



Together Promoting Healthy Youth

Five Town Communities That Care
Community Action Plan
March 2007

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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 represented include:

Aldermere Farm	Harbor Schools	NAMI-ME
Appleton Village School	Hannaford (Camden)	PenBay Health Care
Camden Hills Regional HS	Hope Elementary School	Penobscot Bay YMCA
Camden Police Department	Knox Cty Comm. Health Coalition	Pizza Hut
Camden Rotary Club	Lincolville Central School	Rockport Police Department
Camden-Rockport Middle School	Lincolville United Christian Church	St.Thomas Episcopal Church
C-R-L Chamber of Commerce	M.S.A.D. #28	Stepping with the Stones Preschool
Chestnut Street Baptist Church	Maine Inhalant Prevention Task Force	The First
CHRHS Parent Group	Maine Youth Suicide Prevention Prog.	The Teen Center
CRMS Parent Group	Midcoast Integrated Health Collab.	University of Washington
Dominos	Midcoast Junior Golf Association	Walmart (Rockland)
Elm Street Printing	Midcoast School of Martial Arts	West Bay Rotary
Five Town CSD Adult Ed.	Midcoast Rec. Center	Verizon

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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 work together to create a safe and healthy environment for all.

Our problem behavior reduction goals (All rates expressed as percentages)				
Behavior (8th Grade)	2002 rate	2004 rate	2006 rate	Goal (For Year)
30 Day Use of Marijuana	10.6	9.2	5.2	4.0* (2010)
30 Day Use of Alcohol	24.6	20.7	21.8	13.5 (2010)
Drunk or High at School	8.5	11.3	8.0	4.0 (2008)
Suspended from School	6.8	11.9	7.2	3.5 (2010)
Attacked Someone With Intent to Harm	9.4	19.6	9.4	7.1 (2008)
Inhalants (ever used)**	13.7	18.0	20.5	10.0 (2010)

*Goal changed from 9.0 to 4.0 this year.

**Goal is new this year.

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 and protective factors as our priorities for immediate action, and have set the following goals:

Our Risk Factor Goals (All rates expressed as percentages)				
Risk Factor (8 th Grade)	2002 rate	2004 rate	2006 rate	Goal (2010)
Low Commitment To School	59.0	65.1	48.6	45.0
Friends Who Engage in Problem Behaviors: Rewards for Antisocial Behavior	36.0	40.0	41.3	25.0
Family Conflict**	42.5	44.6	51.6	30.0
Laws and Norms Favorable to Drug Use**	39.5	46.0	32.3	25.0
Our Protective Factor Goals				
Protective Factor (8 th Grade)	2002 rate	2004 rate	2006 rate	Goal (2010)
Interaction With Prosocial Peers**	52.7	47.1	48.1	60.0
Rewards For Prosocial Involvement**	53.9	42.9	55.1	70.0
Prosocial Involvement**	54.7	51.4	54.7	70.0
Community Recognition for Prosocial Involvement**	42.7	38.0	37.3	60.0

**Goal is new this year.

Areas of Strength in 2006

A detailed assessment of the data available revealed that currently young people in the Five Town Area benefit from enhanced protection in the areas of **Community and School Opportunities For Prosocial Involvement, Family Recognition for Prosocial Involvement, and Family Attachment**. They also benefit from low rates of the risk factors **Perceived Availability of Handguns, Early Problem Behavior, and Academic Failure**. The community should build on these strengths in its prevention efforts. For a detailed analysis of Risk and Protective Factor data, please see the *Five Town Communities That Care Community Assessment Report 2006*.

Concerns in 2006

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 several behaviors where rates have been trending up, and continue to do so. Rates of use for alcohol, inhalants, stimulants, chewing tobacco, and marijuana—as well as rates of binge drinking—are cause for concern. Of note is that contrary to the Five Town Area trends, average levels for use of alcohol, inhalants, stimulants, marijuana, and binge-drinking are all *down* for the state of Maine on the 2006 MYDAUS. Also, nation-wide the trends in alcohol use, stimulants, and marijuana use are *downward* (2006 Monitoring The Future Survey).

In addition to substance use, the trends in suspensions from school, attacking someone with the intention of harming them, carrying a handgun without permission, and taking a handgun to school are also upward in some age groups. A table with the rates for our community from 1998 to 2006 is available in Appendix A of this report.

Also troubling is the fact that rates of many problem behaviors in the Five Town Community are already above the state of Maine averages. Behaviors that fall in this category *for three or more of the four age groups surveyed* are alcohol use (both “ever used” and “30 day”), heavy smoking, use of “ecstasy” and inhalants (“ever used”), being drunk or high at school, and carrying a handgun without permission. It should be noted that Maine averages are higher than national averages for some of these behaviors as well. Also included in Appendix A is a detailed chart showing above average problem behaviors by grade level.

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

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 the programs offered that focus on the risk and protective factors that have been prioritized for action.

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*, available at <http://ncadi.samhsa.gov/features/ctc/resources.aspx>.

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 phone and mail to gather as much information as we could. If you have information about other programs focusing on the targeted risk or protective factors listed previously, please give us a call so that we can include them in our next report!

Tested and Effective Programs to Address Targeted Factors (Prioritized Risk and Protective Factors are in bold text.)					
Program, Service, or Resource	Partnering Organizations	Funding Sources	Approach Used	Protective Factor(s) Addressed	Risk Factor(s) addressed
All Stars	Appleton Village School, Hope Elementary School	Individual school budgets	Classroom Curricula for Social and Emotional Competence Promotion	SOaR*, Healthy Beliefs and Clear Standards	Low Commitment to School , Early and Persistent Problem Behavior, Favorable Attitudes towards Problem Behavior, Early Initiation of Problem Behavior
Big Brothers, Big Sisters	Big Brothers Big Sisters of Midcoast Maine, Lincolnville Central School, Hope Elementary School, Appleton Village School, Camden-Rockport Middle School, Camden Hills Regional High School, Five Town CTC	Big Brothers, Big Sisters	Community-based Youth Program	SOaR, Healthy Beliefs and Clear Standards	Low Commitment to School , Early and Persistent Antisocial Behavior, Early initiation of problem behavior, Rebelliousness
Guiding Good Choices	Five Town CTC, Five Town Adult Education, Lincolnville United Christian Church, Midcoast Integrated Health Collaborative, Penobscot Bay YMCA	Five Town CTC, Lincolnville United Christian Church, Penobscot Bay YMCA, Midcoast Integrated Health Collaborative	Parent Training	Family Attachment, Family Opportunities For Prosocial Involvement, Healthy Beliefs and Clear Standards	Family Conflict , Poor Family Management, Favorable Parental Attitudes Toward the Problem Behavior, Friends Who Engage in Problem Behavior , Early Initiation of the Problem Behavior, Early and Persistent Antisocial Behavior

*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 (continued)

(Prioritized Risk and Protective Factors are in **bold** text.)

Program, Service, or Resource	Partnering Organizations	Funding Sources	Approach Used	Protective Factor(s) Addressed	Risk Factor(s) addressed
Life Skills Training	Camden-Rockport Middle School, Five Town CTC	Five Town CTC, Camden-Rockport Middle School	Classroom Curricula for Social and Emotional Competence Promotion	Healthy Beliefs and Clear Standards, Social Skills	Friends Who Engage in Problem Behavior , Favorable Attitudes Toward Problem Behavior, Community Laws and Norms favorable to Drug Use , Early Initiation of Drug Use
Literacy Mentors	Five Town CTC, Appleton Village School, Hope Elementary School, Lincolnville Central School, Camden-Rockport Middle School	Sunshine Foundation, Verizon Foundation	School-based Tutoring	SOaR	Low Commitment to School , Academic Failure
Math Mentors	Five Town CTC, Appleton Village School, Hope Elementary School, Lincolnville Central School, Camden-Rockport Middle School	Five Town CTC	School-based Tutoring	SOaR	Low Commitment to School , Academic Failure
Olweus Bullying Prevention Program	Appleton Village School, Knox County Community Health Coalition	Appleton Village School, Knox County Community Health Coalition, Five Town CTC	Multi-Component School-based Program	Social Skills, Clear Standards	Friends Who Engage in Problem Behavior , Conititutional Factors, Poor Family Management, Favorable Attitudes Toward the Problem Behavior, Rebelliousness
STAR (PALS)	Five Town CTC, Camden Hills Regional High School, The Teen Center, Midcoast Martial Arts, MidCoast Recreation Center, Penobscot Bay YMCA, Aldermere Farms, MidCoast Junior Golf Association, Kiwanis	Five Town CTC, Community Youth Development Study, MSAD #28 (Title IV-A funds), The First, United Midcoast Charitable Foundation, Walmart, MidCoast Junior Golf Association, many in kind donations.	Community-Based Youth Program	Community Recognition for Prosocial Involvement , SoAR, Prosocial Involvement	Early and Persistent Antisocial Behavior, Extreme Economic Deprivation

Other Programs to Address Targeted Factors

(Prioritized Risk and Protective Factors are in **bold text**.)

Program, Service, or Resource	Partnering Organizations	Funding Sources	Approach Used	Protective Factor(s) Addressed	Risk Factor(s) addressed
Youth Arts Enrichment	YouthArts, MSAD #28, the Five Town CSD, the Teen Center	YouthArts	School-based Activities	SOaR	Low Commitment to School
Parents as Teachers	UMaine Extension	UMaine	Parent Training	SOaR, Healthy Beliefs and Clear Standards	Low Commitment To School
YouthLinks By Design	YouthLinks, Local Schools	YouthLinks	Community-based youth programs	SOaR	Low Commitment to School
New Hope for Teens	New Hope for Women, CHRHS, Appleton Village School	New Hope For Women	Community-based Youth program	SOaR, Healthy Beliefs and Clear Standards	Friends Who Engage in Problem Behaviors
Partners for Enrichment Activities	Partners for Enrichment, Union 69 Schools	Partners for Enrichment	School-based activities	SOaR	Low Commitment To School
MST	Sweetser	Sweetser	Home-based Multi-systemic treatment	SOaR	Friends Who Engage in Problem Behaviors
Passages	The Community School	The Community School	Classroom Organization, Management or Instructional Strategies	SOaR	Low Commitment To School
C-School Residential Program	The Community School	The Community School	Classroom Organization, Management or Instructional Strategies	SOaR, Healthy Beliefs and Clear Standards	Low Commitment To School
Literacy Volunteers of Midcoast Maine GED Program	Literacy Volunteers of Midcoast Maine	Literacy Volunteers of Midcoast Maine	Community-based Youth Program	SOaR	Low Commitment To School
POWerful Words	Midcoast Martial Arts	Program fees	Community-Based Youth Program	Interaction with Prosocial Peers, SOaR, Community Recognition for Prosocial Involvement	Friends Who Engage In Problem Behaviors
Black Belt Club	Midcoast Martial Arts	Program fees	Community-Based Youth Program	Prosocial Involvement, Community Recognition for Prosocial Involvement	Laws and Norms Favorable to Antisocial Behavior
Academic Achievement Programs at Midcoast Martial Arts	Midcoast Martial Arts	Program fees	Community-Based Youth Program	Healthy beliefs and Clear standards	Low Commitment To School

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

Low Commitment to School	Work with Camden Hills Regional High School on development of their in-school tutoring program. Find ways to support BBBS of Midcoast Maine so that they might increase the number of community-based matches in the Five Town Area.
Laws and Norms Favorable to Drug Use	There is a Retailer Recognition Program developed by the Maine Youth Empowerment and Policy Group that we hope to implement, as well as the Reward and Reminder Program for alcohol retailers. We also have begun taping a series of PSA's to run on local cable that will ask parents to consider the norms.
Prosocial Involvement, Interaction with Prosocial Peers, Rewards for Prosocial Involvement, Community Recognition for Prosocial Involvement	We continue to work with local organizations to increase the number of opportunities for young people to be involved in a variety of ways in the community, and the ways that engaged youth are recognized. We also hope to promote understanding of the Social Development Strategy.

Major Accomplishments and Future Goals:

We have made a lot of progress in the past year! Since April of 2006 Five Town Communities That Care has:

- Successfully provided three more cycles of *STAR*, serving 135 individuals (some for multiple cycles).
- Provided training in the *STAR* model to a group of agencies in Brigham City, Utah.
- Tutored 31 children through the *Math Mentors* Program.
- Launched a *Literacy Mentors* Program, and piloted with 9 students.
- Delivered three more *Guiding Good Choices* cycles, serving 35 parents.
- Assisted Camden Rockport Middle School in their expansion of *Life Skills Training* to cover grades 6, 7, and 8.
- Added a Coordinator for the *Math and Literacy Mentors* programs to the staff.
- Provided a seminar with Dr. Glenn Hanson on adolescent substance abuse and the biology of addiction to four area audiences (teachers, physicians, mental health clinicians, and parents).
- Launched a *Parent Forum* series of presentations/ discussions on varying topics related to the FTCTC mission.
- Moved to a new fiscal agent.
- Incorporated and begun application for 501(c)(3) status.
- Developed a comprehensive program evaluation system and implemented it with two programs.
- Designed, taped, and aired several public service announcements on local cable.
- Negotiated regular inclusion of information from FTCTC in all of the local public middle school weekly newsletters.
- Averaged 1-2 article submissions to local media each month
- Attracted more than \$40K in additional grants and cash contributions

Future Goals:

1. Move *STAR* to a sponsorship model where CTC only coordinates, trains staff, and perhaps transports children, rather than providing supplies and employing the teachers in the program.
2. Increase the number of parents accessing *Guiding Good Choices*. We would like to reach at least 100 middle school parents.
3. Increase the number of students taking advantage of the *Literacy Mentors* program.
4. Collaborate with Big Brothers, Big Sisters of Midcoast Maine to find funding and “Bigs” in order to increase the number of community-based matches in the Five Town Area.
5. Increase the number of schools implementing tested and effective programs with fidelity.
6. Increase partnerships with other organizations and businesses in our community in order to meet our goals and theirs.
7. Increase opportunities for youth to be involved in effective program planning.
8. Kick off our first annual sustaining campaign and fund-raising event.

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

We plan to continue to provide high quality, direct-service programming through *STAR*, *Math Mentors*, *Literacy Mentors*, and *Guiding Good Choices*. We plan to increase the number of trained *Guiding Good Choices* facilitators in our community.

We hope to have more in-depth conversations with staff and administration at all four public middle schools about tested and effective programming that would help them 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.

We will continue to provide community education and to raise awareness by continuing our PR and media efforts.

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

We will continue to develop our vision for sustainability without CYDS funding. We have several major grant applications in the works, plans for a sustaining campaign kick-off, and some ideas for annual fund-raising events that we intend to implement this year.

We will continue to collect data about our community, its issues and its existing resources, in order to plan for the coming years. We welcome your input and partnership in our efforts to create a healthier community. Please contact Dalene Dutton, our Community Coordinator at (207) 236-9800 to be involved.

Progress Report: Board Development

As part of our work involving incorporation and filing for non-profit status, we have done some reorganization. We have moved to a model that includes a formal Board of Directors, which bears legal and fiduciary responsibility and provides oversight of the CTC workgroups. The Board and these workgroups are populated by members of the Five Town Communities That Care Coalition, which includes sector representatives and key leaders from the community. Members of the Coalition sign either a letter of understanding (if an individual) or a Memorandum of Understanding (if an agency or business). A more complete organizational diagram is available in APPENDIX B of this report.



The new Board of Directors met for the first time in March, and will meet monthly. The Coalition will meet every other month, and the workgroups each have their own schedules.

After struggling last year, the Public Relations workgroup is now a vital and dynamic group with many projects under its direction. The Board Maintenance Workgroup was repopulated for a short time, but has again lost membership due to forces outside of the groups' control (people moving out of the community). In spite of low membership, the Board Maintenance workgroup has been able to get a tremendous amount of work done, and has led the way on the incorporation and non-profit filing efforts. Five Town Communities That Care held a full day retreat in September, where progress toward the CTC Benchmarks and Milestones was evaluated. This event helped to re-energize the Board and refine its goals.

Our biggest needs at this time are for more persons on the Funding and Youth Involvement Workgroups. Most other workgroups would also benefit from additional members, especially with specific skill sets. A list of membership by workgroup can be found in APPENDIX C of this report.

Meeting	Frequency	Average Attendance
Five Town CTC Coalition	Bi-monthly	15
Board of Directors	Monthly	8
PR and Community Education	Twice monthly	5
Board Maintenance	Monthly	3
Community Data	As needed (twice this year)	5
Program Evaluation	Monthly	4
Funding	Monthly	6
Youth Involvement (Youth Forum)	Weekly while school in session	6

Progress Using the Social Development Strategy to Promote Board Development:

Board members continue to be provided with 0 opportunities to make presentations (both formal and informal) to community groups. They are doing a great job and obviously gaining valuable skills and knowledge each time they do so.

Five work group members have written draft articles about CTC activities, several of which have been published. The PR workgroup provides one another with constructive feedback, encouragement and recognition. This process has helped to improve members' writing skills and confidence in their public relations abilities. Two work group members have served as GGC co-facilitators, one has served as a Math Mentor, and nearly all have served as observers in community programs.

Board members have been encouraged to attend training workshops and prevention conferences. A half-dozen Board members have taken advantage of these opportunities, which include such topics as Adverse Childhood Experiences, Youth Suicide Prevention, and Board Development.

Board Members and Coalition Partners who are present are recognized at each STAR program celebration in front of all of the students and families. All are also recognized in program publications and recruitment materials.

Goals for Board Development in the Upcoming Year:

As was the case last year, we hope to increase the number of persons actively engaged with CTC (both on the Board of Directors and in the Coalition) from Appleton, Hope, and Lincolnville. Currently we have 22 persons actively involved in workgroups; none of them are from Appleton or Hope and only three are from Lincolnville.

Another goal carried forward from last year is to increase the number of Board and Coalition members who are on staff at local schools. We currently have 2 school staff members; both are from the same middle school in Camden.

We seek to have two members of the Board of Directors who are youth (still in high school or under 18), and to increase the number of workgroup and Coalition members who are from this age group. We currently have only one youth member in a workgroup although we have several students who are in our Youth Forum. We also hope to increase representation from the 24-35 year old population; we have three persons who are in the age range at this time. Other priorities for recruitment include individuals with grant writing and fund-raising experience, marketing expertise, and connections to both state and local government.

We plan to increase the number of professional development and issues-based training offered to all Coalition members. Plans are in the works for opportunities to increase expertise in topics such as inhalant abuse, suicide prevention and awareness, and to provide opportunities to gain knowledge in social marketing and data analysis.

Community Data Analysis

The Board reorganized its workgroup assignments this year. The former Risk and Protective Factor Workgroup changed its name to “Community Data” workgroup and took on the added task of completing the Community Resource Assessment. A detailed analysis of the 2006 MYDAUS data for the Five Town Community is available, entitled *Five Town Communities That Care 2006 Community Assessment Report*, on our website at www.5townctc.org.

Community Strengths

The 2006 MYDAUS data revealed that currently young people in the Five Town Area benefit from enhanced protection in the areas of *Community and School Opportunities For Prosocial Involvement*, *Family Recognition for Prosocial Involvement*, *Family Attachment*, and for middle school students, *Social Skills*. They also benefit from low rates of *Perceived Availability of Handguns*, *Early Problem Behavior*, and *Academic Failure*. In our middle schools community youth additionally experience low rates of risk for *Friends’ Use of Drugs*. The community should build on these strengths in its prevention efforts.

Priority Protective Factors

The Five Town Community should make every effort to enhance *Interaction With Prosocial Peers*, *Rewards for Prosocial Involvement* and *Prosocial Involvement* in its prevention efforts. *Community Recognition for Prosocial Involvement* is especially low in eighth grade, but should be enhanced for all students.

Priority Risk Factors

Low Commitment to School and *Friends Who Engage in Problem Behaviors* should remain priorities for reduction, as they are still high among the highest areas of risk for our youth, and are high when compared to State of Maine averages. Both *Low Commitment to School* and *Friends Who Engage in Problem Behaviors* are risk factors for five of the six problem behaviors that we seek to reduce (suicide has not yet been definitively linked to these risk factors). Both affect both middle and high school aged youth in our community.

Family Conflict and *Laws and Norms Favorable to Drug Use* should be added as priorities for action. *Family Conflict* is one of the three highest areas of risk for grade 8. *Laws and Norms Favorable to Drug Use* is the highest risk factor in the community domain, with the exception of *Community Disorganization*. Since we know of no tested and effective programs for *Community Disorganization*, we recommend that continued reduction of risk associated with *Laws and Norms Favorable to Drug Use* be added as a priority for action.

Progress Toward Prevention Goals

Looking at risk factors that have been goals for the past two years, *Low Commitment to School* changed significantly in the expected direction. We are getting close to our current goal for *Low Commitment to School*, and with the expansion of our tutoring program to include Literacy this year, hope to achieve our target by 2008!

The scale of *Rewards for Antisocial Behavior* changed (not significantly) in the unexpected direction. Tested and effective programs that target the risk factor of *Friends Who Engage in Problem Behaviors* have not reached a substantial percentage of the students who were in grade 8 or older. Most of the participants have been younger than this benchmark age. We hope to see improvement in this measure when these younger students and their families reach the 8th grade.

Rates for problem behaviors all moved toward goals, except for 30 day use of alcohol. (The differences in rates for 30 day use of alcohol and being drunk or high at school have not been statistically significant across the last three survey waves.)

There does appear to be a cohort effect with the students who were in grade ten in 2006. This group reported more problem behavior, higher risk, and less protection. This should be kept in mind when viewing the data for our grade 8 goals; these same students showed high risk and lower protection as eighth graders in 2004.

When we compared the risk factor data for 8th grade in 2006 to the 2002 data (excluding the cohort), the reduction in the risk factor of *Low Commitment to School* is not as dramatic, but is still statistically significant. When comparing the risk factor scale of *Rewards For Antisocial Behavior*, the increase in reported risk from 2002 to 2006 is larger but still not statistically significant.

For 30 Day Use of Marijuana differences between the 2006 rate and the 2004 rate are not statistically significant, but the drop from 2002 to 2006 was. The difference between rates for suspensions from school in 2004 to 2006 was statistically significant, but the 2006 rate compared to the 2002 rate for this behavior was not. For rates of *Attacking Someone with the Intent to Harm*, the 2002 and 2006 rates were statistically different from the 2004 rate, but not from one another.

New Goals:

The Board added goals for additional risk and protective factors, and added an inhalant use goal as shown on page 3. The additional risk factors were chosen by rating the three highest areas of risk on the 2006 MYDAUS for each grade level surveyed, and then choosing risk factors that were high in more than one grade level and factors that spread across the four domains as priorities.

Rates for the two risk factors that were already a priority remained high in the data. *Low Commitment to School* (among the highest for 3 grades) is in the community domain,

and rates for the scale *Rewards for Antisocial Behavior* (among the top three for grade 10) is in the individual / peer domain. *Sensation Seeking* was among the highest for both middle school grades but was not selected as a priority since no tested and effective strategies are available to address that risk factor at this time. Several other risk factors were highest for a particular grade level, but were all in the individual / peer domain. Because the Board wanted to target risk factors in the family and community domains they selected *Family Conflict* as a priority as it was high for grade 8, and *Laws and Norms Favorable to Antisocial Behavior* because it is high in grades 6 and 12 in the community domain.

The Board decided to add priority protective factors this year, and the choices were fairly straight-forward. Interaction with Antisocial Peers is among the three lowest for all four grades surveyed, Rewards for Prosocial Involvement is among the lowest for grades 6 and 10, and Prosocial Involvement was the lowest for grades 6 and 8. Community Recognition for Prosocial Involvement was the lowest protective factor for grade 8.

Since the goal for 30 Day Use of Marijuana had been met, the Board chose to set a new (lower) goal for that behavior, rather than to be satisfied with the progress to date. Inhalants (ever used) was added as a goal due to higher than state of Maine average levels in grades 8 and 10, with upward trends.

Evaluation of Programs Being Implemented:

Also affected by the reorganization of the Board was the former Resource Assessment and Evaluation Workgroup, now called the “Program Evaluation Workgroup.” This energetic group of individuals undertook the daunting task of developing and piloting a very comprehensive evaluation plan for Five Town CTC’s direct service programs, with the intention of assisting with the evaluation of other tested and effective programs offered in the community once FTCTC has good, working systems. (In order to take on this added responsibility, the workgroup gave the task of doing the Community Resource Assessment to the Community Data Workgroup.)

The workgroup developed a comprehensive strategy to evaluate programs that looks at fidelity, quality, outcomes, and outreach; the dimensions assessed are listed in APPENDIX D at the end of this report.

The new evaluation strategy has been used for *STAR* cycles offered during the 2006-2007 school year. The workgroup also began applying the new evaluation system to both of the tutoring programs delivered by FTCTC (*Math Mentors* and *Literacy Mentors*) during the 2006-2007 school year. Full reports on the results using the new system were not yet ready at the time of the writing of this document. Reports will be available soon on our website (www.5townctc.org) and utilized when implementing future cycles of these programs.

CYDS Funded Programs

STAR

Type of Program	Target Audience	Priority Risk or Protective Factor Addressed	Participation Goal for 2005-2006 school year	Actual Participants	Percentage of 2005-2006 School Year Goal
After-school Community-Based Program	All grade 5-8 students	Community Recognition for Prosocial Involvement, Prosocial Involvement	171	137	77%
Participation Goal for 2006-2007 School Year		Participants (to date) for this school year (with one cycle remaining)		Percentage of 2006-2007 School Year Goal	
175 (25% of the grade 5-8 population)		97		55	

This popular after-school program has rated excellent in fidelity so far this year with the exception of saturation. Saturation goals continue to be elusive, but tantalizingly close. Attrition rates are relatively low, so the focus remains on recruitment. Detailed analysis of participants revealed that there are significant opportunities for increase in participation of grade 7 and 8 students, and for boys. Upcoming cycles of STAR should be planned to include activities that will especially appeal to these subsets of the target population.

One of the areas that may inadvertently bring fidelity scores down is the piloting of new skill sets. One of the indicators of fidelity is that a majority of students within a class to master the target skill set within the cycle. Each time new offering is introduced for STAR, it takes a couple of cycles to adjust the skill set so that most participants can master the set within the time we have for instruction. We analyze each class for skill acquisition, and adjust for the next cycle accordingly.

Quality was rated excellent for STAR and outcomes are promising. On pre and post-attitudinal surveys we have begun to see some statistically significant changes. "Hours involved in Extracurricular Activities" and "Positive Attitudes Toward Alcohol" both moved in the desired (and expected) direction. Skill attainment is definitely taking place with 100% of participants showing improvement and 53% achieving mastery of a skill set in the 2005-2006 school year cycles. Finally, evaluation of outreach efforts for STAR indicated that this area could be energized and may help to boost recruitment.

For a comprehensive look at the STAR program, please visit our website at www.5townctc.org.

CYDS Funded Programs

Math Mentors

Type of Program	Target Audience	Priority Risk or Protective Factor Addressed	Participation Goal for 2005-2006 school year	Actual Participants	Percentage of 2005-2006 School Year Goal
After School Tutoring Program	All grade 5-8 students	Low Commitment To School	40	24	60%
Participation Goal for 2006-2007 School Year		Participants (to date) for this school year (with one cycle remaining)		Percentage of 2006-2007 School Year Goal	
40 (80% of those eligible)		21		53%	

Fidelity measures supplied by the Social Development Research Group at the University of Washington were used to assess *Math Mentors* with high levels of fidelity reported. Surveys of participants of these programs also indicated a high level of satisfaction, quality of delivery and positive outcomes. For example 13 of the 21 students in the Math Mentors program for the 2006-2007 school year took a retest of the CHRHS Math Competency Exam after ten sessions with their tutors (the other students were not yet ready to retest and have continued on with another round of sessions). Of these 13 students, seven passed the exam and the average gain for all students retesting was 14 percentage points. By the end of the school year and three full rounds of tutoring the results are expected to be exceptional.

As with *STAR*, saturation is an issue with this program. One of the problems we face is getting an accurate estimate of the target population. We intend to work harder to get a better handle on 1) the number of students not passing the exam, 2) the number of THOSE students having *Low Commitment to School*, and 3) the number of that subset that does not have either a) a profound learning disability that would make them a poor fit for the program or b) ample access to other services to help them with their math skills.

Once again we did not begin the program as early in the school year as we had hoped. Timing of the administration of the CHRHS Competency exam and release forms that were not returned promptly led to January start. We are confident, however, that we will still be able to deliver three cycles of the program before the school year ends.

It is hoped that the expansion into the area of literacy (piloted this year) will boost the overall number of students who have low commitment to school being served.

Non-CYDS Funded Programs:

Guiding Good Choices

Type of Program	Target Audience	Priority Risk or Protective Factor Addressed	Participation Goal for 2005-2006 school year	Actual Participants	Percentage of 2005-2006 School Year Goal
Parent Workshop	Parents of 9-14 year old children	Family Conflict, Friends Who Engage in Problem Behavior	No Goal Set	25	NA
Participation Goal for 2006-2007 School Year		Participants (to date) for this school year		Percentage of 2006-2007 School Year Goal	
3 Cycles and 45 parents		26		58%	

Guiding Good Choices has been the focus of the new evaluation process during the last cycle (Jan-Feb of 2007). The analysis of results is not yet complete, but surveys of participants were overall positive, as were fidelity checks. Without an established funding stream and more trained facilitators, the CTC effort to increase saturation will be fruitless. Currently only one certified facilitator is known to be available in the community (the Five Town CTC Community Coordinator). The Board plans to find funding (some from the CYDS Year 5) and hold a training of facilitators to address the issue and allow more sessions to be offered. It should be noted that even without CYDS funding, Five Town CTC has been able to deliver GGC sessions to more than 50 parents from our community, and has an active parent network started! A complete report on the program will be made available on the website (www.5townctc.org).

(NOTE: This program will be shifted from Non-CYDS funding to CYDS Funded this year.)

Non-CYDS Funded Programs

Life Skills Training

Type of Program	Target Audience	Priority Risk or Protective Factor Addressed	Participation Goal for 2005-2006 school year	Actual Participants	Percentage of 2005-2006 School Year Goal
Classroom Curriculum for Social and Emotional Competence Promotion	Grade 5-8 students	Friends Who Engage in Problem Behavior, Favorable Attitudes Toward Problem Behavior, Community Laws and Norms favorable to Drug Use	Pilot in 7 th grade	3 of 5 of the sections in Grade 7	66%
Participation Goal for 2006-2007 School Year			Participants (to date) for this school year		Percentage of 2006-2007 School Year Goal
Grades 5-8 at CRMS (approximately 50% of the middle school population of the five towns combined)			3 of 5 sections of Grades 5-8 in CRMS		66%

Five Town Communities That Care does not deliver the *Life Skills Training* curriculum, but we did provide training, technical assistance, and the funding to help begin implementation of the program. Camden-Rockport Middle School recently voted to make the program an official part of the curriculum, and has included the necessary funding to do so in its budget for the 2007-2008 school year. Although we have not implemented a formal system for monitoring of fidelity of the *Life Skills Training* Program at Camden-Rockport Middle School, we regularly touch base with the three instructors delivering the program, and offer assistance.

Teachers report struggling to deliver the lessons within the timeframe of a class period, but state that each time they teach the program modules it gets easier. Some extension activities (published by the developer of the program) have been used, and not all of the core sessions were delivered to the first section of the grade 7 students during the 2006-2007 school year.

Non-CYDS Funded Programs

Olweus Bullying Prevention Program

Type of Program	Target Audience	Priority Risk or Protective Factor Addressed	Participation Goal for 2005-2006 school year	Actual Participants	Percentage of 2005-2006 School Year Goal
Multi-Component School-based Program	Grade 5-8 students	Friends Who Engage in Problem Behavior, Favorable Attitudes Toward the Problem Behavior	No Goal Set	Launched at the K-8 AVS (approximately 13% of the K-8 population of the five towns community)	NA
Participation Goal for 2006-2007 School Year		Participants (to date) for this school year		Percentage of 2006-2007 School Year Goal	
AVS		Program is still going at AVS		100%?	

Five Town Communities That Care does not deliver the *Olweus Bullying Prevention Program* at Appleton Village School. However, Five Town CTC was involved in the efforts to choose a prevention strategy and provided some funding for the program when it was begun prior to the end of last school year.

We do not have any data on fidelity of implementation, barriers, or successes to date.

Non-CYDS Funded Programs:

Big Brothers, Big Sisters

Type of Program	Target Audience	Priority Risk or Protective Factor Addressed	Participation Goal for 2005-2006 school year	Actual Participants	Percentage of 2005-2006 School Year Goal
Mentoring	Grade K-8 students	Low Commitment To School	No Goal set	1	NA
Participation Goal for 2006-2007 School Year		Participants so far this school year		Percentage of 2006-2007 School Year Goal	
No Goal Set		1		NA	

There has been a dramatic increase in the number of school –based matches for *Big Brothers, Big Sisters* in the Five Town Community. There are now active programs at each of the four area middle schools. There are, however, very few community-based matches active in our towns.

Over the past year we jointly submitted two major proposals to funders proposing to undertake a large-scale recruitment and awareness campaign in the community and immediate vicinity in order to recruit additional suitable adults that might serve the students on the waiting lists. Unfortunately we were unsuccessful with both of those proposals. We will continue to submit grants and proposals to this end over the coming year, and will work with *BBBS* to explore other ways FTCTC could help them to increase their capacity to deliver community-based programming in the Five Town Area.

Evaluation Goals for Next Year

In the coming year we will attempt to fully utilize the new evaluation process for all of our own programs and to undertake more focused efforts to assess the fidelity of non-CTC delivered programs such as *Life Skills*, the *Olweus Bullying Prevention Program*, *All Stars*, and *Big Brothers, Big Sisters*.

Program Strategies to Reach Our Prevention Goals in the Next Year:

In order to address Low Commitment to School, the Board recommends continuation of *Math Mentors* and *Literacy Mentors* with a focus on maintaining program fidelity and quality while increasing saturation. We also recommend continued training and technical assistance for the Camden Hills Regional High School tutoring staff so that they might continue to incorporate more of the *Math and Literacy Mentors* model into the program there. Finally, we recommend collaboration with *Big Brothers, Big Sisters of Midcoast Maine* in order to find funding streams and the additional “Bigs” necessary to increase the number of community-based matches in our community.

In order to address the risk factor of Friends Who Engage in Problem Behavior the Board recommends expansion of *Guiding Good Choices*, *Life Skills Training*, and the *Olweus Bullying Prevention Program*. Currently, *Guiding Good Choices* is only being offered by Five Town Communities That Care in our service area. We hope to train additional facilitators in order to increase our capacity to reach additional families. The *Life Skills Training* curriculum is only offered in the largest of the four area public middle schools (serving approximately half of the student population). We hope to assist at least one more school achieve implementation of the program in order to increase saturation for this intervention. The *Olweus Bullying Prevention Program* is being utilized in the smallest of the four middle schools. We plan to begin conversations with the other three area public middle schools to explore their interest in this program.

Expansion of *Guiding Good Choices* will also address the priority risk factor Family Conflict. Laws and Norms Favoring Antisocial Behavior will be addressed by the expansion of *Life Skills Training*. Over the next year, Five Town Communities That Care will explore other potential strategies to impact these priorities.

Continuation of *STAR* will help us boost Community Recognition for Prosocial Involvement and actual Prosocial Involvement. We will also be working hard to promote the Social Development Strategy within the Coalition and the larger community.

Outreach and Public Relations

Clearly in order to reach our goals, outreach and public relations will be important. Fortunately much progress was made on the 2006 PR plan! The Public Relations workgroup attracted several new members and two new chairpersons took the helm. An average of 1-2 articles were submitted to newspapers each month, new recruitment materials were generated, information packets for potential funders were created, a review of the current website was done and a new site is currently being professionally designed , several public service announcements were created and run on the local cable channel, and a FTCTC secured dedicated space in all four of the local public middle school weekly newsletters.

The plan for 2007 is quite similar to the 2006 Public Relations and Community Education plan.

The top priorities continue to be:

- Generate regular newspaper articles (same type of mix suggested in last year's plan)
- Update and supplement program recruitment materials
- Finish website redesign and launch

Medium Priorities:

- Update funder information packets as needed.
- Update Media and PR Plan
- Continue community and parent forums
- Continue "Did You Know" campaign

Lower Priority Items:

- Get radio and TV coverage
- Create an endorsement video
- Update the FTCTC "Road Show"*
- Disseminate report summaries to a wider audience in the community

* This is a PowerPoint presentation and set of handouts selling CTC and the SDS that can be used with a variety of groups with very little modification. Having these ready-made materials, and people trained to deliver them allows FTCTC to respond to last minute requests for presentations.

Plans for Sustainability Beyond the CYDS:

The last year of CYDS funding for Five Town Communities That Care marks an important milestone for our organization. In anticipation of this day, much effort has been expended to address sustainability. Last June the Board sought confirmation from all Board members of ongoing commitment to the CTC model and process through a formal letter from the Chair and Vice-Chair of the Community Board; the response was overwhelmingly positive. Once the Board determined that it had the will, they tackled the question of *what* they wanted to sustain. The group reached consensus that for the near future the size of operations (approximate budget, number of employees, etc.), service area (the five towns of Appleton, Camden, Hope, Lincolnville, and Rockport), and age-focus (middle school) were ones they wanted to maintain. They also were committed to the CTC framework. Specifically they decided to sustain:

- 1) A community-wide coalition to promote healthy youth development that has functional workgroups and a clear decision making process.
- 2) Collaborative, data-driven decision making to ensure the best possible outcomes for youth.
- 3) Salary and benefits for a full time coordinator to keep the process going.
- 4) Biennial collection and analysis of community-level data for decision making, including the MYDAUS or—if needed for risk and protective factor data—the CTC Youth Survey.
- 5) Use of tested and effective strategies to address community priorities, and support for rigorous testing of promising programs where proven interventions are not available.
- 6) High quality implementation of chosen programs with monitoring of fidelity, quality, and outcomes.
- 7) Continuing education in prevention science for Board members and community partners.

With the future organization in mind, the Board began planning in earnest and developed a list of strengths, needs, opportunities, and worries related to this new vision. After analyzing the resulting list, it was determined that in order to be sustainable there were some financial issues that needed to be addressed immediately. The group determined that a new fiscal agent was needed, and in August made the move to a public school system where cash flow and competition for grants would not be as problematic. The Board also identified a need for a more rigorous internal budget process that is tied to its prevention priorities, and is working hard to develop a workable system.

Also needed are multiple funding streams to ensure long-term stability in the local fiscal climate. Plans for 2007 include an annual sustaining campaign and fund-raising event; local, state, and national grant applications; business sponsorships; and perhaps the launch of an endowment campaign. In order to ensure eligibility for more grants, we are in the process of applying for independent 501(c) 3 status and have incorporated.

Because we are now incorporated and bear full legal and fiduciary responsibility, insurance for both general liability and for protection of directors and officers was purchased.

Finally, the Board decided that it needed to hire an accountant to help to provide oversight and to give the Board a better understanding of where the organization is financially at any given time. A bookkeeper was hired in February of 2007, and an accountant who will donate services at tax time was located. During all of these activities the Board sought input from a local attorney, who has agreed to provide pro bono legal services to Five Town Communities That Care for normal business operations.

In addition to financial matters, the Board identified some internal communications, public relations and outreach matters that need attention in order to support sustainability. Joint workgroup meetings will be held for some projects in order to eliminate loss of ideas and duplication of efforts. This will be especially important for our annual sustaining campaign as funding and public relations workgroups will need to work very closely together. It was determined that a coordinated “brand look and feel” should be developed for use across campaigns in order to use program brand recognition to the advantage of the entire organization. The Board worked closely with a local graphics and publication firm to develop templates for posters, presentations, business cards, and a website. The poster, business cards, and PowerPoint templates are now in use, and a web site developer has been contracted to apply the “look” to an updated and redesigned site.

The PR workgroup evaluated its 2006 plan in light of the priorities of the organization and adjusted its focus on some items. The same process will be used to examine the 2007 PR plan and activities. The PR workgroup is also sharing its timeline and community opportunities for outreach with all workgroups to maximize opportunities to “piggy-back” on events already taking place.

The Board has begun using its bi-monthly Coalition meetings as opportunities to allow members to become skilled at explaining the SDS, the CTC process, and existing programs so that all may become “CTC Sales Agents” when we launch the annual sustaining campaign this year.

Efforts to more actively involve local media professionals in CTC events, and to engage them in discussions about their influential role in the community are ongoing. We hope for strong media partners who see themselves as part of the solution rather than impartial reporters.

Finally the Board seeks to develop workgroup plans that are coordinated to help us better achieve our goals. Development of the process to generate such plans is ongoing. The Board also seeks to develop the skills of members of the workgroups and Board, so that it has the necessary expertise to perform the tasks necessary to promote healthy youth development in the Five Town Community.

Strategies to Reach the Class of 2011 with Effective Prevention Programs and Strategies in the Next Year:

We recognize the need to ensure that we have sufficient saturation for at least one group of students in order to achieve change that is reflected in grade-level surveys of attitudes and behaviors. Therefore, we intend to continue our efforts to reach the cohort that is the class of 2011 in the following ways:

- Work with the tutors at Camden Hills Regional High School to help them incorporate the principles of our *Math and Literacy Mentors* Programs with their volunteer tutoring program.
- Expand delivery of the final year of *Life Skills Training* to the grade 9 students at CHRHS during the 2007-2008 school year.
- Target parents of this cohort for recruitment for *Guiding Good Choices*.
- Continue to offer our *Youth Forum* (with a revised format) at Camden Hills Regional High School through the Youth Involvement Workgroup, in order to train more young persons in the Social Development Strategy and offer them opportunities to learn skills that they might use to help younger students make healthy choices.
- Vigorously pursue ways to implement additional environmental strategies, reviews of policy, and examination of social norms related to our targeted behaviors.
- Explore funding options so that we might offer use of the tested and effective program *Parenting Wisely* for high school parents.
- Focus Coalition Youth Member recruitment efforts on this cohort.

Prevention Program Details: STAR		
Description of Activities of Prevention Program	Recruitment Strategies	Incentives to be provided
<p>This free, after school community-based program was originally called PALS in the research literature. 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 students in grades 5-8 in the community, we are most concerned with 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 middle school children • Participants are encouraged to “bring a friend” to the next class where there is still room available. • Presentations are made in all public middle schools about the offerings for each cycle. • Posters at Teen Center and YMCA • Presentations to parent groups • Newspaper articles about program and encouragement to register • STAR 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 • Buttons with STAR STAFF and logo worn year-round by many staffers 	<ul style="list-style-type: none"> • Transportation to and from student’s school • Program offered at no charge • Homework help is offered for CRMS students while waiting for other schools to dismiss and program to begin • Each student receives incentives specific to the skill area (rock climbers get chalk bags, artists get watercolors, etc.) • STAR tee given to each student • “Fun Fridays” offer STAR participants opportunities to “hang out” with other teens at YMCA or skating rink, or Teen Center, or Aldermere Farm • Snacks provided each day • Celebration night provides public recognition and a chance for entire family to have pizza and use YMCA facilities at no charge

Target Population to Receive STAR						
Proposed Number	In Grades	School				
150 students (unique individuals, 23% of population)	5-9	Appleton Village School, Camden-Rockport Middle School, Hope Elementary School, Lincolnville Central School, Camden Hills Regional High School				
Who will deliver STAR	Where STAR be delivered	What Agency will Coordinate STAR	Dosage Each STAR cycle		STAR Service Cycle	
			# Cycles	# Sessions per Cycle	Length in hours each session	Potential Dates for Service Cycles
Five Town CTC will deliver through a combination of paid and volunteer staff. Many local agencies are partnering with FTCTC to deliver classes, by providing their facilities, instructors, and materials for a specific class.	Classes occur in various locations throughout the community where appropriate facilities exist. For example, large animal husbandry takes place at Aldermere Farm in Rockport, tennis at Midcoast Recreation Center, cooking at Camden Hills Regional High School, rock-climbing at the YMCA, golf at Rockland Golf Club, etc.	Five Town Communities That Care provides a 0.75 FTE STAR Program Coordinator to oversee all aspects of STAR.	3 Cycles per school year	12 Instructional sessions and 5-6 "Fun Fridays." There are two instructional days per week over six to seven weeks. School vacations, workshop days and snow days often result in loss of one Friday per cycle and the need to spread the cycle of 7 weeks.	Total program day length is three hours, one hour of which is dedicated to skill instruction. The remainder is taken up by travel, snack, and supervised time to "mingle" with other participants.	Spring Cycle: April 25 to June 8, 2007 Fall Cycle: Begin late September* Winter Cycle: begin in late January* *School calendars not yet published, so exact dates not available.

Participant Level Outcomes for STAR				
Participant Level Outcomes	When Measured	Measure of Change	Measurement Tool Used	Staff 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 ongoing after at least six sessions have been completed.	Students will demonstrate master 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 sessions.	Each class has a pre- and post-test of skills developed prior to implementation. These align with the log 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.	During post-test of skills.	Students correctly identify at least two opportunities to use their skills in the community (outside of the STAR program).	Question is included on post-test of skills.	STAR instructors and support staff, with assistance from STAR program coordinator.
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. Scale scores for Community Recognition for Prosocial involvement will increase among participants who have attended more than one cycle of STAR.	Pre- and post-attitudinal surveys developed by SDRG.	STAR instructors, support staff, program coordinator

STAR Implementation Goals					
Implementation Outcomes	Who will Provide the Prevention Services?	How will Services be Provided?	When Will Services Be Provided?	How Will Implementation Outcomes Be Measured?	Who Will Be Responsible For Implementation Outcomes?
<p>STAR programming will be provided to at least 75 students in grades 5-9 three days per week for three, six-week cycles. Over the three cycles, a total of 150 unique individuals will participate in at least one cycle of STAR.</p>	<p>Skilled instructors and support staff.</p>	<p>Three cycles of skill sessions provided twice per week for twelve sessions, "Fun Fridays" provided while skill sessions are ongoing. Sessions run from end of school day until drop-off at sending school between 5:30PM and 6:00PM</p>	<p>Spring cycle beginning in April 2007, Fall cycle beginning in September 2007, and Winter cycle beginning in January 2008.</p>	<ul style="list-style-type: none"> • Observations • Facilitator Log Sheets • Program Implementation Reports • Attendance records • Mid-cycle phone surveys • End of program parent surveys • End of program student survey 	<p>STAR Program Coordinator and Staff</p>

STAR Training Needs and Plans				
Training Goal	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 FTCTC mission and goals, STAR program goals, class goals, and all relevant protocols (such as child abuse prevention) and will implement the program with fidelity.	STAR Staff Orientation STAR Mid-Cycle Staff Meeting	All STAR staff and volunteers	STAR Program Coordinator with assistance from Community Coordinator	Orientation takes place one week prior to start of each cycle and is mandatory for all staff. Follow-up (Mid-cycle staff meeting) takes place during week 4 of each cycle.
STAR staff will be aware of protocols for Youth Suicide Prevention	STAR Staff Orientation	All STAR staff and volunteers	FTCTC Staff or Board members who have been certified to deliver Gatekeeper Suicide Awareness and Prevention training	Included as component of initial STAR staff Orientation at beginning of each cycle.
STAR Observers will be aware of FTCTC mission, goals, STAR Program goals, and observations goals. STAR observers will demonstrate inter-rater reliability.	STAR Observer Training	All STAR Observers	FTCTC Community Coordinator or STAR Program Coordinator	Training provided when pool of potential new observers has been identified. Each observer must attend this training at least once.

Prevention Program Details: Guiding Good Choices

Description of Activities of Prevention Program	Recruitment Strategies	Incentives to be provided
<p>This parenting program was formerly known as <i>Preparing for the Drug Free Years</i>. It is a parent skill building, group designed program to help parents learn and practice influencing their children's choices regarding drug use and other risky behaviors.</p>	<ul style="list-style-type: none"> • Direct mailing to parents of all public school children in grades 5-9 • Participants are encouraged to "bring a friend" to the next class where there is still room available. • Posters around community • Presentations to High School and Middle School parent groups • Newspaper articles about program and encouragement to register • High School and Middle School principal endorsement letters • Transition Team endorsements (Team made up of 5 town middle and high school staff focusing on incoming 9th graders adjustment to HS) • Recruitment phone calls made by past participants to all parents of 2011 cohort • Inclusion in Adult Education Catalog • Alumni are encouraged to talk directly to other parents to encourage registration 	<ul style="list-style-type: none"> • No charge for participation • Free on-site childcare and homework help • Free meal for entire family • Free parent guide • Hope to get donations of other incentives for parents, such as gift certificates to local restaurants and merchants

Target Population to Receive Guiding Good Choices (GGC)						
Proposed Number	Parents of children In Grades	Schools				
100 Families (Approximately 15% of all middle school families) with a goal of reaching families of at least 25% of the class of 2011	5-9	Appleton Village School, Camden-Rockport Middle School, Hope Elementary School, Lincolnville Central School, Camden Hills Regional High School				
Who will deliver GGC	Where GGC will be delivered	What Agency will Coordinate GGC	Dosage Each GGC cycle		GGC Service Cycle	
Five Town CTC will deliver through a combination of paid and volunteer staff. Other agencies and groups will be encouraged to train facilitators and implement the program as well.	Classes occur in various locations throughout the community	Five Town Communities That Care	# Cycles	# Sessions per Cycle	Length in hours each session	Potential Dates for Service Cycles
			10 Cycles per year	5	2 hours of instruction, 30 minutes for dinner	To be determined after training session for facilitators. Goal is to have one cycle at a time beginning in September or October.

Participant Level Outcomes for Guiding Good Choices (GGC)				
Participant Level Outcomes	When Measured	Measure of Change	Measurement Tool Used	Staff Responsible for Actions Relevant to ensuring Participant Outcomes
Participants will demonstrate increased knowledge	Pre-test at first session and post-testing at final session. Satisfaction Surveys each class. Participant Interviews after session 3.	Scale scores in awareness of extent of substance use in young people will increase.	Pre- and Post-knowledge questionnaires, satisfaction surveys, and participant interviews.	GGC Facilitators, FTCTC Community Coordinator
Participants will demonstrate more favorable attitudes towards importance of parenting to influence children's behaviors	Pre-test at first session and post-testing at final session.	Comments on tests, surveys and during interviews indicate desired change in attitudes.	Pre- and Post-knowledge questionnaires, satisfaction surveys, and participant interviews.	GGC Facilitators
Participants will demonstrate an increase in skills taught in program	Pre-test at first session and post testing at final session.	Comments on tests, surveys and during interviews indicate increase in skills.	Pre- and Post-knowledge questionnaires, satisfaction surveys, and participant interviews.	GGC Facilitators

Guiding Good Choices (GGC) Implementation Goals					
Implementation Outcomes	Who will Provide the Prevention Services?	How will Services be Provided?	When Will Services Be Provided?	How Will Implementation Outcomes Be Measured?	Who Will Be Responsible For Implementation Outcomes?
GGC programming will be provided to 100 parents of students in grades 5-9 from the five town community, and at least 25% of the 2011 cohort. Each cycle will have between 10 and 20 parents and will consist of 5, two-hour workshops, with a goal of meeting once per week.	GGC Certified Facilitators	Ten cycles of skill sessions provided once per week for five sessions. Sessions will last for 2.5 hours (0.5 hours for family meals and 2 hours for parent workshop)	During 2007-2008 school year.	<ul style="list-style-type: none"> • Observations • Facilitator checklists • Program Implementation Reports • Attendance records • Mid-cycle interviews • End of program parent surveys • End of program student surveys 	FTCTC Community Coordinator

Guiding Good Choices Training Needs and Plans				
Training Goal	Name of Training	Who will be trained?	Who Will Provide the Training?	Planned date(s) for training (one-time or recurrent)
At least five new, local GGC certified facilitators will have the knowledge and skills to deliver the GGC program with fidelity.	GGC Training of Facilitators	All GGC facilitators not already certified to deliver the program.	FTCTC Community Coordinator or other Certified Trainer of GGC Facilitators	One, three day training during the summer of 2007
GGC staff will be aware of overall FTCTC mission and goals, GGC program goals, and all relevant protocols (such as child abuse prevention) and will implement the program with fidelity.	GGC Staff Orientation	All GGC Facilitators and GGC childcare providers	FTCTC Community Coordinator	Orientation takes place one week prior to start of each cycle and is mandatory for all GGC staff.
GGC staff will be aware of protocols for Youth Suicide Prevention	GGC Staff Orientation	All GGC staff	FTCTC Staff or Board members who have been certified to deliver Gatekeeper Suicide Awareness and Prevention training	Included as component of initial GGC staff Orientation at beginning of each cycle.
GGC Observers will be aware of FTCTC mission, goals, GGC Program goals, and observations goals. GGC observers will demonstrate inter-rater reliability.	GGC Observer Training	All GGC Observers	FTCTC Community Coordinator or FTCTC Program Evaluation Workgroup Members	Training provided when pool of potential new observers has been identified. Each observer must attend this training at least once.

APPENDIX A

Selected data from the
Maine Youth Drug and Alcohol Use Survey
(MYDAUS)
For the Five Town Community
(M.S.A.D. #28, Maine School Union #69,
and the Five Town CSD)

1998-2006

Trends Causing Concern

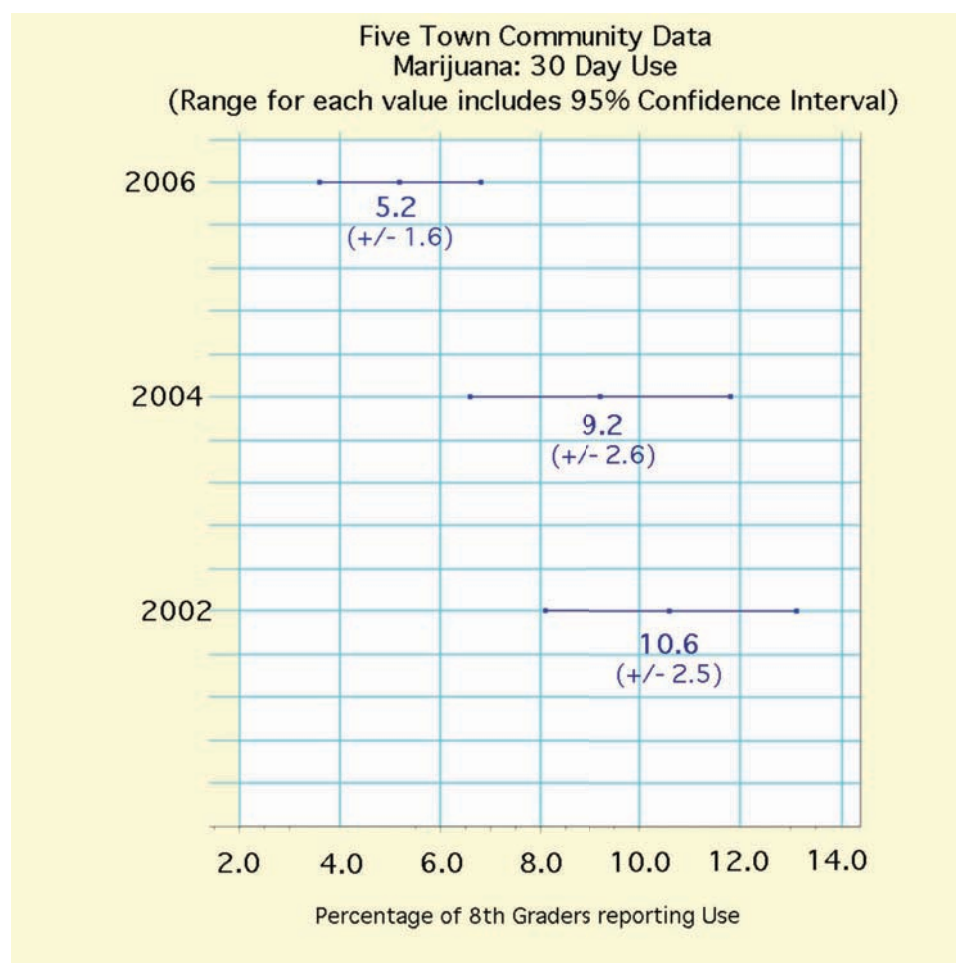
Problem Behavior	Year of MYDAUS					Trend
	1998	2000	2002	2004	2006	
Alcohol Use (ever used)	1998	2000	2002	2004	2006	Increasing
Grade 12	72.0	70.4	77.5	78.0	80.6	
Inhalants (ever used)	1998	2000	2002	2004	2006	Increasing
Grade 8	NA	NA	13.7	18.0	20.5	
Grade 10	9.5	18.5	8.6	16.8	19.7	
Grade 12	16.0	18.9	10.1	12.3	14.6	
Stimulants (ever used)	1998	2000	2002	2004	2006	Increasing
Grade 10	NA	NA	2.7	3.4	4.1	
Alcohol Use (past 30 days)	1998	2000	2002	2004	2006	Increasing
Grade 8	NA	NA	24.6	20.7	21.8	
Grade 10	44.2	39.3	38.7	45.9	55.1	
Grade 12	52.7	40.7	47.7	58.6	58.3	
Chewing Tobacco (past 30 days)	1998	2000	2002	2004	2006	Increasing
Grade 12	NA	22.6	10.1	14.6	15.5	
Inhalants (past 30 days)	1998	2000	2002	2004	2006	Increasing
Grade 10	2.9	2.6	3.9	4.1	4.9	
Marijuana (past 30 days)	1998	2000	2002	2004	2006	Increasing
Grade 12	28.0	27.8	36.7	38.5	41.7	
Binge Drinking	1998	2000	2002	2004	2006	Increasing
Grade 10	26.2	19.0	23.2	29.3	33.9	
Suspended From School	1998	2000	2002	2004	2006	Increasing
Grade 6	NA	NA	3.8	1.5	2.7	
Grade 10	3.8	5.8	5.8	6.6	19.2	
Attacked Someone w/ Intent to Harm	1998	2000	2002	2004	2006	Increasing
Grade 10	NA	15.9	7.1	9.3	13.0	
Carried a Handgun	1998	2000	2002	2004	2006	Increasing
Grade 6	NA	NA	0.8	3.0	4.0	
Grade 10	NA	3.4	1.3	2.6	5.6	
Taken a Handgun to School	1998	2000	2002	2004	2006	Increasing
Grade 12	NA	1.9	1.1	1.5	2.8	

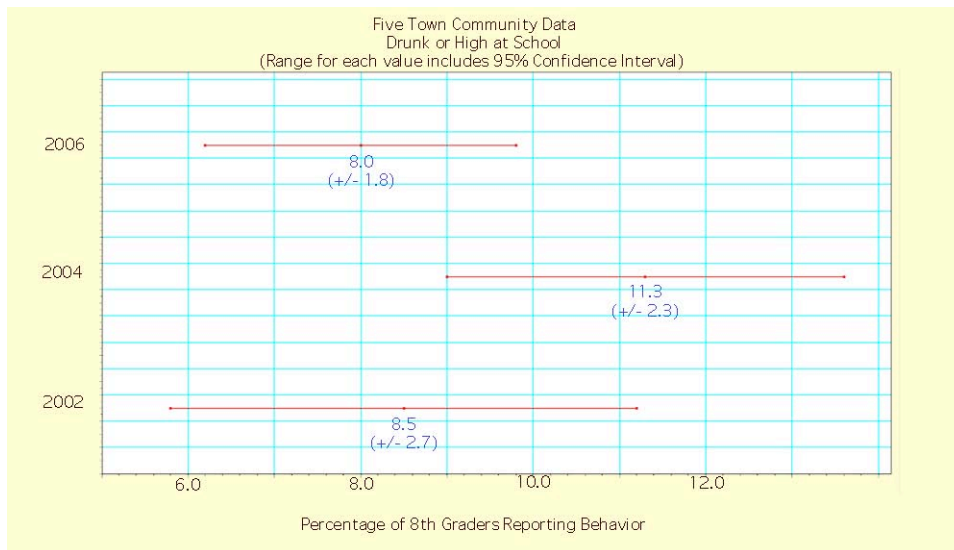
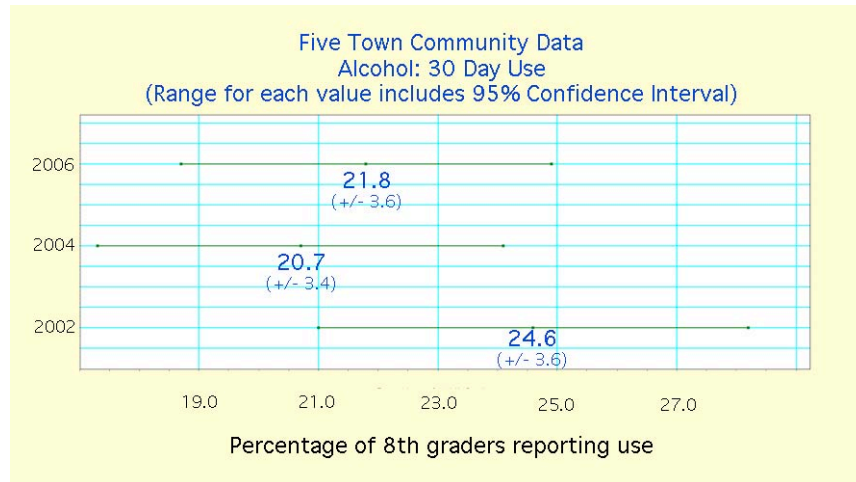
Elevated problem behaviors in 2006

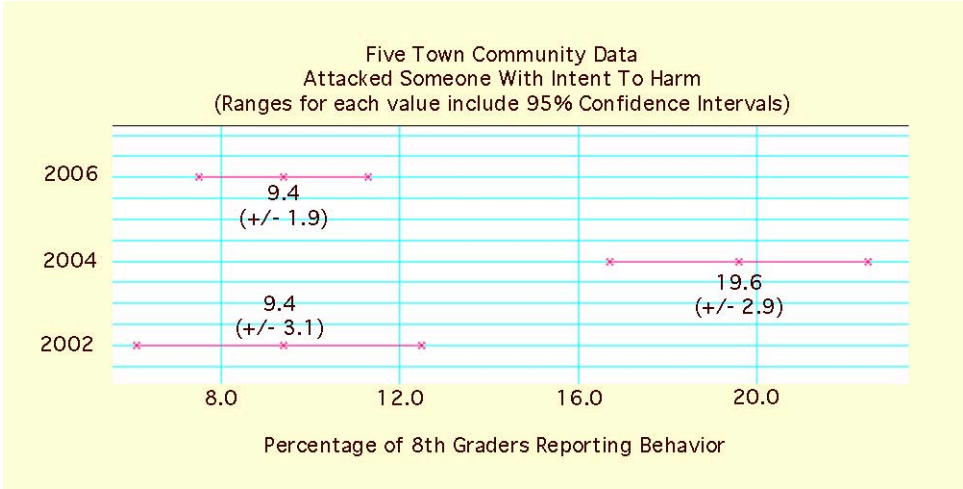
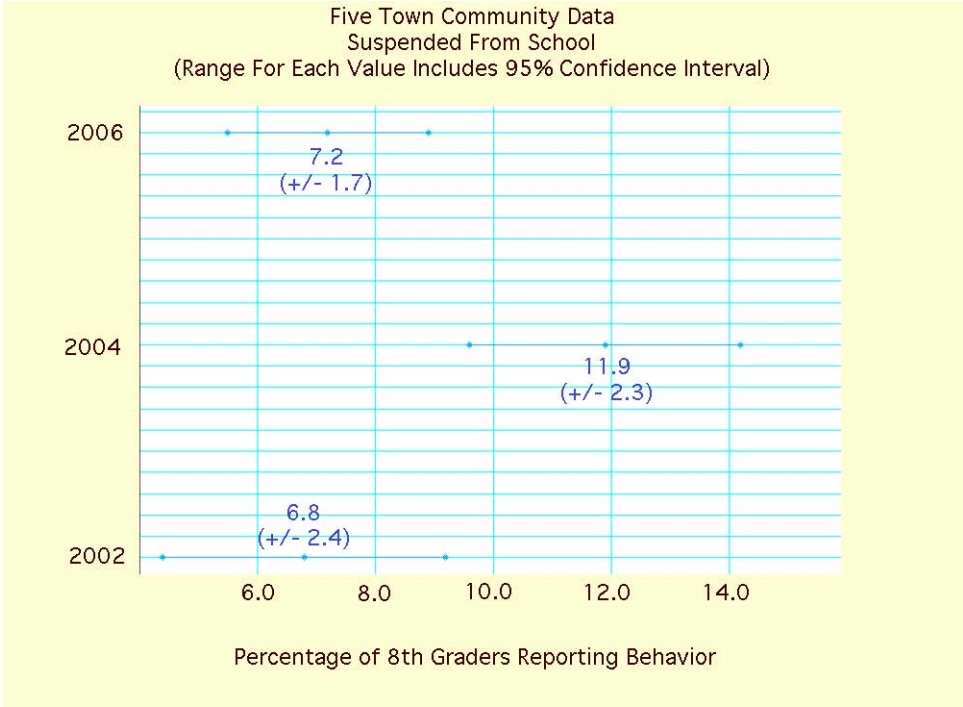
Problem Behavior on 2006 MYDAUS	Above state of Maine average for grade 6	Above state of Maine average for grade 8	Above state of Maine average for grade 10	Above state of Maine average for grade 12
Alcohol (ever used)	x	x	x	x
Alcohol (30 days)		x	x	x
Binge Drinking			x	x
Marijuana (ever used)			x	
Marijuana (30 days)			x	x
Cigarettes (ever used)				x
Cigarettes (30 days)			x	x
Cigarettes (20 or more per day)		x	x	x
Chewing Tobacco (ever used)				x
Chewing Tobacco (30 days)			x	x
Cocaine (ever used)			x	x
Cocaine (30 days)				x
Ectasy (ever used)	x	x	x	x
Hallucinogens (ever used)		x		x
Hallucinogens (30 days)			x	
Inhalants (ever used)	x	x		x
Inhalants (30 days)			x	
Stimulants (ever used)		x		
Prescription Drugs (ever used)		x		
Prescription Drugs (30 days)				x
Suspended From School			x	x
Drunk or High at School		x	x	x
Sold Drugs			x	x
Stolen or Tried to Steal a Vehicle			x	
Been Arrested			x	
Carried a Handgun w/o Permission	x	x	x	x
Taken a Handgun to School			x	x

Comparisons of goal behaviors across MYDAUS years (with 95% confidence intervals)

Behavior (8 th Grade)	2002 rate	2004 rate	2006 rate
30 Day Use of Marijuana	10.6 +/- 2.5	9.2 +/- 2.6	5.2 +/- 1.6
30 Day Use of Alcohol	24.6 +/- 3.6	20.7 +/- 3.4	21.8 +/- 3.1
Drunk or High at School	8.5 +/- 2.7	11.3 +/- 2.3	8.0 +/- 1.8
Suspended from School	6.8 +/- 2.4	11.9 +/- 2.3	7.2 +/- 1.7
Attacked Someone With Intent to Harm	9.4 +/- 3.1	19.6 +/- 2.9	9.4 +/- 1.9



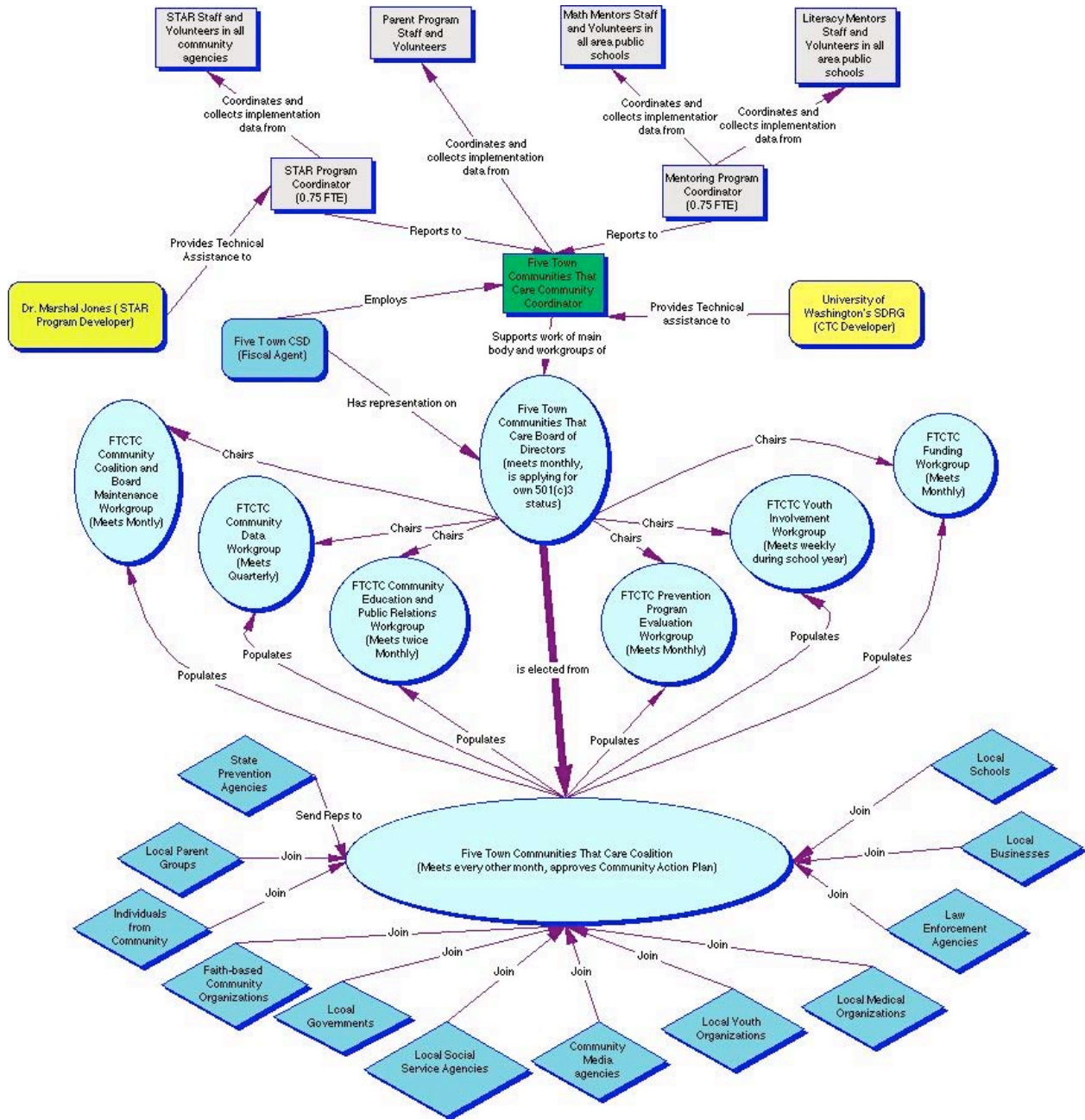




APPENDIX B

Five Town Communities That Care Organizational Structure

Five Town Communities That Care Organization Structure



APPENDIX C

Five Town Communities That Care Workgroup Membership March 2007

Five Town Communities That Care
Workgroup Membership
March 2007

Board Maintenance

Nancy Anderson (co-chair)
Robert Laite, Jr. (co-chair)
Margaret Page
Richard Strong

Program Evaluation

Richard Strong (chair)
Kim Grinnell (vice-chair)
Lisa Ettinger
Marcia Roberts

Community Data

Dr. Mary Ashmore
Casey Heard Leonard (vice-chair)
Henry "Hank" Lunn
Chief Philip Roberts
Peter Russell (chair)
Tammy Swasey-Ballou

Public Relations and Community Ed.

Nick Belléy
Stacy Belléy (co-chair)
George Chappell
Lisa Ettinger
Andrew Lesmerises (co-chair)
Peter Russell
Rev. Susan Stonestreet
Richard Strong
Ann E. Williams

Funding

Nancy Anderson
Stacy Belley
Ken Gardiner (chair)
Ed O'Brien
Peter Russell
Richard Strong
Tammy Swasey-Ballou

Youth Involvement

Chris Hall (chair)
Adam Kohlstrom
Judy Laurence
Ed O'Brien

APPENDIX D

FTCTC Program Evaluation Components

FTCTC EVALUATION SYSTEM Components

- Fidelity of Implementation
 - Target audience reached?
 - All components of program delivered according to the tested design?
 - Dosage (duration, frequency) sufficient?
 - Saturation (enough of target audience reached to make community-level difference)?
- Quality of Implementation
 - Are program components delivered with enthusiasm, expertise, compassion?
 - What is the quality of experience for the participants?
 - Have we done all of the “little things” that can make the experience move from good to great?
 - What is the attrition rate?
 - Are changes suggested by past evaluation being put into place?
 - Are we being sensitive to potential cultural differences?
- Outcomes
 - Are participants skills, attitudes, and behaviors changing?
 - Has there been an increase in protective factors or decrease in risk factors in the community since implementation?
 - Are there external factors that should be considered?
- Outreach
 - Do people outside of the target audience know about the program and its goals?
 - Are successes being publicly celebrated?