

# A Guide to the Community Projects

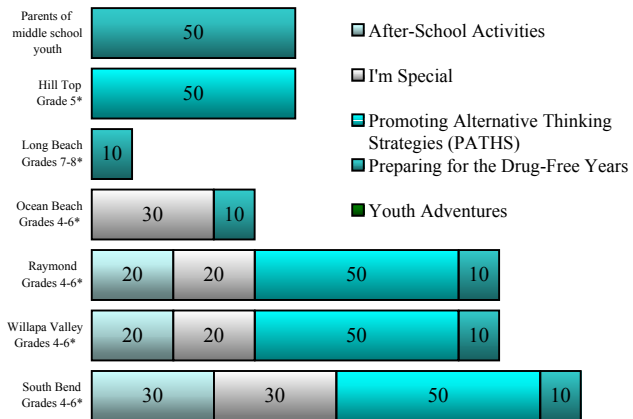
December 2000, Project Action Plan

## Pacific County Kid Care

Program Services	Risk Factors							Protective Factors					Science Rigor	Annual Program Service Cost
	Favorable Attitudes Toward the Problem Behavior	Early Initiation of the Problem Behavior	Favorable Parental Attitudes and Involvement in the Problem Behavior	Healthy Beliefs and Clear Standards	Social Skills	Opportunities for Prosocial Involvement								
After School Activities		♦							♦	♦			1-2	\$28,000
I'm Special		♦							♦	♦			5	\$2,000
PATHS#	♦	♦							♦	♦	♦		5	\$17,000
Preparing for the Drug-Free Years	♦	♦	♦						♦	♦	♦		5	\$6,000
Youth Adventures		♦							♦	♦			2	\$14,000

#Promoting Alternative Thinking Strategies

### Annual Target Population



### Anticipated Changes

Anticipated Number of Participants

- After-School Activities & I'm Special**
    - Increase skills of effective communication and group interaction
    - Increase opportunities for positive involvement
    - Develop a sense of uniqueness and self-esteem
  - Preparing for the Drug-Free Years**
    - Empower parents to set a clear family position on drug use by family member
    - Provide parents with skills to help their children refuse offers to use drugs
    - Teach parents how to reduce critical risk factors that are important during the middle school year
    - Increase family bonding by reducing conflict and by increasing youth involvement in activities
  - Promoting Alternative Thinking Strategies (PATHS)**
    - Increase self-control, emotional understanding, thinking before acting, and use of effective conflict resolution strategies
    - Increase cognitive skills
    - Increase positive effects on classroom atmosphere
  - Youth Adventures**
    - Improve decision-making and problem-solving skills
    - Improve communication and intrapersonal skills
    - Enhance self-esteem and self-confidence
    - Increase levels of cooperation and trust
    - Enhance leadership qualities
- \*For a list of schools in these school districts, see Appendix 6



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

**Community Project Name:** Pacific County Kid Care

**Lead Agency for SIG Community Project:** Pacific County Public Health and Human Services / Willapa Children’s Services

**Address of Lead Agency:** 1216 West Robert Bush Drive, South Bend, WA 98586

**Phone number/e-mail of Lead Agency:** 360-875-9343 / kbeck@co.pacific.wa.us / 360-875-6444 / pshults@willapabay.org

**Project Director:** Kevin Beck/Pat Shultz

PRG SVC #	Program Service Name	Science Rigor	Budget	Beginning	End	Provider	Location
1	Promoting Alternative Thinking Strategies	5	\$15,000	7/01	6/02	Diane Havnen-Smith, MSW	
2	Youth Adventures	2	\$11,000	7/01	6/02	Pacific County Health & Human Services/Willapa Children’s Services	
3	After School Activities Program	1,2	\$32,000	8/01	6/02	Willapa Children’s Services	
4	Keep A Clear Mind	5	\$2,000	8/01	6/02	Willapa Children’s Services	
<b>TOTAL</b>			<b>\$60,000</b>				

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

- Pacific County Public Health and Human Services
- Raymond School District
- Willapa Valley School District
- Willapa Children’s Services
- Ocean Beach School District
- South Bend School District

**Approval Date:** \_\_\_\_\_

**Approved By:** \_\_\_\_\_  
State Incentive Grant Project Director

**NAME OF PREVENTION PROGRAM: Pacific County Public Health and Human Services**

1.		2.		3.		4.	
RISK FACTOR PRIORITIZED		RISK FACTOR(S) INDICATOR		PROTECTIVE FACTOR(S) PRIORITIZED		PROTECTIVE FACTOR(S) INDICATOR	
Prg Svs #*				Prg Svs #*			
1	<ul style="list-style-type: none"> <li>• Early Initiation of Problem Behavior</li> <li>• Favorable Attitudes Towards Problem Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Risk Factor scale scores</li> <li>• Avg. # of risk factors</li> <li>• Percent at risk</li> </ul>	1	<ul style="list-style-type: none"> <li>• Healthy beliefs and clear standards for behavior. Opportunities for positive involvement with pro-social peers. Skills for recognizing feelings, self control and interpersonal problem solving</li> <li>• Recognition of skill mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Protective Factor scale scores</li> <li>• Avg. # of protective factors</li> <li>Percent resilient</li> </ul>		
2, 3, 4	<ul style="list-style-type: none"> <li>• Early Initiation of Problem Behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Prevalence of Problem Behavior</li> <li>• Risk Factor Scale Scores</li> <li>• Avg. # of Risk Factors</li> <li>• Percent at Risk</li> </ul>	2, 3, 4	<ul style="list-style-type: none"> <li>• Opportunities for youth to interact with pro-social adults and peers.</li> <li>• Learn new skills in a safe, supportive environment.</li> </ul>			

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

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)	
Prg Svs #*	Available	Missing	Risk Factor	Protective Factor	Resource Gaps	Prg Svs #*	
1	<ul style="list-style-type: none"> <li>• DARE Program in some schools</li> <li>• Interventionist with some prevention in schools</li> <li>• County Health Department</li> <li>• Prevention Coordination addressing the broader substance abuse prevention efforts such as DASA funding, community mobilization</li> </ul>	<ul style="list-style-type: none"> <li>• Outreach and support for school-based and community education</li> </ul>	<ul style="list-style-type: none"> <li>• Youth are using alcohol and other drugs more frequently and more extensively than their peers in other communities in Washington State.</li> <li>• Level of use and risk accelerates rapidly between 6th &amp; 8th grade</li> </ul>	<ul style="list-style-type: none"> <li>• Pacific County Youth self-report a community in which exposure to risk is very high and protection is low.</li> </ul>	<ul style="list-style-type: none"> <li>• Very limited funding and staff</li> <li>• Lack of resources for programming and intervention</li> </ul>	1	<ul style="list-style-type: none"> <li>• <b>O:</b> Increase self control, emotional understanding, thinking before acting, and use of effective conflict resolution strategies.</li> <li>• <b>P:</b> Increase cognitive skills</li> <li>• Positive effects on classroom atmosphere</li> </ul>

**NAME OF PREVENTION PROGRAM: Pacific County Public Health and Human Services**

2	<ul style="list-style-type: none"> <li>Youth Baseball</li> <li>Youth Golf</li> <li>USDA Summer Food Program</li> </ul>	<ul style="list-style-type: none"> <li>Social and recreational activities</li> <li>Skill development</li> </ul>	<ul style="list-style-type: none"> <li>Lack of critical life skills in our youth.</li> </ul>	<ul style="list-style-type: none"> <li>When life skills of self esteem, trust, personal responsibility and team work are nurtured, youth make choices which ensure:                             <ul style="list-style-type: none"> <li>Responsible decision making about drug/alcohol use and violence</li> <li>Prevention and/or reversal of delinquent behavior</li> <li>Better academic performance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for teaching life skills are very limited.</li> </ul>	2	<ul style="list-style-type: none"> <li>Improving decision-making and problem solving skills</li> <li>Improving communication and interpersonal skills</li> <li>Enhancing self-esteem and self confidence</li> <li>Increasing levels of cooperation and trust</li> <li>Enhancing leadership qualities</li> </ul> <p><b>O:</b> Refers to Outcome, <b>P:</b> Refers to Process</p>
3, 4	<ul style="list-style-type: none"> <li>DARE Program available in some schools</li> <li>One school has an Interventionist with some prevention programming</li> <li>County Health Department</li> <li>Prevention Coordination addressing the broader substance abuse prevention efforts such as DASA funding, community mobilization</li> </ul>	<ul style="list-style-type: none"> <li>Outreach and support for school-based and community education</li> <li>Expanded recreational and community activities</li> </ul>	<ul style="list-style-type: none"> <li>Lack of monitoring of youth's activities increases risk for initiating or continuing use of substances.</li> </ul>	<ul style="list-style-type: none"> <li>Youth are left unsupervised after school</li> </ul>	<ul style="list-style-type: none"> <li>School age child care is extremely limited</li> <li>Opportunities for youth are very limited</li> </ul>	3, 4	<ul style="list-style-type: none"> <li>Increase skills of effective communication and group interaction.</li> <li>Provision of opportunities for experience, realizing that out of these, youth will construct something remarkable that will become their lives.</li> <li>Development of a sense of uniqueness and self-esteem.</li> </ul>

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

**NAME OF PREVENTION PROGRAM: Pacific County Public Health and Human Services**

8.									9.
TARGET POPULATION									ELIGIBILITY TO PARTICIPATE (Criteria)
Prg Svs #*	YOUTH			School Survey			ADULT		
	Proposed	Description (by grade, ethnicity)	By School	Fall 95	Spr 98	Spr 99	Proposed	Description	
1	50 50 50 50	5 <sup>th</sup> grade students (Transition-age youth 10-14 years old)	<ul style="list-style-type: none"> <li>• Raymond Elementary</li> <li>• South Bend Elementary</li> <li>• Willapa Valley Elementary</li> <li>• Hill Top Elementary</li> </ul>		X				<ul style="list-style-type: none"> <li>• Hill Top</li> <li>• Raymond</li> <li>• South Bend</li> <li>• Willapa Valley 5th graders</li> </ul>
2	15							15	
3	30 20 20	Elementary school students	<ul style="list-style-type: none"> <li>• South Bend Elementary</li> <li>• Willapa Valley School District</li> <li>• Raymond School District</li> </ul>						<ul style="list-style-type: none"> <li>• Unsupervised after-school elementary age youth</li> </ul>
4	15 10 10						<ul style="list-style-type: none"> <li>• South Bend</li> <li>• Willapa Valley</li> <li>• Raymond</li> </ul>		

**NAME OF PREVENTION PROGRAM: Pacific County Public Health and Human Services**

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	<p><b>PROMOTING ALTERNATIVE THINKING</b> Enhance self-control/emotional understanding to reduce prevalence of aggressive/problem behaviors and improve peer relations. CURRICULUM COMPONENTS:</p> <ul style="list-style-type: none"> <li>• Identifying and expressing feelings;</li> <li>• Anger Management;</li> <li>• Observing Emotional Cues;</li> <li>• Manners/Empathy Development; Manners/I'm Sorry;</li> <li>• Introduction to Problem Solving;</li> <li>• Problem Identification;</li> <li>• Goals, Solutions, Choices;</li> <li>• Generating Alternatives &amp; Choosing the Best Solution;</li> <li>• Learning Self Control;</li> <li>• Self Control and Problem Prevention;</li> <li>• Friendships;</li> <li>• Teasing;</li> <li>• Fair vs. Not Fair</li> </ul>	5		X		Schools
2	<p><b>YOUTH ADVENTURES</b> Making appropriate choices is based on the presence of critical life management skills in youth. When self-esteem, trust, personal responsibility and team work are nurtured, youth make choices that will ensure more responsible decisions about drug/alcohol use and violence; prevention/reversal of delinquent behavior; better academic performance. Youth will be recruited through the science-based prevention programs. Specific activities will include:</p> <ul style="list-style-type: none"> <li>• Team Building Games/Activities</li> <li>• Ropes Course</li> <li>• Outdoor Adventure Activities</li> <li>• Separate Parent/Youth Orientation meetings and follow-up meetings</li> </ul>	2			X	All
3	<p><b>AFTER SCHOOL ACTIVITIES</b> Enhance participants' sense of self-worth and improve decision-making skills to reduce/delay onset of ATOD use. After-school activities to include structured recreational activities, assistance with homework assignments, and arts and crafts. These activities serve as the infrastructure for the science-based prevention programs of Keep A Clear Mind and Promoting Alternative Thinking Strategies.</p>	1,2	X			Schools
4	<p><b>KEEP A CLEAR MIND</b> This home-based program uses a correspondence format and consists of four weekly lessons on ATOD, and tools to avoid drug use. The overall goal is to increase parent/child communication regarding drug prevention and to develop specific youth beliefs and refusal skills. The program uses lessons, take home newsletters, and incentives.</p>	5		X		Schools

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13.		14.			15.	16.	
PROTECTIVE FACTORS/COMPONENTS/INCENTIVES ADDRESSED IN EACH ACTIVITY		DOSAGE OF EACH ACTIVITY(S)/PROGRAM			LOCATION OF EACH ACTIVITY(S)	ACTIVITY BEGIN AND END DATES	
Prg Svs #*		<i>Number of cycles per activity</i>	<i>Number of sessions per cycle</i>	<i>Length (in hours) of each session</i>		<i>Begin</i>	<i>End</i>
1	<ul style="list-style-type: none"> <li>Participants will increase self-control, emotional understanding, thinking before acting and use of effective conflict resolution strategies.</li> <li>Participants will demonstrate increases in cognitive skills.</li> <li>Positive effects on classroom atmosphere will result.</li> </ul>	8	20	1 to 2 hours	<ul style="list-style-type: none"> <li>Raymond</li> <li>South Bend</li> <li>Willapa Valley</li> <li>Ocean Beach</li> </ul>	09/01  02/01	6/02  6/02
2	<ul style="list-style-type: none"> <li>Opportunities for youth to interact with pro-social adults and peers</li> <li>Learn new life skills in a safe, supportive environment</li> <li>Provision of opportunities for experience</li> </ul>	2	10-20	2-10 hour long sessions (depending on activity)	Various locations	7/01	6/02
3	<ul style="list-style-type: none"> <li>Opportunities for youth to interact with pro-social adults and peers</li> <li>Learn new skills in a safe supportive environment</li> <li>Provision of opportunities</li> <li>Youth supervision after school</li> </ul>	3 (school location)	Available 180 days after school	3 hours	<ul style="list-style-type: none"> <li>Raymond</li> <li>Willapa Valley</li> <li>South Bend</li> </ul>	8/01	6/02
4	<ul style="list-style-type: none"> <li>Opportunities for youth to interact with pro-social adults and peers</li> <li>Learn new skills in a safe supportive environment</li> <li>Provision of opportunities for experience</li> </ul>	3 (school location)	5 in each location	1-2 hours	<ul style="list-style-type: none"> <li>Raymond</li> <li>Willapa Valley</li> <li>South Bend Elementary</li> </ul>	10/01 12/01 2/02	11/01 1/02 3/02