

Five Town *Communities That Care*®

Community Action Plan

Revised
April 2004

Five Town *Communities That Care*® Sponsors:

Penobscot Bay YMCA
Mid-Coast Mental Health Center
Knox County Coalition Against Tobacco
First Congregational Church of Camden
Our Lady of Good Hope Catholic Church in Camden
Camden Downtown Business Group
The University of Washington at Seattle
Zaddiks

Five Town *Communities That Care*® Participants

*Denotes current Five Town CTC Community Board Member

Nancy Anderson*	Dawn Harlor	Father Art Pechillo*
Richard Aroneau	Casey Heard*	Julianna Pfeiffer*
Wendelanne Augunas*	Patricia Hopkins*	Rob Pfeiffer
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Karen Grove	Judy Ottman	
Karen Ann Hagar	Stacy Parra	

Five Town *Communities That Care*® is a collaborative project of public and private health, education, human service, and civic organizations; local businesses; and citizens. Some of those who have been represented include:

Appleton Village School	NAMI-ME
Ashwood Waldorf School	New Hope For Women
Boys To Men	Northeast Health
Camden Downtown Business Group	Our Lady of Good Hope Catholic Church
Camden Herald	Penobscot Bay Medical Center
Camden Hills Regional High School	Penobscot Bay YMCA
Camden Police Department	Planet
Camden-Rockport Middle School	Rockport Police Department
Chestnut Street Baptist Church	Stepping With The Stones Preschool
Diversity Coalition	Study Circles
Hope Elementary School	Sweetser
Knox County Coalition Against Tobacco	The Church of Jesus Christ of Latter-Day Saints
Knox County Sheriff's Office	The Five Town CSD
Lincolnton Central School	The Teen Center
Lincolnton Police Department	Town of Appleton
M.S.A.D. #28	Town of Camden
Maine DHS	Town of Lincolnton
Maine Mentoring Partnership	Town of Rockport
Mainely Girls	Village Soup
Mid-Coast Mental Health Center	Youthlinks
Midcoast Substance Abuse Counseling	

Our vision is for a compassionate, accepting community of five towns where people actively work together to create a safe and healthy environment for all.

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Executive Summary

This plan describes the ways to address the priority risk factors identified in the Five Town *Communities That Care®* effort. The *Communities That Care®* system is a way for members of a community to work together to promote positive youth development; the system was developed by Dr. J. David Hawkins and Dr. Richard F. Catalano. Their research has identified risk factors that predict youth problem behaviors and protective factors that buffer children from risk and help them succeed in life.

The Five Town *Communities That Care®* Board developed its outcome-based plan after the Risk-and Protective Factor Assessment work group identified two risk factors as priorities for community planning: *low commitment to school* and *friends who engage in the problem behavior*. The Resources Assessment and Evaluation work group then completed an assessment of the youth-development and prevention resources that target these risk factors in the Five Town Area in November of 2003.

The drafting of this document, the Five Town Community Action Plan, was the next step in the *Communities That Care®* process. In late November, members of the Community Board attended a Community Action Planning training. The Board drafted community-level outcomes to help define the desired changes for the Five Town Community and measure progress toward those outcomes. Community-level outcomes include behavior and risk-and protective-factor outcomes.

Community Board members selected preliminary programs and practices at the Community Planning Training and finalized their selections at a meeting in mid-December of 2003. Program-level outcomes were also finalized at this meeting. These consist of implementation outcomes, which will measure the way in which the programs will effect change, and participant outcomes, which will measure the extent of the desired change.

The following are the programs and practices selected:

- To address the risk factor *low commitment to school*, the Board selected implementation of school-based tutoring and additional support of *All Stars*; they also chose to support *Big Brothers, Big Sisters* so that organization might expand their services in the Five Town Area.
- To address the risk factor *friends who engage in the problem behavior*, the Board selected implementation of *PALS* (Participate and Learn Skills).

Introduction

Prevention Science Overview

The Five Town *Communities That Care*® Community Action Plan describes the results of the work completed thus far in the Five Town *Communities That Care*® effort. The plan will describe the changes desired for our community, the programs, policies and practices that will be implemented to address the community's identified priority risk-factors, and the outcomes that will measure the progress toward our vision of "a compassionate, accepting community of five towns (Appleton, Camden, Hope, Lincolnville, and Rockport) where people actively work together to create a safe and healthy environment for all."

In the spring of 2003, the Five Town Community (Appleton, Camden, Hope, Lincolnville, and Rockport) began implementing Channing Bete Company's *Communities That Care*® prevention-planning system. Developed by Dr. J. David Hawkins and Dr. Richard Catalano of the University of Washington's Social Development Research Group (SDRG) in Seattle, Washington, the *Communities That Care*® system is a way for members of a community to work together to efficiently and effectively promote positive youth development and prevent youth problem behaviors such as substance abuse, delinquency, teen pregnancy, school drop-out, and violence.

The Five Town *Communities That Care*® Project seeks to reduce problem behaviors and promote positive behaviors by addressing risk factors that exist in the community that have been shown to increase the likelihood that children will become involved in problem behaviors in adolescence and young adulthood. The Five Town *Communities That Care*® Project also will attempt to enhance protective factors in the community that have been shown to buffer the effects of exposure to risk factors.

Communities That Care® in the Five Town Community

- The Maine Youth Drug and Alcohol Use Survey (MYDAUS) was administered in 1998, 2000, and 2002 to 6th, 8th, 10th, and 12th graders in Camden and Rockport public schools.
- The Maine Youth Drug and Alcohol Use Survey (MYDAUS) was administered in 2002 to 6th and 8th graders in Appleton, Hope, and Lincolnville public schools.
- In early June of 2003, Dalene Dutton was hired as a full-time coordinator for the Five Town Communities That Care Project.
- In early June of 2003, twenty-seven community leaders attended a Key Leaders Orientation and many committed to the Five Town Communities That Care Project.
- In September of 2003, a Community Board was formed. Fifty-three individuals attended the two-day Community Board Orientation and established a structure for the Five Town Communities That Care Project. This included forming work groups to achieve the various steps in implementing the Five Town Communities That Care Project.
- In October 2003, the Risk and Protective Factor Work Group attended the Community Assessment Training and completed the Community Risk and Protective Factor Assessment Report.
- Also in October 2003, members of the Resources Assessment and Evaluation work group attended the Community Resources Assessment Training. Using a survey designed at the training event, work group members collected prevention program information from the Five Town area specific to youth in grades five to nine. The assessment was completed in November 2003.
- In November of 2003, Community Board Members attended a two-day Community Planning Training session to start work on a Community Action Plan that addresses the prioritized risk and protective factors where tested and effective programs are not already in place.
- In early December, the Youth Involvement work group held a "Youth Social" for interested teens from CHRHS; fourteen students participated.
- In mid-December of 2003, Community Board Members met again to finalize the Community Action Plan.
- On Wednesday, December 17th, the first Five Town CTC Youth Forum was held. Ten teens met to discuss the topic "Violence In Our Community," and released a statement to the community.
- On January 27-29, 2004, Dr. Marshall Jones of the Hershey School of Medicine's Behavioral Science Department met with Community Board members and YMCA staff members to advise them on implementation of an after-school program to be called STAR (Skills Training And Recognition) and modeled after the PALS program that Dr. Jones researched.
- In late March, the members involved in Youth Forum meetings (held weekly) voted to begin the process of becoming a formal Youth Advisory Board for CTC.
- On March 25th, 2004, University of Washington staff trained staff implementing the Tutoring and STAR programs to ensure program fidelity and on evaluation.
- On April 12, 2004 the STAR program and Tutoring programs began serving students.
- A Communities That Care Logo Design Contest is being held for students in grades 5-12, beginning in mid April with judging taking place during the first week of May.

From here:

- The Five Town CTC Board will monitor progress and evaluate programs, and monitor the levels of risk and protective factors as we move forward. The plan will be revised if the data shows that we need to change strategies.
- The Community Board will continue to look for ways to work with other organizations to help us reach our vision.
- The Community Board will develop a plan to fund continuation of CTC beyond the five years that are funded by the University of Washington study.

Purpose of the Community Action Plan

A key goal of the *Communities That Care*® system is to develop a Community Action Plan that builds on the data-based assessment of a community's priorities, strengths, and resources. This plan focuses on the priority risk factors and draws on community resources and strengths. It also addresses resources gaps, issues and barriers by recommending new tested, effective programs or systems-change strategies.

The Five Town plan accomplishes this goal by identifying specific desired outcomes for each selected program or practice, for the priority risk factors that are the focus of the plan, and for adolescent problem behaviors. The Plan describes how each selected program or practice will work to bring about desired changes in the Five Town's youth and presents preliminary recommendations for how these programs will be implemented in the community. Finally, it discusses systems-change strategies that will help with implementation.

How the Information Was Collected and Drafted

The Five Town *Communities That Care*® Board developed its outcome-based plan after the Risk and Protective Factor work group identified two risk factors as priorities for community planning: *low commitment to school* and *friends who engage in the problem behaviors*.

The Five Town *Communities That Care*® Board first drafted community-level outcomes, which consist of behavior and risk-factor outcomes. Community Board members drafted these outcomes at the Community Planning Training in November of 2003, and at a subsequent meeting in December of 2003. Program selection also took place at these meetings, with Five Town *Communities That Care*® Board members selecting four programs to address the identified priority risk factors.

Work was next focused on drafting program-level outcomes, which consist of implementation and participation outcomes. Implementation outcomes describe the way in which the programs effect change; participant outcomes describe the desired changes in knowledge, attitudes, skills or behaviors that the program will produce for participants. Community Board members drafted preliminary outcomes at the Community Planning Training and additional outcomes via email after the second meeting.

Various members of the Community Board assisted the Community Coordinator in creating the draft of the Community Plan, which was then distributed via email to all Community Board members for feedback and approval. The final plan was presented in January, 2004.

How To Use the Plan

The Community Action Plan is intended to help guide participants at the Community Plan Implementation Training to develop implementation, evaluation, and budgeting plans for the selected programs and practices. Participants developing these plans should use this document to develop:

- Funding strategies by tying funding plans to outcomes and re-evaluating funding priorities as outcomes are monitored.
- Implementation plans for the programs identified in the plan.
- Evaluation plans for programs by first monitoring the short-term program-level outcomes and then longer-term community-level issues.

The Five Town Community Profile

Data collection efforts

The Risk-and Protective factor work group collected and analyzed data on Appleton, Camden, Hope, Lincolnville, and Rockport. Then, with input from the community, identified priority risk factors and protective factors to address, as well as community strengths on which to build.

The assessment was completed using the *Maine Youth Drug and Alcohol Use Survey (MYDAUS)* and archival data. The *MYDAUS* was administered to students in grades 6, 8, 10, and 12 in Appleton, Camden, Hope, Lincolnville, and Rockport public schools. The survey was designed to assess students' involvement in problem behaviors, the risk factors that predict those behaviors, and protective factors that can buffer them. Data from public records was also collected to measure risk factors and problem behaviors not measured by the survey.

The prioritization process

The assessment revealed several areas of strength in the Five Town Community. Young people in the Five Town area benefit from enhanced *community opportunities for prosocial involvement, family recognition for prosocial involvement, and social skills*. They also benefit from low *community disorganization*, low rates of *academic failure*, and low rates of *early initiation of drug use*.

Two risk factors that were prioritized for community attention: *low commitment to school* and *friends who engage in the problem behavior*. These risk factors were found to be significantly elevated in the community.

Existing Resources

Currently there are two community resources that address the risk factor *low commitment to school* that have been tested and proven effective.

There is one community resource that addresses the risk factor *friends who engage in the problem behavior* that has been tested and proven effective.

Gaps, Issues, and Barriers

- *Big Brothers, Big Sisters*, which can impact *low commitment to school*, is available in the area. However, the number of youths in the Five Town Community who are served is low due to lack of availability of trained mentors.
- *All Stars*, which has also been shown to reduce *low commitment to school*, is currently available for sixth grade students in three of the four schools in the Five Town Community. It will be offered after school and off-site for students of the remaining school, but can not be expected to reach the same percentage of students in the sixth grade as in those schools where it is offered as part of the school day. The *All Stars* program will be expanded to cover grades six, seven, and eight next year, but current delivery does not include a mechanism to ensure one-on-one meetings between student participants and their classroom teachers to discuss the *All Stars* curriculum. This component is necessary to ensure that the program will address *low commitment to school*.
- *Guiding Good Choices*, which has been proven to reduce the risk-factor of *friends who engage in the problem behavior*, is available to parents of Five Town middle school students, but is likely to impact a relatively low percentage of those parents. It does not target other age groups.

Recommendations

The workgroup recommended that Five Town *Communities That Care*®:

- work with the local *Big Brothers, Big Sisters* organization to find out if their implementation of the program addresses *low commitment to school*. If so, the Five Town *Communities That Care*® Project should support their work wherever possible.
- publicly support the efforts of the Knox County Coalition Against Tobacco in implementing *All Stars*, and coordinate efforts with them to expand the program to cover the entire grade span of 5-9 in the Five Town Community.
- supplement resources that address the risk factor *low commitment to school* with tested, effective programs, policies and practices.
- Support the Knox County Coalition Against Tobacco in its efforts to successfully implement *Guiding Good Choices* for middle school parents.
- Select additional tested, effective programs, policies and practices that address the risk factor *friends who engage in the problem behavior*.
- give special consideration to implementation of programs that increase recognition for prosocial behavior or that increase school opportunities for prosocial involvement.

Community Planning Results

Community-level outcomes

The Five Town *Communities That Care*® Board developed outcomes for the following identified risk factors:

- *low commitment to school*
- *friends who engage in the problem behavior*

Problem Behaviors

Behavior outcomes are meant to identify the changes that need to be made in behaviors to reach the Five Town *Communities That Care*® vision. The outcomes will help measure changes in the problem behaviors of substance abuse, delinquency, and violence. The following behavior outcomes were drafted to help identify the changes that need to be made:

- Decrease substance abuse among Five Town eighth grade students as measured by eighth grade students reporting use of marijuana within the last thirty days on the MYDAUS from the 2002 MYDAUS baseline of 11.4% to 9% by 2010.
- Decrease alcohol use among Five Town eighth grade students as measured by the number of students self-reporting alcohol use in the last 30 days from the 2002 MYDAUS baseline of 27.5% to 13.5% by 2010.
- Decrease delinquency by Five Town eighth grade students as measured by the number of students self-reporting suspensions on the MYDAUS from the 2002 baseline of 7.1% to 3.5% by 2010.
- Decrease violence by Five Town eighth grade students as measured by the number of students self-reporting “attacking someone with intent to harm” on the MYDAUS from the 2002 baseline of 12.1% to 7.1% by 2008.
- Decrease substance abuse by Five Town eighth grade students as measured by the number of students self-reporting being “drunk or high at school” on the MYDAUS from the 2002 baseline of 8.6% to 4% by 2008.

Risk factors

Risk factor outcomes specify the desired changes that the Five Town Community needs to make in its priority risk factors to achieve the previously described behavior changes. The following risk factor outcome was developed to describe this desired change for *low commitment to school*:

- Decrease the number of eighth grade students reporting a low commitment to school as measured by the 2002 MYDAUS from the baseline score of 59.7% to 48% by 2008 and to 45% by 2010.

The following risk factor outcome was developed to describe this desired change for *friends who engage in the problem behavior*:

- Decrease the number of Five Town eighth graders who report rewards for antisocial behavior on the MYDAUS from a baseline of 83.3% in 2002 to 55.8% in 2008 and to 25% by 2010.

Systems-level changes and the Social Development Strategy

In implementing the Community Action Plan the following social and political issues should be considered:

- School personnel in the Five Town Community are dealing not only with the demands of providing quality education for area youths, but the enormous implications of state and federal legislation (in particular Chapter 127 of the Maine Department of Education Rule and the No Child Left Behind Act). When suggesting school-based programs and practices the Community Board needs to make every effort to minimize the demands on school personnel.
- There are many dedicated and talented people working through a variety of agencies that serve the Five Town Community that should be important partners in the Community Board's efforts. The Board should actively seek ways to collaborate with other groups and to support their efforts.
- There has been a demonstrated desire for after-school programming in several of the area schools, but the schools currently do not have the capacity to provide such programming.
- There has been enthusiasm for programming that allows area youth from all five towns in our community to interact before they reach grade nine, and attend Camden Hills Regional High School together.
- Transportation to sites where programs are frequently delivered tends to be more problematic for residents of Appleton, Hope, and Lincolnville.
- There is a need to provide more education in the community about risk and protective factors for substance abuse, violence, delinquency, teen pregnancy, and school drop-out.

In order to address the above issues, the Five Town Communities That Care Board will:

- use school sites to deliver after-school enrichment activities, but provide staffing, supervision, registration, coordination, and all other aspects of direct oversight of the program.
- work with school personnel to minimize any indirect demands on school employees caused by CTC programs, and to meet parent and student needs. (For example, registration for after-school programming will take place through the Penobscot Bay YMCA in order to minimize the number of calls that school office personnel may receive regarding logistics of the program.)
- find community agencies to hire tutoring staff to work with students in the schools, rather than requiring schools to deal with the added administrative time and expense of employment.
- find creative ways to support teachers implementing All Stars. (For example, the Community Board might provide skilled personnel to supervise and assist students who are working on assignments while the classroom teacher met with students one-on-one to discuss the All Stars curriculum.)
- provide grant-writing assistance to school personnel wishing to apply for funds that would support implementation of test, effective prevention programming for area youths. (For example, the Five Town Communities That Care Community Coordinator provided assistance in preparing a successful MSAD #28/Five Town CSD district proposal for use of Federal Title IV-A funds.)
- collaborate with groups and agencies in the Five Town area to provide quality after-school activities for students on the days when the STAR program is not in operation in a particular school. (For example, several agencies provide mentoring matches for Five Town area young people. If STAR is provided in an area school on Mondays, Wednesdays, and Fridays, the Community Board could facilitate the arrangement of meeting times for mentors and their student protégées on Tuesday and Thursday in that school.)
- collaborate with Knox County Coalition Against Tobacco to jointly promote the All Stars curriculum and explore ways to work together to expand the program in order to cover an even wider grade-span in coming years.
- collaborate with groups in the community that provide venues for students to use skills learned in the STAR program. (For example, students involved in a STAR choral music class might visit a Downeast Singers rehearsal, be provided with free seats at a Downeast Singers concert, or members of Downeast Singers might visit the STAR class to encourage young people to join the group.)
- provide a social skills curriculum during part of one of the three days of the STAR program for all students. This curriculum will be delivered when students from all five towns are together at the YMCA, to encourage the

formation of positive relationships between youths who do not attend the same school.

- provide STAR activities at two different sites in the five towns. Students in Hope and Appleton will be combined two days a week at either the Appleton Village School or the Hope Elementary School to enable more diverse programming by increasing the number of students in the program. Lincolnville Central School students will be bused to Camden or Rockport two days a week and will receive STAR curriculum with students from Camden-Rockport Middle School. One day a week students from all five towns will be bused to the Penobscot Bay YMCA to participate in joint activities. Students will be bused back to their own school at the end of the afternoon in order to minimize the travel time for parents picking them up.
- make presentations to groups and agencies in the community about the Community Action Plan, and about risk and protective focused approach to youth development that will be used.
- create and maintain a website where the community can access information about the CTC process, programs, and events (www.5townctc.org). Youths who are skilled in web design will actively be recruited to help with this effort, and recognized for their work.
- sponsor a logo design contest for area youth to raise awareness of CTC efforts. Students will be asked to design a concept for a logo for the Five Town Communities That Care project. The winner will receive “Downtown Dollars” donated by a community group, and the opportunity to work with a graphic designer to create the final logo design for Five Town Communities That Care. All students entering the contest will be recognized.
- work with local media agencies to explore the possibility of running public service ads. (Camden Hills Regional High School has a video productions class and could be a valuable partner in this effort.) The Community Board will create a plan designed to offer information about either the risk and protective factor approach to youth development, Community Board sponsored programs, or Community Board sponsored events to all local press every week.
- explore the feasibility of holding monthly Youth Forums in the community where teens can discuss issues related to CTC efforts. (For example, one youth forum was already hosted where teens discussed the topic “Violence in Our Community.”) Teens involved in these forums would be encouraged to release a statement to community members after each forum.
- encourage local municipal agencies to adopt and enforce policies that promote positive youth development.

Risk Factor: Low Commitment to School

First Strategy: *All Stars* support

1. What tested effective program do you plan to implement?

To address the risk factor of *low commitment to school*, the Five Town *Communities That Care*® Board selected support of *All Stars*. Specifically, the Board chose to support the Knox County Coalition Against Tobacco's implementation of the program during the next school year by supporting the addition of one-on-one discussion of the *All Stars* curriculum by student participants and their classroom teachers. Five Town *Communities That Care*® will provide funding for competent staff to cover other duties for teachers so that they can meet individually with their students during the school day.

Five Town *Communities That Care*® will fund one hour of coverage for sixth, seventh, and eighth-grade teachers with *All Stars* student participants once per week for the duration (13 weeks) of the program in the fall of the 2004-2005 school year. (KCCAT staff anticipate beginning *All Stars* in September or October of 2004.)

2. How will you ensure that this new program complements and does not duplicate existing programs offered in the community?

The *All Stars* curriculum is currently being offered in Hope Elementary School, Appleton Village School, and Lincolnville Central School to sixth grade students by the Knox County Coalition Against Tobacco (KCCAT). KCCAT is also offering *All Stars* as a 15-week after-school program at the Teen Center in Camden for 6th grade students; this after-school program targets students in Camden and Rockport, who attend Camden-Rockport Middle School, located within walking distance of the Teen Center. KCCAT has funding to expand the program to seventh and eighth grades next year. The Five Town *Communities That Care*® support will complement the efforts of KCCAT and ensure that the program contains the component that will allow it to address *low commitment to school*.

3. Who is your specific, target audience that will receive the prevention services?

As noted above, the *All Stars* curriculum is being offered by KCCAT to area grade six, seven, and eight students. Our support will be offered to the teachers of those students.

4. How will you recruit participants for this program?

KCCAT has already recruited schools to participate in the *All Stars* program. Preliminary discussions with administration in those schools indicated a willingness to add the additional dimension (one-on-one discussion between teachers and student participants) to the program, if teachers were provided with support that made it manageable within the school day.

- **What program supports, such as day care, transportation, and/or incentives, if any, are you planning to use?**

We do not plan to offer any incentives.

5. How will you retain participants in this program?

Teachers from this year's program are already committed to ensuring that the *All Stars* curriculum is offered again after seeing it in action this year. It is believed that if we provide competent, caring staff that are dedicated to truly supporting teachers, we will be able to convince staff to take advantage of the opportunity to discuss the curriculum individually with their students. It will be critical to provide personnel that will support the staff, rather than add to their burden.

6. How will you provide recognition for participants, to help maintain their commitment to the program and to enhance bonding between participants?

KCCAT is providing student incentives. Providing support to the classroom teachers is a form of recognition for the teachers, in itself. We do not plan to provide further recognition.

7. What are all the costs (hidden and actual) to implement this program? (consider food, transportation, child-care, staff time, subs, etc.).

Staff Costs	Supervision of classroom while teachers meet with individual students. 120 hours of supervision @ \$30.00 per hour.	\$1550.00
	Benefits (20%)	\$310.00
Training Costs		
Incentives		\$0.00
Supplies and Materials		\$0.00
Equipment and Facilities		\$0.00
Administration	10% (Administered by Penobscot Bay YMCA, fiscal agent for CTC)	\$190.00
Technical Assistance		\$0.00
Staff Replacements		\$0.00
Transportation		\$500.00
Other Costs		\$90.00
How many times will program be offered from March 1, 2004 to March 1, 2005	Once each in two of the area's 6 th and 7 th grade public school classrooms with student participants. (Total of four sessions of All Stars.)	
TOTAL		\$2050.00

8. Who will deliver the program?

KCCAT will deliver the *All Stars* curriculum to students; Five Town *Communities That Care*® will provide the supervisory staff to support the teachers. The Five Town *Communities That Care*® Community Coordinator will supervise and coordinate the staff, and work with KCCAT and the school personnel to ensure smooth delivery of the services. The Community Coordinator will report directly to the Coordinating Council of the Community Board; if necessary, the Coordinating Council will convene a committee to oversee the program.

9. If volunteers are expected to assist with program implementation, how many volunteers will be needed, and what is your plan for recruiting, training, and supervising these volunteers?

No volunteers will be involved in this program.

10. Where will the program be delivered?

The program will be delivered in Appleton Village School and Hope Elementary School.

11. Who will provide the necessary training?

We will hire only individuals who already have the necessary training and experience to cover duties for the teachers. Personnel will be approved by school administration and CTC staff. We anticipate hiring facilitators for the All Stars training, who will already be in the schools.

- **How much will it cost for the training? Is it one time only?**

No additional training (beyond what facilitators get from KCCAT) will be needed.

- **What will the developer provide you for the fee? (e.g., How many trainers will be used? How long is the training?)**

NA

12. What are the training needs to implement this program?

- **Who needs to be trained?**

The personnel who are to be supervising students will already have received training as part of the All Stars program, or from the school district itself.

- **Do you anticipate any problems ensuring these individuals will attend training (e.g., Will participants need to obtain release time from other jobs?)**

NA

- **When will this training occur?**

NA

13. When will the program be delivered? (Include anticipated begin and end dates)

KCCAT anticipates beginning delivery of the program in October of 2004. The program will last 15 weeks (thirteen weeks of student involvement).

- **Over how many weeks/months?**

See above.

- **How often during this time will sessions be offered?**

The program is offered in 45 minutes sessions taking place once per week during the school day.

- **When will sessions be offered: time of day, day of week, etc.**

The time of day and day of the week varies with individual teachers and the schools being served. The program is coordinated so that delivery causes the least amount of disruption to the school day as possible.

14. What materials are needed in what numbers? By whom? What are the costs of the materials?

No materials (other than those provided by the classroom teachers) will be necessary to deliver the support.

15. Are there modifications in the program that you propose? What is the justification for each modification?

The addition of classroom support to enable teachers to meet individually with teachers is a modification suggested by developers of the All Stars program to enable the program to address *low commitment to school*. Without this added dimension, we cannot be sure that the program will address our prioritized risk factor.

16. Who will handle the coordination of the program?

The Five Town Communities That Care Community Coordinator will coordinate the delivery of the support.

17. What other funding/resources will be applied to this program? Specify amount and source (in-kind or monetary).

No other funding sources are currently available.

18. Has the service provider and other relevant staff consented to implement this program? Please attach letters of consent from the agency director(s).

School administration have been approached regarding adding this layer of support, and are supportive, but would like to meet with teachers who would be participating before signing letters of consent. Negotiations are ongoing.

The Executive Director of the Knox County Coalition Against Tobacco is a member of the Five Town *Communities That Care* Community Board and is supportive. The Coordinator of the All Stars program, Cheryl Chichowsky, is also supportive and is working with the CTC coordinator to obtain the necessary letters of support.

The Penobscot Bay YMCA has agreed to hire the supervisory staff for CTC. A letter of understanding is attached to this report.

19. Program-level outcomes

a) Participant outcomes:

- Student participants will be able to articulate their future aspirations to their classroom teachers.
- Student participants will be able to describe how commitment to school might impact their future aspirations on post surveys.

b) Implementation outcomes:

- Classroom teachers will spend at least ten minutes with each student participant individually discussing the *All Stars* curriculum on at least four occasions over the course of the program during the 2004-2005 school year.

20. How will the program-level outcomes be measured? When? How? By Whom?

a) Participant outcomes:

Summaries of student-teacher meetings and the results of the post-survey questions (administered by the KCCAT *All Stars* facilitator) will be forwarded to the Five Town *Communities That Care*® Community Coordinator at the end of the program. The Coordinator will prepare a report from the results and present it to the Five Town *Communities That Care*® Community Board.

b) Implementation outcomes:

Records of one-on-one student conferences with each classroom teacher will be maintained by those teachers, and provided to the Five Town *Communities That Care*® Community Coordinator at the midpoint of the 2004-2005 program, and again at the end of the programs for both the 2003-2004 and 2004-2005 cycles. The Coordinator will prepare a summary report of the results and present it to the Five Town *Communities That Care*® Community Board.

21. What is your strategy to monitor implementation progress and effectiveness? How will you use that information to adjust or revise this plan if needed?

The Five Town *Communities That Care*® Community Coordinator will be coordinating the program, so will have access to information regarding implementation. Reports will be given to the Five Town *Communities That Care*® Coordinating Council at monthly council meetings, and decision regarding changes in strategies can be made as necessary if problems arise.

22. What are the system-change needs that might impede implementation of this particular program? How will you address these issues?

- School personnel in the Five Town Community are dealing not only with the demands of providing quality education for the area youths, but the enormous implications of state and federal legislation (in particular Chapter 127 of the Maine Department of Education Rule and the No Child Left Behind Act). When suggesting school-based programs and practices the Community Board needs to make every effort to minimize the demands on school personnel.
- There are many dedicated and talented people working through a variety of agencies that serve the Five Town Community that should be important partners in the Community Board's efforts. The Board should actively seek ways to collaborate with other groups and to support their efforts.

The Five Town *Communities That Care*® Community Coordinator will work closely with KCCAT and *All Stars* facilitators to ensure that support staff are trained and available during the weeks that the *All Stars* curriculum is being delivered in the schools and will work closely with school personnel to minimize the inconvenience created both directly and indirectly by the program. The Community Board will work closely with KCCAT so that we may coordinate efforts and offer the best possible implementation of the *All Stars* curriculum within the five towns.

KCCAT has encountered obstacles in delivering school-based programming to Camden-Rockport students; the Five Town *Communities That Care*®

Community Board will actively collaborate with KCCAT and school personnel to facilitate delivery of both KCCAT-sponsored and Five Town *Communities That Care*® -sponsored programs. Every effort will be made to minimize the possibility of alienation, and to both publicly and privately support the efforts of all involved. If school-based implementation is not possible, the Community Board will work to ensure that other implementation occurs, and that any publicity regarding non-school based delivery is supportive of school personnel.

23. How will this program be sustained after the initial funding?

It is hoped that *One Maine* grant monies will continue to be available to support continuation of *All Stars* programming in future years; this added component for implementation could be added to future budgets. The Five Town *Communities That Care*® Board will collaborate with area agencies wishing to apply for *One Maine* grants (or other grants, such as federal Title IV-A monies) to provide this program. The Five Town *Communities That Care*® Board will provide data regarding outcomes of CTC sponsored support of *All Stars* to assist with such applications.

Second Strategy: School-Based Tutoring

1. What tested effective program do you plan to implement?

To address the risk factor of *low commitment to school*, the Five Town *Communities That Care* Board also selected school-based tutoring.

Five Town area school personnel identified a need for tutors to help students pass Camden Hills Regional High School's Math Competency Exam. (Students are not placed in high school level math classes until they have passed this exam.)

Students will meet with tutors twice per week during the five-week STAR cycle, for an hour each session. Each tutor will serve no more than two students per session. The curriculum will be based on the skill areas not passed in the Math Competency exam, and the Math Competency exam will be re-administered by Camden Hills Regional High School staff at the end of the five-week session.

It is expected that tutors will meet with their student's classroom teachers to gain insight into the student's learning style and particular areas of difficulty. Tutors will also be required to keep record of contact time with each student, and provide brief comments regarding progress, as well as providing copies of the final Math Competency results. These records will be given to the Five Town *Communities That Care* Coordinator, who will share these with the school guidance personnel at the end of the cycle.

2. How will you ensure that this new program complements and does not duplicate existing programs offered in the community?

Allocation of tutors to each of the middle schools was determined by need for tutoring services. Camden-Rockport Middle School already has a tutoring system in place for students not passing the Math Competency Exam, but the program does not target reduction of the risk-factor *low commitment to school*. Because this risk-factor is not addressed, Five Town Communities That Care will offer tutoring services to four students from CRMS, and will target students identified by school guidance personnel as having this risk-factor. Each of the other middle schools reported approximately eight students requiring services, with no tutoring program formalized to address this need.

3. Who is your specific, target audience that will receive the prevention services?

During the first cycle of tutoring (to take place from April 12-May 23) eighth-grade students who have not passed the Math Competency Exam will be served. During the second cycle, eighth and seventh grades will be served, with eighth-grade students given priority. During the following cycle, grades six through eight will be eligible to receive tutoring, but if demand exceeds existing numbers of tutors, eighth-grade students will be given priority, followed by seventh-grade students. The number of tutors for the third cycle will be reduced by two, reducing the number of students served by four. If demand exceeds numbers of available tutors, students with no other access to services (such as special education services) will be served first.

4. How will you recruit participants for this program?

School guidance personnel will identify students based on scores on the Math Competency test or recommendations from classroom teachers. Letters inviting students to participate in the Five Town Communities That Care tutoring program will be sent to the families of those students, and, if desired, a meeting scheduled with the guidance counselor, the parent(s), and a CTC tutor. (The Five Town Communities That Care Community Coordinator may also participate in these meetings.) If the student chooses to participate tutoring will begin when the next STAR session starts.

- **What program supports, such as day care, transportation, and/or incentives, if any, are you planning to use?**

In addition to the two days of tutoring, students will be invited to participate in the "Fun Friday" STAR sessions. Regardless of whether or not the student participates in the Friday STAR sessions, each student will be recognized for their achievement and will receive incentives similar to those given to STAR

participants (T-shirts). Healthy snacks will be provided during the tutoring sessions. Students in the tutoring program will have the additional incentive of being more likely to pass the Math Competency Exam and be eligible to enter classes in the regular high school math curriculum once at Camden Hills Regional High School.

5. How will you retain participants in this program?

In addition to the incentives listed above, tutors will be in contact with classroom teachers, school guidance personnel, and parents to solicit support in keeping the students involved.

6. How will you provide recognition for participants, to help maintain their commitment to the program and to enhance bonding between participants?

The Board will hold a final family celebration where students will be recognized for their efforts. The celebration for the first cycle is scheduled for the week of May 28 th . Also, tutors will be encouraged to provide positive feedback to individual participants, recognizing their extra effort and commitment to doing well in school. Tutors will also be encouraged to communicate with parents regarding the student’s participation so that parents can help to reinforce commitment to the program.

7. What are all the costs (hidden and actual) to implement this program?

<u>Staff Costs</u>	Fourteen tutors, two hours per week for five weeks @ \$30.00 per hour, plus 2.5 hours training time.	\$1500.00
	Fringe	\$3000.00
Training Costs	(Included in staff time as no outside staff needed for training.)	
Incentives	T-shirts, Certificates, and celebration	\$1200.00
Supplies and Materials	Healthy snacks, \$1 per day per student	\$1200.00
Equipment and Facilities	“Fun Fridays” at YMCA, \$3 per student per day	\$1200.00
Administration	10% (Administered by YMCA, fiscal agent for CTC)	\$2182.00
Technical Assistance	None needed	\$0.00
Staff Replacements	None needed.	\$0.00
Transportation	None needed.	\$0.00
Other Costs	Incidentals	\$218.00
How many times will program be offered from March 1, 2004 to March 1, 2005	Two hours of tutoring per week for three five-week cycles. First cycle started April 12, second to start in late September, third probably in January 2005.	
TOTAL		\$24000.00

8. Who will deliver the program?

Five Town *Communities That Care* will hire staff to deliver the program. The staff will be employees of the Penobscot Bay YMCA, which is the fiscal agent for the Five Town *Communities That Care* project. The Five Town *Communities That Care* Community Coordinator will oversee the program and report directly to the Community Board's Coordinating Council. If necessary, the Coordinating Council will convene a committee to assist with oversight of the program.

9. If volunteers are expected to assist with program implementation, how many volunteers will be needed, and what is your plan for recruiting, training, and supervising these volunteers?

No volunteers are required to implement the program.

10. Where will the program be delivered?

Administrative personnel at Appleton Village School, Camden-Rockport Middle School, Hope Elementary School, and Lincolnville Central School have all agreed to provide space at each of the schools where tutoring sessions can be held.

11. Who will provide the necessary training?

Tutors will be recruited from the teaching staff at district schools; if enough tutors cannot be recruited from this pool, education technicians and others with backgrounds in education will be sought. Tutors will be required to attend training on program fidelity and evaluation at the YMCA, and to attend an orientation meeting at the local school site prior to the start of the program. The Five Town *Communities That Care* Community Coordinator will oversee the training.

- **How much will it cost for the training? Is it one time only?**

Only persons with experience in education would be considered for these positions. Current teaching staff will be actively recruited to staff these positions. No outside experts will need to be brought in, so the costs would consist of hourly wages. Penobscot Bay YMCA staff will train personnel at the YMCA's building in Rockport regarding YMCA policy and procedure, and the Five Town *Communities That Care* Coordinator-- in association with the schools -- will provide additional, school and program specific training. Each employee will only need to be trained once. The cost of the training will be \$75 per tutor plus fringe, approximately \$1260.

- **What will the developer provide you for the fee? (e.g., How many trainers will be used? How long is the training?)**

No developers will be used for this training. The CTC Coordinator and UW staff will train the tutors in two sessions. The program fidelity and evaluation training session will be 2.5 hours and an additional hour will be spent on an orientation to the sites and site-specific logistics.

12. What are the training needs to implement this program?

Training sessions will only require space to meet and access to the schools for orientations.

- **Who needs to be trained?**

The personnel who are to be tutoring students will need to be trained regarding YMCA policies and procedures and regarding those school policies and procedures that may be relevant to them as they perform their duties.

- **Do you anticipate any problems ensuring these individuals will attend training (e.g., Will participants need to obtain release time from other jobs?)**

No. Hours when training can be offered are flexible.

- **When will this training occur?**

Tutors for this school year were hired and trained prior to April 12, 2004. The Penobscot Bay YMCA has also arranged for fingerprinting and background checks for personnel that have not already gone through this state-mandated procedure for paid personnel working in Maine public schools.

Tutors for the next school year will be recruited during the summer break; training and background checks will be completed prior to the start of school.

13. When will the program be delivered? (Include anticipated begin and end dates)

Tutoring will take place at the same time as the STAR sessions, so that the students in both programs can be combined for "Fun Fridays." The first session started on April 12 and will run until May 21, 2004. The second and third cycles of the STAR program will take place during the 2004-2005 school year prior to April 1, but exact dates have not yet been determined.

- **Over how many weeks/months?**

Each cycle will last five school weeks, with three cycles budgeted.

- **How often during this time will sessions be offered?**

The program is offered in one-hour sessions taking place twice per week immediately after school. In addition to the twice weekly tutoring, students will have the opportunity to attend "Fun Friday" sessions each week of the program.

- **When will sessions be offered: time of day, day of week, etc.**

Students in the Appleton Village School and the Hope Elementary School will meet with tutors on Mondays and Wednesdays and students in Lincolnville Central School and Camden-Rockport Middle School will meet with tutors on Tuesdays and Thursdays during the cycle.

14. What materials are needed in what numbers? By whom? What are the costs of the materials?

Tutors have their own materials and have arranged for sharing of resources between them. There is no cost involved.

15. Are there modifications in the program that you propose? What is the justification for each modification?

No modifications are proposed.

16. Who will handle the coordination of the program?

The Five Town *Communities That Care*® Community Coordinator will coordinate the delivery of the tutoring program.

17. What other funding/resources will be applied to this program? Specify amount and source (in-kind or monetary).

No other funding sources are currently available.

18. Has the service provider and other relevant staff consented to implement this program? Please attach letters of consent from the agency director(s).

School superintendents and principals have signed letters of support for the program. Letters are attached to this report.

The Penobscot Bay YMCA has agreed to hire the tutoring staff for CTC. A letter of understanding is attached to this report.

19. Program-level outcomes

a) Participant outcomes:

- A significant number of students participating in the program will report an increase in commitment to school as measured by pre-and post-surveys.
- A significant number of students participating in the program report an increase in study skills as measured by pre- and post-surveys.

b) Implementation outcomes:

- Trained, skilled personnel will provide school-based tutoring to at least 25% of the fifth grade students in the Five Town area.
- Trained, skilled personnel will provide forty-five minutes of school-based tutoring for two afternoons per week during the school year.

20. How will the program-level outcomes be measured? When? How? By Whom?

a) Participant outcomes:

- School personnel will provide the Community Coordinator with numbers of students not passing the Math Competency Exam each time it is administered. The Coordinator will calculate the percentage of students served for each school based on this data.
- Tutors will fill out log sheets for each tutoring session and turn those in to the Community Coordinator each week of the tutoring cycles.
- Tutors will administer pre and post surveys (developed by UW) at the beginning and end of each five-week cycle. The Community Coordinator will collate these results for each session.

b) Implementation outcomes:

- The tutors will keep records of students, skill areas covered, and time on task for each session. Copies of these will be forwarded to the Five Town *Communities That Care* Community Coordinator at least once per week.

21. What is your strategy to monitor implementation progress and effectiveness? How will you use that information to adjust or revise this plan if needed?

The Five Town *Communities That Care* coordinator will summarize all reports and surveys and present the information to the Five Town *Communities That Care* Board at the end of each cycle. This data, along with comments from the tutors, school personnel, students, and parents, will be used to adjust the delivery of the program if necessary

22. What are the system-change needs that might impede implementation of this particular program? How will you address these issues?

- School personnel in the Five Town Community are dealing not only with the demands of providing quality education for area youths, but the enormous implications of state and federal legislation (in particular Chapter 127 of the Maine Department of Education Rule and the No Child Left Behind Act). When suggesting school-based programs and practices the Community Board needs to make every effort to minimize the demands on school personnel.
- There are many dedicated and talented people working through a variety of agencies that serve the Five Town Community that should be important partners in the Community Board's efforts. The Board should actively seek ways to collaborate with other groups and to support their efforts.

Five Town *Communities That Care*® will use school sites to deliver after-school tutoring, but will provide staffing, supervision, registration, coordination, and all other aspects of direct oversight of the program. Five Town *Communities That Care*® will work with school personnel to minimize any indirect demands on school employees caused by the tutoring program, and to meet parent and student needs. Requests for tutoring will be handled by *Communities That Care*® personnel and questions directed to the Five Town *Communities That Care*® Community Coordinator at the Penobscot Bay YMCA in order to minimize the number of calls that school office personnel may receive regarding the program. Five Town *Communities That Care*® will hire tutoring staff to work with students in the schools, rather than requiring schools to deal with the added administrative time and expense of employment.

- There has been a demonstrated desire for after-school programming in several of the area schools, but the schools currently do not have the capacity to provide such programming.

The addition of tutoring opportunities will give students both tutoring and "Fun Friday" opportunities during the five-week cycles.

Transportation to sites where programs are frequently delivered tends to be more problematic for residents of Appleton, Hope, and Lincolntonville.

The Five Town *Communities That Care* Board will attempt to collect data regarding the issue of transportation as a barrier to accessing the tutoring program (inquiries could go out to parents of students recommended for participation who choose not to take advantage of the service). Although the tutoring program will be offered at the each school, some parents might find providing transportation home from the school at this time of the day problematic. If this is found to be a significant barrier, every effort will be made to work with the communities and schools to provide possible solutions. It should be noted, however, that this has historically been a difficult barrier to overcome due to the rural nature of a significant portion of our community.

23. How will this program be sustained after the initial funding?

It is hoped that Federal Title I or Title IV-A monies might be used in the future to sustain this program. The Five Town *Communities That Care* Board will work with area schools to find funding to sustain this program after CYDS monies are no longer available.

Third Strategy: Big Brothers, Big Sisters

To address the risk factor of *low commitment to school*, the Five Town *Communities That Care* Board also selected to support *Big Brothers, Big Sisters*. Five Town *Communities That Care* will work with *Big Brothers, Big Sisters* to see what type of support might be appropriate for the next grant year.

No funds will be allocated at this time.

Risk Factor: Friends Who Engage in the Problem Behavior

First Strategy: *STAR*

1. What tested effective program do you plan to implement?

To address the risk factor of *friends who engage in the problem behavior*, the Five Town *Communities That Care* Community Board selected implementation of *STAR (Skills Training And Recognition)*. The Five Town *STAR* program will be modeled after a program called *PALS* described by Dr. Marshall B. Jones and Dr. David B. Offord. The program will attempt to advance children to higher skill levels and to connect children with other area opportunities to use the skills learned in the *STAR* program. Skill levels and individual skills within each level are clearly defined for each area, and children are recognized as they master skills and advance through levels

Skill development areas will be chosen based on availability of skilled instructors and adequate facilities, the existence of community-based organizations where students could continue to use skills once learned, and student interest. Skill levels will be organized so that students should be able to attain the next level after approximately eight hours of focused instruction/practice.

Students at each school site will be given at least five skill development areas to choose from; the most popular choices for each site will be offered. Choices will include a competitive sport (i.e. soccer), a non-competitive sport (i.e., hiking) and a non-sport (i.e., music) activity. Each student will be assigned to one skill development area and will attend a skill development session twice per week for the five weeks of the cycle. Skill development areas will have clearly articulated levels, and individual skills will be tested for each student upon entry and exit of each cycle.

Each five-week cycle will offer choices based on student interest, and every effort will be made to offer opportunities to learn particular skills on a higher level than those mastered in the previous cycle, while still allowing new students to access beginning skill levels for various areas. The Five Town *Communities That Care* Board will also work to develop a system of communication with other area groups that might collaborate to offer additional opportunities during the time frame and allow the program to expand.

The YMCA will collaborate with groups in the community that provide venues for students to use skills learned in the *STAR* program to maximize the potential for students to become involved with those groups in the future. (For example, students involved in a *STAR* choral music class might visit a Downeast Singers rehearsal, be provided with free seats at a Downeast Singers concert, or members of Downeast Singers might visit the *STAR* class to encourage young

people to join the group.)

Participating students would be supervised by Penobscot Bay YMCA personnel from the time school is released until they are picked up by parents at their originating school at the end of the program day.

2. How will you ensure that this new program complements and does not duplicate existing programs offered in the community?

There has been much interest in the creation of after-school programming for area students, particularly if those opportunities are low-cost or free of charge. The *STAR* program would meet a demonstrated need by providing high-quality activities at no cost to fifth and sixth-grade students in all four public schools serving the Five Town Area

3. Who is your specific, target audience that will receive the prevention services?

The *STAR* program will be offered to fifth and sixth grade students at Appleton Village School, Camden-Rockport Middle School, Hope Elementary School, and Lincolnville Central School. (These are all of the public middle schools in the Five Town Area.)

4. How will you recruit participants for this program?

School administrators have agreed to facilitate communication with parents and students by distributing information provided to them about the *STAR* program. The Five Town *Communities That Care* Board will also use local press and, in some cases, direct mailing to advertise the existence of this opportunity for students.

What program supports, such as day care, transportation, and/or incentives, if any, are you planning to use?

All students will be recognized for their achievement, effort, and participation.

The actual type of participant incentives will be determined after discussion with those students; this will allow the program to offer incentives that students truly do value. (Possible choices might be T-shirts, certificates, and social gatherings at a local arcade / ice cream parlor.)

5. How will you retain participants in this program?

Students that have been involved in a *STAR* cycle will be encouraged to continue their participation and new students will be actively recruited. Records of student

participation (and those eligible who do not participate) will be used to guide this process

6. How will you provide recognition for participants, to help maintain their commitment to the program and to enhance bonding between participants?

All students will be recognized for their achievement, effort, and participation by individual instructors as the sessions occur.

Other participant incentives will be determined after discussion with those students; this will allow the program to offer incentives that students truly do value. (Possible choices might be T-shirts, certificates, and social gatherings at a local arcade / ice cream parlor.)

On Fridays students from all four area schools will be bused to the Penobscot Bay YMCA for "Fun Fridays" where they will participate in activities such as swimming, rock-climbing, gym activities, and social skills development. These combined activities will give participants the opportunity to develop relationships with children who do not attend the same school, but who will eventually be their classmates at Camden Hills Regional High School.

7. What are all the costs (hidden and actual) to implement this program?

Staff Costs	Coordinator at 0.5 FTE for 15 weeks, instructors for 9 hours per week for 15 weeks, support staff as needed to produce materials and supervise students during travel time and snacks, wages for staff during training sessions.	\$20878.00
	Fringe on above.	\$4175.00
Training Costs	Included in above cost.	
Incentives	T-shirts, celebrations, and certificates: 234 children	\$2600.00
Supplies and Materials	Athletic equipment, art supplies for classes and "Fun Fridays," healthy snacks	\$9214.00
Equipment and Facilities	Facility fees for Fun Fridays (15 days)	\$2850.00
Administration	10% to YMCA	\$5326.00
Technical Assistance	Dr. Jones has agreed to provide phone assistance at no charge.	\$0.00
Staff Replacements	None needed.	\$0.00
Transportation	Busing from schools to program sites and mileage for coordinator	\$13450.00
Other Costs	Incidentals	\$90.00
How many times will program be offered from March 1, 2004 to March 1, 2005	Three cycles of five weeks each.	
TOTAL		\$58583.00

8. Who will deliver the program?

The Five Town *Communities That Care* Community Board will work with the Penobscot Bay YMCA to provide three cycles of five weeks each of *STAR* after-school programming for fifth- and sixth-grade students.

9. If volunteers are expected to assist with program implementation, how many volunteers will be needed, and what is your plan for recruiting, training, and supervising these volunteers?

No volunteers will be necessary.

10. Where will the program be delivered?

Students from Hope Elementary School and Appleton Village School will be combined at one of those schools two days per week from the end of school (2:50 PM) until 5:30 PM. Students from Lincolnville Central School and Camden-Rockport Middle School will be combined at the Penobscot Bay YMCA on the two days per week that the Appleton and Hope students do not receive the *STAR* program.

On Fridays students from all four area schools will be bused to the Penobscot Bay YMCA where they will participate in activities such as swimming, rock-climbing, gym activities, and social skills development.

11. Who will provide the necessary training?

The Penobscot Bay YMCA, with assistance from CTC members, will hire and train staff at least one week in advance of the start date of each five-week cycle. Any necessary fingerprinting and background checks will be completed by that date.

How much will it cost for the training? Is it one time only?

Training cost are limited to staff time, as no outsider trainers will be used to train the staff. The *STAR* coordinator and program staff met with UW staff to train on program fidelity and then met separately with YMCA staff to train in the use of the PALM devices used to track skills data and to go over logistical details.

What will the developer provide you for the fee? (e.g., How many trainers will be used? How long is the training?)

Dr. Marshall Jones has agreed to provide training to our staff in return for travel and expenses if we need him. CTC staff will ensure that all staff have adequate training on the core elements of the program, are qualified to instruct in their program area, and know how to maintain proper records. This has been accomplished for the first cycle; staff new to the program for following cycles will receive training in all areas and returning staff will receive a refresher session.

12. What are the training needs to implement this program?

Training will take place at the Penobscot Bay YMCA. There are no special training needs.

13. When will the program be delivered? (Include anticipated begin and end dates)

The first cycle started on April 12 and will run until May 21 (with one week off for school vacation during the week of April 19th). The second and third cycles will take place during the following school year, most likely starting in late September and again in January.

14. What materials are needed in what numbers? By whom? What are the costs of the materials?

Materials will be needed by skill instructors, the type will depend on the particular skill taught in each session (for example, a guitar instructor will need access to instruments and music for all students). Much of the equipment or materials for "sporting activities" are already owned by the Penobscot Bay YMCA. Based on their prior experience delivering similar programming, the budget includes \$200 per skill area per cycle to cover materials and monies to buy software and PALM devices to track skill attainment and maintain records. Once we have been running the program for several cycles we will be better able to estimate the costs for each individual skill area.

15. Are there modifications in the program that you propose? What is the justification for each modification?

No modifications are proposed.

16. Who will handle the coordination of the program?

A STAR Coordinator will be hired. For the first cycle, the coordinator is Jen Curtis who is the Camp Director at the YMCA.

17. What other funding/resources will be applied to this program? Specify amount and source (in-kind or monetary).

The Five Town *Communities That Care* Board has received \$9633.00 for implementation of this program for Camden-Rockport students (from Title IV-A funds received by MSAD #28 / Five Town CSD districts). Students from Camden and Rockport are expected to constitute approximately half of the population receiving the *STAR* program (based on geographic population distribution).

18. Has the service provider and other relevant staff consented to implement this program? Please attach letters of consent from the agency director(s).

A letter of agreement from the Penobscot Bay YMCA is attached to this plan. School administration letters are also attached.

19. Program-level outcomes

a. Participant outcomes:

- Participants in the *STAR* program will demonstrate increased proficiency in the skill area where they are receiving programming, as measured by pre- and post-tests.
- On post-surveys, participants in the *STAR* program will be able to articulate existing opportunities in the community where they can use the skills learned in the *STAR* program.

b. Implementation outcomes:

Two hours of *STAR* programming will be provided to at least 200 fifth- and sixth-grade students.

20. How will the program-level outcomes be measured? When? How? By Whom?

a. Participant outcomes:

STAR staff will test and maintain records of individual student's skill levels, both on entry to a program cycle, and at the end of a program cycle. *STAR* staff will also administer post-surveys, which will include questions regarding additional opportunities to use skills learned.

b. Implementation outcomes:

STAR staff will provide records for participation in the program to the Five Town *Communities That Care* Community Coordinator at the end of each five-week cycle.

21. What is your strategy to monitor implementation progress and effectiveness? How will you use that information to adjust or revise this plan if needed?

All records will be forwarded to the Five Town Community Coordinator at the end of each program cycle. The Five Town *Communities That Care* Community Coordinator will summarize the records and report the findings the Five Town *Communities That Care* Board. The information will be used to guide discussion about possible program modifications, recruitment strategies, or barriers to access for future cycles.

22. What are the system-change needs that might impede implementation of this particular program? How will you address these issues?

- School personnel in the Five Town Community are dealing not only with the demands of providing quality education for area youths, but the enormous implications of state and federal legislation (in particular Chapter 127 of the Maine Department of Education Rule and the No Child Left Behind Act). When suggesting school-based programs and practices the Community Board needs to make every effort to minimize the demands on school personnel.

Five Town *Communities That Care* may use school sites to deliver *STAR* programming, but will provide staffing, supervision, registration, coordination, and all other aspects of direct oversight of the program. Five Town *Communities That Care* and the Penobscot Bay YMCA will work with school personnel to minimize any indirect demands on school employees caused by the *STAR* program, and to meet parent and student needs. Registration will be handled through the Penobscot Bay YMCA, in order to minimize the number of calls that school office personnel may receive regarding the program. The Penobscot Bay YMCA will hire the staff to work with students in the schools, rather than requiring schools to deal with the added administrative time and expense of employment, and will hire buses to transport children to program sites. The Penobscot Bay YMCA will provide supervision of children from the time that the end of school bell rings until children are picked up, so that school personnel do not have this added responsibility.

- There are many dedicated and talented people working through a variety of agencies that serve the Five Town Community that should be important partners in the Community Board's efforts. The Board should actively seek ways to collaborate with other groups and to support their efforts.

The Five Town *Communities That Care* Board and the Penobscot Bay YMCA will actively collaborate with area groups and agencies to allow more opportunities for students. This will include various strategies, from communicating to groups providing mentoring services about the days that each school has *STAR* programming and facilitating the creation of potential activities on the other days, to bringing groups into the *STAR* program to talk about ways that students can use their newly learned prosocial skills in their community.

- There has been a demonstrated desire for after-school programming in several of the area schools, but the schools currently do not have the capacity to provide such programming.

Five Town *Communities That Care* will use school sites to deliver the *STAR* program, but will provide staffing, supervision, registration, coordination, and all other aspects of direct oversight of the program.

- There has been enthusiasm for programming that allows area youth from all five towns in our community to interact before they reach grade nine, and attend Camden Hills Regional High School together.

The Friday component of the *STAR* program is designed to bring students together in activities that will allow them to develop positive bonds with students who do not currently attend the same school but will eventually become their classmates at Camden Hills Regional High School.

- Transportation to sites where programs are frequently delivered tends to be more problematic for residents of Appleton, Hope, and Lincolnville.

The *STAR* program provides busing for students to and from their sending schools. Transportation issues should be greatly minimized by reducing the traveling distance for parents picking their children up. The Five Town *Communities That Care* Board will attempt to collect data regarding the issue of transportation as a barrier to accessing the program (inquiries could go out to students not participating). Although the *STAR* program will be offered at each school, some parents might find providing transportation home from the school at this time of the day problematic. If this is found to be a significant barrier, every effort will be made to work with the communities and schools to provide possible solutions. It should be noted, however, that this has historically been a difficult barrier to overcome due to the rural nature of a significant portion of our community.

23. How will this program be sustained after the initial funding?

The Five Town *Communities That Care* Board will work with schools, the Penobscot Bay YMCA, and municipalities to secure funding to continue the programming. The Five Town *Communities That Care* Board also intends to explore the feasibility of applying for a Twenty-First Century grant to fund a longer-term implementation of this program

Budget total for All Programs:

Priority Risk Factor: low commitment to school			
		From other funds	From CYDS funds
Strategy One	All Stars		\$2050
Strategy Two	Tutoring		\$24000
Strategy Three	Big Brothers, Big Sisters		\$0
Priority Risk Factor: friends who engage in the problem behavior			
		From other funds	From CYDS funds
Strategy One	STAR	\$9633	\$48950
Grand Totals		\$9633	\$75000

Strategic Partnerships:

Priority Risk Factor	Complementary Strategy	Potential Funding Source	Potential Community Partner(s)
Low commitment to school	Mentoring	Youthlinks	School districts
Friends who engage in the problem behavior	Parent Training	KCCAT	Parent-teacher organizations
	After school recreation	School Districts	Middle School administrators
		YMCA	School districts
	Teen Center, Inc	Parent-teacher organizations	
Mentoring	Youthlinks	School districts	

Conclusions and Recommendations

Summary of key findings

The following are previous key findings that have importance to the Five Town *Communities That Care* Community Action Plan:

The Five Town *Communities That Care* Community Board has identified the following priority risk factors for the community: *low commitment to school* , and *friends who engage in the problem behavior* .

The following are the key findings of the Five Town *Communities That Care* Community Action Plan:

To address the risk factor *low commitment to school*, Five Town *Communities That Care* has selected **All Stars, Tutoring**, and **Big Brothers, Big Sisters** . To address the risk factor *friends who engage in the problem behavior*, Five Town *Communities That Care* has selected **STAR** (Skills Training And Recognition).

The following systems-change strategies were selected by Five Town *Communities That Care*:

- Use school sites to deliver after-school enrichment activities, but provide staffing, supervision, registration, coordination, and all other aspects of direct oversight programs.
- Facilitate increased collaboration between groups and agencies in the Five Town Area in order to provide quality after-school activities for students.
- Initiate a community education campaign to inform Five Town Community members about the Community Action Plan, and about the risk and protective focused approach to youth development that will be used. This will include the creation of a website where the community can access information about the CTC process, programs, and events (www.5townctc.org).
- Encourage local municipal agencies to adopt and enforce policies that promote positive youth development.

Recommendations for next steps

- The following are recommendations for next steps that need to be taken by those responsible for implementing, budgeting, and evaluating programs in Phase Five of the *Communities That Care* process:
- Meet with Knox County Coalition Against Tobacco *All Stars* Coordinator to discuss strategies for maximizing coverage of the program.
- Meet with *Big Brothers, Big Sisters* personnel to identify the degree of the need for recruitment of mentors for Five Town Area youths, and to jointly create a plan of action for this effort.
- Identify future sources of funding, including local, state and federal funding streams and local, state, and federal grants.
- Investigate the possibility of bringing Dr. Marshall Jones in to observe the STAR program and offer further technical assistance.