

# A Guide to the Community Projects

December 2000, Project Action Plan

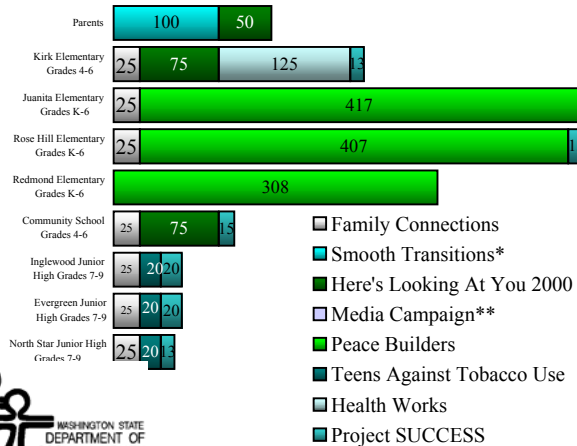
King County - Lake Washington School District

Project Action Plan

## Eastside Central Community

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	Community Perceived Availability of Drugs, Guns, and Handguns	Lack of Commitment to School	Community: Rewards for Prosocial Involvement	School: Rewards for Prosocial Involvement	Social Skills						
Family Connections	♦	♦		♦					♦	♦		5	\$27,000
Smooth Transitions	♦	♦		♦					♦	♦		2	\$2,472
Here's Looking At You 2000	♦			♦					♦	♦	♦	3	\$5,700
Media Campaign			♦						♦	♦		1	\$10,120
Peace Builders	♦			♦					♦	♦		5	\$16,482
Teens Against Tobacco Use	♦			♦					♦	♦		3	\$8,800
Health Works	♦			♦					♦	♦		1	\$4,500
Project SUCCESS	♦			♦					♦	♦		5	\$50,000

## Annual Target Population



## Anticipated Changes

### Family Connections/ Smooth Transition:

- Improve communication skills
- Increase ATOD knowledge & awareness
- Increase awareness about community events & resources
- Increase feelings of competence
- Receive help for identified needs

### Here's Looking At You 2000

- Participate in curriculum lessons

### Peace Builders

- Have fewer discipline issues
- Improve self-esteem & self-confidence
- Increase ATOD knowledge & awareness
- Increase social skills
- Sustain current grade level & remain in school

### Teens Against Tobacco Use (TATU)

- Improve self-esteem & self-confidence
- Increase tobacco knowledge & awareness

### Media Campaign

- Increase ATOD knowledge & awareness
- Increase awareness about community events & resc
- Increase number of adults serving as student mento

### Health Works

- Improve social and resistance skills
- Increase media literacy

### Project SUCCESS

- Increase achievement and motivation in school
- Increase ATOD knowledge & awareness
- Increase social skills
- Sustain current grade level & maintain in school

Anticipated Number of Participants

\*Target population is parents

\*\*Media Campaign targets 24,000 K-12 students and 150,000 community resident

DSHS, RDA Progress Report 4.43-6c



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

**Community Project Name:** Eastside Central Community

**Lead Agency for SIG Community Project:** Lake Washington School District

**Address of Lead Agency:** P.O. Box 97039, Redmond WA 98073

**Phone number/e-mail of Lead Agency:** (425) 702-3275/banderson@lkwash.wednet.edu

**Project Director:** Becky Anderson

PRG SVC #	Program Service Name	Science Rigor	Budget	Beginning	End	Provider	Location
1	Family Connections	3,4	\$27,000	10/01	11/02	Pacific Training Network	Kirk Elementary Juanita Elementary Rose Hill Elementary Redmond Elementary
2	SUCCESS Mentoring	5	\$66,200	09/01	06/02	Youth Eastside Services	School
3	Health Works	1, 2	\$4,500	09/01	06/02	LWSD; PTSA	School
4	Peace Builders	5	\$20,500	09/01	06/02	Heartsprings, LWSD	School
5	Teens Against Tobacco Use	3	\$8,800	09/01	06/02	Evergreen Community Health Care, LWSD	School
<b>TOTAL</b>			<b>\$127,000</b>				

**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>• City of Kirkland</li> <li>• Eastside Journal</li> <li>• Evergreen Community Health Care</li> <li>• Lake Washington Elementary</li> <li>• Lake Washington School District</li> </ul>	<ul style="list-style-type: none"> <li>• District trainer will train all teachers involved, develop sample lessons for classroom integration, support trained staff during the year, and assist with evaluation. Contract with Heartsprings and Evergreen for services</li> </ul>
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**Exhibit: Y3 SIG B1 June 30, 2001 to July 1, 2002 SIG Prevention Action Plan: King - 01**

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<ul style="list-style-type: none"><li>• Lake Washington Secondary Schools</li><li>• PTSA</li><li>• Youth Eastside Services</li></ul>	<ul style="list-style-type: none"><li>• Provide teacher/parent to be trainer and recruit junior high school 9th grade students to be teachers. Arrange for student trainers to present at elementary schools to students in grades 4, 5 &amp; 6. Implements curriculum, collects data for evaluation, provides location for trainings</li><li>• Publish &amp; disseminate information in regular newsletter</li><li>• Hire Coordinator, secure adult mentors, train mentors, match students with mentors, maintain frequent communication and support, and conduct evaluation</li></ul>
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**Approval Date:** \_\_\_\_\_

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

NAME OF PREVENTION PROGRAM: lake Washington School District

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	Early initiation of the problem behavior	<ul style="list-style-type: none"> <li>• Student responses on WSSAHB</li> <li>• Juvenile arrests for vandalism, property crimes, and violent crimes</li> <li>• Adolescents in AOD treatment</li> <li>• Juvenile arrests for drug law violation</li> <li>• Juvenile arrests for alcohol related offenses</li> </ul>	2, 4, 5	Community: rewards for pro-social involvement	<ul style="list-style-type: none"> <li>• Student responses on WSSAHB</li> </ul>
1, 2	Friends who engage in the problem behavior/use drugs		1, 2, 3, 4, 5,	School: rewards for pro-social involvement	
2	Availability of drugs (gangs & handguns)		1, 2, 3, 4, 5	Social skills	
2, 3, 4, 5	Lack of commitment to school				

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

5.			6.			7.	
RESOURCE ASSESSMENT (for Risk Factor/Protective Factor)			PROBLEM(S) RELATED TO PRIORITIZED:			ANTICIPATED IMMEDIATE CHANGES Related to participation in Prevention Services (refers to immediate outcomes)	
<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>	
1,2, 3,4, 5	<ul style="list-style-type: none"> <li>Active District and local schools PTSAs</li> <li>Numerous community resources and agencies</li> </ul>	<ul style="list-style-type: none"> <li>PTSA lacks demographic representation</li> <li>Families in need not accessing community resources for fear of stigmatism or denial of problems</li> <li>School site-based teams composed of school staff specifically targeting ATOD prevention</li> <li>Parent training and support</li> <li>Trained teachers and methods for integration of comprehensive health curriculum into packed instructional day</li> <li>Lack of tobacco specific focused program</li> <li>Comprehensive curriculum with measurable outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Students and families from all demographic groups are not actively involved in school activities</li> <li>Students not performing to potential</li> <li>Students experimenting with ATOD at early ages</li> <li>Students getting suspended or other disciplinary actions</li> <li>Students bullying other or using put downs</li> </ul>	<ul style="list-style-type: none"> <li>Teachers not providing positive feedback to students</li> <li>Students exhibiting poor judgment and making wrong choices leading to discipline issues or trouble with law</li> <li>Community adults/parents not reinforcing or acknowledging students for their efforts</li> </ul>	<ul style="list-style-type: none"> <li>School based system that will assist staff in the identification of students exhibiting early ATOD at-risk behaviors</li> <li>Resources to provide school based team with ongoing training and support</li> <li>Few drug and alcohol and family support services aimed at 4th through 6th and 7th through 9th graders and their families</li> <li>Adults not aware of ways that they can help protect children in their community</li> </ul>	1	<ul style="list-style-type: none"> <li>Parents, mentors, school staff:</li> <li>Improve communication skills</li> <li>Increase feelings of competence</li> <li>Students will improve communication skills</li> </ul>
2	<ul style="list-style-type: none"> <li>School Resource Officers</li> <li>Building Guidance teams, School counselors, and psychologists</li> </ul>					1	<ul style="list-style-type: none"> <li>Increase ATOD knowledge &amp; awareness</li> </ul>
						2	<ul style="list-style-type: none"> <li>Increase knowledge and skills</li> <li>Satisfaction with training content and process</li> </ul>
						1,2	<ul style="list-style-type: none"> <li>Participate in prevention activities</li> </ul>
						2	<ul style="list-style-type: none"> <li>Increase school achievement and motivation</li> </ul>
						2,3, 5	<ul style="list-style-type: none"> <li>Increase ATOD knowledge &amp; refusal skills</li> </ul>
						3	<ul style="list-style-type: none"> <li>Recognize purposes and effects of advertising and other media and develop cognitive skills to resist these influences</li> </ul>
3,4, 5,	<ul style="list-style-type: none"> <li>Strong community support-law enforcement and mayor District wide health curriculum</li> </ul>					4	<ul style="list-style-type: none"> <li>Decrease in:                             <ul style="list-style-type: none"> <li>Suspensions, referrals to Principal's office, fights and vandalism, discipline slips, and referrals to nurse's offices</li> </ul> </li> <li>Students will increase positive behaviors (praise people, Give up put downs, notice hurts, right wrongs, seek wise people)</li> </ul>
						3,5	<ul style="list-style-type: none"> <li>Recognize social and peer influences to use drugs and develop cognitive skills to resist them</li> </ul>
						2,5	<ul style="list-style-type: none"> <li>Sustain current grade level and remain in school</li> </ul>
						5	<ul style="list-style-type: none"> <li>Improve self-esteem and self-confidence</li> </ul>

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

8. TARGET POPULATION										9. ELIGIBILITY TO PARTICIPATE (Criteria)
Prg Svs #*	YOUTH			School Survey		ADULT				
	Proposed	Description (by grade, ethnicity)	By School	Spr 98	Fall 99	Prg Svs #*	Proposed	Description	Prg Svs #*	
1,	20-25	Students in grades 4 through 6	Kirk Elementary Juanita Elementary Rose Hill Elementary Community School Redmond Elementary	X		1	40-50	Parents, guardians, care givers, and/or mentors	1	Parents etc. must be guardian, care giver, and/or mentor of students in grades 4 <sup>th</sup> through 6 <sup>th</sup> grades from the target schools who are experiencing academic failure, discipline problems, lack of friends, and/or is coping with the substance use of significant others
2	25 25	4 <sup>th</sup> to 6 <sup>th</sup> 7 <sup>th</sup> to 9 <sup>th</sup>	Rose Hill Elementary Juanita Elementary Peter Kirk Elementary Community School Inglewood Jr. High Evergreen Jr. High Northstar Jr. High			2	50	Adult, community mentors	2	Students in grades 4 <sup>th</sup> -6 <sup>th</sup> and 7 <sup>th</sup> -9 <sup>th</sup> experiencing significant problems related to school discipline, no friends. Mentors are adults who will be positive role models, participate in training, and commit to at least one year.
3	125	4 <sup>th</sup> to 6 <sup>th</sup>	Peter Kirk Elementary						3	Students must be enrolled in grade 4 or 6 at Kirk Elementary
4	417 308 407	K-6 <sup>th</sup> graders	Juanita Elementary Redmond Elementary Rose Hill Elementary			5	60	School staff	4,5,6	Students in targeted schools K – 6 <sup>th</sup>
5	20	9 <sup>th</sup> grade students teaching 4, 5, 6 grade students in feeder elementary schools	Lake Washington High School						6	Junior or Senior high student with desire to do program and commit to one year

10.			11.			12.
PROGRAM ACTIVITY(S) Related to Prevention Actions and Program Services			Institute of Medicine PREVENTION DEFINITION			DOMAIN(S) OF ACTIVITY(S)
Prg Svs #		Rigor	Universal	Selective	Indicated	(Community, family, school, individual)
1	<p><u>Family Connections</u> A fall and spring series of will be conducted one evening per week for ten consecutive weeks, 2.5 to 3 hours and will include:</p> <ul style="list-style-type: none"> <li>• Family dinner and dinner activity</li> <li>• Education sessions (three weeks of separate sessions for adults and adolescents and four weeks of joint sessions)</li> <li>• Closing family activity</li> <li>• Supervision of younger children</li> </ul> <p><u>Adult Sessions:</u></p> <ul style="list-style-type: none"> <li>• Developing Positive Parental Influences to helping parents understand they are the primary influences in their children’s lives includes modeling, boundary setting, natural consequences.</li> <li>• Drug and alcohol information and an opportunity for parents to discuss and explore their own values about use and abuse.</li> </ul> <p><u>Student Sessions:</u></p> <ul style="list-style-type: none"> <li>• Reinforce learning activities, fun get acquainted activities with a focus of learning about self and abilities</li> <li>• Drug &amp; Alcohol information and how to assess attitudes and/or involvement and ways to help friends.</li> </ul> <p><u>(Joint parents and students sessions)</u></p> <ul style="list-style-type: none"> <li>• Getting Real communication skills</li> <li>• Lecture, discussions, role-playing, videos and video taping and fish bowl presentations to learn:</li> <li>• How to show mutual respect; problem ownership, identifying feelings; expressing feelings and ideas clearly; assertive vs. aggressive expression; listening skills; and managing fear and anger</li> </ul>	3-4		X		School Family Peer-Individual

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2	<p><u>Students</u> Students will be taught skills to resist others who may encourage inappropriate behavior; demonstrate appropriate behavior responses to challenging situations; talk about feeling good about him/herself; show confidence in new social situations; comfortably communicate openly with adults; care about others feelings, get along with family members; make friends and is able to keep them; work well with peers, and uses peaceful conflict resolution skills.</p> <p><u>Family</u> Families are introduced to the program via a home visit by SUCCESS staff to sign forms. Mentors from the community will be recruited, screened, finger printed for criminal offenses, trained to serve as adult.</p> <p><u>Training</u> Mentors initial training content includes program overview; policies &amp; procedures; emergency protocol, mandatory reporting laws; understanding kids today; child development; working with at risk youth and safety concerns, respecting cultural differences; developmental assets; and communication. Following a mentor being matched with a student quarterly trainings are provided that include working with elementary age/middle school age kids; working with parents and family dynamics and working with schools.</p> <p><u>Staff Oversight</u> Each mentor/student is contacted weekly by SUCCESS staff to foresee any problems or issues, and to give mentors guidance. Each school is contacted on a regular basis in order to increase support for school concerns, and consistency in student progress. Monthly activities are provided for mentors/students and sometimes families (such as Mariner game outings, community service projects, skating parties, spaghetti feeds, holiday events, back to school barbecue with school supplies etc) A monthly newsletter is sent to all mentors and students and includes ideas for outings, a student/mentor profile, upcoming trainings and activities, problem solving letter to the editor column, and various other interest articles that are submitted by students and mentors.</p>	5		X		School Community Peer
3	<p>Students in grades 4 and 6 will be taught a prevention-based health education curriculum taught by a trained instructor. The Curriculum provides health journals for all students, interactive curriculum, pre/post assessment, student incentives, and family education newsletter and includes the following topics:</p> <ul style="list-style-type: none"> <li>• Grade 4 – Healthy Habits, Heart Health, Tobacco Prevention, Nutrition; Exercise, Stress Management, Physical Safety</li> <li>• Grades 6 – Life Skills, Self-esteem, Decision Making, Stress Management, Communication Skills, Social Skills, Assertiveness Skills</li> </ul>	1, 2	X			School Individual
4	<p>Curriculum content addresses the five basic Peace Builders principles:</p> <ul style="list-style-type: none"> <li>• Praise People</li> <li>• Give Up Put Downs</li> <li>• Notice Hurts Right Wrongs</li> <li>• Seek Wise People</li> </ul>	5	X			Peer-Individual and school



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5	<p>1. 9<sup>th</sup> and 10<sup>th</sup> grade students will receive training in the following curriculum content:</p> <ul style="list-style-type: none"> <li>• Human tobacco timeline-history &amp; trends</li> <li>• What's in a cigarette</li> <li>• The consequences of Tobacco use</li> <li>• Advertising techniques/manipulation</li> <li>• Taking community action</li> <li>• Effective teaching strategies Making a presentation</li> <li>• Developing an action plan</li> </ul> <p>2. Trained 9<sup>th</sup> and 10<sup>th</sup> grade students will teach 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students about the dangers of tobacco, the consequences of its use, and how to refuse</p>	3	X			Peer-Individual and school
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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 #*		Number of cycles per year	Number of sessions per cycle	Length (in hours) of each session		Begin	End
1	<p><u>Family</u></p> <ul style="list-style-type: none"> <li>• Valuing and encouragement of education</li> <li>• Ability to manage stress</li> <li>• Positive time with children</li> <li>• Clear expectations of behavior</li> <li>• Encouragement of supportive relationships with caring adults beyond the immediate family</li> </ul> <p><u>School</u></p> <ul style="list-style-type: none"> <li>• Encouragement of pro-social development activities</li> <li>• Reasonable expectations of students</li> <li>• Opportunities for activities free of ATOD</li> <li>• Students setting and achieving goals (personal and academic)</li> <li>• Opportunities for leadership and decision-making</li> <li>• Encouragement of action involvement of students and parents</li> <li>• School rewards for conventional behavior at school</li> <li>• Provides activities to foster school norms against violence, aggression, bullying</li> <li>• Builds intrinsic motivation through praise, acknowledgement and validation for time on task, academic achievement and positive behavior</li> <li>• Creates a common language enhancing a sense of belonging and safety</li> </ul> <p><u>Peer-Individual</u></p> <ul style="list-style-type: none"> <li>• Involvement in activities free of ATOD</li> <li>• Self-esteem</li> <li>• Establishment of healthy friendships</li> <li>• Sense of competence and personal power</li> <li>• Use peer pressure to engage in positive behaviors</li> </ul> <p>Community</p> <ul style="list-style-type: none"> <li>• Access to resources</li> <li>• Involvement of youth in pro-social activities</li> <li>• Rewards for conventional behavior in the community</li> <li>• Multifaceted approach that includes family, peers, media and community</li> </ul>		<p>Fall – 10</p> <p>Spring – 10</p>	<p>2.5 – 3 hours</p> <p>2.5 – 3 hours</p>	<p>Kirk Elementary</p> <p>Juanita Elementary</p> <p>Rose Hill Elementary</p> <p>Redmond Elementary</p>	10/01	11/02

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2	<p><u>Community</u></p> <ul style="list-style-type: none"> <li>• Access to resources</li> <li>• Involvement of youth in prosocial activities</li> <li>• Respect for authority</li> </ul> <p><u>School</u></p> <ul style="list-style-type: none"> <li>• Encouragement of prosocial development activities</li> <li>• Students setting and achieving goals (personal &amp; academic)</li> <li>• Reasonable expectations of students</li> <li>• Opportunities for activities free of ATOD</li> </ul> <p><u>Peer-Individual</u></p> <ul style="list-style-type: none"> <li>• Involvement in activities free of ATOD</li> <li>• Self-esteem</li> <li>• Establishment of healthy friendships</li> </ul> <p>Sense of competence and personal power</p>		50 mentors	12 hours of initial training & 3 hours of optional quarterly training	School or YES	09/01	06/02
			50 mentors will meet 48 times/year with students	3-4 hours each time	Schools or Community locations		
			Staff contact with mentors and students - weekly	15 to 30 minutes /week	Phone or YES		
			Staff organization of monthly activities for mentors/students	10 hours/month	YES		
			Staff development of monthly newsletter	10 hours/month	YES		
3	<p><u>Peers</u></p> <ul style="list-style-type: none"> <li>• Establishment of healthy friendships with peers who don't use tobacco, alcohol, or other drugs</li> <li>• Sense of competence and personal power</li> <li>• Orientation toward goals</li> <li>• Involvement in activities free of tobacco, alcohol, and other drugs</li> </ul> <p>Involvement in positive groups</p>		8 (1 per week)	1	School - 4th and 6th grade classrooms	09/01	06/02

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4	<p>Peers-Individual</p> <ul style="list-style-type: none"> <li>• Early initiation of pro-social behaviors and skills</li> <li>• Use of peer pressure to engage in positive behaviors</li> <li>• Reduces victimization by peers</li> <li>• Builds intrinsic motivation through praise, acknowledgement and validation for time on task, academic achievement and positive behavior</li> <li>• Schools Rewards for conventional behavior at school</li> <li>• Provides activities to foster school norms against violence, aggression and bullying</li> <li>• Creates a common language enhancing a sense of belonging and safety</li> </ul> <p>Community</p> <ul style="list-style-type: none"> <li>• Rewards for conventional behavior in the community</li> </ul> <p>Multifaceted approach that includes family, peers, media and community</p>		15 sessions		Classroom	09/01	06/02
5	<p><u>Secondary</u> Peer-Individual Factor</p> <ul style="list-style-type: none"> <li>• Establishment of healthy friendships with peers who don't use tobacco</li> <li>• Sense of competence and personal power</li> <li>• Orientation toward goals</li> <li>• Involvement in activities free of tobacco</li> <li>• Involvement in positive groups</li> </ul> <p><u>Secondary</u> School Factor</p> <ul style="list-style-type: none"> <li>• Reasonable expectations of students</li> <li>• Encouragement of students setting and achieving goals</li> <li>• Opportunities for leadership and decision making</li> <li>• Encouragement of active involvement of students</li> </ul> <p>Opportunities for activities free of tobacco</p>		1 initial session	8 hours	School	09/01	06/02
3 follow-ups	2 hours each	School					
10-50 presentations	1 hour each	School					