and making an impact on our students, as expressed in our success stories in the brochure.
- 80% of our early intervention students transition into a less restrictive environment, such as a general education setting.

- 84% of parents of former students have reported continuing growth in social communication skills.
- Our Transition Program aims to improve outcomes for our students in the areas of independent living, community access, self-determination, and academic skills.
- Community-based instruction is an important aspect of our Transition Program and students frequent more than 40 job sites that participate in job coaching and career exploration.
- Our student population is growing, and our campuses are so much in demand that we are at capacity and have a waiting list. We know that with more space at our three campuses we can serve more students and have greater impact.

TJS is fortunate to receive generous financial

support from its partners. In order to continue to grow, accommodate more students, and add essential services such as our behavioral health programming, TJS needs to increase its support and partners.

We know that what we do works! Our programming has a lasting effect on our students while they attend TJS and continues after they have left. Your support and interest in our students' lives is a big part of our success as well. Thank you for being part of The Joshua School community.

A handwritten signature in blue ink that reads "Ed Nichols". The signature is fluid and cursive.

Ed Nichols
Executive Director



AUTISM SPECTRUM DISORDER IN COLORADO

OF CHILDREN IDENTIFIED WITH ASD...

...about 89%
HAD DEVELOPMENTAL CONCERNS
BY 3 YEARS OF AGE.



...but only about 46%
RECEIVED A COMPREHENSIVE DEVELOPMENTAL
EVALUATION BY 3 YEARS OF AGE.



FINDINGS FROM THE COLORADO AUTISM AND DEVELOPMENTAL DISABILITIES MONITORING (CO-ADDM) PROJECT HELP US TO UNDERSTAND MORE ABOUT THE NUMBER OF CHILDREN WITH AUTISM SPECTRUM DISORDER (ASD), THE CHARACTERISTICS OF THOSE CHILDREN, AND THE AGE AT WHICH THEY ARE FIRST EVALUATED AND DIAGNOSED.

1.4%

is lower than the average
percentage identified with
ASD in 2014
1.7% in all ADDM sites



1 in 72

8-year-old children
were identified with ASD
by CO-ADDM in 2014

DISPARITIES IN IDENTIFICATION

Boys were more likely to be identified with ASD than girls. White children were more likely to be identified with ASD than Hispanic children.

3.9X

MORE LIKELY

among boys
vs girls

1.4X

MORE LIKELY

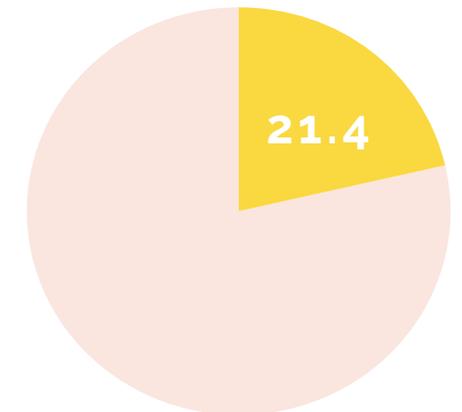
among white
vs Hispanic
children

**NO SIGNIFICANT
DIFFERENCE**

among black vs
Hispanic children or
white vs black
children

INTELLECTUAL DISABILITY IN COLORADO

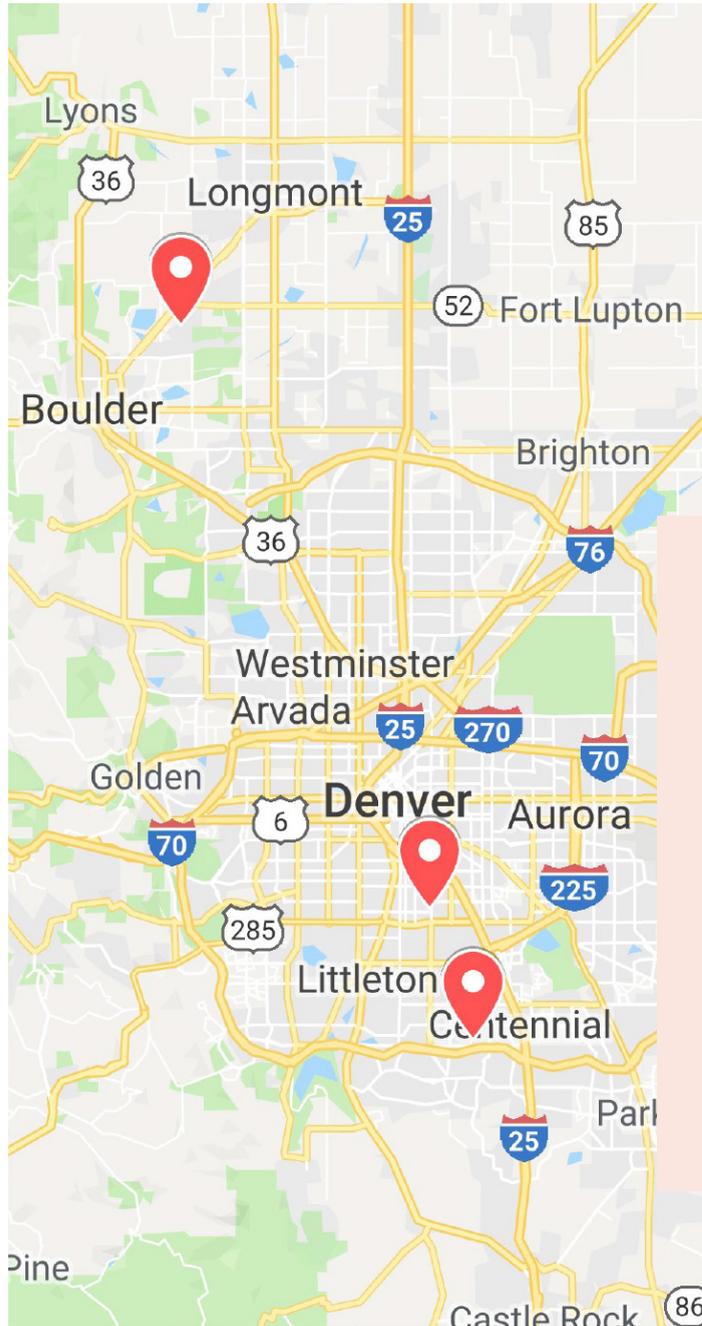
Colorado had **intelligence quotient (IQ) data available for 76% of children identified with ASD**. Of those children, 21.4% had intellectual disability.



Intellectual disability is defined as an IQ score of 70 or lower.

SOURCE:

ADDM Network, Community Report of Autism 2018, A Snapshot of Autism Spectrum Disorder in Colorado, 2018.



ABOUT US

THE JOSHUA SCHOOL (TJS) began as a heartfelt response of six teachers to serve students with autism spectrum disorder (ASD) and other developmental disabilities. Since its inception in 2005, TJS has grown into one of the top schools for autism in the United States. By providing students with structured environments, using teaching strategies based on behavioral intervention, and using data to inform its programming, TJS' approach to educating students with ASD and other developmental disabilities has achieved superior results.

TJS is a community working together with the goal of helping each individual student grow to his or her highest potential. Alongside the parents, TJS strives to give its students lives filled with possibility, happiness and belonging.

OUR CAMPUSES

ENGLEWOOD

2303 E. Dartmouth Ave.
Englewood, CO 80113

BOULDER

7077 Harvest Rd.
Boulder, CO 80301

JOSHUA EARLY CHILDHOOD CENTER

5760 E Otero Ave.
Centennial, CO 80112

BOARD OF DIRECTORS

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“THE JOSHUA SCHOOL IS COMMITTED TO HELPING EACH INDIVIDUAL WITH AUTISM SPECTRUM DISORDER AND DEVELOPMENTAL DISABILITIES ATTAIN THE HIGHEST QUALITY OF LIFE—VALUING EACH UNIQUE MIND, BODY AND SPIRIT.”





OUR PROGRAMS

JOSHUA EARLY CHILDHOOD CENTER

Location: Centennial

Established in early 2016, the Joshua Early Childhood Center was created from our renowned Early Intervention model to become an all-inclusive setting that serves children between the ages of 2 and 6 years old. Our non-profit center houses two separate programs that, together, form a community emphasizing acceptance, understanding and character.

The Early Childhood Center is an expansion on JEI's original Peer Mentorship Program, established in 2013 to serve typically developing preschoolers using the same educational mission and philosophies. In 2014, JEI was awarded a grant by Autism Speaks Family Service Committee.

SCHOOL-AGE PROGRAM

Location: Englewood & Boulder

Serving students age 7 to 18 through a highly individualized classroom model that includes low student/staff ratios. Our classrooms include special education teachers, instructional assistants, speech therapists, occupational therapists, and board certified behavior analysts (BCBAs).

This model allows us to address the specific needs of each student, taking into account the wide range of functionality and uneven patterns of development typical of children with autism.

At age 14, we work with families to identify goals that will help students transition to adulthood, and our teaching focuses on the areas of vocational skills in the community, or college and career planning.

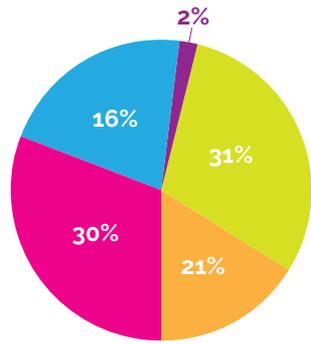
TRANSITION PROGRAM

Location: Englewood & Boulder

We've built successful relationships, job opportunities with local businesses, and collaborated with over 40 separate job sites for 30 students who have participated in job coaching and career exploration. Community-based instruction is an aspect of our Transition Program, and students frequent locations including grocery stores, community recreation centers, libraries and museums where important social communication and navigational skills are targeted throughout community environments.

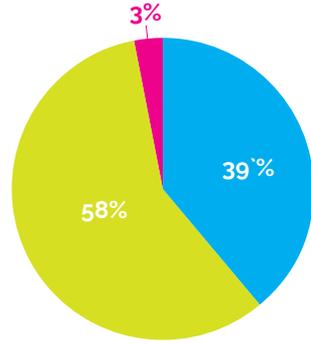
The goal is to provide students with training while attending school, and build the skills and confidence that will allow them to obtain paid positions when they graduate. Of equal importance is helping our students to contribute to and participate in the community and to become self-sufficient adults.

THE JOSHUA SCHOOL ALL STUDENT POPULATION (BY PROGRAM)



- JOSHUA ACADEMY
- JOSHUA EARLY INTERVENTION
- JOSHUA ACADEMY & JOSHUA EARLY INTERVENTION
- SCHOOL-AGE
- TRANSITION

JOSHUA EARLY CHILDHOOD CENTER (JECC) STUDENT POPULATION (BY PROGRAM)



- JOSHUA ACADEMY
- JOSHUA EARLY INTERVENTION
- JOSHUA ACADEMY & JOSHUA EARLY INTERVENTION

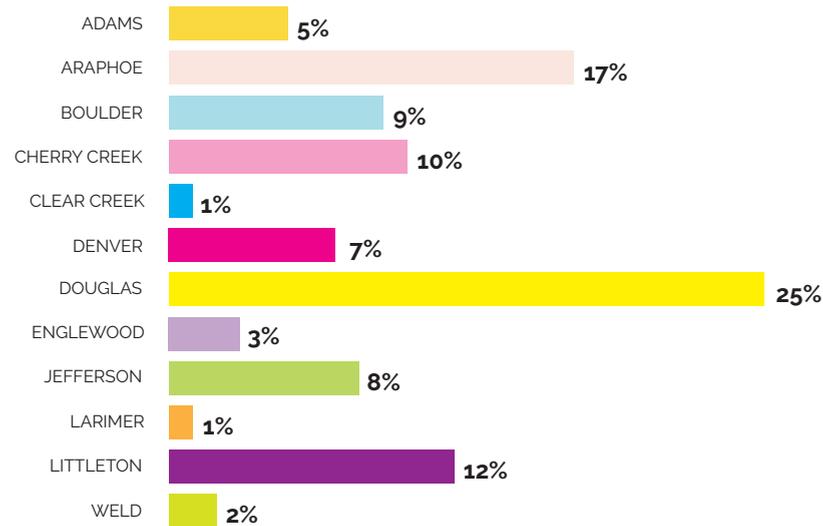


JOSHUA EARLY CHILDHOOD CENTER (JECC) STUDENT POPULATION (TRANSITIONED INTO LESS RESTRICTIVE ENVIRONMENT)

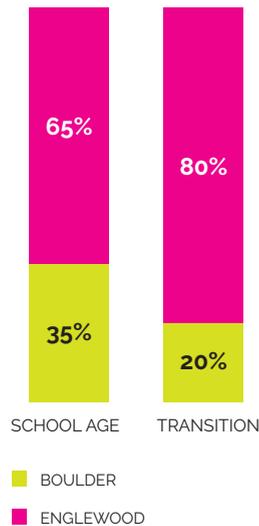
83% YES
12% NO
5% ALREADY IN LESS RESTRICTIVE ENVIRONMENT



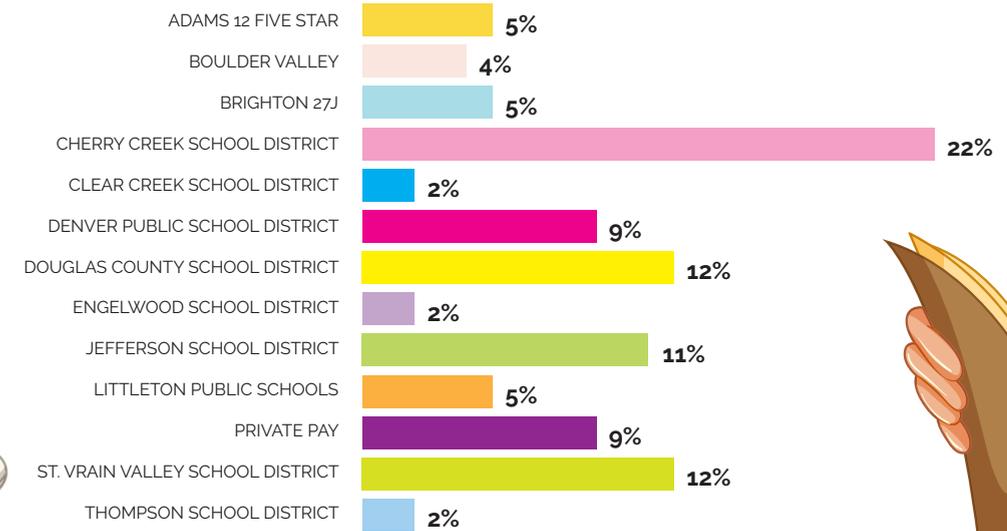
TJS ALL STUDENT POPULATION (BY COUNTY LIVED IN)



PROGRAMS (BY CAMPUS)



SCHOOL-AGE & TRANSITION (SCHOOL DISTRICT REFERRALS)



1:1
STUDENT:TEACHER RATIO

CLOSE UP: TREVOR

Since he was four months old, Trevor has suffered from an optic nerve condition called hypoplasia and a rare chromosome deletion called 21q deletion. The impact of these two conditions contributed to his being a difficult baby and his seizure disorder, learning disabilities, and extensive crying.

The beginning of Trevor's journey to find TJS began in 4th grade. He had been on at least six neurological prescriptions--three for seizures; three for self-harming behaviors. "At this point, Trevor's medications were not effective and his system began falling apart, which ultimately landed him in the psychiatric unit at Children's Hospital," says Peggy, TK's mother. "Not only was his self-harming behavior resulting in concussions, but he also became a danger to others."

The school district simply did not have the ability to serve Trevor.

"TJS was willing to take Trevor as soon as he was released from the hospital," Peggy continues. "We were overwhelmed and relieved. They weaned him off a whole slew of meds, and though he remained on some, they were far fewer. Since then, TJS has helped Trevor to come so far."

Trevor attends the TJS Boulder Campus and today, he is self-aware of his behaviors. TJS is helping Trevor to find other ways to get what he needs. He attended summer camp for the first time. There, he experimented with activities that he'd never wanted to try before. He canoed, swam, and dived off a diving board at the camp pool. "He's always been afraid of water," says Peggy. "Before, he'd only stay in the shallow end of the pool."

Trevor has also been on a bike, in a tag-along-seat. He's been to the adaptive ski program at Winter Park. He's now able to go shopping and he is much more social. "His limits have widened and his world has grown bigger," says his mom. "He's learning how to live a quality life at his own pace."

Peggy's words of inspiration for other parents are this, "Keep advocating for your kids and keep learning yourself because you must do things differently for your child and cannot treat them like all the other kids."

The Joshua School has made a huge difference in Trevor's life. "I'm not sure where we would be if that had not happened," says Peggy.





CLOSE UP: RYAN

“September 1, 2014 we finally found educational utopia for Ryan when he arrived at The Joshua School,” says Ryan’s mom, Lisa. “The Joshua School has changed both Ryan and our lives as a family.”

Ryan was diagnosed at a very young age with a variety of physiological issues. There were at least eight, and the neurologists painted a bleak picture as to what his outlook would be as he grew. The specialists told the family that he would probably never walk, talk, or develop like a normal child. It was devastating for them to hear this news, but they also knew that early intervention was critical. Ryan ended up in intensive therapies from the age of 3 months until 5 years.

“We were working really hard at home to try to get things under control,” says Lisa. “We tried the homeopathic route and put him on a multitude of supplements that ended up being the cost of a monthly car payment.” When he was 6, Ryan’s parents finally made the decision to try medication. Lisa calls this period of time in their journey into the land

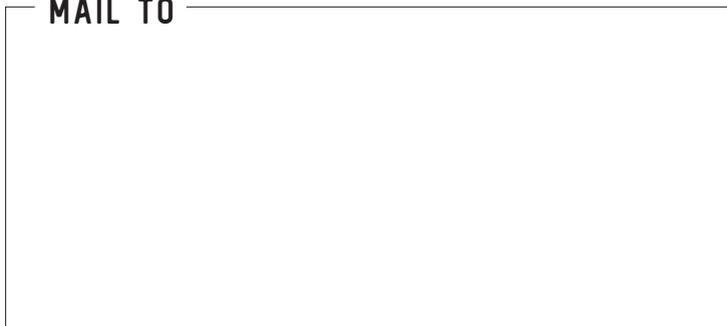
of psychotropic medication, the “dance of the medications”. This is a difficult journey for a neuro-typical child. It is an impossible journey for a child who is unable to tell you how they feel. “He was on a boatload of medications, and the school districts simply could not handle him,” says Lisa. “Ryan could not function before TJS. We felt that we were security guards.”

After five years at TJS, Ryan’s behaviors have drastically improved. He’s med-free for the first time in his life. “When you have a son/daughter with significant special needs and is vulnerable to everything in the community, you tend to be hyper-vigilant,” Lisa says.

Today, Ryan navigates his way through life. At age 18, he’s in the TJS Transition Program and is an active part of the community. He is functioning well and working toward independence. “TJS has helped us to shift our perspective from that of seeing that there might be limitations to what Ryan can accomplish to that of the sky is the limit,” says Lisa. “What a gift!”

PLACE
POSTAGE
HERE

MAIL TO

A large, empty rectangular box with a thin black border, intended for the recipient's address. It is positioned below the 'MAIL TO' label.