

Five Town *Communities That Care*®

Community Action Plan 2006-07



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Meg Cressler
Troy Curtis
Ken Gardiner
Carol Kintner
Rev. Sgt. Robert Laite, Jr.
Casey Heard Leonard
Julianna Pfeiffer
Peter Russell (chair)
Dick Strong (vice-chair)

Risk and Protective Factor Workgroup:

Casey Heard Leonard (vice-chair)
Hank Lunn
Chief Philip Roberts
Peter Russell (chair)
Jerry Stone
Tammy Swasey-Ballou

Resource Assessment and Evaluation Workgroup:

Andrew Beasley
Lisa Ettinger
Judy Laurence
Marcia Roberts
Dick Strong (chair)
Sue White

Board Maintenance Workgroup:

Nancy Anderson (chair)
Kate Clement
Mark Kelly
Rev. Sgt. Robert Laite (vice-chair)
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Community Outreach and Public Relations Workgroup:

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Meg Cressler (co-chair)
Troy Curtis
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Carla Sanders
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Staff:

Dalene Dutton (Community Coordinator)
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Our mission is to promote healthy youth development and to reduce the incidence of problem adolescent behaviors such as substance abuse, suicide, violence, delinquency, school drop-out, and teen pregnancy in the five towns of Appleton, Camden, Hope, Lincolnville, and Rockport, Maine.

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

GOALS: To Reduce

Problem Behavior	MYDAUS*	2002 rate	Goal
Marijuana Use (past 30 days)	8 th grade	10.6 %	9.0 % (by 2010)
Alcohol Use (past 30 days)	8 th grade	24.6 %	13.5 % (by 2010)
Drunk or High at school	8 th grade	8.5 %	4.0 % (by 2008)
Suspended from school	8 th grade	6.8 %	3.5 % (by 2010)
Attacking Someone with Intent to Harm	8 th grade	9.4 %	7.1 % (by 2008)

*MYDAUS is the Maine Youth Drug and Alcohol Use Survey.

Concerns as of 2004:

Although we list several areas of concern below, we wish to make it clear that we recognize and appreciate that most of our teens are making good choices with respect to the majority of these problem behaviors. Our wish to focus community attention on the areas where there is considerable room for improvement is in no way meant to minimize the positive impact that young people have in our community every day.

There are many behaviors measured by the MYDAUS where the rates continue to trend up. This is even more disturbing when we recognize that these behaviors are already above the State of Maine averages for most of these measures. Those areas of concern include: Alcohol (ever used) in grades 8 and 12; Chewing Tobacco (ever used) in grades 6, 8, and 10; Inhalants (ever used) in grades 6, 8, 10, and 12; Cocaine (ever used) in grades 8, 10, and 12; Stimulants (ever used) in grades 6, 8, 10, and 12; Alcohol (use in past 30 days) for grades 6, 10, and 12; Cigarettes (use in past 30 days) in grades 8, 10, and 12; Chewing Tobacco (use in past 30 days) in grades 8 and 10; Inhalants (use in past 30 days) in grades 6, 8, and 10; Marijuana (use in past 30 days) in grades 10 and 12; Cocaine (use in past 30 days) in grades 8, 10, and 12; Binge Drinking in grades 6, 10, and 12; Suspended from school in grades 8, 10, and 12; Drunk or High at School in grades 6, 8, 10, and 12; Sold Illegal Drugs in grades 6, 8, 10, and 12; Stolen or Tried to Steal a Vehicle in grades 8 and 12; Attacked Someone with Intention to Harm in grades 6, 8, and 12; and Carried a Handgun in grades 6, 8, and 12. (Please see Appendix A for a complete table with rates for each of these areas of concern.)

* This measured below the State of Maine average level in 2004. All others measured at prevalence rates higher than State of Maine average levels in 2004.

Our Top Risk Factors and Our Reduction Goals

The *Communities That Care* model focuses on promoting positive youth development and preventing problem behaviors by assessing predictors both of problem behaviors and of positive youth outcomes. Risk and protective factors have been identified in research in many fields, including for problem adolescent behaviors. We have identified the following risk factors as our priorities for immediate action, and have set the following reduction goals:

Risk Factor	MYDAUS	2002 rate	Goal
Low Commitment to School	8 th Grade	59.0%	48.0 % by 2008 45.0 % by 2010
Rewards for Antisocial Behavior	8 th Grade	78.7%	55.8% by 2008 25.0 % by 2010.

We have also identified the following protective factors which should be promoted whenever possible: School opportunities for Prosocial Involvement, School Recognition for Prosocial Involvement, and Belief in the Moral Order.

Community Partnerships and Resources addressing our priority risk and protective factors:

*Although this list contains many great opportunities and programs, we recognize that there are many other valuable programs in our community that are not listed. We conducted an extensive survey by both mail and telephone to gather as much information as we could. If you have information about other programs **focusing on the targeted risk or protective factors listed above**, please give us a call so that we can include them in our next report!*

We are fortunate to have many organizations, agencies, and groups in our community actively working to provide great opportunities for children and their families! In the tables on the following pages are a few of the programs being offered that focus on the risk factors that we have prioritized for action.

Programs to Address Targeted Factors

The term “Tested and Effective” used here refers to programs which have been shown in high quality, controlled research studies or community trials to be effective in reducing known risk factors and enhancing protective factors for adolescent health and behavior problems. More information on programs meeting these criteria is available in *Prevention Strategies: A Research Guide to What Works*, published by the Channing Bete Company.

Tested and Effective Programs to Address Targeted Factors					
Program, Service, or Resource	Partnering Organizations	Funding Source(s)	Approach Used	Protective Factor(s) Addressed	Risk Factor(s) Addressed
All Stars	Appleton Village School, Hope Elementary School, Lincolnville Central School, KCCAT	KCCAT	School-based curriculum	Opportunities, Recognition, Healthy Beliefs and Clear Standards.	Low Commitment to School
Big Brothers, Big Sisters	BBBS	BBBS	Community-Based Youth Program	SOaR*, Healthy Beliefs and Clear Standards	Low Commitment to School
Guiding Good Choices	KCCAT, CTC, PenBay YMCA, MIHC	KCCAT, CTC, PenBay YMCA and MIHC	Parent Training	SOaR, Healthy Beliefs and Clear Standards	Friends who engage in problem behaviors
“Math Mentors” Tutoring	CTC, Appleton Village School, Camden-Rockport Middle School, Hope Elementary School, Lincolnville Central School	CTC	Classroom Organization, Management or Instructional Strategies	SOaR	Low Commitment to School

*SOaR stands for Skills, Opportunities, And Recognition, as represented in the Social Development Strategy which is part of the CTC operating system developed by J. David Hawkins and Richard Catalano.

Tested and Effective Programs to Address Targeted Factors					
Program, Service, or Resource	Partnering Organizations	Funding Source(s)	Approach Used	Protective Factor(s) Addressed	Risk Factor(s) Addressed
Olweus Bullying Prevention Program	Appleton Village School, KCCAT	KCCAT and CTC funds	Classroom Organization, Management or Instructional Strategies	SOaR, Healthy Beliefs and Clear Standards	Friends who engage in problem behaviors
STAR (PALS)	CTC, Appleton Village School, Camden-Rockport Middle School, Hope Elementary School, Lincolnville Central School, Camden Hills Regional High School, the Teen Center, Penobscot Bay YMCA, Midcoast Recreation Center, Aldermere Farm, Pizza Hut, Dominos, Rockport Blue Print	CTC	Community-based Youth Program	SOaR, Healthy Beliefs and Clear Standards, Community Recognition for Prosocial Involvement	Friends Who Engage in Problem Behaviors

Other Programs to Address Targeted Factors					
Program, Service, or Resource	Partnering Organizations	Funding Source(s)	Approach Used	Protective Factor(s) Addresses	Risk Factor(s) Addresses
YouthArts Enrichment	YouthArts, MSAD #28, the Five Town CSD, the Teen Center	YouthArts	School based activities	<i>SOaR</i>	<i>Low Commitment to School</i>
Parents As Teachers	UMaine Extension	UMaine	Parent Training	<i>SOaR, Healthy Beliefs and Clear Standards</i>	<i>Low Commitment to School</i>
YouthLinks by Design	YouthLinks, local schools	YouthLinks	Community-based youth programs	<i>SOaR</i>	<i>Low Commitment to School</i>
New Hope for Teens	New Hope for Women, CHRHS, Appleton Village School	New Hope for Women	Community-based youth program	<i>SOaR, Healthy Beliefs and Clear Standards</i>	<i>Friends Who Engage in Problem Behaviors</i>
Partners for Enrichment Activities	Partners for Enrichment, Union 69 Schools	Partners for Enrichment	School based activities	<i>SOaR</i>	<i>Low Commitment to School</i>
MST	Sweetser	Sweetser	Home-based Multi-systemic treatment	<i>SOaR</i>	<i>Friends Who Engage in Problem Behaviors</i>

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Other Programs to Address Targeted Factors					
Program, Service, or Resource	Partnering Organizations	Funding Source(s)	Approach Used	Protective Factor(s) Addresses	Risk Factor(s) Addresses
Passages	The Community School	The Community School	Classroom Organization, Management or Instructional Strategies	<i>SOaR</i>	<i>Low Commitment to School</i>
C-School Residential Program	The Community School	The Community School	Classroom Organization, Management or Instructional Strategies	<i>SOaR, Healthy Beliefs and Clear Standards</i>	<i>Low Commitment to School</i>
Lincoln Street Center Programs	Lincoln Street Center	Lincoln Street Center	Community-based youth program	<i>SOaR</i>	<i>Friends Who Engage in Problem Behaviors</i>
Literacy Volunteers of Midcoast Maine GED program	Literacy Volunteers of Midcoast Maine	Literacy Volunteers of Midcoast Maine	Community-based youth program	<i>SOaR</i>	<i>Low Commitment to School</i>
Full of Ourselves	Mainely Girls	CTC, Mainely Girls	Community-based youth program	<i>SOaR, Healthy Beliefs and Clear Standards</i>	<i>Friends Who Engage in Problem Behaviors</i>
Teen Talk	New Hope for Women, Teen Center	Teen Center	Community-based Youth Program	<i>SOaR</i>	<i>Low Commitment to School</i>
Maine Street Theatre Project	Maine Street Theatre Project and Teen Center	Maine Street Theatre Project and Teen Center	Community-based Youth Program	<i>SOaR</i>	<i>Low Commitment to School</i>

*SOaR stands for Skills, Opportunities, And Recognition, as represented in the Social Development Strategy which is part of the CTC operating system developed by J. David Hawkins and Richard Catalano.

Plans for future efforts to reduce risk and enhance protective factors:

<p><i>Favorable Attitudes Toward Problem Behaviors, Laws and Norms Favorable to Problem Behaviors, Poor Family Management</i></p>	<p><i>CTC will continue to attempt to collaborate and communicate with individuals and organizations that reduce these risk factors. For example, CTC is working with local law enforcement to implement a program to reward local merchants who don't sell alcohol or tobacco to minors.</i></p>
<p><i>School Opportunities for Prosocial Involvement, School Recognition for Prosocial Involvement, Belief in the Moral Order</i></p>	<p><i>CTC will continue to attempt to collaborate and communicate with individuals and organizations to enhance these protective factors.</i></p>

Major Accomplishments and Future Goals:

We have made a lot of progress in the short time (since the fall of 2003) we have been using the *Communities That Care* system. Since April of 2005 Five Town *Communities That Care*:

- Successfully provided three more cycles of *STAR*, serving 149 individual children.
- Tutored 51 children in our *Math Mentors* Program;
- Supported the Community Coordinator's certification to become a *Guiding Good Choices* facilitator, increasing local capacity to deliver this program;
- Partnered with KCCAT, the YMCA, and the MIHC to deliver a cycle of *Guiding Good Choices* to 18 individuals from 13 families;
- Provided training and materials to Camden Rockport Middle School staff for a pilot of the *Life Skills Training* Curriculum in grade 7;
- Provided support and materials for the implementation last fall of the *Olweus Bullying Prevention Program* at the Appleton Village School;
- Presented MYDAUS data and trends to all Union #69 school boards, the MSAD#28 school board, and the Five Town CSD school board;
- Presented MYDAUS data and trends to Camden Rockport Middle School Climate Committee and faculty;
- Presented results from the Maine Bureau of Health / CDC study on Youth Suicide in forums in Augusta, Appleton, Camden, Hope, and Lincolnville, as well as to school staff at Camden Hills Regional High School;
- Hosted an AmeriCorps*NCCC team for two project rounds. The team worked on ways to improve the level and effectiveness of communication in our community based on recommendations made in the report from the Maine Bureau of Health/CDC;
- Implemented a "Community Saturday" program which is now coordinated by the CTC *Youth Forum* members. This is designed to increase the level and effectiveness of communication in our community by giving people the opportunity to get to know one another as they work on a service project and then share a meal. After this experience neighbors may be more likely to engage in conversations with one another;
- Provided community support to students and families following the death of a Camden Hills Regional HS student;
- Traveled to Chester, PA and visited another CTC community implementing a version of *STAR*;
- Served on the Maine Inhalant Prevention Task Force;
- Served on the Maine Youth Suicide Prevention Program's Strategic Plan committee and a provided input on a SAMSHA grant for that agency;
- Added a full-time program coordinator to coordinate *STAR* and *Math Mentors*;
- Moved into a bigger office in downtown Camden;
- Served on the Five Town CSD/MSAD #28/Union69 Wellness Policy task force;

- Presented ideas for communities on youth suicide prevention to a Winthrop task force;
- Joined the Maine After School Network, a state-wide group that meets quarterly;
- Coordinated an upcoming visit by former NIDA director Dr. Glen Hanson to speak to local school staff, community members, and clinicians about new research in adolescent brain development and the implications for substance abuse;
- Worked with the Maine Children's Cabinet on a Camden presentation of "Ugly Ducklings," which deals with harassment and suicide;
- Hosted *Gatekeeper* suicide prevention awareness trainings,
- Added three youth to the Board as full members.
- Attracted more than \$50,000 in additional grants and cash contributions.

Future Goals

1. Increase number of parents accessing *Guiding Good Choices*. We would eventually like to reach at least 100 of our middle school parents.
2. Increase the number of schools implementing tested and effective programming with fidelity.
3. Increase partnerships with other organizations in the community to meet our goals and theirs.
4. Increase opportunities for youth to be involved in effective program planning.

What you can expect from CTC in our community next year:

We plan to continue to provide high quality, direct-service programming through *STAR* and *Math Mentors*. We plan to expand the *Math Mentors* program to include a literacy component if we are able to attract the necessary funding.

We plan to continue to partner with the Midcoast Integrated Health Collaborative, the Penobscot Bay YMCA, Knox County Coalition Against Tobacco and other organizations to provide ongoing access to *Guiding Good Choices* Programming. In addition to being directly involved in future sessions of these parent classes, we plan to have our Community Coordinator complete the certification as a Trainer for *Guiding Good Choices* Facilitators, which will allow us to further increase local capacity to hold sessions.

We hope to have in-depth conversations with staff and administration at all four area middle schools about tested and effective programming that would help them to meet their goals while decreasing risk and increasing protection for problem adolescent behaviors. We also hope to continue discussions about the importance of maintaining program fidelity, and of utilizing evaluation tools.

Although we have many partners in the community there are still many more opportunities to work collaboratively on projects and programs which will benefit our youth. We will be actively seeking them.

We will be working hard to develop some long-term plans for sustainability as we go through the next year. The Board is committed to having a plan in place to allow us to transition from an organization that is primarily supported by CYDS funding, to a viable and vital community-based agency. We will be continuing to use data coming this year to update our community action plan.

We welcome your input and partnership in our efforts to create a healthier community. Please contact Dalene Dutton, our Community Coordinator at 236-9800 to be involved.

Progress Report: Board Development

There is an active base of 30 Working Board members who meet regularly with their respective work groups and attend bi-monthly Board meetings. In the spring of 2005, the Board Maintenance, Public Relations, and Funding work groups experienced a large turnover in workgroup members. The Board Maintenance and Public Relations work groups continue to struggle with developing a schedule that will work for members, but the Funding Workgroup has met regularly and is taking on much of the finance-related work of CTC. The Youth Involvement Workgroup meets weekly when school is in session through its Youth Forum meetings, and the Resource Assessment and Evaluation workgroup has met monthly. The Coordinating Council meets at the beginning of each month and the full Board meets every other month.

The following is a summary of the meetings, their frequency and the average attendance.

<i>Meeting</i>	<i>Frequency</i>	<i>Average attendance</i>
<i>Full Board</i>	<i>Bi-Monthly:</i>	<i>15</i>
<i>Coordinating Council</i>	<i>Monthly</i>	<i>5</i>
<i>PR/Media</i>	<i>No regular meetings this year, discussions via email instead</i>	
<i>Board Maintenance</i>	<i>Monthly prior to June, one meeting since</i>	<i>4</i>
<i>RP Assessment</i>	<i>When needed (twice this year)</i>	<i>5</i>
<i>RA Assessment</i>	<i>Monthly</i>	<i>4</i>
<i>Funding Work Group</i>	<i>Monthly since October</i>	<i>4</i>
<i>Youth Involvement</i>	<i>Weekly when school is in session</i>	<i>6</i>

Progress using the Social Development Strategy to promote Board development

We have provided opportunities for Board members to make presentations to community groups, and have provided additional support as they learn more about the CTC model and the many and varied operations of the organization. This has enabled them to handle such presentations with apparent ease and grace.

Several Board Members were given the opportunity to write articles about CTC activities which involved interviewing program participants and gathering statistical data on our programs. (One of these has been published in local papers and several others are nearly ready for submission.)

Board members have served as STAR instructors, Math Mentors, and co-facilitated Guiding Good Choices, as well as taken active roles at some of the community-based presentations we have done on youth suicide.

Board members have been encouraged to attend local training workshops and prevention conferences. Several Board members have taken advantage of these opportunities, which include such topics as encouraging prosocial behavior, preventing youth suicide, and current research in prevention science.

The Resource Assessment and Evaluation Workgroup solicited a pool of Board members who were trained to do the required observations for our STAR program. We now have more than ten Board members (including our three youth members) who have been trained and who provide the observation data we need to ensure high-quality programming in STAR.

The Coordinating Council has recognized many persons in the community for their commitment to youth, and through these efforts has gained several new board members. Board members were recognized by the organization as well as by the community and school for the support CTC offered as the community grieved yet another adolescent suicide. Board members in attendance are recognized at each STAR celebration in front of all of the students and families.

Goals for Board Development:

Our goals for Board development for the coming year include increasing the number of representatives from the towns of Appleton, Hope, and Lincolnville; increasing the number of representatives who staff local schools, increasing the number of Board members who are youth; increasing the number of Board members who are 24-35 years of age; increasing the number of Board members who are part of, or strongly connected to, state-level organizations dealing with youth issues. We also seek to add individuals who are interested in writing grants, and individuals who can help us realize our public relations plan as well as find someone to assume the role of the chair for Public Relations. The Youth Involvement work group also needs to consider if its organization should be modified, and to recruit additional adult members. The Board should also consider meeting with the larger circle of “Key Leaders” in the community on a regular basis.

Finally we recognize the need to increase the amount of time we spent recognizing the accomplishments of our Board, both as individuals and as an organization.

Outreach and Public Relations

The Board developed a comprehensive and multi-faceted plan for public relations over the next year. Because we recognize that we may not have the capacity to implement the plan fully, we have prioritized the items into three levels. (We are still working on adding additional level of detail to some of the items.) The most important thing we can do is to strengthen the PR Workgroup so that it can drive the implementation of this plan.

Top Priorities for the upcoming year:

Generate Regular Newspaper Articles

- SDS pieces written by Community Coordinator with help from UW (**Staff**)
 - Six pieces to be run bi-monthly beginning in January.
- Suicide prevention and awareness pieces written or solicited by (**Board**)
 - Six pieces to be run bi-monthly beginning in February
- Program goals and results articles to be written by (**Staff**)
 - Three pieces, one to be run prior to start of each STAR cycle
 - Three pieces, one to be run prior to start of each Tutoring cycle
 - One article on GGC written per cycle to be used prior to next cycle.
- “Human Interest” stories. Goal one piece at least every other week. (**Combined staff and board effort.**)
 - Three spotlight pieces on STAR with sponsor, school, staff, student, and parent angles included. To be run while STAR in session.
 - Three spotlight pieces on Tutors with sponsor and school angle (parent and student if possible, too) to be run while in session.
 - Spotlight pieces on GGC with sponsor, parent, and student angles. To be run while in session, or immediately after.
 - Stories about help-seeking related to depression and suicide, solicited by or written by Board.
 - Board profiles (why involved, show diversity of board, and ways to help)
 - Sponsor profiles (why involved, show diversity of types of sponsors and ways to support)
 - Staff profiles (why involved, show diversity of staff and different jobs)
- Coverage of CTC events (celebrations, community forums, Community Saturdays) (**Staff**)

Create Effective Recruitment Materials for all Programs (Staff)

- Create clear timeline for recruitment steps for each program
- Use Multiple channel approach
 - Direct mailing where appropriate
 - Web downloadable registration materials
 - Flyers home with students
 - School newsletter inclusion
 - Community Column inclusion
 - Posters in schools, YMCA, Teen Center, Convenience Stores
 - Stop in to barber shops, beauty salons, etc.
- Board/ parent assistance with development of materials (at least for feedback and copying of materials)

Create Effective Informational Materials for Potential Funders

(Funding workgroup needs to take lead on this.)

- Work with Funding Workgroup to create focus for materials and to identify target audiences

Recruit Additional Board members and Volunteers (Board)

- Generate needs list for each workgroup and board as whole
- Generate ideas for recruitment venues
- Focus on ways to recruit specific subsets of population
- Generate orientation process for new members

Medium Priority Items:

Create a Unified Media and PR Campaign

PR workgroup needs to drive this.

- Work with Graphic Designer on Theme for 2006 CTC campaign (format for posters, invitations, print ads, etc)
- Generate “Proud Sponsor” posters for display in local businesses
- Generate “Did You Know” posters for display in local waiting rooms, offices
- Generate student focused tray inserts for school cafeterias
- Generate general “Did you know” placemats for local restaurants
- Work with school IT staff on possibility of “Did you Know” screen savers
- Work with local libraries on possibility of “Did you Know” screen savers or log in windows
- Explore possibility of messaging on Hannaford, French & Brawn, Big Apple receipts or bags
- CTC Apparel for staff?
- Ensure timely, regular submissions for 5 Town Adult Ed. Publication (full page on end of catalog)

Reformat Website To Be More Appealing, Informative (PR Workgroup needs to drive this.)

- Determine the specific target audience(s) and core message(s)
- Raise funds for creation and maintenance of web presence
- Find person with time and talent to redesign site

Hold Community Forums for Discussion of Current Youth Issues (Board)

- Work with Greg Marley and MYSSP to get groups suggested by CDC study started
- Get groups on dealing with grief started with help from Centers for Grieving in Waterville or Portland
- Develop process for identification of issues for future sessions
- Identify group to oversee process

Lower Priority Items:

Get Coverage on Local Radio and Cable TV Channels (Need Board Member to help staff with this.)

- Feature on the organization on “Going Places” with the Crocketts. Try to have scripted by end of March.
- Feature on STAR on “Going Places”
- Feature on Tutoring Program on “Going Places”
- Feature on GGC on “Going Places”
- MPR spot on Suicide Prevention Awareness efforts?
- Explore idea of monthly “teen talk” call-in show brought up at CHRHS meeting
- PSA campaign for local cable stations (Camden, Lincolnville, and Union, which covers part of Appleton and Hope)
 - Secure funding
 - Script 12 spots
 - Create spots with C2Productions
- Coverage on local TV News for CTC events
 - Create press kits and invitations for local TV and radio stations prior to each CTC event.

Create an Endorsement Video (Combined staff and board effort.)

- Interview / Script segments for numerous key leaders
- Recruit Key leaders
 - School superintendents; School principals; Police Chiefs; Town Managers; Hospital staff; Mental Health leaders (NAMI, Gail Hall, NEH psychologists); Parents; Students; Business leaders; Media leaders (Derek, Alice, Bill); Celebrities (Richard Russo, Don McClean, etc.)
- Record Video (perhaps CHRHS could assist? If not, check with NESCOM)

Create a “Road Show” for CTC

Combined staff and board effort.

- Regular presentations to all school boards
- At least one presentation per year to major civic groups (Rotary, Kiwanis, CDBG, etc.)
- Table exhibit for concerts, community fairs, Christmas by the Sea, etc.
- Create calendar of school and community events with sign-up for board members and staff.
- Train board members and staff to give “canned” presentations on SDS, CTC, etc.
- Provide “community seminars” through Adult Ed.
- Provide regular Suicide Prevention Awareness training through local businesses and Adult Ed.

Disseminate Report Summaries to a Wider Audience in the Community (Board)

- Create layperson-focused Exec. Summaries for all reports
- Create distribution list for reports
- Create mechanism to get materials to all on list

Accomplishments for CYDS Funded Programs

Detailed program reports are available for both STAR and Math Mentors on our website (www.5townctc.org). Just click on "Our Publications" on the left. We have provided summaries of the accomplishments in the paragraphs below.

STAR

We delivered three additional cycles of *STAR* programming during the third CYDS year (cycles IV, V, and VI). For Cycles V and VI of *STAR*, eighth graders were recruited to participate along with the 5th, 6th and 7th graders. Cycle IV served 63 students, cycle V served 85 students, and cycle VI served 56; this enrollment translated to services for 128 unique individuals during CYDS year 3. Our saturation goals are stated per school year, so the last cycle of the school year is not yet completed, but it appears that we will fall short of our goal of serving 25% of the grade 5-8 public school population, or 173 unique individuals. We continue to strive to meet this goal, but recognize that it is very ambitious. Although there has been no significant change in the measure of student attitudes as shown by the pre/post-attitudinal surveys designed to measure *Friends Who Engage in Problem Behavior*, the response from parents and other members of the community has continued to be extremely positive. Students are demonstrating increased proficiency in their chosen skill area and a high number of students are able to articulate places in the community they can use the skill they've just learned. Changes were made to the pre- and post- attitudinal survey for Cycle VI. A measure of the protective factor *Community Recognition for Prosocial Involvement* was added; by broadening the scope of the survey, a measurable change in student attitude may be observed in future cycles.

In order to meet the goal of serving 25% percent of the student population in grades 5-8 (currently 173 unique individuals), it will be important to continue recruitment efforts for future cycles of *STAR* and to increase the numbers of new students registering, especially in the smaller schools like Appleton Village School and Lincolnville Central School. An additional, ongoing challenge is to find more cost-efficient ways of providing transportation for students to the growing number of program sites used by *STAR* programming. We are currently seeking a partnership with local schools to help reduce these costs.

We have managed to partner with many local organizations in order to deliver *STAR*. Local businesses regularly provide supplies and snacks, the YMCA, Midcoast Recreation Center, Camden Hills Regional High School, the Teen Center, Rockland Golf Club, and Aldermere Farms provide facilities. Many organizations, such as the Midcoast Junior Golf Association and Northern Chi Martial Arts provide instructors or work with us to find suitable instructors.

Math Mentors

During the last school year we served 32 unique individuals with our *Math Mentors* program (this was 37% of the population not passing the Math Competency Exam). Budgetary restraints were the main impediment to attainment of our goal of serving 80% of those not passing. This school year we have served 29 individuals and still have one more cycle of ten sessions to go. We have been able to meet the need for services in two of the four schools, but will struggle to fund services for the remainder of the students at the two other schools. We are currently writing additional grants to provide sufficient funding to meet the need.

Last year the average initial score of the tested students in the program was 55%, with a low score of 13% and a high score of 73% (75% is considered passing on this exam). The average final score for all tested *Math Mentors* participants was 74%, with a maximum gain of 40 percentage points on the test. Of all students participating in the *Math Mentors* program last year, 65% passed the exam (some never tested). Of those participants who took both the initial exam and a retest, 70% passed. This compares to a pass rate of 47% for those who failed initially and did NOT participate in the *Math Mentors* program. Data for this school year is not yet available.

No statistically significant changes were measured on the pre/post-attitudinal surveys designed to measure *low commitment to school*, but with such a small sample and no control group to compare to, it is difficult to draw conclusions from this data. We have much anecdotal evidence that students, parents, and school appreciate the value of the program, including the mentoring aspect. We now have students asking to be involved even when they have passed the exam.

We continue to struggle with the timing of the registration process, as many parents are slow to return the materials which contain the releases that provide us access to the students' test records. We also struggled a bit getting started this year due to a later date for the initial testing of all 8th graders by the school system. Juggling of the schedule to avoid school break weeks, and delay in return of materials or in the identification of students led to a significant delay in our start this fall. This has been discussed with school staff, and we hope for an earlier start next fall.

Non-CYDS funded programs

In the past year there has been a dramatic increase in the number of tested and effective programs available to our community. Specifically, the Appleton Village School implemented the *Olweus Bullying Prevention Program*, the Camden-Rockport Middle School began a pilot of the *Life Skills Training Program*, and more *Guiding Good Choices* programs were offered in the community. In addition, the Midcoast *Big Brothers, Big Sisters* program has a new executive director, who has been attempting to increase activity within the five towns.

Olweus Bullying Prevention Program

The Appleton Village School trained staff over the summer break for full implementation of the *Olweus Bullying Prevention Program* at the start of the school year. CTC was involved in initial discussions about the program and provided some of the funding to get the program going. The school continues to work on bullying issues and is looking forward to seeing how the data on the surveys looks this spring.

Life Skills Training

CTC worked closely with staff at Camden Rockport Middle School over the past year as they considered piloting the *Life Skills Training* Program in their health curriculum. After careful consideration the school agreed to pilot the core curriculum in the last two of their five health terms for the 7th grade. CTC arranged for training and materials, and will continue to support the staff throughout the pilot. If all goes well, full implementation of the core curriculum will be attempted next year, and implementation of all three years of the program will be considered.

Guiding Good Choices

The Knox County Coalition Against Tobacco (KCCAT) had been offering sessions of *Guiding Good Choices* for several years, but with the exception of an Appleton group, had very little success in recruiting parents from the five towns. This year CTC partnered with KCCAT, the Penobscot Bay YMCA, and the Midcoast Integrated Health Collaborative to offer a session of *Guiding Good Choices* in Rockport. CTC handled recruitment efforts in the five town area, and provided one of the facilitators (our Community Coordinator). Because our Community Coordinator had not been trained to deliver the curriculum, CTC provided the opportunity for her to attend training, increasing the local capacity to deliver this important program.

We were able to fill the class (18 participants from 13 families) and got excellent feedback from the participants. We are currently involved in running another class in Rockport for 16 parents. We hope to be able to continue our partnership with the other agencies to offer this program. Our Community Coordinator is taking steps to become a certified trainer of *Guiding Good Choices* facilitators so that we can further develop local capacity.

Big Brothers, Big Sisters

The Community Coordinator has met several times with the new director of *Big Brothers, Big Sisters* to offer assistance in increasing the number of community-based matches supported within the five towns. We have supported the “Bowl For Kids Sake” campaign, which provides a major portion of the funding for the local group, by finding a lane sponsor and by fielding a CTC team. We are currently working on a proposal for joint funding where CTC would provide major support for recruitment of “bigs” in the community, and BBBS would supervise the matches. We are fortunate to have a Board member with extensive experience in generating community partnerships which support mentoring!

Program Funding Requests:

PREVENTION PROGRAM DETAILS		
Program Name: STAR		
Description of Activities of Prevention Program	<i>Recruitment Strategies:</i>	Incentives to be provided
<p>This free, after school community-based program, was originally called PALS. It offers opportunities for middle school children in the community to learn a variety of skills, recognizes them publicly for their accomplishments, and connects them to places in the community where they can use their new skills. Although the program is open to any student in grades 5-8 in the community, we are most concerned in encouraging involvement of children who do not already have a place in the community where they feel they can contribute.</p>	<ul style="list-style-type: none"> ○ Direct mailing to parents of all public school children. ○ Participants are encouraged to “bring a friend” to the next class when there is still room available. ○ Presentations are made in all public middle school classrooms about the offerings for each cycle ○ Posters at local Teen Center and YMCA ○ Presentations to parent groups ○ Newspaper articles about the program encourage registration ○ STAR t-shirts provide visual reminder of program (worn by many past participants and staff year round) ○ Phone calls to past participants who do not re-register 	<ul style="list-style-type: none"> ○ Transportation to and from student’s school is provided ○ Programs are offered at no charge to families ○ Homework help is offered for CRMS students while they wait for programs to begin ○ Each student is given incentives specific to the skill area they are working on (rock climbers get chalk bags or pass to a rock gym, artists get watercolors or sketch pads, etc.) ○ Each student receives a STAR t-shirt ○ “Fun Fridays” offer STAR participants opportunities to utilize YMCA facilities with their friends at no charge, and provide transportation ○ Snacks are provided each day ○ Celebration night provides public recognition and a chance for entire family to have pizza and use YMCA together

TARGET POPULATION (To receive the prevention services)

Youth Population to Receive Services

<i>Proposed Number</i>	<i>By Grade</i>	<i>School</i>
175 students (25% of total population in grades 5-8)	5 th -8 th	Appleton Village School, Camden Rockport Middle School, Hope Elementary School, Lincolnville Central School

Who will Deliver the Prevention Services	Where will Prevention Service be Delivered	What Agency will Coordinate Service Delivery and Coordinator Staffing?	Dosage Each Program Service			Program Service Cycle
			<i># Cycles time period</i>	<i># Sessions each cycle</i>	<i>Length in hrs each session</i>	<i>Begin and End Dates (proposed)</i>
Five Town Communities That Care will deliver programming through a combination of paid and volunteer staff.	Classes occur in various locations throughout the community, where appropriate facilities occur. For example, our animal husbandry offering takes places at Aldermere Farms in Rockport; our Tennis offering at Midcoast Rec. Center, Cooking at Camden Hills Regional High School, Rock-climbing at the YMCA.	Five Town Communities That Care has a full time program coordinator for STAR.	3 cycles per school year	12 instructional sessions and 5 “Fun Fridays.” There are two instructional days per week over six to seven weeks. School vacations, workshop days, and snow days result in loss of one Friday per cycle and the need to spread over 7 weeks.	Total program length is three hours, of which one hour is devoted to skill instruction. The remainder is taken up by travel, snack, homework, and “free” time.	Spring Cycle: 05/01/06-06/09/06 Fall Cycle: 10/06-11/06 Winter Cycle: 2/07-3/07

PARTICIPANT LEVEL OUTCOMES

<i>Participant Level Outcomes</i>	When will you conduct the measures?	<i>What is the measure of change?</i>	What Measurement Tool to measure the change?	Which staff are responsible for actions relevant to ensuring Participant Outcomes?
Participants will demonstrate increased proficiency in the skill area where they are receiving programming, as measured by pre- and post-tests.	Pre test at first session and post testing of individual skills beginning after completion of at least six sessions.	Students will demonstrate mastery of skill set for the class in which they are enrolled. For “mastery” student must demonstrate skill on at least two separate occasions after the sixth program session.	Each class has a pre and post test of skills developed prior to implementation. These align with the logs sheets used daily by instructors.	STAR instructors and support staff, with assistance from STAR program coordinator.
STAR participants will be able to articulate existing opportunities in the community where they can use the skills learned in the program.	Question is included on post test of skills.	Students correctly identify at least two opportunities to use their skills in the community outside of the program.	Post-test of skills.	STAR instructors and support staff, with assistance from STAR program coordinator
STAR participants of multiple cycles will show positive changes on the attitudinal constructs measured by SDRG	Pre- and Post-attitudinal surveys are administered on the first and last days of STAR programming.	Scale scores Interaction with Antisocial Peers will decrease among program participants who have attended more than one cycle of STAR.	Pre- and Post-attitudinal surveys developed by SDRG.	STAR instructors, support staff, program coordinator

PROGRAM IMPLEMENTATION GOALS:

Implementation Outcomes	Who will Provide the Prevention Services?	How will Services be Provided?	When Will Services Be Provided?	How Measure Implementation Outcomes?	Who Responsible Implementation Outcomes?
STAR programming will be provided to at least 100 students in grades 5-8 three days per week for three, six-week cycles. Over the three cycles, a total of 25% of the public middle school population will participate in at least one cycle of STAR (approximately 170 unique individuals).	Skilled instructors and support staff	Three cycles of skill sessions provided twice per week for twelve sessions, "Fun Fridays" provided while skill sessions are ongoing. Session run from end of school day until drop-off at sending school between 5:30 and 6:00 PM.	Spring cycle beginning in May 2006, Fall cycle beginning in October of 2006, and Winter cycle beginning in February of 2007.	<ul style="list-style-type: none"> ○ Observation to check for implementation fidelity ○ Facilitator log sheets ○ UW Program implementation reports ○ Detailed analysis and report done by CTC staff each cycle. 	STAR program coordinator STAR staff

TRAINING NEEDS AND PLANS:

Goal of training	Name of training	Who will be trained?	Who will provide the training?	Planned date(s) for training (one-time or recurrent?)
STAR staff will be aware of overall CTC mission and goals, STAR program goals, class goals, and all relevant protocols (such as child abuse prevention) and implement the program with fidelity.	STAR Staff orientation	All STAR staff	STAR program coordinator and CTC Community Coordinator	Orientation takes place one-week prior to start of each cycle and is mandatory for all staff. One follow up meeting takes place mid-way through each cycle.

STAR staff will be aware of protocols for Youth Suicide Prevention	STAR Staff orientation	ALL STAR staff	CTC staff or Board members who have been certified to deliver Gatekeeper training	Included as component of initial STAR STAFF orientation at beginning of each cycle.
STAR Observers will be aware of CTC mission and goals, STAR goals, and observation protocols.	STAR Observer Training	All STAR observers	CTC Community Coordinator	Training provided when pool of potential new observers has been identified. Each observer must attend this training at least once,

PREVENTION PROGRAM DETAILS

Program Name: Math Mentors

Description of Activities of Prevention Program	<i>Recruitment Strategies:</i>	Incentives to be provided
<p>A school-based tutoring program designed to reduce the risk factor of low commitment to school, and to assist students to pass the Camden Hills Regional High School Math Competency Exam.</p>	<ul style="list-style-type: none"> ○ Students are referred by school guidance counselors, who solicit input from other school staff. ○ Tutors are recruited through advertisements and word of mouth. Board members identify many of the tutors and refer them to the Coordinator. 	<ul style="list-style-type: none"> ○ Services provided at student’s school during after-school hours. ○ Programs are offered at no charge to families ○ Snacks are provided each day ○ Student has greatly increased likelihood of passing the exam, which is a requirement for placement in high school-level math classes and for graduation.

TARGET POPULATION (To receive the prevention services)

Youth Population to Receive Services

<i>Proposed Number</i>	<i>By Grade</i>	<i>School</i>
<p>40 students (80% of total population in grade 8 who do not pass exam, plus grade 7 students if resources will allow)</p>	<p>8th and 7th</p>	<p>Appleton Village School, Camden Rockport Middle School, Hope Elementary School, Lincolnville Central School</p>

Who will Deliver the Prevention Services	Where will Prevention Service be Delivered	What Agency will Coordinate Service Delivery and Coordinator Staffing?	Dosage Each Program Service			Program Service Cycle
			# Cycles time period	# Sessions each cycle	Length in hrs each session	Begin and End Dates (proposed)
Five Town Communities That Care will deliver programming through a combination of paid and volunteer staff.	Sessions occur at the public middle schools.	CTC Program Coordinator with assistance from Community Coordinator.	3 cycles per school year	10	One hour (15 minutes for snack and discussion, 45 minutes for math skills)	Sessions begin as soon as students are tested and identified by school, and registration materials returned (November?). New students begin when tutors become available as students pass the exam or decline services. Students then receive 10 to 30 sessions as needed.

PARTICIPANT LEVEL OUTCOMES

<i>Participant Level Outcomes</i>	<i>When will you conduct the measures?</i>	<i>What is the measure of change?</i>	<i>What Measurement Tool to measure the change?</i>	<i>Which staff are responsible for actions relevant to ensuring Participant Outcomes?</i>
Participants will demonstrate increased proficiency on math skills tested on the Camden Hills Regional High School Competency Exam.	Initial test prior to first session and retest testing after completion of ten sessions.	Students will score higher on the Camden Hills Regional High School Math Competency Exam	Camden Hills Regional High School Math Competency Exam	Tutors
Measures of low commitment to school will decrease on the MYDAUS.	MYDAUS is administered by school personnel very two years, in early spring.	Student scores will decrease from the 2002 level of 59%, to 48.0 % by 2008, and to 45.0 % by 2010	MYDAUS	Tutors

PROGRAM IMPLEMENTATION GOALS:

<i>Implementation Outcomes</i>	<i>Who will Provide the Prevention Services?</i>	<i>How will Services be Provided?</i>	<i>When Will Services Be Provided?</i>	<i>How Measure Implementation Outcomes?</i>	<i>Who Responsible Implementation Outcomes?</i>
Tutoring will be provided to at least 40 students in grades 7 and 8 two days per week, for at least 10 sessions per student (up to 30 sessions per student). We hope to employ at least 18 tutors at a ratio not to exceed 1:2.	<i>Math Mentor</i> Tutors	Students attend two sessions per week for 10 sessions. If they are ready to re-test they take the exam again. If they are not ready to re-test, or if they do not pass after re-testing, then attend another 10 sessions with their tutor. Students may complete up to three cycles of ten sessions if necessary.	Sessions take place twice per week directly after school beginning in the late fall, and continue until the student passes the test, or completes 30 sessions.	<ul style="list-style-type: none"> ○ Facilitator log sheets ○ UW Program implementation reports ○ Detailed analysis and report done by CTC staff each cycle. 	CTC Program coordinator, community coordinator, and school administration (testing and referrals)

TRAINING NEEDS AND PLANS:

Goal of training	Name of training	Who will be trained?	Who will provide the training?	Planned date(s) for training (one-time or recurrent?)
Math Mentors staff will be aware of overall CTC mission and goals, program goals, and all relevant protocols (such as child abuse and youth suicide prevention) and implement the program with fidelity.	Math Mentors orientation	All tutors	CTC Program coordinator and CTC Community Coordinator	Orientation takes place one-week prior to start of first cycle and is mandatory for all staff.

APPENDIX A

Concerns for 2004 Detailed results from MYDAUS

Combined Five Towns Data (MSAD #28, Union 69, and the Five Town CSD)

(Numbers in parenthesis indicate the number of individuals the percentage would translate to for the given school year and grade)

Problem Behavior					Trend
Alcohol Use (ever used)	1998	2000	2002	2004	Increasing
Grade 8	NA	NA	39.5 % (67)	46.0% (82)	
Grade 12	72.0% (121)	70.4% (90)	77.5% (89)	78.0 % (131)	
Chewing Tobacco (ever used)	1998	2000	2002	2004	Increasing
Grade 6	NA	NA	2.3 % (4)	3.1 % (5)	
Grade 8	NA	NA	9.2 % (16)	12.5 (22)	
Grade 10	17.9 % (31)	25.8 % (37)	20.0 % (39)	24.2 % (44)	
Inhalants (ever used)	1998	2000	2002	2004	Increasing
Grade 6	NA	NA	9.8 % (17)	13.5 % (21)	
Grade 8	NA	NA	13.7 % (23)	18.0 % (32)	
Grade 10	9.5 % (16)	18.5 % (26)	8.6 (17)	16.8 (30)	
Grade 12	16.0 % (27)	18.9 % (24)	10.1% (12)	12.3 % (21)	
Cocaine (ever used)	1998	2000	2002	2004	Increasing
Grade 8	NA	NA	2.3% (4)	5.3 % (9)	
Grade 10	1.9 % (3)	2.5 % (4)	7.2 % (14)	10.1 % (18)	
Grade 12	6.4 % (11)	7.4 % (9)	6.8 % (8)	17.8 % (30)	
Stimulants (ever used)	1998	2000	2002	2004	Increasing
Grade 6	NA	NA	0.8 % (1)	1.7 % (3)	
Grade 8	NA	NA	2.3 % (4)	3.8 % (7)	
Grade 10	NA	NA	2.7 % (5)	3.4 % (6)	
Grade 12	NA	NA	9.0 % (15)	11.7 % (20)	

Problem Behavior					Trend
Alcohol Use (past 30 days)	1998	2000	2002	2004	Increasing
Grade 6	NA	NA	7.9 % (14)	10.1% (16)	
Grade 10	44.2% (76)	39.3 % (56)	38.7 % (76)	45.9 % (83)	
Grade 12	52.7 % (89)	40.7 % (52)	47.7 % (55)	58.6 % (98)	
Cigarettes (past 30 days)	1998	2000	2002	2004	Increasing
Grade 8	NA	NA	8.5 % (6)	9.7* % (8)	
Grade 10	17.0 % (12)	21.0 % (41)	19.2 % (38)	20.0 % (37)	
Grade 12	26.9 % (45)	24.5 % (31)	30.3 % (35)	31.8 % (53)	
Chewing Tobacco (past 30 days)	1998	2000	2002	2004	Increasing
Grade 8	NA	NA	1.5 % (3)	6.7 % (12)	
Grade 10	7.6 % (13)	9.2 % (13)	6.6 % (13)	11.4 % (21)	
Inhalants (past 30 days)	1998	2000	2002	2004	Increasing
Grade 6	NA	NA	4.1% (7)	8.8 % (14)	
Grade 8	NA	NA	4.6 % (8)	12.1 % (10)	
Grade 10	2.9 % (5)	2.6 % (4)	3.9 % (8)	4.1 % (7)	
Marijuana (past 30 days)	1998	2000	2002	2004	Increasing
Grade 10	25.5 % (44)	26.5 % (38)	29.6 % (34)	33.8 % (61)	
Grade 12	28.0 % (47)	27.8 % (36)	36.7 % (42)	38.5 % (26)	
Cocaine (past 30 days)	1998	2000	2002	2004	Increasing
Grade 8	NA	NA	0.8 % (1)	2.3 % (4)	
Grade 10	1.0 % (2)	0.0 % (0)	2.7 % (5)	4.7 % (8)	
Grade 12	3.2 % (5)	3.7 % (5)	1.1 % (1)	6.9 % (12)	
Binge Drinking	1998	2000	2002	2004	Increasing
Grade 6	NA	NA	0.8 % (1)	2.3 % (4)	
Grade 10	26.2 % (45)	19.0 % (27)	23.2 % (46)	29.3 % (53)	
Grade 12	30.1 % (51)	27.8 % (36)	32.6 % (42)	38.3 % (64)	
Suspended From School	1998	2000	2002	2004	Increasing
Grade 8	NA	NA	6.8 % (12)	11.9* % (21)	
Grade 10	3.8 % (6)	5.8 % (8)	5.8 % (11)	6.6 % (12)	
Grade 12	8.5 % (14)	5.8 % (7)	6.5 % (7)	11.9 % (20)	

**Combined Five Towns Data (MSAD #28, Union 69, and the Five Town CSD)
continued**

(Numbers in parenthesis indicate the number of individuals the percentage would translate to for the given school year and grade)

Problem Behavior					Trend
Drunk or High at School	1998	2000	2002	2004	Increasing
Grade 6	NA	NA	1.6 % (3)	3.0 % (5)	
Grade 8	NA	NA	8.5 % (14)	11.3 % (20)	
Grade 10	22.1 % (38)	17.4 % (25)	24.0 (47)	25.0 % (45)	
Grade 12	23.4 % (39)	33.3 % (43)	19.3 % (22)	32.3 % (54)	
Sold Illegal Drugs	1998	2000	2002	2004	Increasing
Grade 6	NA	NA	0.0 % (0)	1.5 % (2)	
Grade 8	NA	NA	2.3 % (4)	5.6 % (10)	
Grade 10	11.7 % (20)	10.5 % (15)	13.8 % (27)	14.5 % (26)	
Grade 12	10.6 % (18)	13.5 % (17)	16.5 % (18)	22.6 % (38)	
Stolen or Tried to Steal a Vehicle	1998	2000	2002	2004	Increasing
Grade 8	NA	NA	2.3 % (4)	3.5 % (6)	
Grade 12	2.1 % (4)	3.9 % (5)	3.3 % (4)	4.5 % (8)	
Attacked Someone with Intention to Harm	1998	2000	2002	2004	Increasing
Grade 6	NA	NA	4.6 % (8)	9.0 % (14)	
Grade 8	NA	NA	9.4 % (16)	19.6 % (35)	
Grade 12	10.8 % (18)	5.8 % (7)	11.0 % (13)	15.9 % (27)	
Carried a Handgun	1998	2000	2002	2004	Increasing
Grade 6	NA	NA	0.8 % (1)	3.0 % (5)	
Grade 8	NA	NA	1.8 % (3)	7.0 % (13)	
Grade 12	3.2 % (5)	1.9 % (2)	2.2 % (3)	7.5 % (13)	

Five Town Combined (MSAD#28, Union 69, and the Five Town CSD) Enrollments Used for MYDAUS calculations				
Grade Level	Enrollment in 1998	Enrollment in 2000	Enrollment in 2002	Enrollment in 2004
6	NA	NA	173	157
8	NA	NA	170	179
10	171	142	197	180
12	168	128	115	168

For a complete report on the latest MYDAUS data for the Five Town Community, visit our website at www.5townctc.org, and follow the link “Our Publications” and then “2005 Community Assessment Report”

If you have questions about the report, please contact Five Town Communities That Care at (207)236-9800 or by email at fivetownctc@verizon.net.