

A Guide to the Community Projects

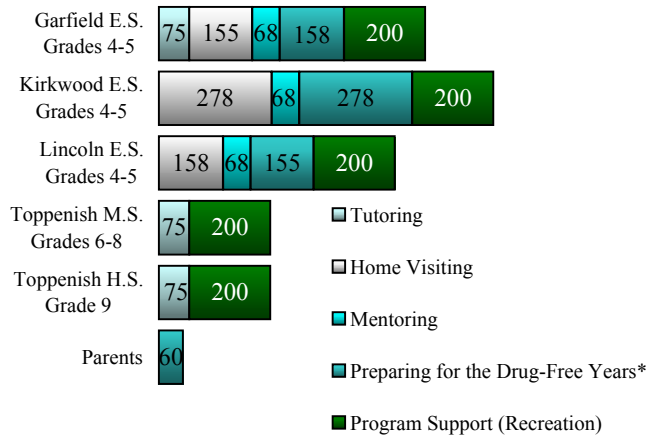
December 2000, Project Action Plan

Safe Haven

Program Services	Risk Factors								Protective Factors					Science Rigor	Annual Program Service Cost
	Academic Failure	Lack of Commitment to School	Family Management Problems	Favorable Personal Attitudes and Involvement in the Problem Behavior	Early and Persistent Antisocial Behavior	Low Neighborhood Attachment and Community Disorganization	Friends Who Engage in the Problem Behavior	Healthy Beliefs and Clear Standards	Bonding: Attachment to School	Bonding: Family Attachment	Opportunities for Prosocial Involvement	Bonding	Social Skills		
Tutoring	♦	♦						♦	♦					5	\$10,500
Home Visiting			♦	♦						♦	♦			4-5	\$23,874
Mentoring		♦		♦				♦			♦			4	\$7,500
Preparing for the Drug-Free Years*			♦	♦		♦		♦	♦			♦		3-5	\$18,000
Recreation							♦				♦	♦		1-2	\$43,530

*Includes: Los Ninos Bien Educados and Strengthening Multi-Ethnic Families & Communities

Annual Target Population



Anticipated Changes

Tutoring

Improve math and reading scores and academic performances
Reduce dropout rates
Reduction of antisocial behavior

Home Visiting

Increase participation in parent training
Increase participant's knowledge of available services
Improve family functioning and community involvement
Increase at-risk youth participation in prevention activities

Mentoring

Increase participant's self-confidence
Decrease truancy among participant group
Increase participant's knowledge about the effects of alcohol, tobacco, marijuana, and other drugs

Preparing for the Drug-Free Years*

Increase their knowledge about the effects of alcohol, tobacco, marijuana, and other drugs
Increase parenting skills
Increase family bonding

Prevention Program Support Services (Recreation)

Participants will show an increase in class participation and improvement in social skill.

Anticipated Number of Participants



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

Community Project Name: SAFE HAVEN

Lead Agency for SIG Community Project: City of Toppenish/ Toppenish Police Department

Address of Lead Agency: 21 West First Ave Toppenish, Washington 98948

Phone number/e-mail of Lead Agency: 509-865-6319/ kellyrosenow@ixpnet.com

Project Director: Kelly Rosenow, Assistant Chief of Police

PRG SVC #	Program Service Name	Science Rigor	Budget	Beginning	End	Provider/ Location
1	Tutoring	5	\$7,000	10/01	6/02	Toppenish School District
2	Home Visiting	4,5	\$15,000	7/01	6/02	Toppenish School District
3	Mentoring	4	\$7,000	7/01	6/02	Northwest Community Action Center/Planned Parenthood of Central Washington
4	Parent Training: Los Ninos Bien Educados	1,2	\$12,000	10/01	2/02	Northwest Community Action Center and Central Washington Comprehensive Mental Health
5	Parent Training: Strengthening Multi-ethnic Families and Communities	4	\$3,000			
6	Safe Haven Community Center Academic Administration, Recreational Infrastructure	1	\$47,993	7/01	8/02	Toppenish Parks and Recreation Department
TOTAL			\$91,993			

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">• Northwest Community Action Center• Project Change• The Casey Family Program• Yakima YMCA• Central Washington Comprehensive Mental Health• Toppenish Parks and Recreation• Northwest Community Action Center• Toppenish Police Department• Greater Yakima Mentoring Coalition• Merit Resources Services• Greater Yakima Mentoring Coalition• Toppenish School District	<ul style="list-style-type: none">• Provide mentors• Referrals• Provide mentors• Referrals
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Approval Date: _____

Approved By: _____
State Incentive Grant Project Director

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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"> Academic failure Lack of commitment to school 	<ul style="list-style-type: none"> 65% of students tested scored in lowest quartile on standardized CTBS* 16% drop out rate vs. state rate of 10.57% Average suspension rate of 240 per 1000 	1	<ul style="list-style-type: none"> Healthy beliefs and clear standards Bonding to school Attachment to school 	<ul style="list-style-type: none"> High-risk youth are observed by school, police, and community officials as not having opportunities to participate in community Information from school/student survey 		
2	<ul style="list-style-type: none"> Family management problems Parental Attitudes and Involvement Favorable toward Substance Abuse 	<ul style="list-style-type: none"> Rate of 106.9 children living away from home Rate of 121.776 victims in reported child abuse and neglect referrals Arrest records for drug/alcohol and violence Adults 25+ without a High School diploma or GED is 34 per 1000 	2	<ul style="list-style-type: none"> Family bonding Opportunities for pro-social involvement 	<ul style="list-style-type: none"> High-risk youth are observed by school, police, and community officials as not having opportunities to participate in community Information from school/student survey 		
3	<ul style="list-style-type: none"> Early and persistent antisocial behavior Low commitment to school 	<ul style="list-style-type: none"> School Suspension Rates Juvenile arrest rates for vandalism and violent crimes 	3	<ul style="list-style-type: none"> Healthy beliefs and clear standards Bonding with pro-social adults 	<ul style="list-style-type: none"> High-risk youth are observed by school, police, and community officials as not having opportunities to participate in community Information from school/student survey 		
4	<ul style="list-style-type: none"> Family Management Parental Attitudes and Involvement Favorable toward Substance Abuse 	<ul style="list-style-type: none"> HIDTA designation – 21.572 arrest rate for alcohol violations Arrest records for drug/alcohol and violence 	4	<ul style="list-style-type: none"> Family bonding Opportunities for pro-social involvement Skills and recognition 	<ul style="list-style-type: none"> Participation in training to enhance parenting skills Decrease in arrests for adults Increased numbers of registered voters 		
5	<ul style="list-style-type: none"> Family management problems Low neighborhood attachment and community disorganization 	<ul style="list-style-type: none"> Adults 25+ without a High School diploma or GED is 34 per 1000 Rate of 106.9 children living away from home Rate of 121.776 victims in reported child abuse and neglect referrals 	5	<ul style="list-style-type: none"> Health Beliefs and Clear Standards 	<ul style="list-style-type: none"> Adult participation in academic programs School records indicating decrease in all types of crime 		
6	<ul style="list-style-type: none"> Low Neighborhood Attachment and Community Disorganization Friends who engage in problem behavior 	<ul style="list-style-type: none"> 47% of population registered to vote Property crime arrests rate for 10-14 age group 64.713 per 1000 	6	<ul style="list-style-type: none"> Healthy Beliefs and Clear Standards Bonding with Pro-social Adults/family attachment Social Skills and Recognition 	<ul style="list-style-type: none"> High-risk youth are observed by school, police, and community officials as not having opportunities to participate in community Information from school/student survey 		

* See Table on page one for key to program services

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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"> Mandatory after-school tutoring/ discipline Summer school for immigrant 	<ul style="list-style-type: none"> Tutoring programs to address migrant population and targeted age group 	<ul style="list-style-type: none"> Parents of targeted at-risk youth don't place value on their children's education as evidenced by high dropout rate. 	<ul style="list-style-type: none"> Lack of youth exposure to adults with healthy beliefs and clear standards No bonding to school 	<ul style="list-style-type: none"> Parents not involved in schools No value on education Ethnic minority youth don't have culturally relevant after- school activities 	1	<ul style="list-style-type: none"> Improved math and reading scores and academic performance Reduced dropout rates Reduction of antisocial behavior
<ul style="list-style-type: none"> Readiness to Learn case manager – Toppenish School District 	<ul style="list-style-type: none"> Available manpower to ensure all families and students in need of service have access Community resources are not available 	<ul style="list-style-type: none"> Family management problems as evidenced by number of children in non-traditional homes, especially in foster care placement 	<ul style="list-style-type: none"> Family bonding Opportunities do not exist for families to be involved in healthy activities related to their kids 	<ul style="list-style-type: none"> Access to services Knowledge of available services Lack of culturally sensitive parent training 	2	<ul style="list-style-type: none"> P: Increase participation in parent training P: Increase participant's knowledge of available services O: Improved family management skills. P: Increase at-risk youth participation in prevention activities
<ul style="list-style-type: none"> Mentoring programs for foster youth Mentoring program for youth in juvenile justice system 	<ul style="list-style-type: none"> Culturally sensitive and relevant mentoring programs Access to existing programs 	<ul style="list-style-type: none"> Teachers report high risk youth are disruptive in class 	<ul style="list-style-type: none"> Lack of exposure to adults with healthy beliefs and clear standards Bonding with pro-social adults 	<ul style="list-style-type: none"> Lack of intergenerational opportunities for youth Lack of structured after-school activities Absence of positive and consistent adults in lives of youth 	3	<ul style="list-style-type: none"> O: Increase participant's self-confidence O: Decrease truancy among participant group O: Increase participant's knowledge about the effects of alcohol, tobacco, marijuana, and other drugs.

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<ul style="list-style-type: none"> • Chemical dependency treatment programs – in- and out-patient services • Toppenish Police Department provides: drug awareness presentations to parents, adults, and school staff; drug and alcohol awareness classes for Toppenish School District • Occasional parenting education activities at schools 	<ul style="list-style-type: none"> • Current drug and alcohol awareness programs are limited in scope for target population • Culturally specific parent training • Curriculum focused on substance abuse prevention 	<ul style="list-style-type: none"> • Family management problems as evidenced by high number of youth using/unsupervised. • Parental attitudes and involvement favorable toward substance abuse 	<ul style="list-style-type: none"> • Family bonding • Opportunities • Skills and Recognition • Healthy beliefs and clear standards 	<ul style="list-style-type: none"> • Anti-substance abuse messages not delivered in Spanish • Not culturally specific to Yakima Nation or Hispanic/ • Migrant population 	4	<p>Participants will:</p> <ul style="list-style-type: none"> • Increase their knowledge about the effects of alcohol, tobacco, marijuana, and other drugs. • Increase parenting skills • Increase family bonding
	<ul style="list-style-type: none"> • Planned parent training by knowledgeable persons with follow-up 				5	
<ul style="list-style-type: none"> • Traditional sports related recreational activities for select group of youth who can afford to participate (i.e. money for fees) 	<ul style="list-style-type: none"> • Non sports related after school activities for youth • Saturday activities for youth • Latch Key programs, before and after school • Recreational activities for low-income youth 	<ul style="list-style-type: none"> • Low neighborhood attachment and community disorganization • Friends who engage in problem behavior 	<ul style="list-style-type: none"> • Lack of adults to relate with for healthy beliefs and clear standards • Lack of bonding with pro-social adults • No skills and recognition 	<ul style="list-style-type: none"> • Transportation to and from activities • Lack of structured, supervised drug-free activities for youth • Safe places for youth to gather outside of school • Supervision for after-school activities 	6	<ul style="list-style-type: none"> • Improvement in social skills. • Bonding to pro-social adults • Attachment to community

* See Table on page one for key to program services

P: Refers to Process, **O:** Refers to Outcome

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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	Spr 99	Fall 99	Proposed	Description	
1	75	<ul style="list-style-type: none"> • 4th and 5th graders • At risk of academic failure • Middle school students in training • High school honor students and at-risk students 	ELEMENTARY <ul style="list-style-type: none"> • Garfield • Lincoln • Kirkwood MIDDLE <ul style="list-style-type: none"> • Toppenish Middle HIGH SCHOOL <ul style="list-style-type: none"> • Toppenish High 		X			An individual 10-12 years of age, enrolled in the Toppenish School District who meet 2 or more of the following criteria: <ul style="list-style-type: none"> • Failing in school • Displays anti-social behavior in school • High rate of absenteeism • Disruptive behavior in school • Scored in lowest quartile of CTBS Test Middle school students interested in on-the-job training. High school students recruited will need to demonstrate ability to work one-on-one with high at-risk youth <ul style="list-style-type: none"> • Honor students • At-risk students with potential
2	75 80 143 135 80 78	4 th and 5 th grade	Garfield Kirkwood Lincoln		X	100	Parents or guardians of students age 10 – 12 (families)	Parents and guardians of students enrolled in the Toppenish School District who meets the above criteria. <ul style="list-style-type: none"> • Failing in school • Displays anti-social behavior in school • High rate of absenteeism • Disruptive behavior in school • Scored in the lowest quartile of CTBS Test • Show early association with know gang members • Has siblings or parents who have been arrested for drug/alcohol related offenses • Has been involved in crimes against property or vandalism • Is living away from home

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3	68	4th and 5th	Garfield Kirkwood Lincoln	X		20	Business Leaders, Parents, College Students	Youth Eligibility - An individual 10 – 12 years of age, enrolled in the Toppenish School District who meets 2 or more of the following criteria: <ul style="list-style-type: none"> • Shows early association with know gang members • Has siblings or parents who have been arrested for drug/alcohol related offenses • Has been identified as involved in crimes against property or vandalism • Is living away from home • Consistently displays antisocial behavior • High rate of absenteeism (Referrals accepted as space available.) Adult Eligibility - Ameri-Core screening process and Greater Yakima Mentoring Coalition.
4	30	2 nd –5 th grade	Garfield			15	Parents or guardians of students age 7 - 18	<ul style="list-style-type: none"> • Parents of youth enrolled in the Toppenish School District. • Parents of at-risk students and other parents who express interest
5	40	2 nd –5 th grade	Kirkwood			22		
	30	2 nd –5 th grade	Lincoln			15		
	40	6 th –8 th grade	Toppenish Middle			35		
	20	9 th –12 th grade	Toppenish High			18		
6	200	4 th 5 th 6 th 7 th 8 th 9 th	ELEMENTARY Garfield Kirkwood Lincoln MIDDLE/JUNIOR Toppenish Middle HIGH SCHOOL Toppenish High		X		<ul style="list-style-type: none"> • Individuals 10 – 14 years of age enrolled in the Toppenish School District 	

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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)
1	Individual or group tutoring in academic subjects student is at risk of failing (Competency Based) <ul style="list-style-type: none"> • Assessment of at-risk youth's academic skills • Development of individual "tutor" plan to bring youth up to par. • Provide academic assistance individually or in group setting. 	5		X		School/Individual
2	<ul style="list-style-type: none"> • Information Dissemination – Provide information to recruit to specific prevention programs and ensure community liaison between parent and youth • Provide bridge between parents (usually mother) and outside world. • Resource access 	4,5	X			Family
3	Activities individualized for youths to include <ul style="list-style-type: none"> • Spending up to 1/2 hour, per week for 6 weeks per minimum • Tutoring if needed • Participation in scheduled field trips (i.e. trips to zoos, parks, movies, etc.) 	4		X		Individual,/communi ty/family/school
4	<ul style="list-style-type: none"> • Understanding risk factors of drug abuse • Understanding nature and extent of the problem • Reducing risks by strengthening family bonds • Conducting family meetings and fostering family communications • Establishing family position on drugs • Identifying and establishing positive reinforcements and appropriate negative consequences • Reinforcing a child's use of refusal skills • Expressing and controlling anger • Increasing children's participation in the family • Creating a parent support network 	1,2	X			Individual/Family
5		4				
6	Non traditional recreation and academic activities offered in series: <ul style="list-style-type: none"> • Arts and crafts • Dance classes • Language classes • Community service projects • Sewing Ongoing services include: Administration of SIG prevention services, tutoring, computer access and training, alternative school support, access to community services such as counseling, arts and crafts <ul style="list-style-type: none"> • Photography • Non-competitive sports • Non-structured tutoring • ROPES course • Cultural awareness using Hispanic and Native American elders • Computer classes 	1	X			Individual/Communi ty

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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 per cycle</i>	<i>Length (in hours) of each session</i>		<i>Begin</i>	<i>End</i>
1	Focus on basic academic skill development needs to succeed in school will promote healthy beliefs and clear standards and increase participant's bonding to school.		Variable depending on need. Average 10 sessions per student.	1 to 1.5 hours	Safe Haven, school building, or other suitable facility if additional space is required	10/01	6/02
2	Information dissemination provides support for anti-abuse messages and community involvement in decreasing tolerance of availability of substances and/or parent use and abuse. Provides through parent to child, the opportunity to participate in healthy activities.		Variable - As dictated by parent's need	1 hour average	Home, Safe Haven, or other suitable site.	7/01	6/02
3	Healthy beliefs and clear standards Bonding with pro-social adults and 2 hour monthly incentive activities		Minimum 6 sessions	30 minutes	Varies by activity - Safe Haven, fast food restaurants, other public locations	7/01	6/02
4	Parent training increases social skills, provides opportunities for community involvement, and improves family bonding/education. Information dissemination provides support for anti-abuse messages and community involvement in decreasing tolerance of availability of substances and/or parental use and abuse	2 series	10-week	90 minutes	Safe Haven or other neighborhood facilities	11/01	6/02
		At least one	10-week	2 hrs			
5		At least 1	12 weeks	3 hrs			
6	Bonding with pro-social adults Social skills Healthy beliefs and clear standards	Community Center open 5 days a week	Length of series dependent on activity and recruitment interests	Variable	Safe Haven as hub: school buildings, city buildings, and other facilities as needed.	7/01	8/02