

# A Guide to the Community Projects

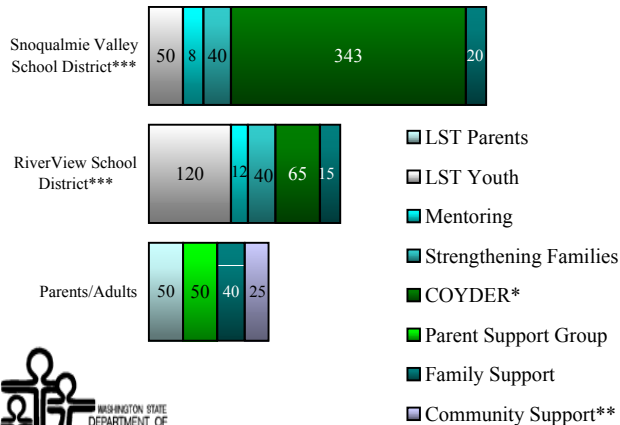
December 2000, Project Action Plan

## Snoqualmie Valley Prevention Project

Program Services	Risk Factors										Protective Factors					Science Rigor	Annual Program Service Cost	
	Community Laws and Norms Favorable to Drug Use	Availability of ATOD	Favorable Attitudes Toward the Problem Behavior	Early Initiation of Problem Behavior	Rebelliousness	Lack of Commitment to School	Early and Persistent Antisocial Behavior	Family Management Problems	Favorable Parental Attitudes and Involvement in the Problem Behavior	Healthy Beliefs and Clear Standards	Social Skills	Bonding	Bonding- Family Attachment	Bonding- Attachment to Prosocial Peers				
Life Skills Training – Parent + Youth			♦						♦	♦	♦	♦					5	\$47,000
Mentoring				♦	♦	♦					♦	♦	♦				4-5	\$27,000
Parenting Curriculum w/Strengthening Families									♦	♦				♦			3	\$22,410
COYDER*	♦	♦	♦		♦						♦	♦			♦		1-2	\$22,000
Parent Support Group									♦	♦	♦	♦					1-2	\$2,735
Family Support Home Visitation Program									♦	♦	♦	♦			♦		3-4	\$38,500
Community Support**	♦	♦							♦	♦	♦	♦	♦				1-2	\$4,550

\*Community/Youth Development Education, Recreation (includes Youth Council, After School & Break Recreation and Special Events, and RISE)  
 \*\*Includes: Family Group Conferencing Training for School Resource Officers, Community Coalition Mobilization

### Annual Target Population



### Anticipated Changes

- Life Skills Training Parents**  
Increase awareness of drug resistance skills and drug abuse information
- Life Skills Training**  
Increase awareness/use of self-management skills
- Mentoring**  
Increase school performance of youth  
Decrease antisocial behavior and feelings of alienation and rebelliousness among youth
- Strengthening Families**  
Increase knowledge and use of positive parenting skills
- COYDER\***  
Increase awareness of drug abuse information  
Increase bonding/attachment of youth to school  
Increase opportunities for meaningful participation  
Increase recognition of achievements
- Parent Support Group**  
Improve parent-child relationship, increased bonding/attachment
- Family Support**  
Increase awareness and use of positive parenting and family management skills
- Community Support\*\***  
Improve positive bonding among coalition member and with larger community  
Increase awareness and use of Family Group Conferencing facilitation skills
- Changes repeated across multiple program:**  
Increase bonding and attachment between youth and adult, youth and school, adult and community  
Increase awareness and use of general social skills among youth  
Increase feelings of caring and support among youth  
Increase awareness and use of positive parenting and family management skills  
Increase awareness and use of drug



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

**Community Project Name:** Snoqualmie Valley Prevention

**Lead Agency for SIG Community Project:** Snoqualmie Valley Community Network

**Address of Lead Agency:** PO Box 910, Carnation, WA 98014

**Phone number/e-mail of Lead Agency:** (425) 333-6614/ svcn@msn.com

**Project Director:** Kristy Sullivan

PRG SVC #	Program Service Name	Science Rigor	Budget	Beginning	End	Provider	Location
1a	Life Skills Training Program	5	\$48,871	7/01	6/02	Friends of Youth-Snoqualmie Valley	Chief Kanim Middle Tolt Middle
b	Life Skills Training Program: Parent Module						Snoqualmie Valley and Riverview School District
2	Mentoring	4,5	\$25,519	7/01	6/02	Friends of Youth-Snoqualmie Valley	Snoqualmie Valley and Riverview School District
3	Youth Councils	1,2	\$8,080	7/01	6/02	Snoqualmie Valley Youth Hub, Lower Valley Youth Programs	Snoqualmie Valley and Riverview School District
4	After School & Break Recreation and Special Events		\$8,081				
5	RISE		\$2,500				
6	Strengthening Families/ Preparing for the Drug Free Years	3	\$13,370	7/01	6/02	Friends of Youth-Snoqualmie Valley	Snoqualmie Valley and Riverview School District
7	Strengthening Multi Ethnic Families & Communities	3	\$9,880	7/01	6/02	Children's Services of Sno-Valley	Snoqualmie Valley and Riverview School District
8	Family Support Home Visitation Program	3	\$22,999				
<b>TOTAL</b>			<b>\$139,300</b>				

**Exhibit: Y3 SIG B1 July 1, 2001 to June 30, 2002 SIG Prevention Action Plan: King – 03**

**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>• Friends of Youth</li><li>• Snoqualmie Valley School District</li><li>• Riverview School District</li><li>• Children’s Services of Snoqualmie Valley</li><li>• King County Housing Authority</li><li>• Snoqualmie Valley Youth Hub</li><li>• Lower Valley Youth Program</li><li>• King County Parks Department</li></ul>	<ul style="list-style-type: none"><li>• deliver services</li><li>• space, referrals</li><li>• space, referrals,</li><li>• referral and follow-up, deliver services</li><li>• referrals</li><li>• deliver services</li><li>• deliver services</li></ul>
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**Approval Date:** \_\_\_\_\_

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

**NAME OF PREVENTION PROGRAM: Snoqualmie Valley Community Network**

1.		2.		3.		4.		
RISK FACTOR PRIORITIZED		RISK FACTOR(S) INDICATOR		PROTECTIVE FACTOR(S) PRIORITIZED		PROTECTIVE FACTOR(S) INDICATOR		
Prg Svs #*				Prg Svs #*				
1a.	<ul style="list-style-type: none"> <li>Youth attitudes favorable to ATOD</li> </ul>	<ul style="list-style-type: none"> <li>Students' rate 5% above state average on WSSAHB</li> <li>50% of key informants believe youth feel alienated</li> </ul>	1a.	<ul style="list-style-type: none"> <li>Clear standards/healthy beliefs</li> <li>Resistance skills</li> <li>Clear guideline for behavior</li> <li>Social skills</li> </ul>	<ul style="list-style-type: none"> <li>Students rate 5% below state average on WSSAHB</li> <li>Key informants</li> </ul>			
1b.	<ul style="list-style-type: none"> <li>Family management problems</li> <li>Parental attitude favorable to ATOD</li> </ul>	<ul style="list-style-type: none"> <li>Rate of CPS referrals/cases accepted 5% above state average on WSSAHB</li> </ul>	1b.					
2	<ul style="list-style-type: none"> <li>Early initiation of problem behavior, alienation, rebelliousness</li> <li>Low commitment to school</li> </ul>	<ul style="list-style-type: none"> <li>5% above state average on WSSAHB</li> <li>Key informants</li> </ul>	2	<ul style="list-style-type: none"> <li>Clear standards/healthy beliefs</li> <li>Resistance skills</li> <li>Clear guideline for behavior</li> <li>Positive bonding</li> <li>Opportunity for meaningful participation</li> <li>Skills for success</li> <li>Caring and support</li> <li>Recognition</li> <li>Caring and Support</li> <li>Monitoring</li> <li>Rewards/discipline</li> <li>Resistance skills</li> </ul>				
3	<ul style="list-style-type: none"> <li>Favorable attitude toward use among youth</li> <li>Community laws/norms favorable toward use</li> </ul>		3					
4	<ul style="list-style-type: none"> <li>Favorable attitude towards use among youth</li> <li>Early antisocial behavior/rebelliousness alienation</li> <li>Availability of ATOD</li> </ul>		4					
5	<ul style="list-style-type: none"> <li>Early antisocial behavior, rebelliousness, alienation</li> <li>Availability of ATOD</li> <li>Favorable attitude towards use among youth</li> </ul>		5					
6	<ul style="list-style-type: none"> <li>Parental attitude favorable to ATOD</li> <li>Family Management Problems</li> </ul>	<ul style="list-style-type: none"> <li>Students' rate 5% above state average on WSSAHB</li> <li>CPS referrals are higher than county average</li> </ul>	6		<ul style="list-style-type: none"> <li>Positive bonding</li> <li>opportunity for meaningful participation</li> <li>Skills for success</li> <li>Caring and support</li> </ul>	<ul style="list-style-type: none"> <li>WSSAHB 5% below state</li> <li>Half of key informants believe that standards are unclear and unhealthy.</li> </ul>		
7	<ul style="list-style-type: none"> <li>Parental attitude favorable to ATOD</li> </ul>		7		<ul style="list-style-type: none"> <li>Clear standards/healthy beliefs</li> </ul>			
8	<ul style="list-style-type: none"> <li>Family Management Problems</li> </ul>		8	<ul style="list-style-type: none"> <li>Caring and support</li> </ul>				

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

**NAME OF PREVENTION PROGRAM: Snoqualmie Valley Community Network**

Washington State Incentive Grant – April 2002

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)	
Available	Missing	Risk Factor	Protective Factor	Resource Gaps	Prg Svs #*	
<ul style="list-style-type: none"> <li>• History of successful collaborations</li> <li>• Low overall rate of problem behaviors</li> <li>• Community cohesiveness</li> <li>• High levels of community involvement/citizen participation</li> </ul>	<ul style="list-style-type: none"> <li>• Youth working with peers to strengthen norms</li> <li>• Efforts to delay first use</li> <li>• Support for positive adult role models</li> <li>• Adequate parenting information</li> <li>• Support groups for parents</li> <li>• Efforts to reduce underage access to ATOD.</li> <li>• Community and/or organizational polices</li> </ul>	<ul style="list-style-type: none"> <li>• Community laws/norms favorable to ATOD</li> <li>• Youth attitudes favorable to ATOD</li> <li>• Availability of ATOD</li> <li>• Parental attitudes favorable to ATOD</li> <li>• Family management problems</li> </ul>	<ul style="list-style-type: none"> <li>• Positive bonding/attachment</li> <li>• Opportunity for meaningful participation</li> <li>• Acquisition of success skills</li> <li>• Caring and support</li> <li>• Recognition</li> <li>• Clear standards/healthy beliefs</li> <li>• Resistance skills</li> <li>• Clear guidelines for behavior</li> <li>• Monitoring behavior</li> <li>• Reward/discipline, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• State and/or county programs/services</li> <li>• Local funding for human services</li> <li>• School funding for expanded curriculum</li> <li>• Lack of cooperation/consistency across law enforcement jurisdictions</li> <li>• Parental involvement in school activities</li> <li>• Transportation</li> <li>• Useful, relevant data</li> </ul>	1a.	<ul style="list-style-type: none"> <li>• Youth will:</li> <li>• Increase awareness and use of drug resistance skills and drug abuse information, including awareness of social influences toward ATOD and promotion of anti-drug norms</li> <li>• Increase awareness and use of self-management skills, including problem-solving and decision-making skills, critical thinking skills, enhanced self-control and self-esteem skills, and adaptive coping strategies for relieving stress and anxiety</li> <li>• Increase general social skills and competencies, including effective communication, overcoming shyness, learning to meet new people, and developing healthy friendships</li> </ul>
					1b.	<ul style="list-style-type: none"> <li>• Increase awareness of drug resistance skills and drug abuse information, and encourage use of these skills and information among youth</li> <li>• Increase awareness of and encourage use of self-management skills among youth</li> <li>• Increase awareness of and encourage use of general social skills among youth</li> </ul>
					2	<ul style="list-style-type: none"> <li>• Increased bonding and attachment between youth and adult, youth and school, adult and community</li> <li>• Decreased antisocial behavior, and feelings of alienation and rebelliousness among youth</li> <li>• Increased school performance of youth</li> </ul>
					3	<ul style="list-style-type: none"> <li>• Increased bonding/attachment of youth to school</li> <li>• Increased opportunities for meaningful participation</li> <li>• Increased recognition of achievements</li> <li>• Increased feelings of caring and support among youth</li> </ul>
					4	<ul style="list-style-type: none"> <li>• Increased opportunities for meaningful participation</li> </ul>
5	<ul style="list-style-type: none"> <li>• Acquisition of new social and other skills</li> </ul>					

**NAME OF PREVENTION PROGRAM: Snoqualmie Valley Community Network**

<ul style="list-style-type: none"> <li>• History of successful collaborations</li> <li>• Low overall rate of problem behaviors</li> <li>• Community cohesiveness</li> <li>• High levels of community involvement/citizen participation</li> </ul>	<ul style="list-style-type: none"> <li>• Youth working with peers to strengthen norms</li> <li>• Efforts to delay first use</li> <li>• Support for positive adult role models</li> <li>• Adequate parenting information</li> <li>• Support groups for parents</li> <li>• Efforts to reduce underage access to ATOD.</li> <li>• Community and/or organizational polices</li> </ul>	<ul style="list-style-type: none"> <li>• Community laws/norms favorable to ATOD</li> <li>• Youth attitudes favorable to ATOD</li> <li>• Availability of ATOD</li> <li>• Parental attitudes favorable to ATOD</li> <li>• Family management problems</li> </ul>	<ul style="list-style-type: none"> <li>• Positive bonding/attachment</li> <li>• Opportunity for meaningful participation</li> <li>• Acquisition of success skills</li> <li>• Caring and support</li> <li>• Recognition</li> <li>• Clear standards/healthy beliefs</li> <li>• Resistance skills</li> <li>• Clear guidelines for behavior</li> <li>• Monitoring behavior</li> <li>• Reward/discipline, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• State and/or county programs/services</li> <li>• Local funding for human services</li> <li>• School funding for expanded curriculum</li> <li>• Lack of cooperation/consistency across law enforcement jurisdictions</li> <li>• Parental involvement in school activities</li> <li>• Transportation</li> <li>• Useful, relevant data</li> </ul>	6	<ul style="list-style-type: none"> <li>• Improved parent-child relationships</li> <li>• Increased knowledge and use of positive parenting skills</li> <li>• Decreased negative behaviors among youth</li> <li>• Increased social competencies among youths</li> </ul>
					7	
					8	

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

**NAME OF PREVENTION PROGRAM: Snoqualmie Valley Community Network**

8.							9.		
TARGET POPULATION							ELIGIBILITY TO PARTICIPATE (Criteria)		
Prg Svs #*	YOUTH			School Survey		ADULT			
	Proposed	Description (by grade, ethnicity)	By School	Spr 98	Fall 99	Proposed			Description
1a.	300 300	6 <sup>th</sup> and 7 <sup>th</sup> grade 6 <sup>th</sup> and 7 <sup>th</sup> grade	Middle/Junior High Chief Kianim Middle Tolt Middle	X				Referral at KMS None at TMS	
1b.						20 15 15	Parents of 6th graders	Parents involved in Life Skills Training	
2	20	4 <sup>th</sup> thru 9 <sup>th</sup> grades (2-3 from each)	Elementary(s) Stillwater Cherry Valley Carnation Fall City Opstad Snoqualmie North Bend  Middle/Junior High Chief Kianim Middle Snoqualmie Middle Tolt Middle			20	Volunteer Mentors	Referral from school staff	
3	30	6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> graders 9 <sup>th</sup> – 12 <sup>th</sup> graders	Middle School(s): Snoqualmie M.S. Chief Kanim M.S. Tolt M.S.  High School(s): Mt. Si H.S. Cedarcrest H.S.					Interested youth	

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4	50 50	4th, 5th grader  6th, 7th, 8th 9th grader	<i>Elementary(s):</i> North Bend Elementary Opstad Elementary Snoqualmie Elementary Fall City Elementary  <i>Middle School(s):</i> Snoqualmie M.S. Chief Kanim M.S. Tolt M.S.				Interested youth
5	100	K to 8 <sup>th</sup> grade	<i>Elementary(s):</i> Fall City Elementary Snoqualmie Elementary <i>Middle School(s):</i> Two Rivers M.S.				Interested youth
6	30-40	4 <sup>th</sup> and 5 <sup>th</sup> graders	<i>Elementary(s)</i> Carnation Elementary North Bend Elementary		10-12		Parents of children in program.
7	25-30	Elementary aged	Riverview and Snoqualmie Valley School Districts		15-20	Families	Parents of elementary aged youth.
8			Riverview and Snoqualmie Valley School Districts		30	Parents	Living within the Riverview and Snoqualmie Valley School Districts



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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)
1a.	<p>Life Skills Training:</p> <ul style="list-style-type: none"> <li>• Drug resistance skills and information provide material that deals directly with the social factors promoting drug use. Includes materials designed to increase awareness of social influences toward drug use, correct the misperception that everyone is using drugs and promote anti-drug norms, teach prevention-related information about drug abuse, and teach drug resistance skills.</li> <li>• Self-management skills provides students skills for increasing independence, personal control, and a sense of self-mastery. Includes teaching general problem solving and decision-making skills, critical thinking skills for resisting peer and media influences, skills for increasing self-control, and self-esteem (such as self-appraisal, goal setting, self monitoring, self-reinforcement), and adaptive coping strategies for relieving stress and anxiety.</li> <li>• General social skills enhance student's social competence with a variety of general social skills, including skills for communicating effectively, overcoming shyness, learning to meet new people, and developing healthy friendships. These skills are taught through a combination of instruction, demonstration, feedback, reinforcement, behavioral rehearsal, and extended practice through homework assignments.</li> </ul>	5	X			Community/School/ Individual
1b.	<ul style="list-style-type: none"> <li>• Forums for parents will reinforce information and skills children have learned in three major content areas: drug resistance skills and information, self-management skills, and general social skills.</li> </ul>	5	X			Family
2	<p>One-on-one, regular, frequent meetings between adult mentor and at-risk youth based on a pattern of respect and support. The positive relationship between youth and adults focuses on:</p> <ul style="list-style-type: none"> <li>• Adult sees potential in youth, not only problems</li> <li>• Adult respects the opinions, feelings, and perspectives of youth</li> <li>• Adult recognizes that youth are not all the same</li> </ul>	4,5		X		Community/School/ Individual
3	<ul style="list-style-type: none"> <li>• Youth leaders meet to sponsor peer activities, anti-drug campaign, drug-free activities. Youth hold regular and project meetings throughout the school year to organize peer-led activities and events</li> </ul>	1,2	X			Individual/Community
4	<ul style="list-style-type: none"> <li>• Youth participate in after-school recreational activities which includes, After-school recreation, Special Events, Field Trips, and Middle School Dances, camps during school breaks</li> </ul>	1,2	X			Community/School/ Individual

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5	<ul style="list-style-type: none"> <li>Youth enroll in RISE after-school enrichment electives which includes Ten to twelve enrichment classes in such subjects as, computers, , science, and field study trips.</li> </ul>	1,2	X			Community/School/ Individual
6	<ul style="list-style-type: none"> <li>Strengthening Families Curriculum to provide drug abuse information to children and Preparing for the Drug Free Years Curriculum for parents to decrease parents use/misuse of substances, improve parenting skills, decrease children’s negative behaviors and increase their social skills.</li> </ul>	3		X		Family/School/ Individual
7	<ul style="list-style-type: none"> <li>A parent education curriculum that uniquely and creatively empowers parents, especially those parents who have experienced the effects of violence, alcohol and drugs, domestic violence, etc. Techniques and strategies include: Guidelines for establishing family rules and reasons; process of discipline for responding to both respectful and disrespectful behavior; changing destructive parenting; alternatives to corporal punishment; clarify emotions, validate child’s feelings and encourage their expression; assist with creating special relationships with children to include individual support and affection; assist children in making transition from childhood to adulthood; connect parents and children to healthy aspects that break cycle of violence; and decrease isolation, connect parents to resources for meaningful and lasting change.</li> </ul>	3		X		Family
8	<ul style="list-style-type: none"> <li>Provide family assessment and develop family goal plan. Provide parenting education and training in problem solving, communication and self-management. Home visitor, or family support specialist will make home visits, referrals to appropriate local services and provide case management</li> </ul>	3		X		Family

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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 #*		<i>Number of cycles per year</i>	<i>Number of sessions in a cycle</i>	<i>Length (in hours) of each session</i>		<i>Begin</i>	<i>End</i>
1a.	<ul style="list-style-type: none"> <li>Youth will have opportunities to gain skills and social competence</li> </ul>		15 for 6 <sup>th</sup> grade 10 for 7 <sup>th</sup> grade	45 minutes	Chief Kanim Middle Tolt Middle	10/01	6/02
1b.	<ul style="list-style-type: none"> <li>Parents will serve as role models for youth to promote healthy beliefs and clear standards around drug use</li> </ul>		1/ school	1.5 hours	Snoqualmie Valley and Riverview School District	10/01	6/02
2	<ul style="list-style-type: none"> <li>Youth/adults will bond and adults will promote healthy beliefs and clear standards</li> </ul>		30	2-3 hours	Snoqualmie Valley and Riverview School District	7/01	6/02
3	<ul style="list-style-type: none"> <li>Bonding with adults who promote healthy beliefs through participating in the multiple community activities</li> </ul>		30	2 hours 2 hours		07/01	06/02
4	<ul style="list-style-type: none"> <li>Opportunities for youth to design their recreational activities</li> </ul>		3/week 9 4	3 hours 8 hours 3 hours	Snoqualmie Valley and Riverview School District	10/01	06/02
5	<ul style="list-style-type: none"> <li>Recognition to the youth participating in activities</li> </ul>		2 classes/week 6-week session	1.5 hours	Fall City Elementary Snoqualmie Elementary Two Rivers Alternative	2 or 3/01	06/02
6	<ul style="list-style-type: none"> <li>Through parent curriculum, parents will be given skills to bond with each other and with children.</li> <li>2 groups in each school district</li> <li>Total of 4 groups</li> </ul>		Child: 12 to 14 Parent: 6 to 8	1 hour each	Snoqualmie Valley and Riverview School District	7/01	6/02
7	<ul style="list-style-type: none"> <li>Parent education curriculum will include skills for parents to learn how to bond with their children.</li> </ul>		4 to 9 weeks, 27 sessions total	2 hours/each	Snoqualmie Valley and Riverview School District	7/01	6/02
8	<ul style="list-style-type: none"> <li>Home visitation and support for parents will provide opportunity to receive parenting information and support from professional staff to improve family relationships and acquire healthy beliefs and clear standards.</li> </ul>		Ongoing	1.5 hours/minimum/parent			