

A Guide to the Community Projects

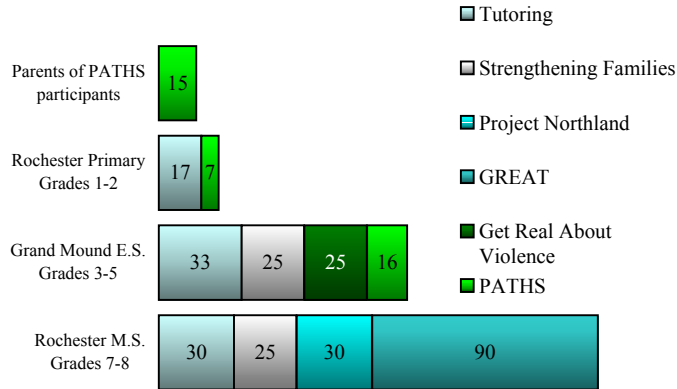
December 2000, Project Action Plan

Kids' Place/Teen Zone

Program Services	Risk Factors							Protective Factors					Science Rigor	Annual Program Service Cost
	Early Initiation of the Problem Behavior	Friends Who Engage in the Problem Behavior	Academic Failure	Healthy Beliefs and Clear Standards	Opportunities for Prosocial Involvement	Bonding								
Tutoring			♦					♦	♦	♦			5	\$25,951
Strengthening Families	♦							♦	♦	♦			5	\$18,009
Project Northland	♦	♦						♦	♦	♦			5	\$13,145
GREAT	♦	♦						♦	♦	♦			2	\$13,092
Get Real About Violence	♦							♦	♦	♦			2	\$9,249
PATHS*	♦							♦	♦	♦			5	\$5,956

*Promoting Alternative Thinking Strategies

Annual Target Population



Anticipated Changes

- Tutoring**
Increase their reading level by one grade level each year
- Strengthening Families**
Improve family communication and organization
Improve behavior of children
Improve parenting skills
- Project Northland**
Increase attendance and positive and healthy activities
Decrease need for school discipline
- GREAT (Gang Resistance Education And Training)**
Increase drug/alcohol and violence awareness by all Rochester sixth grade students
Increase sixth grade youth participation in positive activities
- Get Real About Violence**
Increase knowledge among participants concerning solutions to solve conflicts
Increase knowledge among participants of how violence affects themselves & others
By 25, decrease percent in playground citations, office referrals, and bus citations
- Promoting Alternative Thinking Strategies (PATHS)**
Increase self-control, emotional understanding, thinking before acting, and use of effective conflict resolution strategies
Increase cognitive skills
Show positive effects on classroom atmosphere

Anticipated Number of Participants



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

Community Project Name: TEEN ZONE

Lead Agency for SIG Community Project: TOGETHER!/R.O.O.F.

Address of Lead Agency: PO Box 5325 Lacey, WA 98509

Phone number/e-mail of Lead Agency: 360-493-2230 /Clarkpaws@aol.com

Project Director: Linda Clark

PRG SVC #	Program Service Name	Science Rigor	Budget	Beginning	End	Provider	Location
1	Tutoring	5	\$21,029	09/01	06/02	R.O.O.F.	R.O.O.F.
2	Project Northland	5	\$5,976	01/01	06/02		Rochester Middle School
3	GREAT	2	\$5,188	11/01	06/02		Rochester Middle School
4	Social Skills/Recreation	2	\$18,120	07/01	06/02		Rochester Middle School
TOTAL			\$50,313				

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"> • Rochester School District • Thurston County Sheriff Department • Rochester Schools • Community Youth Services (Readiness to Learn) 	<ul style="list-style-type: none"> • Will provide space for program; additional resources (funds and materials); teachers/counselors will provide referrals and support for the program, Jim Anderson – Supt. Of Rochester School District (360)273-5536 • Will provide staff as guest speakers and materials as needed for program. Gary Edwards – Thurston County Sheriff (360)786-5500, Deputy Debbie Mealy & Deputy Mike Hutnick – DARE officers (instructors for GREAT) • Jim Anderson – Supt. Of Rochester School District (360)273-5536, Gary McDaniel – Principal of Rochester Middle School (360)273-5958, Linda Shotwell – Vice Principal of Rochester Middle School (360)273-5958, Kathryn Palmer – Counselor of Rochester Middle School (360)273-5958, • Will refer students to participate in tutoring; will work with families and R.O.O.F. staff to assure progress and success. Wendy Haller – Youth and Family Services Program Manager (360)943-0780
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Approval Date: _____

Approved By: _____

State Incentive Grant Project Director

NAME OF PREVENTION PROGRAM: TOGETHER!/R.O.O.F

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"> • Early Academic Failure 	<ul style="list-style-type: none"> • Rochester 4th grade students are 15% lower than the state average in math skills and 7% lower in reading skills. 8th grade students surveyed tested 12% lower in math and 7% lower in reading. (WA State Assessment) 	1	<ul style="list-style-type: none"> • Opportunities for positive involvement, skill-building, and recognition • Healthy Beliefs and Clear Standards • Bonding 	<ul style="list-style-type: none"> • Lack of opportunities to bond with positive adults and teens • Lack of rewards for positive involvement • Lack of local family activities which promote healthy beliefs and clear standards 		
2, 3	<ul style="list-style-type: none"> • Early Initiation of Problem Behavior • Friends Who Use/engage in problem behavior 	<ul style="list-style-type: none"> • Local 6th graders have a 4.6% higher use of alcohol and 6.7% higher use of marijuana than their state peers. • Local 6th graders show a 5.9% higher use of tobacco than their state peers • 46.3% of local 6th graders have friends who use drugs. This figure climbs to 80.4% for Rochester 12th graders. 	2, 3				
4	<ul style="list-style-type: none"> • Early initiation of Problem Behavior • Friends who engage in problem behavior 	<ul style="list-style-type: none"> • 41% of local 6th graders perceive a favorable attitude towards antisocial behavior. • Only 31% of local 6th graders perceive opportunities for pro-social involvement. 	4	<ul style="list-style-type: none"> • Opportunities for positive involvement, skill-building, and recognition • Healthy Beliefs and Clear Standards Bonding 	<ul style="list-style-type: none"> • Lack of opportunities to bond with positive adults and teens • Lack of rewards for positive involvement • Lack of local family activities which promote healthy beliefs and clear standards 		

* See Table on page one for key to program services

NAME OF PREVENTION PROGRAM: TOGETHER!/R.O.O.F

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"> • R.O.O.F. Community Resource Center • School Activities • Church Groups Scouts 4-H 	<ul style="list-style-type: none"> • Funding: for school district to do one-on-one tutoring for positive alternative activities in school and community and recognition for job well done. • Transportation to available activities • Lack of parenting resources (literacy, GED) • High level of poverty. 	<ul style="list-style-type: none"> • Children reading below state levels • Targeted tutoring not available (lack of academic support) • Teachers spending more classroom time dealing with problem behavior. • Higher use of ATOD among Rochester youth at an earlier age. • Rising problem behavior in school • Youth spending more time “hanging out” • Juvenile crime is at highest rate during after-school period. • Higher use of ATOD at early age for Rochester youth • Nothing for youth to do outside of school • Limited free activities for poverty level children 	<ul style="list-style-type: none"> • Schools/parents not able to provide resources. • Lack of opportunities for positive involvement and skill building. • Lack of opportunities to bond with positive adults/teens • Lack of opportunities to bond with adults • Lack of skill building opportunities 	<ul style="list-style-type: none"> • Poor voting turnout to pass school bonds • Lack of positive family activities in Rochester • Lack of programs to develop effective parenting skills • Lack of school/community funding for programs • Lack of supervised activities for Middle School youth • Lack of ATOD prevention resources for teens and parents of teens. • Lack of transportation. 	1	<ul style="list-style-type: none"> • Program participants will increase their reading level by one grade level each year of participation.
					1, 2, 3, 4	<ul style="list-style-type: none"> • P: Increase in attendance for targeted youth and their families in positive and healthy activities.
					1, 2, 3, 4	<ul style="list-style-type: none"> • A decrease in office referrals, suspensions, and bus citations for participants at end of first year
					2	<ul style="list-style-type: none"> • Decrease in use of tobacco and alcohol use
					3	<ul style="list-style-type: none"> • An increase of drug/alcohol and violence awareness by all Rochester 6th grade students. • P: An increase in 6th grade youth participation in positive activities.
4	<ul style="list-style-type: none"> • P: Participants will have fun, bond with caring positive role models, and receive recognition <p>P: Refers to Process</p>					

* See Table on page one for key to program services

NAME OF PREVENTION PROGRAM: TOGETHER!/R.O.O.F

8.								9.
TARGET POPULATION								
Prg Svs #*	YOUTH			School Survey		ADULT		
	Proposed	Description (by grade, ethnicity)	By School	Spr. 98	Fall 00	Proposed	Description	
1	25	6 th , 7 th , and 8 th grade	Rochester Middle School	X		60	Parents of <i>Tutoring</i> participants	Low income students selected by school teachers and counselors because of the following risk factors: low academic and/or social skills; drugs/alcohol or violence in home; limited English spoken in home; single parent household.
2	25					15	Parents of Project Northland participants (parent participation-expect 1/2 first year and increase to 30 by 3 rd year.)	Low-income students selected by schoolteachers and counselors because of the following risk factors: low academic and/or social skills; drugs/alcohol or violence in home; limited English spoken in home; single parent household.
3	100	All 6 th grade students	Middle/Junior High(s) Rochester Middle School			0		All 6 th grade students enrolled at Rochester Middle School
	15							Low-income students selected by schoolteachers and counselors because of the following risk factors: low academic and/or social skills; drugs/alcohol or violence in home; limited English spoken in home; single parent household.
4	25	6 th , 7 th , and 8 th grade	RMS		X	10		All Teen Zone participants who have met guidelines

NAME OF PREVENTION PROGRAM: TOGETHER!/R.O.O.F

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"> • Individualized tutoring and homework help. This includes: <ul style="list-style-type: none"> (a) Reading, “outlaw words”, math facts, telling time, and other skills relating to the individual’s needs. R.O.O.F. staff will work closely with child’s teacher who will provide necessary materials for the participant. Participants will also have access to computers and library materials to enhance worksheets and school materials. Participants will spend time reading to themselves, each other, and adults and teens. Special guests will be brought in to read stories to the group. (b) Field trips to be planned on a regular basis as a reward for hard work and good behavior. (c) Monthly family nights will take place with food, story time, and a craft project. 	5		X		School/Individual
2	<ul style="list-style-type: none"> • Slick Tracy Home Team Program – 4-week program for 6th graders, using comic strips, activities. 6th graders and their families discuss materials. Participants also take part in poster fair to promote ATOD awareness in the community • Amazing Alternatives! – 8-week session for 7th graders. Peer –led activities. This group will coordinate alcohol-free alternatives 	5	X			Individual/Peer Family/Community
3	<ul style="list-style-type: none"> • GREAT “Gang Resistance Education and Training” <ul style="list-style-type: none"> Lesson 1: Introduction Lesson Lesson 2: Crime/Victims and Your Rights Lesson 3: Cultural Sensitivity/Prejudice Lesson 4: Conflict Resolution Lesson 5: Meeting Basic Needs Lesson 6: Drugs/ Neighborhoods – drugs and gangs interfere with the peaceful co-existence of a neighborhood Lesson 7: Responsibility – taking personal responsibility Lesson 8: Goal Setting – setting life goals and making appropriate choices • All lessons are linked with drug and alcohol prevention, but lessons 6, 7, and 8 have strong ATOD messages, which address friends who use, and early initiation of use. 	2		X		School Individual/Peer
4	<ul style="list-style-type: none"> • Recreational activities, life skills/self-esteem building activities, cooking and nutrition, sewing, outdoor sports, group games, arts and crafts, and field trips 	2	X			Individual/Community

NAME OF PREVENTION PROGRAM: TOGETHER!/R.O.O.F

13. PROTECTIVE FACTORS/COMPONENTS/INCENTIVES ADDRESSED IN EACH ACTIVITY		14. DOSAGE OF EACH ACTIVITY(S).			15. LOCATION OF EACH ACTIVITY(S)	16. ACTIVITY BEGIN AND END DATES	
Prg Svs #*		Number of cycles per year	Number of sessions per cycle	Length (in hours) of each session		Begin	End
1	<ul style="list-style-type: none"> • Opportunities to bond with adults and teens • Opportunities to build academic and computer skills • Opportunities to be rewarded through field trips, certificates • Certificates of achievement will be given to participants at end of each semester. Teachers and parents will be invited. 		(a) 57	45 minutes	R.O.O.F.	09/01	06/02
			(b) 10	Dependent on destination	Varies by destination		
			(c) 7	1 ½ hours	R.O.O.F.		
2	Opportunities <ul style="list-style-type: none"> • to bond with adults/teens • to participate in positive activities • to spread ATOD awareness to peers and community to be rewarded through certificates and field trips Skill-building opportunities (refusal skill; leadership)		4 weekly for 6 th grade 6 weekly for 7 th grade Ongoing weekly follow-up activities	60 minutes each 60 minutes each 60 minutes each	Rochester Middle School	01/01	06/02
3	1. - Opportunities for recognition (graduation ceremony & T-shirts) 1. & 2. Opportunities to bond with positive adults 1 & 2. Opportunities to build social skills and learn refusal skills Graduation Ceremony and Activity – Parents, Teachers, & community invited		9/ classroom	60 minutes	Rochester Middle School	11/01 11/01	06/02 06/02
			TBD	To be determined			
4	Opportunities for youth to bond, build social skills, and receive recognition		Daily activities w/ monthly field trips (weekly field trips during summer)	2 hours after school field trips	Rochester Middle School	07/01	06/02

State Incentive Grant

COMMUNITY-BASED PREVENTION ACTION PLAN IMPLEMENTATION MATRIX

Community Project Name: KIDS' PLACE

Lead Agency for SIG Community Project: TOGETHER!/R.O.O.F.

Address of Lead Agency: PO Box 5325 Lacey, WA 98509

Phone number/e-mail of Lead Agency: 360-493-2230 /Clarkpaws@aol.com

Project Director: Linda Clark

PRG SVC #	Program Service Name	Science Rigor	Budget	Beginning	End	Provider/ Location
5	Tutoring	5	\$17,104	09/01	08/02	R.O.O.F.
6	Winning at Parenting	2	\$1,200	11/01	06/02	
7	Get Real About Violence	2	\$1,324	10/01	06/02	
8	PATHS	5	\$3,182	09/01	06/02	
9	Social Skill/Recreation	2	\$6,671	7/01	6/02	
TOTAL			\$29,481			

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"> • Rochester School District • Thurston County Sheriff Department • Rochester Schools • Community Youth Services (Readiness to Learn) 	<ul style="list-style-type: none"> • Will provide space for program; additional resources (funds and materials); teachers/counselors will provide referrals and support for the program, Jim Anderson – Supt. Of Rochester School District (360)273-5536 • Will provide staff as guest speakers and materials as needed for program. Gary Edwards – Thurston County Sheriff (360)786-5500, Deputy Debbie Mealy & Deputy Mike Hutnick – DARE officers (instructors for GREAT) • Jim Anderson – Supt. Of Rochester School District (360) 273-5536, Gary McDaniel – Principal of Rochester Middle School (360)273-5958, Linda Shotwell – Vice Principal of Rochester Middle School (360)273-5958, Kathryn Palmer – Counselor of Rochester Middle School (360)273-5958, • Will refer students to participate in tutoring; will work with families and R.O.O.F. staff to assure progress and success. Wendy Haller – Youth and Family Services Program Manager (360) 943-0780
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Approval Date: _____

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 State Incentive Grant Project Director

NAME OF PREVENTION PROGRAM: TOGETHER!/R.O.O.F

1.		2.		3.	4.
RISK FACTOR PRIORITIZED		RISK FACTOR(S) INDICATOR		PROTECTIVE FACTOR(S) PRIORITIZED	PROTECTIVE FACTOR(S) INDICATOR
Prg Svs #*					
5	<ul style="list-style-type: none"> • Early academic failure 	<ul style="list-style-type: none"> • 4th grade students are 15% lower than the state average in math skills and 7% lower in reading skills (WA State Assessment) 		<ul style="list-style-type: none"> • Opportunities for positive involvement, skill-building, and recognition • Healthy beliefs and clear standards • Bonding 	<ul style="list-style-type: none"> • Lack of opportunities to bond with positive adults and teens • Lack of rewards for positive involvement • Lack of local family activities which promote healthy beliefs and clear standards • Only 31% of local 6th graders perceive opportunities for pro-social involvement
6	<ul style="list-style-type: none"> • Family management 	<ul style="list-style-type: none"> • 41.3% of 6th graders perceive poor family management • 46% of 6th grader see a low neighborhood attachment and laws and norms favorable to drug use 			
7	<ul style="list-style-type: none"> • Early initiation of problem behavior 	<ul style="list-style-type: none"> • Early use of tobacco, alcohol, and marijuana in last 30 days in last 30 days in 6th and 8th graders at higher percentage than state and county average. (WSAHBS) • 6th grad students reported 9.8% higher rate of attacking to hurt someone in the last 12 months than state level. • 12.6% of 6th grade students have been suspended from school in the last 12 months (10.1% state) 			
8	<ul style="list-style-type: none"> • Early initiation of problem behavior 	<ul style="list-style-type: none"> • Early use of tobacco, alcohol, and marijuana in last 30 days in last 30 days in 6th and 8th graders at higher percentage than state and county average. (WSAHBS) • 6th grad students reported 9.8% higher rate of attacking to hurt someone in the last 12 months than state level. • 12.6% of 6th grade students have been suspended from school in the last 12 months (10.1% state) 			
9	<ul style="list-style-type: none"> • Early academic failure • Family management • Early initiation of problem behavior 	<ul style="list-style-type: none"> • 4th grade students are 15% lower than the state average in math skills and 7% lower in reading skills (WA State Assessment) • 41.3% of 6th graders perceive poor family management • 46% of 6th grader see a low neighborhood attachment and laws and norms favorable to drug use • Early use of tobacco, alcohol, and marijuana in last 30 days in last 30 days in 6th and 8th graders at higher percentage than state and county average. (WSAHBS) • 6th grad students reported 9.8% higher rate of attacking to hurt someone in the last 12 months than state level. • 12.6% of 6th grade students have been suspended from school in the last 12 months (10.1% state) • 41% of local 6th graders perceive a favorable attitude towards antisocial behavior 			

Washington State Incentive Grant – April 2002

* See Table on page one for key to program services

NAME OF PREVENTION PROGRAM: TOGETHER!/R.O.O.F

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"> • R.O.O.F. Community Resource Center • School Activities • Church Groups • Scouts • 4-H 	<ul style="list-style-type: none"> • Funding for school district to do one-on-one tutoring • Transportation to available activities • Lack of parenting resources due to funding (literacy, GED) • High level of poverty among Rochester families • Lack of pro-social activities and positive recognition for a job well done 	<ul style="list-style-type: none"> • Children reading below state levels • Targeted tutoring not available (lack of academic support) • Higher use of ATOD at an early age for Rochester youth • Teachers spending more classroom time dealing with problem behavior. • Children spending more time “hanging out or watching TV • Inability to tolerate frustration • Lack of self-control • Increased aggression • Unable to solve conflicts peacefully • Nothing for youth to do outside of school • Limited free activities for poverty level children 	<ul style="list-style-type: none"> • Lack of opportunities for positive involvement and skill building. • Schools/parents not able to provide resources. • Lack of opportunities for positive involvement and skill building. • Schools/parents not able to provide resources • Lack of skill building opportunities 	<ul style="list-style-type: none"> • Poor voting turnout to pass school bonds • Lack of positive family activities in Rochester • Lack of programs to develop effective parenting skills • Lack of school/community funding for programs • Lack of affordable activities for youth. • Lack of funding for school activities (open gyms, dances, etc) • Limited transportation • Lack of spending money • Lack of community resources 	5	<ul style="list-style-type: none"> • Program participants will increase their reading level by one grade level each year of participation.
					6	<ul style="list-style-type: none"> • Increase by 50% in the number of parents who complete a skill building program to improve their parenting skills and promote bonding within the family. • Improve family communication and organization
					5, 6, 7, 8, 9	<ul style="list-style-type: none"> • Improve behavior of children by reducing conduct disorders, aggressiveness, and emotional problems • Participants will have fun, bond with caring positive role models, and receive recognition
					7, 8	<ul style="list-style-type: none"> • An increase in knowledge among participants concerning solutions to solve conflicts in their lives without violence
					7	<ul style="list-style-type: none"> • An increase in knowledge among participants of how violence affects themselves and everyone around them.
					7, 8, 9	<ul style="list-style-type: none"> • A 25% decrease in playground citations, office referrals, and bus citations for participants at the end of the first year. • Increase ability to tolerate frustration • Use of more effective conflict-resolution strategies • Improved self-control

* See Table on page one for key to program services

NAME OF PREVENTION PROGRAM: TOGETHER!/R.O.O.F

8.								9.
TARGET POPULATION								
Prg Svs #*	YOUTH			School Survey		ADULT		
	Proposed	Description (by grade, ethnicity)	By School	Spr. 98	Oct. 00	Proposed	Description	
5	17	1 st – 2 nd grade	Rochester Primary	N/A		60	Parents of Tutoring participants	Low income students selected by school teachers and counselors because of the following risk factors: low academic and/or social skills; drugs/alcohol or violence in home; limited English spoken in home; single parent household.
	33	3 rd – 5 th grade	Grand Mound Elementary	X				
6	10	1 st – 4 th grade participants	Rochester Primary			10	Parents of Kids' Place participants with open enrollment as space permits	
7	25	4 th and 5 th grade, boys and girls				12	Parents of Get Real participants	Low-income students selected by schoolteachers and counselors because of the following risk factors: low academic and/or social skills; drugs/alcohol or violence in home; limited English spoken in home; single parent household.
8	7	1 st – 2 nd grade	Rochester Primary		X	15	Parents of PATHS participants	Participants of Kids' Place who exhibit low social skills and have emotional problems
	16	3 rd – 5 th grade	Grand Mound Elementary					
9	50	1 st – 5 th grade	RPS and GMES			10	Parents of Kids' Place participants	All Kids' Place participants who have met guidelines

NAME OF PREVENTION PROGRAM: TOGETHER!/R.O.O.F

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)
5	<p>Individualized tutoring and homework help. This includes:</p> <ul style="list-style-type: none"> • Reading, “outlaw words”, math facts, telling time, and other skills relating to the individual’s needs • Participants will also have access to computers and library materials to enhance worksheets and school materials. • Participants will spend time reading to themselves, each other, and adults and teens. Special guests will be brought in to read stories to the group. • Field trips to be planned on a regular basis as a reward for hard work and good behavior. Monthly family nights will take place with food, story time, and a craft project. 	5		X		School Individual Individual/Commu nity Family
6	<p>A multi-component, family-focused prevention program, which includes the following three elements:</p> <ul style="list-style-type: none"> • Parent training program • Activity with family Meal • Supervised childcare with enrichment activities 	2	X			Family Domain Individual/Peer
7	<p>Module 1: Vulnerability to Violence; Module 2: Contributors to Violence; Module 3: Alternatives to Violence/ Lessons which include information concerning drugs and alcohol relationship to violence and addressing Early Initiation of Problem Behavior are:</p> <ul style="list-style-type: none"> • How Violence Hurts – Module 1 • Stick Up for Someone – Module 1 • What Happened – Module 1 • The Different Boy – Module 2 • Different People – Module 2 • The Partnership – Module 3 <ul style="list-style-type: none"> • Strategies for Bystanders – Module 3 • Don’t Stand By – Module 3 • The Refusal Skill for Self-Control – Module 3 • Listen to Me – Module 3 • Strategies for Victims – Module 3 • Strategies for Perpetrators – Module 3 • Promoting the Alternatives – Module 3 <p>Follow-up activities during summer program.</p> <ul style="list-style-type: none"> • Participants learn social skills: how to say “no”, and deal with negative peer pressure to perform wrongful actions. 	2	X			<ul style="list-style-type: none"> • Individual/Peer Domain • Individual/Peer Domain
	<ul style="list-style-type: none"> • A comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary age participants of Kids' Place. 	5	X			School Individual Community
	<ul style="list-style-type: none"> • Recreational activities, life skills, self-esteem building activities, cooking and nutrition, sewing, outdoor sports, group games, arts and crafts, and field trips. 	2	X			Individual Community

NAME OF PREVENTION PROGRAM: TOGETHER!/R.O.O.F

13. PROTECTIVE FACTORS/COMPONENTS/INCENTIVES ADDRESSED IN EACH ACTIVITY		14. DOSAGE OF EACH ACTIVITY(S).			15. LOCATION OF EACH ACTIVITY(S)	16. ACTIVITY BEGIN AND END DATES	
Prg Svs #*		<i>Number of cycles per year</i>	<i>Number of sessions per cycle</i>	<i>Length (in hours) of each session</i>		<i>Begin</i>	<i>End</i>
5	<ul style="list-style-type: none"> • Opportunities to bond with adults and teens • Opportunities to build academic and computer skills Opportunities to be rewarded through field trips, certificates • Certificates of achievement will be given to participants at end of each semester. Teachers and parents will be invited. 		7 57 10	45 minutes Dependents on destination 1.5	R.O.O.F. Varies by destination R.O.O.F.	09/01	08/02
6	<ul style="list-style-type: none"> • Opportunities for positive involvement • Opportunities for youth to bond with parents • Opportunity to improve family communication and organization Opportunities to build skills towards reducing family conflict, improving behavior of children • Opportunities to build ATOD prevention skills • Opportunities for recognition 		7	2.5	Rochester Primary School	10/01	11/02
7	<ul style="list-style-type: none"> • Activities #1. and 2. provide the following: • Opportunities to bond with adults (Activity #1) • Opportunities to build social skill and learn refusal skills (Activity #1) • Opportunities to be rewarded through certificates (Activity #2) 		10 for Activity #1 1 for Activity #2	1 1	R.O.O.F. Community Resource Center	10/01	06/02
8	<ul style="list-style-type: none"> • Opportunities for children to build emotional and social competence skills 		100	30 minutes	R.O.O.F. R.O.O.F. and a variety of field trip sites	09/01	06/02
9	<ul style="list-style-type: none"> • Opportunities for children to bond, build social skills, and receive recognition 		Daily - Kids' Place w/ monthly field trips (weekly field trips during summer)	2 hrs after school field trips		07/01	06/02