

A Guide to the Community Projects

December 2000, Project Action Plan

Finley School District and Community Prevention Project

Program Services	Risk Factors								Protective Factors						Science Rigor	Annual Program Service Cost
	Community Laws and Norms Favorable to Drug Use	Favorable Attitudes Toward Problem Behavior	Friends Who Engage in the Problem Behavior	Early Initiation of the Problem Behavior	Social Skills	Healthy Beliefs and Clear Standards	Bonding: Family Attachment	Bonding: Attachment to School	Opportunities for Prosocial Involvement							
Multi-Component Approaches*	♦	♦		♦					♦	♦			♦	2-3	\$13,057	
Family as a Team		♦							♦	♦	♦		♦	3	\$38,477	
Project ALERT		♦							♦	♦				5	\$9,881	
Project Northland	♦	♦	♦						♦	♦			♦	5	\$20,619	
Summer ROPES Activity		♦	♦	♦					♦	♦			♦	1-2	\$25,500	

*School-linked

Annual Target Population



- Multi-Component School-Linked Approaches
- Family as a Team
- Project ALERT
- Project Northland
- Summer ROPES

Anticipated Changes

Multi-Component Approaches

Students

- Increase refusal skills
- Increase opportunities for school involvement
- Increase bonding to family
- Increase social skills, knowledge, resiliency
- Increase involvement in healthy activities and recognition for involvement

Parents

- Increase awareness of impact on children of parental attitudes and actions toward problem behavior
- Increase involvement in positive family activities
- Increase ability to express clear standards regarding ATOD use

Community

- Develop consistent community messages that encourage non-ATOD-use
- Increase community awareness of the impact of favorable attitudes on youth
- Develop community activities to encourage individual and family involvement
- Develop an academic peer support network

Family as a Team

- Increase parent involvement in positive family activities

Project ALERT

- Develop favorable attitude toward no-ATOD-use lifestyle

Project Northland

- Increase communication regarding impact of favorable attitudes on children

Summer ROPES

- Increase skills, knowledge, social competencies and resiliency

Anticipated Number of Participants



WASHINGTON STATE
DEPARTMENT OF
SOCIAL & HEALTH
SERVICES

Exhibit: Y3 SIG B1 July 1, 2001 to June 30, 2002 SIG Prevention Action Plan: Benton - 01

State Incentive Grant
COMMUNITY-BASED PREVENTION ACTION PLAN IMPLEMENTATION MATRIX

Community Project Name: Finley School District and Community Prevention Project

Lead Agency for SIG Community Project: ESD 123

Address of Lead Agency: 124 S. 4th Pasco, Wa. 99301

Phone number/e-mail of Lead Agency: 509-547-8441/dshepherd@Columbia.esd123.wednet.edu

Project Director: Diane Shepherd

PRG SVC #	Program Service Name	Science Rigor	Budget	Beginning	End	Provider	Location
1	Strengthening Families	5	\$20,028	3/02	8/02	Finley Elementary ESD 123	Finley Elementary School
2	Gimme Five Mentoring Program (Infrastructure for school, parent, student partnership)	1	\$27,177	7/01	6/02	Parent Teacher Organization of Finley and Finley School Personnel	Finley Middle School
3	Project Alert - School	5	\$12,985	10/01	6/02	ESD 123	Finley Middle School
4	Project Northland - School	5	\$26,794	10/01	6/02		Finley Middle School
5	a. Summer Challenge b. Program SMART Leaders	2 5	\$17,000	7/01	6/02	Benton Franklin Substance Abuse Coalition/ESD123	Finley Middle School
TOTAL			\$103,984				

Exhibit: Y3 SIG B1 July 1, 2001 to June 30, 2002 SIG Prevention Action Plan: Benton - 01

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

<ul style="list-style-type: none"> • Benton County Sheriff's Department • Benton Franklin Department of Human Services – • Benton Franklin Substance Abuse Coalition • ESD 123/ ESD 123 Media Department • Finley Community • Finley School District • Local newspaper and TV stations for • Young Life • Finley Parent/Teachers Association 	<ul style="list-style-type: none"> • Resource during parent meeting. • Fiscal management, Prevention Specialist • Space, resources (print information), program delivery, staff, resources, equipment, DJ for dances, and space, advisory committee member; businesses as advisory committee members, prevention providers as advisory committee members; provide training, facilitators, co-facilitators, ropes course, equipment, prevention specialist, office support, van; • Provide participation in project; community ropes course facilitators • Supplies access to all media equipment and videos, technical support on grant implementation, monitoring of program, conference and training room; staff as a certified ropes course facilitator, office, equipment; monitoring of grant and support; training room, media equipment, advisory committee member • Support of project community volunteers • Classrooms, media equipment, site use, work space, reader board, teachers, secretaries, students; Finley School District - school site, students, staff, parents, records. Finley teachers will provide the program delivery; parents of students who will participate in the project – these parents will be involved in parent training's • Provide support of project, PSA's and technical support • Provide assistance to project for youth involvement • Primary support for "Gimmie Five"
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Approval Date: _____

Approved By: _____
 State Incentive Grant Project Director

NAME OF PREVENTION PROGRAM: Benton/Franklin Substance Abuse Coalition/ESD 123

1.		2.		3.		4.	
RISK FACTOR PRIORITIZED		RISK FACTOR(S) INDICATOR		PROTECTIVE FACTOR(S) PRIORITIZED		PROTECTIVE FACTOR(S) INDICATOR	
Prg Svs #*				Prg Svs #*			
1,2,3,4	<ul style="list-style-type: none"> • Early initiation of problem behavior 	<ul style="list-style-type: none"> • Personal/Social Development phase of life - choices become more evident, often influenced by visual & auditory learning (media, family, older adolescents) • Behavioral problems begin such as bullying and victimization • Students attendance deteriorates, as well as appearance. *Student disclosing to safe adult that family is in crisis • School related ATOD violations • Data that supports the fact that students are using drugs and alcohol at an early age and that their friends are using as well • Family self disclosing crisis or near crisis with substance abuse issues 	3,4,5	<ul style="list-style-type: none"> • Individual development of social skills, competencies, and resiliency 	<ul style="list-style-type: none"> • Lack of community infrastructure, e.g., city government, local police department, and local health care providers makes it difficult for the community to set and enforce healthy beliefs and clear standards. • Lack of positive social recreational activities leads to a community that cannot meet the psychosocial needs of their youth. • Isolation eliminates opportunity to network and bond with healthy peers and adult role models. 		
4	<ul style="list-style-type: none"> • Laws and norms 	<ul style="list-style-type: none"> • Exposure to a community that greatly influences behavioral norms in youth • Geographical isolation • School concern around safety of students based on collaborative statements about health of family • Lack of positive social and recreational activities 	4,5	<ul style="list-style-type: none"> • Healthy beliefs and clear standards 	<ul style="list-style-type: none"> • Early age problem behavior is supported by friends but also adults in the peers lives • Parental and students' attitudes favorable to use • Lack of positive social and recreational activities • Isolation of Finley community. • Lack of community infrastructure, e.g., city government, local police department, and local health care providers, makes it difficult for the community to set and enforce healthy beliefs and clear standards. 		
			2,4	<ul style="list-style-type: none"> • Opportunities for positive bonding involvement with school, family and community 			
4,5	<ul style="list-style-type: none"> • Favorable attitudes toward alcohol and other drug use by youth 	<ul style="list-style-type: none"> • Curiosity around ATOD substances begins • Younger siblings living in family that presently has a member affected by ATOD. • Family self disclosing crisis or near crisis with substance abuse issues • Self-disclosure around ATOD use 	3,4,5	<ul style="list-style-type: none"> • Strengthen and further develop skills, knowledge, social competencies and resiliency Resistance to peer pressure 			
1,2	<ul style="list-style-type: none"> • Favorable attitudes toward alcohol and other drug use by family 		1	<ul style="list-style-type: none"> Bonding to family 			

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4,5	<ul style="list-style-type: none"> • Friends' use of alcohol and other drugs 	<ul style="list-style-type: none"> • Increase in school and home discipline • High incidence of minor in possession charges • Information from parents, teachers, and students • Data that supports the fact that students are using drugs and alcohol at an early age and that their friends are using as well • Lack of opportunity to participate in healthy activities with friends who do not use and adults who are not supportive of ATOD usage 			<ul style="list-style-type: none"> • Lack of friends support for non use of alcohol and other drugs • Lack of opportunity to participate in healthy activities with friends who do not use and adults who are not supportive of non-use
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* See Table on page one for key to program services

NAME OF PREVENTION PROGRAM: Benton/Franklin Substance Abuse Coalition/ESD 123

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>Prg Svs #*</i>	<i>Available</i>	<i>Missing</i>	<i>Risk Factor</i>	<i>Protective Factor</i>	<i>Resource Gaps</i>	<i>Prg Svs #*</i>	YOUTH:
1,2, 3,5	Supportive school community	<ul style="list-style-type: none"> • Strong health curriculum for middle school • Lack of parent driven organizations, i.e., PTO • No safe place to ride bikes, skateboard etc. • No public transportation • Lacks indoor facilities for socializing • No entity assumed leadership to address needs of the community's children and youth • Walking and bike paths are non-existent • Support services are lacking. • Lack of pro-social activities for teens • Low law enforcement visibility 	<ul style="list-style-type: none"> • Safety concerns • Problems with setting healthy beliefs and clear standards by parents because of favorable attitudes toward problem behaviors • Few opportunities for individuals and families to network with each other in positive setting • Lack of school services • Lack of community leadership • Poor parenting skills, particularly in setting healthy beliefs and clear standards • Lack of community leadership 	<ul style="list-style-type: none"> • Poor parenting skills in setting healthy beliefs and clear standards • Minimal encouragement to establish healthy lifestyle • Opportunities lacking for parents to network with each other in positive setting • Lack of community leadership • Lack of positive concepts around non-ATOD use among youth. • Lack of parent support in the school environment 	<ul style="list-style-type: none"> • Lack of community leadership • Parents don't have opportunities to network • No public transportation • Community isolated from services • Funding for curriculum • Available training on relevant curriculum • Isolation from larger communities promoting healthy lifestyle through education 	3,4, 5	Increased ability to reject peer pressures and make healthy decisions (refusal skills)
1,2, 4,5	Residents have loyalty to community and schools, school is hub for services					4	COMMUNITY: Development of consistent community messages that encourage non-use
1,2	Supportive school staff					1,2	Express clear standards regarding ATOD use. Positive involvement in student's school life. Increased ability to express clear standards and limits for their children regarding drug and alcohol use
4,5	Community supportive of sports program					4	Increase community awareness regarding the impact favorable attitudes have on youth
2	Parents are seeking to keep kids off streets Through individual efforts and off alcohol and other drugs					1	PARENTS: Increased awareness of the impact their actions and favorable attitudes toward problem behavior have on their children; Increase bonding to family
3	Local church provides alternative activities for youth					2,3	Development of positive peer support network based on academics rather than problem behaviors
		2,4	Process: Development of community activities that encourage individual and family involvement. Increased opportunities for school involvement.				
		1,2	Increased involvement in their child's lives centered around positive family activities				
		5	Increased involvement in healthy activities and recognition for involvement				
		3,4, 5	Increased skills, knowledge, social competencies, and resiliency				

* See Table on page one for key to program services

P: Represents Process

NAME OF PREVENTION PROGRAM: Benton/Franklin Substance Abuse Coalition/ESD 123

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	
1	6 to 10	3 rd through 5 th grade	Finley Elementary School			8 - 14	<ul style="list-style-type: none"> Parents of Youth 	<ul style="list-style-type: none"> Any Parent of youth grade 3 to 5 identified with substance abuse problem and is willing to participate in project along with other support.
2		6 th , 7 th , 8 th grade students	Finley Middle School	X		50% of all parents/guardians (150)	<ul style="list-style-type: none"> Parents Grandparents Guardians 	<ul style="list-style-type: none"> All Finley Middle School Students, and their parents/guardians
3	30 31 31	6 th grade students in 3 classrooms	Finley Middle School			5 2 2 80	<ul style="list-style-type: none"> Teacher- School counselor (provide health curriculum) Principals (introduce ATOD education /ongoing support) Parents 	<ul style="list-style-type: none"> Students enrolled in Finley School District in the targeted grade level. Adults are part of Finley school community.
4	25 24 24 24 22 22 22 22	8 th grade students in 5 classrooms 7 th grade students in 4 classrooms				2 1 1 80 1 Varies	<ul style="list-style-type: none"> Teachers/School Counselor (ATOD Health Curriculum) Principal/Assistant– (support of project) Parents – (parent trainings) Benton County Sheriff’s Deputy –(community activities) Community volunteers 	<ul style="list-style-type: none"> Students enrolled in Finley School District in the targeted grade level. Adults as part of the Finley project from school personnel, parents, or partners and community
5	a. 300 b.	4th, 5th 6th, 7th, 8th 9th	Finley Elementary Finley Middle School Riverview High School	X		4 6 1	<ul style="list-style-type: none"> Facilitator Volunteers Teacher 	<ul style="list-style-type: none"> Students’ part of Finely School District or have plans to enroll. Volunteers attached to the Finley School Community and community at large. Teacher/Counselor is part of the Finley School District Staff

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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	<i>Universal</i>	<i>Selective</i>	<i>Indicated</i>	<i>(Community, family, school, individual)</i>
1	<p>Strengthening Families</p> <ul style="list-style-type: none"> • Pre-session home visits • 14 week, program curriculum of multiple group activities • Family Meals provided. • Structured therapeutic child play exercises • Structured family communications exercises • Practice effective discipline • Conduct Family Meetings • Family feelings identification exercises • Parent support meetings while children play <ul style="list-style-type: none"> • One-to-one quality time • A closing ritual • Teaching Social skills, problem solving, resisting peer pressure for students • A substance abuse education component • Graduation • School-based parent advisory council of Strengthening Families program graduates <p>Strengthening Families curriculum topics</p> <ul style="list-style-type: none"> • Parent Skills Training • Children’s Skills Training • Family Life Skills Training 	5		X		Family/School
2	<p>Gimme Five is a Parent/School partnership program that will take place during the school year in Finley Middle School.</p> <ul style="list-style-type: none"> • Parents of students provide tutoring, assistance to teachers, chaperones for school events, lunch aides, teaching of special projects etc. • Each parent donate a minimum of five hours of mentoring throughout the school year, providing positive assistance to all in the school setting. • Provide parent drug awareness nights, fun events, annual picnics, dances, strengthening bonding between student and adults 	1	X			Individual/School
3	<p>Project Alert:</p> <ul style="list-style-type: none"> • Delivered in the classroom by teacher and prevention specialist, through a video based curriculum that includes: <ul style="list-style-type: none"> – Question and answer techniques (encouraging decision making and problem solving, as well as leadership skills and development) – Small-group exercises (promoting the development of a positive peer support network and leadership skills) – Role modeling (allowing for hands-on, experiential learning) – Repeated skills practices (further increasing the likelihood of students retaining the knowledge and skills). • Drug education and knowledge creates resources for students in developing refusal skills, helps them establish norms in developing positive peer relationships and promotes healthy attitudes around the negative effects of drugs and drug use. 	5	X			School

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4	<p>Project Northland: School-Site (Students)</p> <ul style="list-style-type: none"> • Peer-led classroom-based curriculum for students that focuses on introducing students to: <ul style="list-style-type: none"> – “Power groups” (individuals and organizations) within their communities that influence adolescent alcohol use/other drugs and availability and to teach community action/citizen participation skills.. – Age-appropriate skills for resisting ATOD and reducing ATOD problems School-Site (Parents) – Parental involvement and education to provide parents with skills and knowledge to support their children including communication and problem solving exercises. • ATOD education integrated within the activities. • Parents given opportunity to access their own behaviors and to determine if they promote healthy beliefs and clear standards to their students. 	5	X			School/Individual
5	<p>Summer Challenge Program/SMART Leaders - Experiential Activities offered to students during the summer months using community resources and volunteers.</p> <ul style="list-style-type: none"> • Students participate in challenge games that require cooperation to set a goal, develop a plan to achieve the goal, and to work cooperatively towards the goal. Intensity of the challenge games increase as the participants’ skill level increases. • Participates advance to another level after they have decided that universally they have met their goal. • At the end of their summer session, students have opportunity to participate in day-long activity on the adventure challenge course (ropes course) in Columbia Park, to make individual choices involving high elements with the support of their team. Lunches will be provided through the summer food service. 	2 5	X			Individual

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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 sessions</i>	<i>Number of sessions each program cycle</i>	<i>Length (in hours) of each session</i>		<i>Begin</i>	<i>End</i>
1	<ul style="list-style-type: none"> Bonding through participating in the program (strengthening family functioning). Increase education, skills and knowledge. Provide opportunities appropriate modeling. Provide recognition for families and students. 	1	14 week curriculum	2 hours	Finley Elementary School	3/02	8/02
2	<ul style="list-style-type: none"> Recognition to students Recognition to volunteers Bonding with adults Opportunity to facilitate healthy activities Opportunity for parents to participate in school activities 	Ongoing	All year	5 hours per year by each parent volunteer	school site	7/01	6/02
3	<ul style="list-style-type: none"> Skills/Knowledge to: <ul style="list-style-type: none"> Not to use drugs. Identify pressures to use drugs. Say no to external and internal pressures. Understanding that most people do not use drugs. <ul style="list-style-type: none"> Learn benefits of not using drugs. Students have opportunity to: <ul style="list-style-type: none"> Interact with other students in discussions on ATOD education through the learning model and with adult teachers in discussions on ATOD education through the learning model Participate in ways to make healthy choices around ATOD concerns. Parents able to be part of the award process supporting their students' achievements and enhancing the bonding process between parent and child. Teachers are provided with a Health Curriculum that supports their teaching of the EALR's 	Programs run 1 each trimester for a total of 3 series, 33/student	Weekly for eight sessions Year 1/Year 2 three sessions follow-up	55 minutes per session	Finley Middle School Classroom	10/01	6/02

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4	<ul style="list-style-type: none"> • Students – Opportunity to identify pressures to use drugs; interact with non-using peers; increased self-efficacy to resist influences; positive interaction and activities with family; increase ability to communicate general needs; be involved in leadership roles in the classroom through peer program; and participate in fun activities that are age appropriate and drug free. • Parents - Opportunity to acquire knowledge and skill to support their children positively; to connect with other parents through dinner/workshop; develop partnership with teachers and parents to support a Parent – Teacher Organization (PTO/PTA); learn or reaffirm Healthy Beliefs and Clear Standards skills to model to children; and present a certificate of participation and completion to their student increasing the bonding of child and parent. • Community - Parents, teachers, businesses and prevention providers work together to strengthen existing resources and develop new resources to assist in the health and welfare of the community through Community Advisory Board to assist in identifying changes that need to take place in the community and facilitating the process for change and producing an awareness campaign that is community driven and prevention based. 		<p>(Project Northland) In school lessons – 8 Community activity – (Dances)</p> <p>2 parent workshops</p> <p>Varies</p>	<p>One class period (approx. 50 minutes). Dances 3 – 4 hours long</p> <p>Varies</p> <p>4 hours</p>	<ul style="list-style-type: none"> • Classroom and school site. <p>School Site – Gym and Outdoors (School Yard)</p> <p>Meeting places around Finley community (i.e., Pizza Barn, Finley Middle School, Administration Building, Two Rivers Park, Parents Homes)</p>	10/01	6/02
5	<ul style="list-style-type: none"> • Positive Adults • Positive Risk Taking • Challenges Something New and Exciting • Meeting Friends • Learning new skills • Developing faith in yourself (self-confidence) 		18	4 hours for each session 4th to 9th graders	School Site Two Rivers Park, Finley Columbia Park, Challenge Course, Kennewick, WA	7/01	6/02