

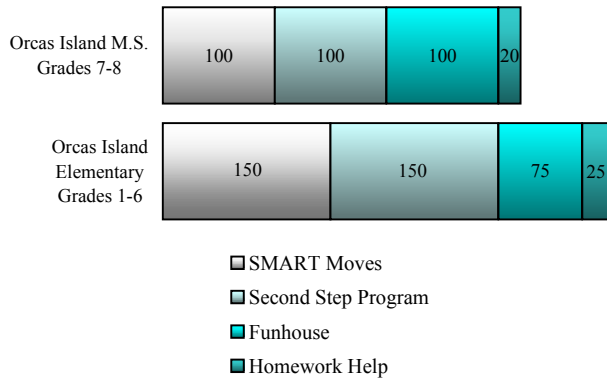
# A Guide to the Community Projects

## December 2000, Project Action Plan

### Orcas Island Prevention Project

Program Services	Risk Factors								Protective Factors				Science Rigor	Annual Program Service Cost	
	Friends Who Engage in the Problem Behavior	Lack of Commitment to School	Favorable Attitudes Toward the Problem Behavior	Academic Failure	Bonding: Attachment to Prosocial Peers	Opportunities for Prosocial Involvement	Bonding: Attachment to School								
Second Step Program		♦								♦	♦			3	\$36,000
SMART Moves	♦		♦								♦			5	\$17,626
The Funhouse: Recreational Activities	♦	♦								♦	♦			1-2	\$8,000
Homework Help	♦	♦		♦							♦	♦		3	\$8,000

### Annual Target Population



### Anticipated Changes

#### Anticipated Number of Participants

- Second Step Program**
  - Improve school climate
  - Increase knowledge and use of prosocial skills
  - Increase knowledge and use of refusal skills
  - Increase participation in positive relationships and in school activities
  - Increase student bonding to positive adult role models
- SMART Moves**
  - Increase knowledge of detrimental effects of substance abuse
  - Change peer attitudes toward drug use
  - Increase knowledge and use of refusal skills
  - Increase participation in drug-free healthy activities (Boys/Girls Club)
  - Decrease drug use
- Funhouse**
  - Increase prosocial skills, collaborative skills
  - Increase participation in positive relationships and activities
  - Increase acceptance of others
- Homework Help**
  - Change in attitude toward school
  - Recognition of supportive role of adults and older, successful students
  - Improvement or maintenance of grades



**State Incentive Grant  
COMMUNITY-BASED PREVENTION ACTION PLAN IMPLEMENTATION MATRIX**

**Community Project Name:** Orcas Island Prevention Project

**Lead Agency for SIG Community Project:** Orcas Island School District

**Address of Lead Agency:** 557 School Road, Eastsound, WA 98245

**Phone number/e-mail of Lead Agency:** (360) 376-2284/ Backes@orcas.k12.wa.us

**Project Director:** Michelle Judge /mjudge@orcas.k12.wa.us

PRG SVC #	Program Service Name	Science Rigor	Budget	Beginning	End	Provider	Location
1	The Funhouse: Recreational /Educational Liaison Activities	1,2	\$8,421	9/01	6/02	The Funhouse	
2	Smart Moves a. Smart Kids (grades 1-3), b. Start Smart (grades 4-6), c. Stay Smart (grades 7-8)	5	\$17,626	9/01	6/02	The Funhouse	
3	Second Step Program	3	\$42,126	9/01	6/02	Orcas Island School District	
<b>TOTAL</b>			<b>\$68,173</b>				

**2. List Partners:** (Indicate specific contribution to prevention service specified, such as: deliver services, in-kind (space, etc), funds, referrals)

<ul style="list-style-type: none"> <li>• Family Resources of Orcas Island -</li> <li>• Orcas Island School District -</li> <li>• Boys and Girls Clubs of Whatcom County</li> <li>• Funhouse</li> </ul>	<ul style="list-style-type: none"> <li>• Teen Substance Abuse Task Force/ Parenting Classes</li> <li>• Physical space/management</li> <li>• Consult on SMART Moves program</li> <li>• Delivery services/educational liaison to the school district to use Funhouse</li> </ul>
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**Approval Date:** \_\_\_\_\_

**Approved By:** \_\_\_\_\_

State Incentive Grant Project Director

**NAME OF PREVENTION PROGRAM: Orcas Island Prevention Project**

1.		2.		3.		4.	
RISK FACTOR PRIORITIZED		RISK FACTOR(S) INDICATOR		PROTECTIVE FACTOR(S) PRIORITIZED		PROTECTIVE FACTOR(S) INDICATOR	
Prg Svs #*				Prg Svs #*			
1,2	<ul style="list-style-type: none"> <li>Friends who engage in problem behavior</li> </ul>	<ul style="list-style-type: none"> <li>5 student forums indicated extreme pressure to use</li> <li>Alienating disrespectful school climate</li> <li>Lack of healthy recreational activities</li> <li>Teasing, harassing, bullying, aggressive student behavior</li> </ul>	1	<ul style="list-style-type: none"> <li>Increased involvement in drug-free activities</li> </ul>	<ul style="list-style-type: none"> <li>Increased participation in relationships and healthy community and school activities</li> <li>Increase in respectful behaviors</li> <li>Increase knowledge/use pro-social skills</li> </ul>		
1,3	<ul style="list-style-type: none"> <li>Student's lack of commitment or sense of belonging at school</li> </ul>		1,2	<ul style="list-style-type: none"> <li>Bonding with peers and adults</li> </ul>			
1	<ul style="list-style-type: none"> <li>Early initiation of problem behavior</li> </ul>		3	<ul style="list-style-type: none"> <li>Bonding/attachment to school</li> <li>Respectful school climate</li> <li>Positive relationships and school activities</li> </ul>			
		1,2,3	<ul style="list-style-type: none"> <li>Rewards for pro social involvement</li> </ul>				

\* See Table on page one for key to program services

**NAME OF PREVENTION PROGRAM: Orcas Island Prevention Project**

5.		6.			7.	
RESOURCE ASSESSMENT (for Risk Factor/Protective Factor)		PROBLEM(S) RELATED TO PRIORITIZED:			ANTICIPATED IMMEDIATE CHANGES Related to participation in Prevention Services (refers to immediate outcomes)	
<i>Available</i>	<i>Missing</i>	<i>Risk Factor</i>	<i>Protective Factor</i>	<i>Resource Gaps</i>	<i>Prg Svs #*</i>	
<ul style="list-style-type: none"> <li>• 4th-6th Grade:</li> <li>- O.I., San Juan County. Recreation Program</li> <li>- Conflict Management Program, elementary school</li> <li>- O.I. Mentor Program</li> <li>- Intervention specialist, elementary school</li> <li>• 7th-8th</li> <li>- O.I. Mentor Program</li> <li>- School district athletics program</li> <li>- School district music and drama program</li> </ul>	<ul style="list-style-type: none"> <li>• PTA</li> <li>• Consistent parent, community education re: substance abuse</li> <li>• Healthy activities for youth over 13 years of age (i.e.: teen center, clubs, drug-free parties, skate-board park)</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of programs for academic social support</li> <li>• Extensive peer pressure to use.</li> <li>• Students teasing, pressuring, and bullying each other</li> </ul>	<ul style="list-style-type: none"> <li>• Increased social skills</li> <li>• Rewards and recognition for involvement in extracurricular, non-sports activities</li> <li>• Student’s lack of positive skills to withstand problematic behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Until now, lack of staff, facility, and opportunity to:</li> <li>- Plan and participate in healthy activities</li> <li>- Develop skills to create respectful school climate</li> </ul>	<p>1,2,3</p> <hr/> <p>3</p>	<ul style="list-style-type: none"> <li>• Increased pro-social skills, collaborative skills</li> <li>• Increased participation in positive relationships and activities</li> <li>• Increased bonding to positive adult role models (The Funhouse staff and school staff)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Increased acceptance of others.</li> <li>• Improve school climate</li> <li>• Increase knowledge/use of refusal skills</li> </ul>

\* See Table on page one for key to program services

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8.							9.		
TARGET POPULATION							ELIGIBILITY TO PARTICIPATE (Criteria)		
Prg Svs #*	YOUTH			School Survey		ADULT			
	Proposed	Description (by grade, ethnicity)	By School	Fall 00	Spr 01	Proposed		Description	
1	75	4 <sup>th</sup> -6 <sup>th</sup> grade	Orcas Island Elementary	X				• All school students 4 <sup>th</sup> through 8 <sup>th</sup> grade	
1	100	7 <sup>th</sup> -8 <sup>th</sup> grade	Orcas Island Middle						
2 a. b. c.	10-15	Ages 6 to 9						• SMART Moves program coordinator	• Funhouse members or designated youth
	10-15	Ages 10 to 12							
	10-15	Ages 13 to 15							
3	50	4 <sup>th</sup> grade	Orcas Island Elementary					• 4 <sup>th</sup> through 6 <sup>th</sup> grade teachers • Support staff • Community volunteers	• All school students 4 <sup>th</sup> through 8 <sup>th</sup> grade • All teachers and support staff 4 <sup>th</sup> through 8 <sup>th</sup> grade
3	50	5 <sup>th</sup> grade							
3	50	6 <sup>th</sup> grade							
3	50	7 <sup>th</sup> grade	Orcas Island Middle			• 7 <sup>th</sup> and 8 <sup>th</sup> grade teachers • Support staff	• Interested parents, community members, parents of high-risk students		
3	50	8 <sup>th</sup> grade							

**NAME OF PREVENTION PROGRAM: Orcas Island Prevention Project**

10.			11.			12.
PROGRAM ACTIVITY(S) Related to Prevention Actions and Program Services			Institute of Medicine PREVENTION DEFINITION			DOMAIN(S) OF ACTIVITY(S)
Prg Svs #		Rigor	Universal	Selective	Indicated	(Community, family, school, individual)
1	<ul style="list-style-type: none"> <li>• Funhouse Educational/Recreational Program</li> <li>- Daily activities in drug-free atmosphere available</li> <li>- Participate in planning and implementation of activities</li> <li>- Use of educational materials, displays and technology equipment available at Funhouse Museum, i.e.,                             <ul style="list-style-type: none"> <li>Science displays</li> <li>Videotaping and editing room</li> <li>Music Sound room</li> <li>Use of interactive technology and maps</li> </ul> </li> </ul>	1,2	X			Individual and school
2	<ul style="list-style-type: none"> <li>• SMART Moves Activities</li> <li>- Role playing</li> <li>- Group activities and discussions to promote social skills</li> <li>- Peer resistance skills</li> <li>- Problem solving/decion making activities</li> <li>- Educational tools for increase knowleged of ATOD use/misuse/abuse</li> </ul>	5	X			Individual
a.	<ul style="list-style-type: none"> <li>• SMART Kids</li> <li>• Storytelling, improvisation activities</li> </ul>					
b.	<ul style="list-style-type: none"> <li>• Start SMART</li> <li>• Relaxation/stress reduction skills</li> </ul>					
c.	<ul style="list-style-type: none"> <li>• Stay SMART</li> <li>• Relaxation/stress reduction skills</li> </ul>					
3	<ul style="list-style-type: none"> <li>• Second Step</li> <li>- 4<sup>th</sup>-6<sup>th</sup>, one/weeks, each session lasting approximately 60 minutes developmentally sequenced classroom lessons. Second Step lessons teach through instruction and behavioral learning role-plays: empathy skills, communication skills, and problem solving skills, impulse control skills, and anger management skills.</li> <li>- 4<sup>th</sup>-6<sup>th</sup>, two times/week, 15 minute classroom “Transfer of Training” support activities</li> <li>- 4<sup>th</sup>-6<sup>th</sup>, individual and small group supplemental lessons as necessary</li> <li>- 7<sup>th</sup>-8<sup>th</sup> grade, two times/week, 30 minute developmentally sequenced classroom lessons.</li> <li>- Fall “Booster” training session for staff, and ongoing staff support</li> <li>- Training and monitoring of adult (parent and community) volunteer Second Step Classroom and Playground Coaches</li> </ul>	3		X		School

**NAME OF PREVENTION PROGRAM: Orcas Island Prevention Project**

13.		14.			15.	16.	
PROTECTIVE FACTORS/COMPONENTS/INCENTIVES ADDRESSED IN EACH ACTIVITY		DOSAGE OF EACH ACTIVITY(S).			LOCATION OF EACH ACTIVITY(S)	ACTIVITY BEGIN AND END DATES	
Prg Svs #*		Number time each program cycle offered	Number of sessions each program cycle	Length (in hours) of sessions		Begin	End
1	<ul style="list-style-type: none"> <li>Encourages participation</li> <li>Provides leadership, teaching and decision making opportunities for students</li> <li>Provides opportunities to create healthy relationships</li> </ul>		Daily	3 hrs (3 to 6 p.m.) M, T, R, F and 5 hrs (1 to 6 p.m.) W	The Funhouse	9/01	6/02
2	<ul style="list-style-type: none"> <li>Increased knowledge &amp; skills to enable students to refuse peer pressure and create healthy relationships.</li> <li>Increased availability of drug-free activities providing alternative choice for students whose attitudes towards drug has changed.</li> <li>Certificate of completion of Smart Moves Program.</li> </ul>			60 min - PH. 3 hrs - RA	The Funhouse	10/01	2/02
a.	<ul style="list-style-type: none"> <li>SMART Kids</li> </ul>		17	45 to 60 min		10/01	2/02
b.	<ul style="list-style-type: none"> <li>Start SMART</li> </ul>		11	60 to 90 min		10/01	12/01
c.	<ul style="list-style-type: none"> <li>Stay SMART</li> </ul>		12	60 to 90 min		10/01	01/02
3	<ul style="list-style-type: none"> <li>Development of pro-social skills to enable students to participate successfully, and create respectful school climate.</li> <li>Compliments and recognition by teachers at daily class meetings and weekly school assemblies of students working towards development of skills; recognition by principal at school assemblies of observable changes in school climate.</li> <li>End of year “certificate of completion” presented to each student in class and acknowledged at end of year awards assembly.</li> </ul>	35 for the elementary and 35 for the middle	16 lessons, 8 week quarters	1 hour	Orcas Island Elementary and Middle School	9/01	6/02