



BOYS & GIRLS CLUBS
OF IDAHO

Positive Action
Executive Summary

There are few more serious threats to today's youth than alcohol, tobacco, drugs and teenage pregnancy. Evidence supports the basic premise that prevention is the most humane and cost-effective response to tobacco, drug and alcohol-related problems among youth. While these problems have been addressed by many organizations and programs, ***Positive Action*** was designed to confront them in a uniquely positive way - with extraordinary results.

The ***Positive Action*** program, originating in Twin Falls, Idaho, in 1982, is a national Best Practice K-12 program that provides 15-minute lessons to be taught several days each week or several lessons at a time. The lessons focus on physical, intellectual, social, and emotional positive behaviors. The Positive Action program has been used in all 50 states for over 20 years. The company has served approximately 11,000 schools in 2,500 school districts, and approximately 2,000 community groups and agencies. The program is also listed on prestigious national lists of effective programs, such as U.S. DoEd, Safe and Drug-Free Schools, OJJDP, and SAMHSA/CSAP.

Some prevention efforts are not effective because they focus on the negative, or use scare tactics. Other strategies have only short-term outcomes. Young people need more than facts and figures about alcohol, tobacco, drug use and sexual involvement... more than assemblies and lectures, more than essay and poster contests, more than being told to "just say no" to drugs.

These efforts have a place in an inclusive program, but alone are simply not enough. To be successful, a comprehensive prevention program must encompass instruction and skill-building activities, parent involvement and community support. This comprehensive approach to reducing tobacco, alcohol and drug abuse is at the heart of ***Positive Action***.

Positive Action is the centerpiece of a profound national offensive designed to reach thousands of at-risk youth. Children are vulnerable to the stress of social changes in America as never before. More and more frequently, they are presented with opportunities to engage in high-risk behaviors that have tragic, long-term consequences. ***Positive Action*** equips our children with basic life skills i.e., problem-solving, decision-making abilities and communication skills, all designed to boost their self-confidence, self-esteem and sense of security.

With support from the Millennium Fund the Boys & Girls Clubs of Idaho are proposing to implement the ***Positive Action*** program to 1350 young people throughout the State of Idaho.

Total Project Cost:	\$131,280
Total Dollars requested	\$73,740

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Positive Action

II A. Organizational Background:

1.) Description of organizations history, mission, and goals.

Since 1945, the Boys & Girls Clubs in Idaho have been working with young people from disadvantaged economic, social, and family circumstances. For the first fifty years, Lewiston was the lone chartered Boys & Girls Club in the State of Idaho. With the increasing number of single parent households, coupled by demands of two parent working families, far too many of our young people are left alone after-school and during the summer to find their own recreation.

In the hours after the school bell rings, thousands of Idaho’s children and teens are out on the streets with neither constructive activities nor adult supervision. During this period violent juvenile crime suddenly triples and kids are more likely to:

- Become victims of violent crime
- Be killed by household or other accidents
- **Get hooked on cigarettes**
- Experiment with alcohol other dangerous drugs
- Engage in sexual intercourse and girls are most likely to become pregnant

Now more than ever, we need programs to help guide our young people. The Boys & Girls Clubs of Idaho continues to look for ways to expand our services to those children who need us most. Our outreach over the past ten years is proof that there is a tremendous need all across Idaho to provide guidance, hope and opportunity to our most vulnerable young people.

The Clubs offer young people what they need and want most: adults who respect and listen to them; a safe environment where they can have fun and be themselves; and interesting, constructive activities that channel youthful energy into challenging pursuits.

Today, there are six organizations serving more than 10,000 members in the following nine Idaho communities:

1945	Lewiston	<u>Boys & Girls Clubs in the State of Idaho</u>
1994	Twin Falls	•10,460 Club registered members
1997	Garden City	•9 Boys & Girls Club locations in Idaho
1998	Lapwai	•\$4 million dollar operating Budget
1998	Mountain Home	•84% of operating income from private sector.
2000	Nampa	
2003	Buhl	
2003	Meridian	
2004	Preston	
2007	<i>Post Falls</i>	<i>scheduled to open by year end</i>

Individually, all of our Clubhouses have been very successful operating independently throughout the state. The Idaho Alliance of Boys & Girls Clubs is designed to help the Boy & Girls Clubs partner with the State of Idaho to help provide critical services to the

Positive Action

young people in Idaho.

Mission:

To expand the outreach of the Boys & Girls Clubs of Idaho, strengthening existing programs, establishing new Clubs, and helping provide solutions for critical youth issues of highest priority in our local communities

Goals:

The Boys and Girls Clubs of Idaho seeks to help all youth live full, satisfying, and productive lives. The outcomes summarized below describe our expectations and goals for the young people in our Club. These outcomes encompass behaviors, knowledge, skills, values, and motivation.

Positive Self-identity: Youth have a healthy concept and a strong belief in their own self-worth. Youth have a sense of hope about their future; they are adept at setting and attaining goals. Youth have the confidence to pursue their dreams and goals and make the necessary decisions to achieve their life plans.

Competencies: Youth have the knowledge, skills, strategies, and attitudes necessary to have a positive foundation for success. Youth become competent by mastering tasks and thus demonstrating to themselves that they can do things well. Youth need to develop competencies in the following areas:

Education: Youth are proficient in basic educational disciplines and have the capacity to utilize technology. Youth have graduated from high school and are motivated to pursue learning opportunities throughout their lives.

Employment: Youth have the skills and attributes to be successful in the workforce. They are motivated to constantly develop new skills and hone existing skills to maintain a competitive edge.

Social: Youth develop and sustain positive relationships with others.

Emotional: Youth are able to recognize, reflect on, and appropriately express their emotions, manage stress, and cope with both positive and adverse situations.

Cultural: Youth have an understanding and respect for their cultural identity and the cultures of others. They are able to contribute in a multicultural society and demonstrate tolerance for differences among people.

Community and Civic Involvement: Youth have a sense of belonging to their community, family, and/or group, and are willing to take civic responsibility. Youth work closely with others to contribute to the greater good.

Health and Well-being: Youth live healthy lifestyles, take part in regular fitness activities, are able to access health care resources, and engage in positive behaviors. They use sound judgment about personal safety, nutrition, avoidance of alcohol, tobacco and other drugs, and premature sexual activity.

Moral Compass: Youth have values that enable them to develop positive relationships with others. These values include, but are not limited to, honesty, integrity, trustworthiness, a sense of justice and fairness, respect, caring, and spirituality.

Positive Action

2.) Description of current programs, activities, and accomplishments

The Boys & Girls Clubs of Idaho implement hundreds of youth development programs throughout the year in the following Core program areas:

Character and leadership development: This Core Program area empowers youth to support and influence their Club and community, sustain meaningful relationships with others, develop a positive self-image, participate in the democratic process, and respect their own and others cultural identities. Examples: Keystone Club, Torch Club, Youth of the Year, Jr. Staff, community service projects, youth councils, etc

Education and career development: This Core Program area enables youth to become proficient in basic educational disciplines, apply learning to everyday situations, and embrace technology to optimize employability. Examples: Power Hour, homework help, The Ultimate Journey, tutoring, educational games, motivational reading programs, internet exploration, etc.

Health and life skills: This Core Program area develops young people's capacity to engage in positive behaviors that nurture their own well-being, set personal goals, and develop competencies to live successfully as self-sufficient adults. Examples: SMART Moves, Crest Smile, Job Ready, Passport to Manhood etc.

The arts: This Core Program area enables youth to develop their creativity and cultural awareness through knowledge and appreciation of visual and tactile arts and crafts, performing arts, and creative writing. Examples: drawing, dance, painting, photography, puppetry, sculpture, storytelling, etc.

Sports, fitness and recreation: This Core Program area develops fitness, positive use of leisure time, skills for stress management, appreciation for the environment, and social and interpersonal skills. Examples: golf, billiards, table tennis, board and table games, aerobics, jump rope challenge, athletic leagues, skiing, tournaments etc.

3.) List of Board and Staff members, and a brief description of responsibilities

The State Alliance is governed by the State Alliance Board of Directors in accordance with the provisions of the constitution and by-laws established by Boys & Girls Clubs of America. In addition, each organization has their own local Board of Directors made up of community leaders. The primary responsibility for a board member is to provide oversight to the corporation by setting policy, providing strategic direction and developing the necessary resources to meet the mission of the organization. The Alliance Staff, Board, and Operating Committee are made up of the following individuals:

Alliance Board

Mike McKinniss	Chair-Boise
Jerry Meyerhoeffer	Vice Chair-Twin Falls
Jon Evans	Secretary-Lewiston

Positive Action

Dan Vestal	Board Member-Nampa
Kevin McCartney	Boys & Girls Clubs of America
John Oliphant	Boys & Girls Clubs of America
Tim Pace	Marketing Chair
Mark Kuhnhausen	Director Boys & Girls Clubs of Idaho

**Boys & Girls Clubs of Idaho
Combined Budget/ actual**

The Alliance of the Boys & Girls Club is just getting established with the primary purpose of promoting and strengthening Boys & Girls Clubs' relationships with public and private agencies throughout the state. Ultimately it is our goal to secure funds from the state, its agencies and political subdivisions to distribute resources to Boys & Girls Clubs across the state. Below are the combined budgets of all our Idaho corporations.

EXPENSE

Program Expenses	\$2,591,608	78%
Management and General Services Expenses	\$472,427	14%
Fundraising Expenses	\$244,379	7%
Total	\$3,308,414	

INCOME

Federal Government Grant Income	\$384,574
State Government Grant Income	\$0
Local Government Grant Income	\$282,742
Total Government Grant Income	\$667,316
Bequests	\$103,726
Contributions from Individuals	\$852,238
Contributions from Corporations	\$206,301
Contributions from Trusts & Foundations	\$589,893
Special Events (net after expenses)	\$749,894
Income from United Way	\$262,019
Value of Contributed Services	\$48,867
Dues from Members	\$55,079
Day Care Fees	\$0
Program Activity Fees	\$561,647
Resident Camp Fees	\$0
Investment Income	\$12,854
Rental Income	\$36,685
Concessions (net after expenses)	\$428
Other Income	\$20,850
Total	\$4,167,797

II B. Purpose of Request: Goals and Outcomes

Instead of scare tactics, short-term strategies, or information-only approaches, the *Positive Action* program teaches students daily how and why they can be strong and live without tobacco

Positive Action

and drugs. The ***Positive Action*** philosophy explains that the good feeling we all want about ourselves (a positive self-concept) is developed only by doing positive actions. The ***Positive Action*** philosophy and unit concepts that focus on specific positive actions for intellectual, physical, and emotional well-being provide a consistent framework for positive problem solving and decision making.

Objective 1: Student Academic and Behavioral Development

- Prevent drug, alcohol, and tobacco use, violence, bullying, dropping out, suspensions, truancies, gang involvement, and other behavioral problems.
- Improve students' academic performance.
- Instill in students an intrinsic motivation to learn.
- Integrate positive actions into students' cognitive, affective, and behavioral learning domains.
- Contribute to student achievement of core performance standards and outcomes.
- Improve students' behavior.
- Develop students' character.
- Develop well-rounded students: physically, intellectually, socially, and emotionally.
- Develop students' thinking skills and the use of the six focus units as a framework for thinking.
- Promote good physical and mental health in students.

Objective 2: Families

- Involve parents in their children's education.
- Improve parent/child communication.
- Improve parent/child relationships.
- Improve literacy in parents and children.

Objective 3: Club Climate

- Create a positive learning environment throughout the Club.
- Teach that all activities and curricula in the Club are positive actions, including: reading, writing, math, nutrition, social skills, etc.
- Develop a caring environment that is free of disruptive behavior, bullying, substance use, and violence.

Objective 4: Communities

- Involve the community by giving community members opportunities to do positive actions in every area: neighborhoods, government, media, arts, business, etc.

Positive Action

- Involve community members to develop a positive community for everyone.
- Create a community coalition to unite the community in doing positive actions as a group.

Objective 5: Training and Staff Development

- Develop staff who use positive approaches for instruction and student behavior management.
- Develop administrators who use positive approaches to leadership and management.
- Develop support staff who use positive approaches to support students and personnel.

Objective 6: Multilevel

- Increase protective factors and decrease risk factors.
- Unify individuals, schools/sites, families, and community members with a shared vision and a common language.
- Encourage accountability in behavior, achievement, and character across the social strata.
- Develop adults, youth, and children as appropriate role models who practice positive actions.
- Teach to all a common understanding and shared vision of the intuitive philosophy that you feel good about yourself when you do positive actions, and there is always a positive way to do everything.
- Teach the Thoughts-Actions-Feelings Circle: positive thoughts lead to positive actions, positive actions lead to positive feelings about yourself, and positive feelings lead to more positive thoughts.
- Teach the importance of the interrelatedness of individuals, families, schools/sites, and communities, and their power to positively influence behavior.
- Teach positive actions for the physical, intellectual, social, and emotional domains.
- Ensure understanding of evidence-based theories of learning, education, and behavior change as they relate to the *Positive Action* program.

II C. Organizational Capacity

The Boys & Girls Clubs of America has long recognized the importance of developing life skills in young people which allow them to cope with the stresses and challenges which are part of making the transition to adulthood. Without guidance, a constructive environment, and opportunities to be involved in positive activities, young people can easily fall into behavior patterns that will negatively influence them the rest of their lives. The Clubs in Idaho are all well managed, financially stable, and positioned to do even more for the young people in Idaho. The Boys & Girls Clubs of Idaho are looking for partnership opportunities to help address the critical issues facing our children as they make their way from adolescence to adulthood. The ***Positive Action*** program certainly aligns well with our overall goals and objectives.

The ***Positive Action*** program, originating in Twin Falls, Idaho, in 1982, is a national K-12 program that provides 15-minute lessons to be taught several days each week. The lessons focus on physical, intellectual, social, and emotional positive behaviors. The Positive Action program

Positive Action

has been used in all 50 states for over 20 years. The company has served approximately 11,000 schools in 2,500 school districts, and approximately 2,000 community groups and agencies. The program is also listed on prestigious national lists of effective programs, such as U.S. DoEd, Safe and Drug-Free Schools, OJJDP, and SAMHSA/CSAP.

The What Works Clearinghouse, launched in 2002, works to determine the effectiveness of character development and academic performance programs, and then lists those results for the benefit of elementary and secondary schools. Its standards are rigorous; few studies and programs meet its stringent requirements. Positive Action meets these standards.

The What Works Clearinghouse review of Character Education programs focuses on reviewing evaluations of programs designed for use in elementary, middle, or high schools. Programs are tested for student outcomes related to positive character development, pro-social behavior, and academic performance, and closely related program area outcomes, such as social-emotional learning, conflict resolution, violence prevention, social skills training, and service learning.

The program developer, Dr. Carol Allred, has committed to provide the training (up to two half days) on-site at one of our facilities. Dr. Allred developed the *Positive Action* program, conducted evaluation research on it, and continues to develop and evaluate the program. She has provided training to 1000's of other schools over the past 20 years.

We will develop partnerships with the social service groups, special need schools, government, businesses, faith based organizations and media groups that are amenable to this kind of linkage.

To accomplish our goals each Boys & Girls Club organization will hire, train and/or assign a qualified staff member to coordinate the ***Positive Action*** program with the help of part-time staff, volunteers and peer leaders. His/her responsibilities will be to manage all aspects of the program including:

- Recruiting participants
- Training and supervising prevention team members
- Scheduling and facilitating small group programs
- Planning and implementing Club/community events
- Record-keeping
- Publicity
- Evaluation of the program and compilation of year-end report.

Involving our target population in the process is critical in our success. The philosophy that underlies all Boys and Girls Club programming is the **Youth Development Strategy**. This strategy incorporates in all programs and activities four basic “senses” or feelings. When this is accomplished and instilled in our young people, it creates self-esteem and develops responsible citizens and leaders. These four senses are:

A sense of belonging: An environment where young people know they are welcome, where they fit in and are accepted. This principle of youth development happens naturally in the Club. Children are greeted when they come to the Club, staff members,

Positive Action

volunteers and their friends know them and are glad to see them.

A sense of usefulness: The opportunity to do something of value for others. It is important for young people of all ages to seek out opportunities to do something recognized as useful for others, whether it is helping out at the Club or participating in community service activities.

A sense of competence: Creates feelings of pride when young people know they can do something and do it well. This sense is enhanced through a conscious effort to help girls and boys develop skills and to recognize them formally and informally for their achievements.

A sense of power and influence: A chance to be heard and influence decisions. This principle is enhanced through participation in youth councils, discussion groups, interest surveys and opportunities to contribute to the development of Club rules and programs.

D. Process

Building on the skills that our professional staff has developed through years of experience and training working with high risk youth, the Boys & Girls Clubs of Idaho will receive training and materials from ***Positive Action Inc.*** to implement a 12 month prevention project that will take place in 9 Idaho communities. Adult volunteers, youth peer leaders, Club members and staff will work as a team to plan and implement ***Positive Action.***

Ideally, the program would be adopted in the spring of 2007, with introductory training provided and materials ordered and received so that staff and other participants would have time to prepare for implementation of the project. The project would begin in June of 2007, when school ends for the summer and would continue throughout the school year. The staff would begin teaching the curriculum within the first week of the summer program. The Club-wide climate would begin at the same time, as well as the parenting classes. The ***Positive Action*** Coordinator and the Committee would meet prior to summer to plan the calendar for the year. Feeling good about ourselves begins with identifying positive actions and then doing them.

Throughout the ***Positive Action*** program, positive actions for the body, mind, and feelings are presented in a **framework** of six **unit concepts**, with a seventh unit for review. These units cover the positive actions for the whole self:

- **Unit 1.** Self-Concept: What It Is, How It's Formed, and Why It's Important
- **Unit 2.** *Positive Actions* for Your Body and Mind
- **Unit 3.** Managing Yourself Responsibly
- **Unit 4.** Treating Others the Way You Like to Be Treated
- **Unit 5.** Telling Yourself the Truth
- **Unit 6.** Improving Yourself Continually
- **Unit 7.** Review

Positive Action

II. E. Evaluation Assessment methods

The *Positive Action* program was first reviewed by four independent evaluators over five years in treatment/comparison-group designs, with one school per condition. Findings included positive improvements in achievement scores, discipline, delinquency (as assessed from law-enforcement bookings), self-concept, life-adjustment scores, and parental involvement in school activities.

Since then, these findings have been replicated repeatedly in both developer-sponsored and independent pre-post test evaluations and naturally occurring comparison groups (e.g. other school districts, other state schools, other Title I schools, or national norms) using school-level achievement, attendance, and disciplinary data. Example findings include:

- Violence and drug, alcohol, and tobacco use reduced by up to 63%
- Academic achievement improved by up to 75%
- Absenteeism reduced by up to 45%
- Self-concept improved by up to 43%
- General discipline reduced by up to 90%
- Criminal bookings reduced by up to 94%
- Truancy reduced by up to 13%
- Suspensions reduced by up to 80%

To assess the effectiveness of the overall program at the Boys & Girls Clubs, participating Clubs will submit quarterly reports to the Alliance Director that will include: program observation, participation records, volunteer involvement, parent feedback, and obstacles to overcome. In addition, all Clubs will administer a comprehensive pre- and post- questionnaire developed by the authors of the program designed to assess the knowledge gained while participating in the program.

Furthermore, at the conclusion of the program each organization will internally evaluate their program with all participants including: staff, parents, volunteers, and members to highlight the success of the program and identify areas that need improvement.

At the conclusion of the internal assessment, a statewide evaluation meeting will be scheduled to include members (1 staff, 1 volunteer and 2 participants) from each organization. This evaluation meeting is designed to evaluate the overall effectiveness of the program and to share experiences both positive and negative in an effort to improve the overall quality of the program.

A report will be compiled on the number of youth, parents, professional and volunteer staff, and others in the community who participated in *Positive action*. The report will also contain descriptions of Club/community prevention events and the number of people involved, as well as descriptions of community service projects undertaken. The report

Positive Action

will be disseminated to donors, schools, other agencies, and to the media.

The Boys & Girls Club of Idaho will also publish the results in an annual report/brochure to promote the program to potential investors and future participants. All printed material will acknowledge that **Positive Action** is funded in part by the Idaho Millennium Fund.

F. Sustainability

With the support from the Idaho Millennium fund, the Boys & Girls Clubs of Idaho will have the resources to kick off the **Positive Action** program statewide. The local Clubs have committed to funding this program at 50% after the cost of the curriculum with the Millennium Fund investing in the curriculum and covering the other 50%. Additionally, the cost for materials in subsequent years is roughly 25% of the start-up costs. (See below).

The Millennium Fund, given its mission, is a natural funding source for the **Positive Action** program and ideally we would make great long-term partners. However, the Boys & Girls Clubs do not rely on any one source to accomplish our mission and we plan to leverage this grant funding to secure additional partners. Very few organizations are as effective at leveraging support from the private sector as the Boys & Girls Clubs. Armed with research, proven results, and a marketing plan, the Club will seek additional support from individual investors, corporations, and foundations to continue to teach our young people the resistance skills necessary to avoid negative peer pressure.

Curriculum start-up cost to implement the Positive Action program

Grade	QTY	Price	Extension	Students Served
1st thru 3rd Grade	18	\$ 360.00	\$ 6,480.00	540
4th thru 6th Grade	18	\$ 360.00	\$ 6,480.00	540
7th thru 9th Grade	9	\$ 360.00	\$ 3,240.00	270
Totals	45	\$ 360.00	\$ 16,200.00	1350
Sustainability				
Successive Years				
Grade	QTY	Price	Extension	Students Served
1st thru 3rd Grade	18	\$ 75.00	\$ 1,350.00	540
4th thru 6th Grade	18	\$ 110.00	\$ 1,980.00	540
7th thru 9th Grade	9	\$ 95.00	\$ 855.00	270
	45		\$ 4,185.00	1350

III. Budget

	Millennium Request	BGCI Investment	Total Project
I. Personnel			
5 ft Program Coordinators @ 25% of \$30K	\$18,000	\$18,000	\$36,000
9-part-time employees @ \$10.00 per hr x 10 hrs x 50 wks	\$22,500	\$22,500	\$45,000

Positive Action

\$36,000 \$36,000

\$72,000

Total Salaries	\$40,500	\$40,500	\$81,000
Benefits @ 20%	\$ 8,100	\$ 8,100	\$16,200
Total Personnel	\$48,600	\$48,600	\$97,200

II. Positive Action Curriculum \$16,200 \$0 \$16,200
 Each unit contains materials & supplies for 30 people

III. Travel & Training \$2,500 \$2,500 \$5,000
 Two-day in-service implementation training &
 ½ day evaluation training
 Buses for field trips, mileage reimbursement, etc.

IV. Awards/Recognition/Incentives/Food \$2,500 \$2,500 \$5,000

V. Indirect Costs @ 10% \$3,490 \$3,490 \$6,980

GRAND TOTAL **\$73,740** **\$57,540** **\$131,280**

Budget Narrative:

Like many youth development programs the success of the project often depends on the talents and time committed by the organization to ensure success. Each organization in the state has committed to providing .25 FTE to be in charge of the overall program to assist with the planning, supervising and the evaluation of the project. Additionally, each Clubhouse will have a part-time staff to implement the program which will be supplemented with peer leaders, adult volunteers and community leaders.

The Boys & Girls Clubs in Idaho are committed to making this program work and have committed \$57,540 to partner with the state to educate our young people on the dangers associated with smoking and other peer pressure related issues. Total investment per the Millennium fund is \$73,740 which includes \$16,200 forty-five **Positive Action** program materials and leaders guide to serve 1350 kids throughout the year or less than \$55.00 per Club member.