

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
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001. list	re: FAST program [partial] (1 page)	n.d.	b(6)
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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Ann O'Leary
OA/Box Number: 19595

FOLDER TITLE:

[White House Conference on School Safety, Causes and Prevention of Youth Violence,
October 15, 1998] [Binder] [5]

2013-0436-S
rc1275

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

PAUL M. KINGERY
6426 27th St. N., Arlington, VA 22207
Home Phone: 703-532-0987
Office Phone: 703-527-4217 ext. 104
Office Fax: 703-527-8741
E-mail: kingery@gwu.edu

EDUCATION:

Texas A&M University Center for Executive Development
449 Blocker Bldg. College Station, TX 77843
Contact L. Duke Hobbs, Director, 409-845-1216
Executive Development Program Certificate March 1992

University of Oregon Dept. of School and Community Health
250 Esslinger Hall, Eugene, OR 97403
Contact: Dr. Lorraine Davis, Asst. Provost, 503-346-2041
Doctor of Philosophy May 1988

University of Texas School of Public Health Center for Health Promotion
P.O.Box 20186, Houston, TX 77226
Contact: Dr. Larry Green, Dir. Health Promotion, 604-822-2258
Master of Public Health June 1986

University of Florida Department of Health Science Education
Florida Gym Room 5, Gainesville, Florida 32611
Advisor: Dr. Judy Perkin, 904-395-0677
Bachelor of Arts in Religion May 1982
Master of Health Education May 1984
Masters' Certificate in African Studies May 1984

PROFESSIONAL EXPERIENCE:

Research Scientist, 1997; Associate Professor and Director 1998 - Present
Hamilton Fish National Institute on School and Community Violence
The George Washington University
1925 N. Lynn Street, Suite 305, Rosslyn, VA 22209
Contact: Dr. Gregg Jackson, Former Institute Director
Conducted and managed primary research and evaluation studies
Supervised 12 staff and 7 principal investigators
Directed a multi-university cross-site research and development project

PROFESSIONAL EXPERIENCE (Cont.):

Director of Quantitative Analysis 1997-1998

Deputy Director for Prevention Science 1996-1997

National Center for the Advancement of Prevention

11140 Rockville Pike, Suite 600

Rockville, MD 20852

Contact: Dr. Richard Clayton, Senior Research Scientist, 606-257-5588

Synthesized science into documents for field prevention practitioners

Supervised research on national data sets of epidemiological significance

Managed meta-analyses of risk factors and interventions for substance
abuse and violence

Supervised 30 staff members

Tenured Associate Professor of Kinesiology and Health Promotion 1997

Assistant Professor of Kinesiology and Health Promotion 1994-97

University of Kentucky

Department of Kinesiology and Health Promotion

102 Seaton Building, Lexington, KY 40506-0219

Contact: Dr. Shirley Raines, Dean, 606-257-8847

Conducted research in violence prevention

Coordinated graduate specialization in Health Promotion

Taught graduate level Community Health, Health and Wellness Interventions,
Health Assessments, Research Techniques, Violence Prevention,
Computer Literature Searches in the Health Sciences, Foundations of
Health Promotion

Adjunct Assistant Professor of Community Medicine 1990-1998

Baylor College of Medicine

Department of Community Medicine

One Baylor Plaza, Rm 633E, Houston, TX 77030

Contact Dr. David Holcomb, Division Head, 713-798-4613

Project advisor for evaluation

Director, Health Promotion Program 1990-1994

Texas A&M University

Human Resources Department

YMCA Building, Room 201-I

College Station, TX 77843-1255

Contact: Dr. B.E. Pruitt, Chair, 409-845-3124

Initiated campus-wide employee health promotion program.

Supervised 12 staff members.

PROFESSIONAL EXPERIENCE (Cont.):

Assistant Professor of Health Education 1987-1990

Visiting Assistant Adjunct Professor of Health Education 1990-1994

Texas A&M University

Department of Health and Kinesiology

160-A Read Building, College Station, TX 77843-4243

Contact Dr. B.E. Pruitt, Division Chair, 409-845-3124

Taught Undergraduate Personal Health, Environmental

Health, Exercise and Health, Consumer Health,

Community Health, and Human Diseases

Taught Graduate Wellness and Health Interventions,

and Health Assessments

Advised undergraduate students in Community

Health Education

Co-chaired and served on Masters and Doctoral Committees

Research Assistant 1986-1987

Oregon Research Institute

1899 Willamette, Suite 2, Eugene, OR 97401

Contact Dr. Russell Glasgow, Principal Investigator, 503-484-2123

Conducted Research in Behavioral Medicine

Graduate Teaching Fellow 1986-1987

University of Oregon

Dept. of School and Community Health

250 Esslinger Hall, Eugene, OR 97403

Contact Dr. Lorraine Davis, Chair, 503-686-4119

Taught Undergraduate Personal Health and International Health

Research Assistant 1984-1986

University of Texas Health Science Center at Houston

Graduate School of Biomedical Sciences

Center for Demographics and Population Genetics

Contact Dr. Wen-Hsiung Li, Principal Investigator, 713-792-4619

Assisted in preparation of research manuscripts

PROFESSIONAL EXPERIENCE (Cont.):

Graduate Teaching Assistant 1983-1984

University of Florida

Department of Health Science Education

Florida Gym Room 5, Gainesville, FL 32611

Contact Dr. Judy Perkin, Academic Advisor, 904-395-0677

Taught Undergraduate Personal and Family Health,
and First Aid and Personal Safety

Assisted in faculty research

Assistant Director 1982-1984

Florida Health Institute

3716 NW 7th Place, Gainesville, FL 32607

Contact Dr. Carolyn Griffis, Director, 904-372-7883

Directed Community Health and Fitness Program,
Internships, Continuing Education For Nurses

PUBLICATIONS:

Kingery, Paul M., Minogue, Nicholas, and Murphy, Lisa, "Measuring Youth Violence in Schools and Communities" (1998). U.S Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Invited peer-reviewed monograph; in progress

Kingery, Paul M. Murphy, Lisa, and Minogue, Lisa "Methods for Preventing Youth Violence in Schools (1998). U.S Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Invited peer-reviewed monograph; in progress

Kingery, Paul M., Murphy, Lisa, Minogue, Nick, Chemers, Betty, Dressler, Kellie, Chandler, Kathryn, Modzeleski, Bill, and Strizzi, Sara, Annual Report on School Violence (First, 1998). U.S. Department of Justice, and U.S Department of Education.

Invited peer-reviewed federal monograph; Distributed to every school in the U.S.;

Featured at the White House Conference on School Safety, October 15, 1998;

In Press

Dwyer, Kevin, Osher, David, and Warger, C. (1998). Early Warning, Timely Response: A Guide to Safe Schools. Washington, DC: U.S. Department of Education.

Contributing Author;

Invited peer-reviewed federal monograph; Distributed to every school in the U.S.

PUBLICATIONS (CONT.)

Kingery, Paul M., Special Issue Co-Editor, School Psychology International Journal Special Issue, "Marijuana Use and its Prevention in Schools" (1998).

Invited issue of a refereed international journal; in press

Kingery, Paul M., Preventing Marijuana Use: Introduction and Overview (1998). School Psychology International Journal, Special Issue on "Preventing Marijuana Use."

Databased research in an invited article in a refereed international journal; in press

Kingery, Paul M., Alford, Aaron A., and Coggeshall, Mark, Marijuana Use Among Youth: Epidemiologic Evidence from the U.S. and Other Nations (1998). School Psychology International Journal, Special Issue on "Preventing Marijuana Use."

Databased research in an invited article in a refereed international journal; in press

Dansec, Evangeline, Kingery, Paul M., and Coggeshall, Mark, Perceived Risk from Marijuana Use among Youth in the U.S. (1998). School Psychology International Journal, Special Issue on "Marijuana Use and its Prevention in Schools."

Databased research in an invited article in a refereed international journal; in press

Holcomb, J. David, Kingery, Paul M., Sherman, L.D., et al. (1998). Evaluation of a diabetes education program for fifth-grade students. Journal of Health Education, in press.

Databased research in a national refereed journal

Holcomb, J. David, Lira, Juanita, Kingery, Paul M., Smith, Dennis W., Lane, Dorothy, and Goodway, Jackie (1998). Evaluation of "Jump Into Action:" A Program to Reduce the Risk of Non-Insulin Dependent Diabetes Mellitus in School Children on the Texas-Mexico Border. Journal of School Health, 68(7): 282-288.

Databased research in a national refereed journal

Cirillo, Kathleen J., Pruitt, B.E., Colwell, Brian, Kingery, Paul M., Hurley, Robert S., & Ballard, Danny J. (1998). School violence: prevention and intervention strategies for at-risk adolescents. *Adolescence* 33(130):319-330.

Databased research in a national refereed journal

Kingery, Paul M., Violence at School: Recent Evidence from Four National Surveys (1998). Psychology in the Schools Special Issue, "Responding to Anger and Aggression: Practical Strategies for School Psychologists 35(3):247-258.

Databased research in an invited article in a refereed national journal

PUBLICATIONS (CONT.)

- Kingery, Paul M., McCoy-Simandle, Lynn, and Clayton, Richard (1998). The Adolescent Violence Survey: A Psychometric analysis. School Psychology International 19:31-47.
Databased research in an international refereed journal
- Kingery, Paul M., and Stewart, Kathryn G., A Meta-analysis of Marijuana Use, Anti-social Behavior, and Violence among Youth in the United States (1998). Report to the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Agency, Center for Substance Abuse Prevention.
Report commissioned by a federal agency
- Kingery, Paul M., Editor, Secretary's Youth Substance Abuse Prevention Initiative: Resource Papers for the Regional Technical Assistance Workshops, (1997). U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Agency, Center for Substance Abuse Prevention.
Invited peer-reviewed federal monograph
- Kingery, Paul M., Producer, Let's Make Sure Prevention Works, (1997). U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Agency, Center for Substance Abuse Prevention.
Invited peer-reviewed federal video
- Kingery, Paul M., McCoy-Simandle, Lynn, and Clayton, Richard. (1997). Risk factors for adolescent violence: The importance of vulnerability. School Psychology International 18:49-60.
Databased research in an international refereed journal
- Kingery, Paul M. (1996). School Violence: Everybody's Problem, In: Safe Schools: What Are They? How Can I Create One?: 55-66, Kenneth E. Lane, Editor, Technomic Publishing Co., Lancaster, PA.
Databased research in a book chapter
- Kingery, Paul M., Uhalt, J. Scott, Bowden, Rodney G., Brizzolara, Jeffrey A., & Corbett, Bonnie S. (1996). Evening and weekend use of university facilities by employees: Evidence of unmet needs for worksite health promotion. Wellness Perspectives 12(3):149-154.
Databased research in a national refereed journal
- Kingery, Paul M., Pruitt, B.E. & Heuberger, Greg (1996). A profile of rural Texas adolescents who carry handguns to school. Journal of School Health 66(1):18-22.
Databased research in a national refereed journal

PUBLICATIONS (CONT.)

- Kingery, Paul M., Biafora, Frank, Zimmerman, Rick S. (1996). Risk factors for violent behaviors among ethnically diverse urban adolescents: Beyond race/ethnicity. School Psychology International 17(2):171-186.
Databased research in an international refereed journal
- Kingery, Paul M., (1996). The next step in violence prevention research. School Psychology International 17(2):186-188.
Invited article summarizing research in an international refereed journal
- Kingery, Paul M., Pruitt, B.E., Heuberger, Greg & Brizzolara, Jeffrey A. (1996). Violence in rural schools: An emerging problem near the United States-Mexico border. School Psychology International 16(4):335-344.
Databased research in an international refereed journal
- Kingery, Paul M., Pruitt, B.E., Heuberger, Greg, & Brizzolara, Jeffrey A. (1996). Violence prevention in rural areas: Evidence of the need for educational reform and community action. International Journal of Educational Reform 5(1):26-34.
Databased research in an international refereed journal
- Kingery, Paul M. (1996). Reflotron cholesterol testing: Problems and prospects. American Journal of Health Behavior 20(1):24-32.
Databased research in a national refereed journal
- Kingery, Paul M. (1995). Cholesterol screening: A practical guide to implementation. Journal of Health Education 26(4):227-231.
Research in a national refereed journal
- Holcomb, J. David, Smith, Quentin W., Kingery, Paul M., Jibaja-Rusth, Maria, Buckner, W.P., & Pruitt, B.E. (1994). A role for medical schools in promoting comprehensive school health. Academic Medicine 69(11):900-901.
Databased research in national refereed journal
- Heuberger, Greg, Pruitt, B.E., Kingery, Paul M., and Peters, Kendall (1994). Violence and Drug Use Among Eighth- and Tenth-Graders in Region VI, Texas in the Fall of 1994. Monograph. Educational Service Center, Region VI, Huntsville, TX: 1994.
Databased research in a monograph
- Kingery, Paul M., Ellsworth, Craig G., Corbett, Bonnie S., Bowden, Rodney G., & Brizzolara, Jeffrey A. (1994). High-cost analysis: A closer look at the case for worksite health promotion. Journal of Occupational Medicine 36(12):1341-1347.
Databased research in a national refereed journal

PUBLICATIONS (CONT.)

- Jibaja-Rusth, Maria L., Kingery, Paul M., Holcomb, J. David, Pruitt, B.E. & Buckner, W.P. (1994). Development of a Multicultural Sensitivity Scale. Journal of Health Education 25(6):350-357.
Databased research in a national refereed journal
- Kingery, Paul M., Holcomb, J. David, Jibaja-Rusth, Maria, Pruitt, B.E. & Buckner, W.P. (1994). The Health Teaching Self-Efficacy Scale. Journal of Health Education 25(2):68-76.
Databased research in a national refereed journal
- Kingery, Paul M. (1993). Shots across the Brazos Valley: Working to immunize the community. Insight October: 18-20.
Local journal
- Casey, Terry. (my doctoral student), Kingery, Paul M., Bowden, Rodney G., & Corbett, Bonnie S. (1993). An investigation of the factor structure of the multidimensional health locus of control scales in a health promotion program. Educational and Psychological Measurement 53:491-498.
Databased research in a national refereed journal
- Kingery, Paul M., Pruitt, B.E. & Hurley, Robert S. (1993). Adolescent exposure to health education: Factors and consequences. Journal of Health Education 24(6):S42-S46.
Databased research in a national refereed journal
- Pruitt, B. E., Kingery, Paul M., Buckner, W. P., Jibaja-Rusth, Maria & Holcomb, J. David (1993). Researchers and Teachers: Partners in comprehensive school health education. Health Values 7(6):17-25.
Databased research in a national refereed journal
- Kingery, Paul M. (1993). Violence, Drugs and Victimization Among Young African American Males, Research and Policy Report Series, Race and Ethnic Studies Institute, Texas A&M University, Report III, Spring 1993, No. IV.
Databased research in a monograph
- McLaughlin, Robert J., McClanahan, Kimberly K., Holcomb, J. David, Gibbins, Ann D., Vlasak, Jerry W., & Kingery, Paul M. (1993). Reducing substance abuse risk factors among children through a Teacher as Facilitator Program. Journal of Drug Education 23(2):137-150.
Databased research in national refereed journal
- Kingery, Paul M. & Corbett, Bonnie S. (1993). Participation bias among 1,000 participants in a health screening program for university employees." American Journal of Health Promotion 7(4):252.
Databased research in a national refereed journal

PUBLICATIONS (CONT.)

- Kingery, Paul M. & Corbett, Bonnie S. (1992). A mobile health screening program in the university setting. American Journal of Health Promotion 6(4): 253-254.
Databased research in a national refereed journal
- Heuberger, Greg, Pruitt, B.E., Kingery, Paul M., and Brizzolara, Jeffrey (1992). Violence and Drug Use Among Eighth- and Tenth-Graders in Region VI, Texas in the Fall of 1992. Monograph. Educational Service Center, Region VI, Huntsville, TX: 1992.
Databased research in a monograph
- Kingery, Paul M., Ballard, D.J., Pruitt, B.E. & Hurley, Robert S.(1992). Task-Associated Self-Perception Charting (TASC): A method for task-specific diagnosis. Health Values 16(2):28-43.
Databased research in a national refereed journal
- Jibaja-Rusth, Maria L., Kingery, Paul M., Holcomb, J. David, Pruitt, B.E. & Buckner, W.P. (1992). Who should teach school health? Personal and setting characteristics. Health Values 16(5):46-55.
Databased research in national refereed journal
- Kingery, Paul M., Pruitt, B.E. & Hurley, Robert S. (1992). Violence and illegal drug use among adolescents: Evidence from the U.S. (NASHS). International Journal of the Addictions 27(12):1445-1464.
Databased research in an international refereed journal
- Kingery, Paul M., Pruitt, B. E., Buckner, W. P., Jibaja-Rusth, Maria & Holcomb, J. David (1991). Empowering health teachers through a summer institute in a research environment. Journal of Health Education 22(5):291-296.
Databased research in a national refereed journal
- Ballard, D.J. & Kingery, Paul M. (1991). The Wellness weekend--Winning superintendent support for school health. TAHPERD Journal 59(2):9-12, 47.
Databased research in a state refereed journal
- Ballard, D.J., Kingery, Paul M., & Pruitt, B.E. (1991). School worksite health promotion: An interdependent process. Health Education 22(2):111-115.
Databased research in a national refereed journal
- Ballard, D.J., Kingery, Paul M., & Pruitt, B.E. (1991). Building school worksite health promotion teams. Wellness Perspectives 7(1):50-58.
Databased research in a national refereed journal

PUBLICATIONS (CONT.)

- Kingery, Paul M., Mirzaee, Elaheh, Pruitt, B.E., & Hurley, Robert H. (1991). Rural communities near large metropolitan areas: Safe havens from adolescent violence and drug use? Health Values 15(4):39-48.
Databased research in a national refereed journal
- Pruitt, B. E., Kingery, Paul M., Mirzaee, Elaheh, Heuberger, Greg & Hurley, Robert S. (1991). Peer influence and drug use among adolescents in rural areas. Journal of Drug Education 21(1):1-11.
Databased research in a national refereed journal
- Mirzaee, Elaheh (my doctoral student), Kingery, Paul M., Pruitt, B.E. & Hurley, Robert S. (1991). Sources of drug information among adolescent students. Journal of Drug Education 21(2):81-92.
Databased research in a national refereed journal
- Heuberger, Greg, Pruitt, B.E., Kingery, Paul M., and Witnah, Jeffrey (1990). Violence and Drug Use Among Eighth- and Tenth-Graders in Region VI, Texas in the Fall of 1990. Monograph. Educational Service Center, Region VI, Huntsville, TX: 1990.
Databased research in a monograph
- Kingery, Paul M. (1990). Assessing the need for health promotion services among university employees. International Employee Benefits Journal 15(2):10-14.
Databased research in an international journal
- Kingery, Paul M., Ballard, D.J., & Pruitt, B.E. (1990). The Self-efficacy of school health promoters. Health Values 14(5):25-33.
Databased research in a national refereed journal
- Kingery, Paul M. (1990). Self-efficacy and the self-monitoring of selected exercise and eating behaviors of college students. Health Education 21(1):26-29.
Databased research in a national refereed journal
- Kingery, Paul M., Mirzaee, Elaheh, Pruitt, B.E., & Hurley, Robert H. (1990). Town and country violence. School Safety Fall:22-25.
Databased research in a national journal
- Kingery, Paul M. & Glasgow, R. (1989). Self-efficacy and outcome expectations in the self-regulation of non-insulin dependent diabetes mellitus. Health Education 20(7):13-19.
Databased research in a national refereed journal

PROFESSIONAL SERVICE:

Association for the Advancement of Health Education, Member, 1987 - Present,
National Professional Association

Workshop Coordinator, "Reducing Violence Among Youth;" Half-day workshop,
April 16, 1996, Sponsored by the Association for the Advancement of Health
Education, Annual Conference, Atlanta, GA.

External evaluator, Lexington Department of Social Services, Intervention
to reduce violence among inner-city African-American adolescents; An
extensive, on-going project 1996-Present; Rebecca Mercier, Coordinator.

External evaluator, Fayette County Public Schools, Assessment of violence
among all middle school students in the county to determine the direction
and focus of school violence prevention efforts. An extensive, on-going
project 1996-Present. Dr. Lynn McCoy-Simandle, Title V Coordinator.

External evaluator, Metro Group Homes Incorporated (Sites include Beacon
Station shelter for homeless and runaway youth, Florence Crittendon Home
for homeless pregnant teenagers, and others). Assessment of violence
among group home residents. On-going project 1996-Present. Claudia
Blalock, Coordinator.

A Report on Conditions in Lexington's Inner City North Side, Statistical
Profile Commissioned by the Lexington-Fayette Urban County
Government's Department of Social Services, Barbara Curry,
Commissioner. May 1995.

Coordinator, Health Promotion Specialization, University of Kentucky,
Department of Kinesiology and Health Promotion, 1994-Present.

Chair, Health Promotion Curriculum Committee, University of Kentucky,
Department of Kinesiology and Health Promotion, 1994-95.

Peace Train Coalition Steering Committee, Lexington Region, 1995.

Youth Alliance Steering Committee, University of Kentucky, College of
Education, 1994.

Editorial Review Board, Health Values: Health Behavior, Education and
Promotion, 1990-Present.

TAMU Health Promotion Program Advisory Committee, TAMU, College
Station, TX, Chair, 1990-1994.

PROFESSIONAL SERVICE (Cont.):

Brazos Valley Living Well Coalition, Bryan/College Station, TX, Chair,
Data Analysis Subcommittee, 1993-1994.

Managing the Costs of Health Care Committee, TAMU, College Station,
TX, Chair, 1992.

System Employee Benefits Advisory Council, TAMUS, College Station,
TX, Ex-officio member by Presidential appointment, 1990-1994.

Recreational Sports Facilities Advisory Committee, TAMU, College Station,
TX, Member, 1991-1994.

Evaluation of Promotion Materials for Oklahoma State University, 1993.
National Wellness Association, Member, 1990-1991.

President's Administrative Advisory Committee, Texas A&M University,
College Station, TX, Member, 1990-1994.

Faculty/Staff Wellness Program Planning Committee, Texas A&M
University, College Station, TX, Member, 1989-1990.

Faculty Sponsor, Eta Sigma Gamma, Alpha Pi Chapter, Texas A&M
University, 1989-1990.

Reaching High Scholarship Selection Committee, Texas A&M University,
College Station, TX, Member, selected by students in the College of
Education, 1989.

Organizer, World Health Day, Texas A&M University, 1989.

Texas Association of Health, Physical Education, Recreation and Dance
(TAHPERD), Member 1987-1991.

TAHPERD Measurement and Evaluation Section, Chair, 1989-1991.

PROFESSIONAL CERTIFICATION:

Certified Health Education Specialist, 1989 - Present

HONORS, AWARDS AND LISTINGS:

Summer Research Fellowship, University of Kentucky, 1995

Who's Who in American Education, 1991-1992, 1993-1994, 1995-1996

Featured research in Newsweek Magazine, March 1992

Featured research on Paul Harvey Segment, 1991

Featured research in Houston Chronicle, 1990

Featured research in Insite Magazine, 1992, 1993

"Honor Award" Texas Student Education Association, 1989
Competitive Award for teaching and service

PRESENTATIONS:

Kaftarian, Shakeh, Kingery, Paul M., and Mains, Doug. "The Epidemiology of Youth Substance Abuse: Learning More by Combining Surveys." Presentation to the 10th Annual National Prevention Network Research Conference on Alcohol, Tobacco, and other Drugs, August 17-20, 1997, Philadelphia, PA.

Biafora, Frank, Kingery, Paul M., and Zimmerman, Rick. "Risk Factors for Violent Behaviors Among Ethnically Diverse Urban Adolescents: Beyond Race and Ethnicity." Presentation to the ASC annual conference, Chicago, IL, December 1996.

Neff, N., Sebastian, R., Holcomb, J.D., and Kingery, P.M. "Low Income Minority Populations: Beliefs about Breast Cancer." Presentation to the 6th Biennial Symposium on Minorities, the Medically underserved, and Cancer, Houston, TX, December 1996.

Kingery, Paul M. "School violence prevention: Creating safe havens." Association for the Advancement of Health Education, 60-minute Presentation at half-day workshop, National Convention, Atlanta, GA, April 1996.

Bowman, O. Jayne and Kingery, Paul M. "Validity of a New Instrument to Measure Perception of Vibration." Speech before the 19th International Conference of the College of Occupational Therapists, Edinburgh, Scotland, July 14, 1995.

PRESENTATIONS (Cont.):

Kingery, Paul M. & Bowman, O. Jayne. "Screening for Carpal Tunnel Syndrome at Worksites." Speech before the World Federation of Occupational Therapists, London, England, 1994.

Kingery, Paul M. & Corbett, Bonnie. "Participation bias among 1,000 participants in a health screening program for university employees." Poster presentation, American Journal of Health Promotion Annual Conference, Hilton Head Island, SC, 1993.

Kingery, Paul M. & Corbett, Bonnie. "A mobile health screening program in the university setting. Poster presentation, American Journal of Health Promotion Annual Conference, San Diego, CA, 1992.

Kingery, Paul M. "Violence, Drugs and Victimization Among Young African-American Males." Institute on Health Care for the Poor and Underserved, Meharry Medical College, Nashville, TN, 1991.

Kingery, Paul M. "Violence and Drug Abuse among Adolescents," Association for the Advancement of Health Education, General Session, National Convention, San Francisco, CA, 1991.

Kingery, Paul M. "Skills-Based Evaluation in Health Education," Postgraduate Institute on Comprehensive Health Education, Baylor College of Medicine, Houston, TX, 1990.

Kingery, Paul M. "Psycho-Social Predictors of Classroom Performance" Texas Students Education Association Regional Conference, Baytown, TX, 1989.

Kingery, Paul M. "Patient Education for Alzheimer's Disease," Brazos Valley Alzheimer's Family Support Group, College Station, TX, 1988.

Kingery, Paul M. "Wellness and the Health Scientist" Biomedical Science Association, College of Veterinary Medicine, College Station, TX, 1988.

Kingery, Paul M. "Psycho-Social Strategies for Learning" Principal's Conference, TAMU, College Station, TX, 1988.

GRANT ACTIVITIES:

Principal Investigator (1998)
School Safety Training and Technical Assistance Program
Office of Juvenile Justice and Delinquency Prevention (DOJ)
(\$1 million per year for 3 years)
The George Washington University
Proposal Submitted

Principal Investigator (1998)
Juvenile Justice Data Analysis Project
Office of Juvenile Justice and Delinquency Prevention (DOJ)
(\$500,000 per year for 3 years)
The George Washington University
Proposal Submitted

Research Scientist (1997-98)
Principal Investigator (1998)
Hamilton Fish National Institute on School and Community Violence
Office of Juvenile Justice and Delinquency Prevention (DOJ)
(\$4.1 million years one and two, 5 year project)
The George Washington University
Funded, work in progress.

Senior Research Associate (1996-98)
National Center for the Advancement of Prevention
Center for Substance Abuse Prevention (DHHS)
(\$4.5 million per year for 5 years).
Alan Cohen, Principal Investigator
Pacific Institute for Research and Evaluation
Washington, D.C.
Funded, work in progress.

Coinvestigator (1995-96)
Violence Prevention among Inner-City African-American Youth in
2 Lexington census tracts
Office of Juvenile Justice and Delinquency Prevention (Dept. of Justice)
(\$80,000)
Rebecca Mercier, Principal Investigator
Lexington/Fayette Co Dept. of Social Services
Funded, work completed.

GRANT ACTIVITIES (Cont.):

Project Advisor for Evaluation (1996-98)

Diabetes prevention in culturally diverse urban schools
Texas Department of Education (\$63,000)
David Holcomb, Principal investigator
Baylor College of Medicine
Funded, work completed.

Project Advisor for Evaluation (1996-98)

Breast Cancer Education Initiative
National Cancer Institute (\$270,000)
Nancy Neff, Principal Investigator
Baylor College of Medicine
Funded, work completed.

Project Advisor for Evaluation (1996-98)

Body Guards Interactive Video Education Project
U.S. Dept. of Education (\$300,000)
David Holcomb, Principal Investigator
Baylor College of Medicine
Funded, work completed.

External Evaluator (1995-96)

Drug abuse education and prevention program for runaway and
homeless youth
U.S. Dept. of Health and Human Services (\$100,000)
Claudia Andrews, Principal Investigator
Metro Group Homes, Inc.
Funded, work completed.

Principal Investigator (1995)

Peace Education and Community Endeavor Training (PEACE Train)
Community Schools Program
Administration for Children, Youth, and Families (DHHS) (\$1,000,000)
Managed by United Way of the Bluegrass
Funded, work completed

External Evaluator (1988-1995)

Violence and Drug Use Among Adolescents
U.S. Department of Education (\$25,000)
Greg Heuberger, Principal Investigator
Texas Education Agency
Region VI Education Service Center
Funded, work completed

GRANT ACTIVITIES (Cont.):

Principal Investigator (1991-1992)

Employee fitness project
National Fitness Campaign (\$25,000)
Funded, work completed

Project Advisor for Evaluation (1991-1994)

Substance Abuse Risk Reduction Among Children
U.S. Department of Education (\$750,000)
Robert J. McLaughlin, Principal Investigator
Baylor College of Medicine
Funded, work completed

Principal Investigator (1990-1994)

Proposal to establish an Employee Health Promotion and Injury Prevention
Program for 14,000 employees at Texas A&M University
Office of the President, Texas A&M University (\$617,000)
Funded, work completed

Project Advisor for Evaluation (1990-1994)

Comprehensive School Health Education Project
U.S. Department of Education (\$561,000)
David Holcomb, Principal Investigator
Baylor College of Medicine
Funded, work completed

MARLEEN WONG, L.C.S.W.
DIRECTOR OF MENTAL HEALTH/DISTRICT CRISIS TEAMS
SUICIDE PREVENTION PROGRAMS
LOS ANGELES UNIFIED SCHOOL DISTRICT

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Marleen Wong is the Director of Mental Health, District Crisis Intervention Teams and Suicide Intervention Programs for the Los Angeles Unified School District (LAUSD), the second largest school district in the United States with an enrollment of 849,039 students in 900 schools and centers.

Clinical Programs: Ms. Wong has administrative responsibility for 4 child psychiatry clinics; state, county and federal mental health grant programs; a staff of 120 clinical social workers and clinical psychologists, child psychiatrists, and community workers and 460 District crisis team members. She also administers the mental health programs in over 100 Childrens (day care) centers at LAUSD schools.

Full Scope Medi-Cal Clinic Certification: In April 1993, contract negotiations were completed between the Los Angeles County Department of Mental Health and the Board of Education of the Los Angeles Unified School District to certify the District's Mental Health Clinics as the first blended funding, full scope school based Medi-Cal child psychiatry clinics in the country. Ms. Wong facilitated the coordination of the District's fiscal, legal and program elements of this contract.

District Crisis Teams: Ms. Wong is the administrator responsible for training and convening District Crisis Intervention Teams for the 900 schools and offices of LAUSD. Over 460 Crisis Team members, comprised of pupil attendance and elementary counselors, nurses, psychologists, social workers, and school police complete an annual orientation and training related to District policy, programs and best practices, including interventions appropriate to ameliorating racial and intergroup conflicts.

Suicide Prevention Unit: Since 1987, LAUSD has provided prevention, intervention and postvention services to schools where students have struggled with suicidal ideation and behavior. School based staff training is an essential component of this service to assist teachers and administrators to recognize the danger signs, develop skills to respond effectively, become knowledgeable about community resources and help eliminate suicidal behavior in children.

Page 2: Marleen Wong

Early Mental Health Initiative (EMHI) Grants: Ms. Wong provides administrative oversight to all Early Mental Health Initiative Grants funded to schools in LAUSD. Currently, over 30 schools and collaboratives have received funds to establish this program which was initiated by Governor Wilson to meet the needs for early mental health intervention of "at risk" children in grades K-3.

Graduate Intern Program: In 1998, 60 graduate social work students from USC, UCLA, Cal State LA and Cal State Long Beach participated in the largest single comprehensive school based clinical social work internship in the state. Students were placed in schools throughout the 707 square miles of LAUSD with supervision from licensed staff. Their internships provided them with the experience of delivering of a wide range of pupil personnel services in regular and special education in primary and secondary schools.

Disaster Recovery Grants and Programs: As the District's liaison to federal, state, and local mental health agencies, Ms. Wong develops and implements proposals for specially funded grants in the areas of mental health, disaster recovery and crisis intervention. Since January 1992, Ms. Wong has written and implemented programs for six grants for school districts which have funded over \$6 million dollars in disaster recovery mental health education, consultation, and training including the following:

Civil Unrest 1992-1993: In 1992, Ms. Wong served as the Coordinator for FEMA (Federal Emergency Management Agency) Mental Health Services provided under the auspices of LAUSD to victims of the Civil Unrest. In collaboration with the Los Angeles County Department of Mental Health and the U.S. Department of Justice, she coordinated response training and recovery services for thousands of students, teachers, administrators, clerical and custodial workers in South Central Los Angeles. With the Constitutional Rights Foundation, she worked to introduce a new law and mental health based curricula at the secondary level related to the Rodney King Civil Rights Trial. From 1992-1993, Ms. Wong served as Chairperson of the LA County Advisory Board for Mental Health Programs related to the Civil Unrest.

Northridge Earthquake: Mental health recovery services, debriefing and training were provided to over 130,000 children and over 30,000 adults, (parents, teachers and other school based personnel) who had been traumatized by that widescale disaster.

Terrorist Bombing of the Alfred P. Murrah Federal Building, Oklahoma City: Since May 1995, she served as a member of the National Assessment Team convened by the U.S. Department of Education and was the principal consultant for the Oklahoma City Public School District for over two years. With the Constitutional Rights Foundation, she worked to introduce a new law based curricula at the secondary level related to the history of terrorism in the United States.

Page 3: Marleen Wong

St. Petersburg, Florida: In December 1996, she traveled to St. Petersburg, Florida on behalf of the US Dept. of Education to assess the mental health recovery needs of the Pinellas County schools in the aftermath of racially charged riots which took place in the Tampa/St. Petersburg communities. Her assessment culminated in a consultation and recommendations with senior staff and the Board of Education.

Springfield, Oregon: In August 1998, Ms. Wong responded to the Superintendent of the Springfield School District's request for crisis management and support during the opening days of school for the teachers and administrative staff after the tragic school shooting of May 21, 1998.

International Consultation and Training-Kobe, Japan : Ms. Wong provided consultation immediately after the earthquake in Kobe, Japan. In January 1998, she was a guest of the Hyogo Prefecture Teachers Union as the keynote speaker for the International Symposium of the Third Anniversary of the Great Kobe Earthquake.

LAUSD Training for School Site Crisis and Disaster Preparedness and Recovery: With the Professional Development Collaborative (PDC), the staff development office of LAUSD, she has developed and coordinated the training for over 30,000 teachers and administrators in school based disaster recovery. This training was credited with the successful crisis response of 10 schools locked down after the North Hollywood bank robbery attempt.

Local, State and National Training/Consultation: As a result of these activities, Ms. Wong has served as a course instructor for the 50 state disaster coordinators at the National Emergency Training Center in Emmitsburg, Maryland. She has also been an instructor with the State of California Office of Emergency Services (OES) and with FEMA (Federal Emergency Management Agency). She is currently an instructor in the graduate School of Social Work at the University of Southern California.

National Role: After Presidentially declared disasters, Ms. Wong has served as a national reviewer for FEMA Disaster Recovery Grants. In May 1998, she was invited to meet with Secretary of Education, Dr. Richard Riley in Washington, D.C. and in August 1998, she met with Vice President and Mrs. Gore to review the recent series of deadly school shootings and to make recommendations for changes in national policy and programs regarding school based violence prevention programs.

Education and Previous Work Experience

Ms. Wong's career as a clinical social worker began in 1971 when she served as an outpatient psychotherapist in the department of adult psychiatry at St. John's Hospital in Santa Monica. She has worked as a Supervising Consultant for the State of California,

Page 4: Marleen Wong

Medi-Cal Administration and maintained a part time private practice in Beverly Hills from 1974 through 1994. She began her work in the Los Angeles Unified School District in 1974 and became the Director of Mental Health, District Crisis Teams and Suicide Prevention Programs in 1993. 1998 represents her 25th year of service in LAUSD.

Ms. Wong graduated with a B.A. from the California State University at Fresno, Summa Cum Laude, and earned a Masters Degree in Social Work from the University of Southern California in 1971. She was a recipient of Fellowships from the Department of Health, Education and Welfare in 1969, awarded with honors, and the National Institute of Mental Health in 1970 and 1971. She holds both the Pupil Personnel and Health Services Credentials from the State Department of Education/Commission on Teacher Credentialing and a License in Clinical Social Work (LCSW) since 1974.

She currently serves as a member of advisory boards for a number of local, state and national government agencies and professional associations which include:

- Crisis Intervention Planning and Training Committee, LAUSD
- School Safety Committee, LAUSD Office of School Operations
- FEMA Mental Health Services/National Review Panel, Washington, DC
- Earthquake/Disaster Preparedness Task Force, LAUSD
- Los Angeles County Department of Mental Health Systems of Care
- National Organization of Victims Assistance (NOVA)
Washington DC
- State Commission on Teacher Credentialing, Pupil Personnel Services
Sacramento, California
- University of Southern California, School of Social Work
- Safe Harbor Victims Services/Violence Prevention in Schools
New York, New York

Past associations include:

- Commissioner, Asian Pacific American Education Commission
- Community Advisory Board, UCLA Department of Psychiatry and
Biobehavioral Sciences, UCLA School of Medicine
- Chair, FEMA (Federal Emergency Management Agency) Advisory Board
Civil Unrest, Los Angeles County
- Conference Faculty, National Committee for Psychoanalysis
- Harvard School of Public Health, Violence Prevention Project
Cambridge, Massachusetts
- Los Angeles County Interagency Council on Child Abuse and Neglect
- School Based Health Clinics Advisory Board
- School Board Trustee, St. James Episcopal School
- The Superintendent's Task Force on Student Achievement

Safe Havens for Baltimore's Youth

The Case for Supporting The Baltimore Police Athletic League

BACKGROUND

In early 1995, the City of Baltimore, the Baltimore Police Department, and members of the business and philanthropic communities launched an ambitious initiative to reduce the problems of juvenile crime and violence and find ways to improve the lives of children and teens, particularly those living in the "at risk" neighborhoods of Baltimore's inner city.

An innovative partnership of public and private interests provided funding to transform a former convenience store in northeastern Baltimore into the first center of the Baltimore Police Athletic League (PAL). Driven by the success of this pilot project, additional centers were acquired as fast as they could be absorbed. Currently, PAL operates 27 centers and serves the needs of more than 7,000 boys and girls. Eventual plans call for at least one PAL center in each of the City's 29 police sectors.¹ Collectively these centers will serve more than 10,000 youth, representing approximately 10 percent of the school-age population in Baltimore.

PAL has remained very much a grassroots, hands-on effort. PAL's supporters care passionately about the youth of Baltimore City. Their willingness to get involved—raising funds, renovating centers, creating stimulating programs and activities for children—has been at the heart of the program's success. As lead partners, the Police Department and City of Baltimore cover the overall administrative costs for PAL and provide salaries and benefits for PAL officers, facilities, utilities, and maintenance and repair costs required to operate the centers. The private sector has responded with funds for capital improvements, equipment purchases, and program costs. Last year, private-sector contributions totaled more than \$1 million.

STATEMENT OF NEED

Juvenile violence and crime are widely perceived as one of our nation's most serious and disturbing problems. The ready availability and use of guns allow young people to commit more serious crimes at younger ages. The problem of youth violence is overwhelmingly concentrated among young minority males and is most severe in "at-risk" communities. In Baltimore City, one-third of children live in such neighborhoods characterized by high rates of poverty, high percentages of female-headed families, high male unemployment, and high percentages of

¹ There are 9 police districts in Baltimore City. Each district is comprised of 3 and, in two cases, 4 sectors.

families receiving public assistance.² Young people are at high risk of becoming not only perpetrators of violence, but also victims.

School days represent roughly half the days in a year. Yet 57% of the violent crimes committed by juveniles take place on school days. In fact, one in five such crimes occur in the four hours following the end of the school day. On non school days, juvenile violence increases through the afternoon and early evening, usually peaking between 8 and 10:00 p.m.³

Incarceration or other punitive measures are not the total solution. Violence is learned behavior and certain kinds of life experiences, or "risk factors," tend to form distinctive patterns in the developmental history of violent offenders. The more risk factors to which a child is exposed, the greater his or her risk of exhibiting antisocial or violent behavior. Activities that reduce risk have been found most effective in preventing juvenile violence and crime.

The Baltimore PAL program is based on the premise that children and teens want a safe afterschool environment where they can participate in enjoyable and productive activities in a supportive setting. PAL incorporates proven strategies that strengthen protective factors and promote positive and productive behaviors and attitudes. Key elements include:

- Opportunities for caring relationships with peers and adults.
- High expectations and clear standards of behavior for youth.
- Opportunities to engage in productive educational and cultural activities.
- Opportunities to make a contribution to the community.
- Continuity of supports and role models.

MISSION AND GOALS

The mission of the Baltimore Police Athletic League is to reduce juvenile-involved crime and victimization by allowing young people to interact with police officers in a positive setting, while participating in constructive alternatives to antisocial behavior and boredom. PAL's afterschool and summer academic and recreational activities are run by Baltimore police officers, community service officers, and parent and community volunteers. These adults, serving as role models and mentors, work to create a "healthy" atmosphere that fosters trust and mutual respect between youth and adult authority figures. Young people learn integrity, responsibility, industry, and teamwork. Collaborative partnerships with other organizations, businesses, and community groups strengthen PAL's programs and its learning environment.

² Annie E. Casey Foundation. *City Kids Count: Data on the Well-Being of Children in Large Cities*. Baltimore: Annie E. Casey Foundation. 1997.

³ Sickmund, Melissa, Howard N. Snyder, and Eileen Poe-Yamagata. *Juvenile Offenders and Victims: 1997 Update on Violence*. Pittsburgh: National Center for Juvenile Justice, 1997.

The short-term objectives for the PAL program are as follows:

- Create and implement high-quality programming in character development, academics, arts and cultural activities, and physical activities.
- Communicate the value of PAL and encourage community support.
- Develop criteria to evaluate PAL's performance and success effectively.
- Partner with Baltimore City's *Safe and Sound Campaign*, government and nonprofits to make the city safer and healthier for children.
- Assess physical facilities and make capital improvements where required; where a center cannot be brought up to acceptable standards, move to another facility.
- Raise funds to support capital improvement projects, equipment purchases, program implementation, and operations.
- Establish infrastructure to facilitate communication and coordination among centers.

PROGRAM DESCRIPTION

When PAL was established just three years ago, no one expected the program to grow so quickly or be so successful. Everyone associated with PAL is extremely proud of what has been accomplished. However, PAL is still a very young organization working to find solutions to extraordinarily complex problems. Positive feedback from the young people who participate in PAL's programs, from their parents, schools, and communities show that PAL is very much on the right track. PAL strives continually to identify those elements that work and apply them to all centers, and also to incorporate new elements to strengthen the program further.

More than 7,000 youth annually attend programs at PAL's 27 centers that are open Monday through Friday, from 2:00 p.m. to 10:00 p.m. (During vacations and summer months, the centers open at 10:00 a.m.) The programs and activities of the Baltimore Police Athletic League are available without charge to all boys and girls between the ages seven and 17 in Baltimore City. Programs are highly-structured and children and teens must adhere to high standards of conduct and behavior to participate in the program. It is also expected that participants will give back to the PAL program and their fellow participants in an age-appropriate fashion.

The program's four components—character development, homework assistance and academic enrichment, arts and cultural activities, and physical activities—must be present in the overall plan for every PAL center. However, PAL recognizes that each center exists within a community with its own demographics and related characteristics. As a result, each center has considerable latitude in planning and implementing programs and activities that meet the needs and interests of the particular community. Although many children and teens come to PAL to participate in physical activities, the program's centerpiece is character development and academic enrichment.

Character Development

The key to helping youth is teaching them to make good life decisions so that they become productive adults and responsible citizens. Consequently, character development is an integral part of the other program components. Providing caring adults and exemplary role models is crucial to the program and mentoring is an integral feature. Programs and activities are designed to help youth learn techniques of conflict resolution, mediation, and peer counseling. Certain activities are included to help develop character, such as Boy Scouts and Girl Scouts, Toastmasters, Sisters With Style, Young Gentlemen's Club, and others. Community service and giving back to the larger community are also stressed.

Homework Assistance and Academic Enrichment

Like Baltimore PAL itself, the content of the academic program is in the earliest stages of development. To be successful and productive adults, our City's youth must complete their education. PAL is working with the Baltimore City Public Schools and the Maryland State Department of Education to develop a program that supports and enhances what the children learn in school, especially in the critical areas of reading, writing, and math. PAL also seeks to enrich the educational experience for participants through computer training and other activities not usually available in their schools or homes.

During the first two hours of each school day, PAL provides an academic program that includes homework assistance, development of study skills, library skills, computer skills, and the use of learning enrichment activities, such as reading clubs, journal writing, and games that teach math and strategy. For older kids, plans are underway to supplement these programs by providing career development opportunities, jobs and internships, and graduation incentives.

At those centers that have established programs and sufficient volunteers, based on informal surveys performed by Baltimore Civic Works corps members, our programs have achieved some very positive results in terms of school attendance and improvement in grades, especially among Grades 1 - 6. PAL has recently obtained funding for an education consultant to help us further define the educational component.

Arts and Cultural Activities

Activities include music, dance, drama, arts and crafts, social activities, hobbies, and special events. Participation encourages the development of aesthetic appreciation and creativity, awareness of ethnic and/or racial heritage, and the opportunity for recognition and new experiences.

Physical Activities

Activities include athletics, sports, and games. These activities involve movement, exercise, fitness development, coordination, and team and individual sports.

Citywide Events

In addition to day-to-day center operations, the four basic program components are also incorporated into events that are open to participation by youth from all PAL centers. Citywide service projects help to develop character and concern for the broader community. Spelling bees, chess tournaments, guest speakers, and field trips enrich the academic experience and promote love of learning. Field trips to performances, galleries, exhibitions, and festivals, and also opportunities to develop new and enhanced citywide performance groups, such as the Police Youth Choir, will enhance arts and cultural activities. Leagues, tournaments, clinics, and workshops will expand the physical activities component.

Staffing

Each center is staffed by at least two police officers and one community service officer. Adult volunteers and instructors help with homework and other academic activities, teach specialized classes, chaperone field trips, organize clubs, and serve as mentors. They also help the officers with administrative duties and special events.

Evaluation

Evaluation is crucial to the growth and sustainability of PAL's programs and activities. In coordination with the development of a stronger tutoring and academic enrichment program, PAL also intends to design an evaluation tool to measure the success of our program. The primary goal of the PAL program is to reduce juvenile-involved crime. We anticipate that reported incidents of juvenile victimization and juvenile arrests will significantly decrease in neighborhoods surrounding the PAL centers, leading to increases in the decline of overall crime. At the same time, it is anticipated that factors affecting school performance, such as school attendance, grades, and disciplinary referrals, will also improve.

COMMUNITY ALLIANCES

PAL has established active partnerships with the Baltimore City Public Schools and the Maryland State Department of Education. In addition, PAL works with many other local groups, including: Baltimore Civic Works, a local AmeriCorps program, to provide tutors; Baltimore Mentoring Partnership, to provide training and technical assistance for mentors; Baltimore Reads, a local literacy organization, to provide training for Civic Works volunteers; *Smart Links*, a program of the Enoch Pratt Free Library, to provide access to the library's card catalog and other resources via the Internet; the Greater Baltimore Committee, to provide volunteers and mentors; Port Discovery, the Baltimore Children's Museum, to provide enrichment activities; *Safe and Sound*, Baltimore City's campaign for the well-being of children and youth; the Maryland Food Committee, Maryland Food Bank, and Moveable Feast, to provide a nutrition component; Volunteer Maryland and Associated Black Charities, to provide volunteer recruitment and training; and a variety of other organizations. During the summer, a number of PAL centers will be sites for *Super Kids Camp*, a reading program for rising third graders.

EXPECTED OUTCOMES

In the short-term, PAL expects to:

- Foster an atmosphere of trust between youth and the Police Department.
- Attract an additional 3,000 juveniles into highly-structured academic and recreational activities.
- Create safe havens for children and youth.
- Provide discipline and positive role models.
- Improve the quality of life in city neighborhoods by directly impacting youth.

In the long-term, PAL expects to:

- Reduce the rates of juvenile crime and victimization.
- Develop productive adults.
- Institute lifelong respect and partnership among youth, authority figures, and community institutions.

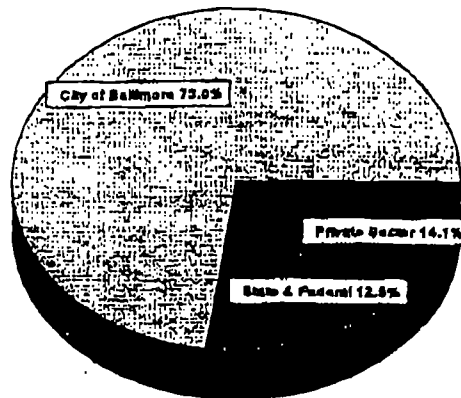
CONCLUSION

Children and teens need positive alternatives. They need to feel part of a community that nurtures its young people and strives to keep them "safe and sound." PAL's programs provide not only "safe havens," but also opportunities for youth to participate in a wide variety of academic, cultural, and physical activities. PAL's programs are designed to enhance the educational experience and help young people acquire the skills they will need to make good life decisions. Exemplary role models and positive relationships with police officers and other caring adults will help these young people develop the self-esteem and values needed to become successful adults and good citizens of Baltimore City.

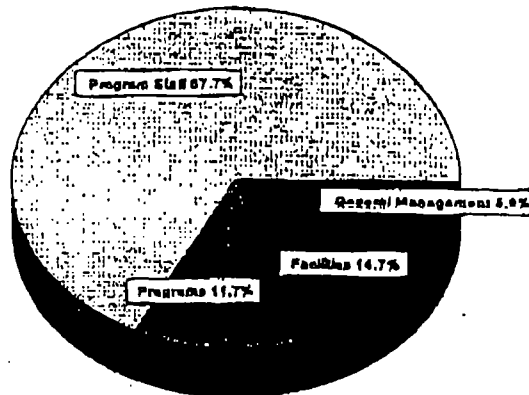
BALTIMORE POLICE ATHLETIC LEAGUE

1998-99 Operating Budget
\$7,845,648

PAL OPERATING REVENUE



PAL OPERATING EXPENSES



POLICE ATHLETIC LEAGUE



KURT L. SCHMOKE
MAYOR

THOMAS C. FRAZIER
COMMISSIONER

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Thomas C. Frazier
Police Commissioner

Col. Alvin A. Winkler
Chief, Youth Bureau

MARYLAND

The Sun : Monday, September 7, 1998 : Page 3a

Racer fulfilling dream and sharing adventure

■ Iditarod: A hardworking man wants to bring the excitement and excitement of the Alaskan race to children at Police Athletic League centers.

By FRANK D. BOWLING
JOURNAL STAFF

With 37 years of living behind him, a home, family and two friendly dogs in Baltimore, investment adviser Dan Dent should have been home by the fire with his feet up in January.

Instead, his breath frozen on his face, he was alone in the wilderness, mushing teams of huskies across 600 miles of icy rivers and snowy forests in Alaska.

He returned to Baltimore qualified to compete in the 1998 Iditarod Trail Sled Dog Race, at 1,150 miles the longest and most grueling in Alaska.

But he also came back with an idea that he hopes will give inner-city youth a taste of the adventure and romance he's found among Alaska's hardy dogs and rugged beauty.

In the coming months, children at Police Athletic League centers across the city will be invited to compete, through an essay contest and interviews, for a chance to ride with Dent and his dogs on the first day of the Iditarod. The contest will be judged by police officers and PAL directors.

While the race is on, youngsters at the PAL centers will follow Dent's progress through the Internet.

"They're going to learn about a world so extraordinarily remote from what they know on the streets of Baltimore," Dent said.

The contest winner will fly to Alaska with a PAL officer. On race day, he or she will climb aboard Dent's sled as an "Iditarider" — one of many adults and children who win or bid for rides during the ceremonial departure of the race's 10 or more teams from downtown Anchorage. It's an easy hour's ride, less than half of the first day's 100-mile run.

(The race is restarted the next day in Wasilla, closer to the real Alaskan wilderness.)

Dent has ordinary life.

Dent is president of D. F. Dent & Co., a mid-sized Baltimore investment counseling firm he founded in 1978. He said he will pay all his expenses in the race, which he estimates at more than \$300,000, in the hope of attracting corporate sponsorships of more than \$500,000, all of which would be donated to PAL.

Dent became a PAL board member as a result of his friendship with his North Baltimore neighbor, city Police Commission-



Sled dog: Dan Dent (right) holds onto Ben, a 7-year-old Siberian husky, as children at the Crispus Attucks Police Athletic League pet him. The children will follow Dent's progress as he races in the Iditarod in March.

er Thomas C. Frazier. His fund-raising idea has won enthusiastic support from PAL, which officials say must raise \$1.3 million in private donations each year to run its 27 neighborhood centers.

"It's a real struggle," said Col. Alvin A. Winkler, chief of the city Police Department's Youth Bureau. "We are fortunate at PAL in having Mr. Dent. He understands our plight as far as finances go. As a one-time opportunity for us, we're very pleased and proud to have it."

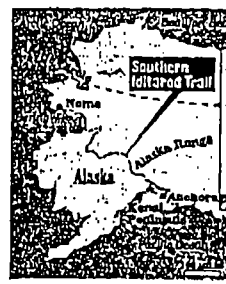
Winkler is confident that sled dogs, the Internet, and a chance to go to Alaska will fire young imaginations. In PAL's educational programs, he said: "Those things we introduce that are totally foreign are the things they seem to be interested in. A husky is not a dog you see every day in the streets."

A different kind of lesson

Dent has two lessons he wants his adventure to teach. First, "that these kids should reach for any aspirations that they might have in spite of people telling them that it's beyond their reach."

Second, "that if you pursue a goal with honesty and passion, it's OK to fail. Fifty percent of the rookies (first-time Iditarod mushers) do not finish."

Dent is pretty bald and gray for a rookie. "I am in kind of a hurry to get this Iditarod under my belt," he said. And, at 6 feet 4 inches, 210 pounds, he also has a weight dis-



advantage. "I would like to finish next to last or better," he said. "But if I have to take last place to finish, I'll take it."

Dent has always loved dogs and cold winters. But mushing came late. He fell under Alaska's spell during a 1995 vacation. He was smitten by its beauty and romance, and by the Iditarod's frontier egalitarianism, where fishermen and mechanics and stockbrokers are all on an equal footing against the elements.

"The Iditarod is a vortex," he said, quoting another musher. "And I got too close to the edge."

That 1995 vacation was a mushing and camping adventure with his eldest son, Michael, then 25. Called the "Iditarod Challenge," it

was led by race founder and Alaska legend Joe Redington, now 85. Father and son drove their teams more than 100 miles up the Iditarod Trail to Skwentna, then watched as the real Iditarod racers mushed through en route to Nome, on the Bering Sea.

"I was just blown away by the physical beauty of the mountains, the experience of going through that pristine winter landscape with a team of dogs bred for generations to want to do one thing — and that's run," he said.

Dent has returned to Alaska every winter since, seeking up the lore and romance, acquiring huskies, building friendships with mushers and breeders, and gaining trail experience.

In January, Dent finished 17th in the Copper Basin 300 race, and a week later completed the Klondike 300 race. That qualified him for next March's Iditarod. He will be one of the oldest mushers in the race, and one of the few non-Alaskans.

A dream to be shared

It was on the Copper Basin trail last winter that he dreamed up the essay contest for PAL. "It struck me that there is a long history of the Iditarod Trail being used to help children in need," Dent said.

The race was founded in 1973 to commemorate a 1925 event which Alaskan mushers relayed desperately needed diphtheria serum 874 miles from Nenana, near Fairbanks, to children in Nome. The Iditarod is still used to raise money for vaccination programs and other children's charities.

The race follows old freight and mail trails, including part of the 1925 route to Nome. Named for gold-rush ghost towns it passes through, the Iditarod Trail crosses mountains, tundra and sea ice and follows frozen rivers in temperatures that can fall to 40 below zero.

The race was concocted by Redington to save mushing and the Alaskan husky from extinction. Even the remotest villages placed their dogs with snowmobiles.

It is now a media extravaganza — a sort of Alaskan Super Bowl. And Merd Grac rolled into Nome like NASCAR racers, many Iditarod mushers with big-name corporate sponsors. Most train a year, hitching their dogs to cars summer instead of sleds.

A rookie perseveres

Dent will have only three days of rehearsal with his team, "one my big disadvantages," he said. "I will run them on Alaska's Kenai Peninsula in December, race the Copper Basin 300 in January, and practice on the Bering Sea in February to familiarize them with the race's final leg."

He and his dogs have trained under Tim Osmar, a Kaslof, Alaska, commercial fisherman, Iditarod veteran and a repeated competitor for first place. Osmar is using Dent's money to assemble a crack team for his run, while training his "B" team for Dent's.

While PAL kids are hitting the libraries to bone up for the essay questions and interviews, Dent will be getting himself in shape. "I haven't had a dessert or a beer in a year," he said. He runs or bikes regularly. He also works out to improve his balance and build upper body strength so he can hang onto the sled.

His friends watch all this as a figure he's sladdled off the back curve, "like I had volunteered to go to the moon," he said.

But Dent quotes musher and novelist Gary Paulsen, who once called the race, "wondrously, gloriously, grandly, magnificently, beautifully senseless and crazy and everyone who does it is obsessed by it, changed permanently and miserably."

BALTIMORE CITY/COUNTY



ELIZABETH MALLEY/SUN STAFF

Special man: Ravens special-teams captain Benny Thompson signs autographs for some of the hundreds of children who visited training camp as part of the Baltimore Police Athletic League program.

Youths meet football heroes

■ **Reward: Children taking part in Baltimore's Police Athletic League were treated to a day off in and food at Ravens training camp in Westminster.**

By MIKE FARABAUGH
SUN STAFF

Nearly 1,000 young eyes marveled at the size of half-pound hamburgers, mountains of chicken wings and Baltimore Ravens defensive tackle Tony "The Goose" Siragusa yesterday at the NFL team's training camp in Westminster.

Those wide eyes belonged to youths from 27 Baltimore Police Athletic League centers, which provide activities to keep inner-city children out of trouble.

For most, the 80-mile trip to Western Maryland College was a reward for participation in the PAL program, a chance to chant, "Goose ... Goose," and slap high-fives with the 6-foot-3, 326-pounder.

Or listen to Benny Thompson, the Ravens' special-teams captain, and Rod Woodson, the projected NFL Hall of Fame cornerback, who spoke briefly about doing well in school and answered myriad questions.

For all, it was a fun day in the dog days of August, cavorting on the lush green grass, basking in the sunshine and smelling the fresh air.

For Derrick Haynes, 13, of Waverly, it was a chance to meet wide receivers Jermaine Lewis and Michael Jackson — close up and personal — and shake hands.

Long before a whopping lunch provided by Outback Steakhouse of Maryland and the arrival of the Ravens players, Derrick coolly flipped three straight passes through a basketball-size hole in a canvas target, one of a half-dozen activities in the Ravens' "fun zone."

Derrick plays quarterback for the Waverly PAL center team and seemed to stand as tall as the 40-foot pines behind his target after barely missing a bull's eye on his fourth try.

"The best part is getting to meet the players," he said with a broad grin.

Derrick, like most of the PAL boys and girls, is hooked on athletics, but Baltimore Police Commissioner Thomas C. Frazier said the "A" in PAL for "athletic" could easily be for "academics."

Frazier instituted the PAL program in Baltimore in March 1995, tapping veteran officers such as Craig Singletary, Lorie Wallace and Vincent Cosgrove to help start it.

Today, two officers staff each of 27 PAL centers, coordinating the athletic and academic activities for more than 7,300 children ages 7 to 17.

When Thompson spoke of spending five to eight hours a day in the classroom and only two or three on the field, PAL children from the Goodnow Road center in Northeast Baltimore were tuned in. About 100 children in Goodnow's after-school academic enrichment program had to devote one to two hours on studies before being allowed to play table tennis.

computer games or basketball, Singletary said.

He said data tracking those 100 children showed a definite improvement as grades in the 70s jumped into the 80s with few exceptions.

Frazier said several Ravens, including defensive end Michael McCrary, regularly stop by PAL centers and mix with the children.

"One young man was recently accepted at UMES (University of Maryland Eastern Shore), and Michael McCrary offered to pay for his books for four years," Frazier said.

USA TODAY • TUESDAY, APRIL 28, 1998 • 3A



Baltimore police taking academic approach

By Peter Kotel
USA TODAY

BALTIMORE — School is out, the day is warm and sunny, but the six dozen youngsters at the Police Athletic League center in the Goodnow neighborhood in northeast Baltimore are crammed indoors, heads bent over their books.

The biggest room of this small building, where the youngest sit shoulder-to-shoulder around long, folding tables, is calm. One reason, academic counselors say, is these young people know they're safe.

Baltimore's Police Athletic League (PAL) program is bringing the "quality-of-life" strategy to the inner city and focusing on the age group most likely to be the targets of crime — and to become criminals. Quality of life is a catch phrase in police circles these days. In New York, for example, it means ridding the streets of people who disrupt the peace of passers-by, whether they are panhandlers or drug dealers.

In Baltimore, the PAL approach focuses not on the passer-by but on the youths who live in rougher neighborhoods. Many such youths, unsupervised, are likely to commit crime or to become victims.

Baltimore has turned that likelihood around in Goodnow. Crimes against victims ages 7-17 in the Goodnow neighborhood have dropped from 66 in 1994, a year before the PAL

center opened, to 37 last year, a 44% reduction. And police say that contrasts with the citywide rate, which fell 16% in Baltimore in the same period. That closely parallels the overall citywide crime rate against youths, police say. Arrests of young people fell 10% in Goodnow while rising 2% for Baltimore as a whole.

Residents also credit the center with helping to eliminate what had been a burgeoning drug commerce.

"I just thank God for PAL," says Marsha Dixon, 38, a single mother of two boys. Her older son, Darryl Lewis, once told her he'd be dead if he hadn't joined the center. A 16-year-old who stands 6 feet, 4 inches, Lewis was getting job offers as a drug runner, his mother says, when she heard about PAL and brought him in. Not only is he alive, he's doing well in school.

Goodnow's was the first of 27 centers that Police Commissioner Thomas Frazier opened in Baltimore's tougher neighborhoods over the past three years. The centers serve about 7,000 young people. Each center is staffed by two officers and a civilian, plus volunteers.

The commissioner started PAL soon after coming to Baltimore in 1994, but the academic emphasis came from the two veteran officers who opened the Goodnow center.

Craig Singleterry, 34, and Lorie Wallace, 35, realized that if they wanted to make a differ-



By Tim Oline, USA TODAY

Helping hand: Morgan State senior Ayesla Gallion, left, assists Jasmin Davis with history studies during a Baltimore PAL program.

ence, the center would have to offer more than ball games and rap sessions.

They visited schools looking for ideas. "We didn't have any idea how bad the academic situation was," Wallace says.

So Singleterry and Wallace, with support from Frazier, decided to focus on that problem. They found youngsters like Reashan Days, 14, who was getting Ds, Fs and a string of bad-conduct reports. Days says his mother, who works long hours at a hospital, couldn't keep up with his schoolwork.

The PAL staff could. "They said I couldn't play sports until my grades came up."

They did. Now, the Goodnow center can point to a string of such successes because the

center has built what amounts to its own faculty.

The center won support from a family foundation run by Judy Macht, who heads a real-estate company that manages two big apartment complexes in Goodnow. With her help and with the federal volunteer agency AmeriCorps, Singleterry and Wallace brought in 10 academic counselors. Most were college students paid by AmeriCorps.

At other PAL centers, the message is consistent. No sports until after 5 p.m. after two hours of schoolwork. At the Robert C. Marshall PAL center, in a neighborhood dominated by public housing projects, any kid who tells an officer there was no home-

work can expect to see a black loose-leaf binder with the school's complete homework schedule. "We haven't budged an inch academically, and we won't budge an inch," says Officer Ken Richard, an ex-running back at San Bernardino State College in California.

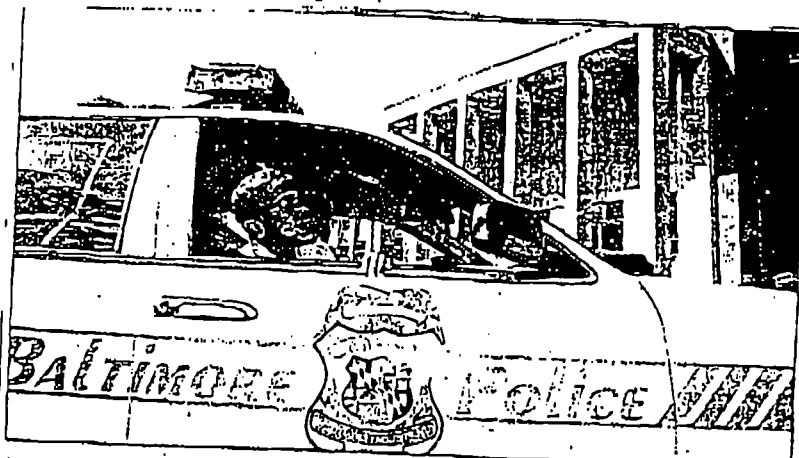
Academic improvement alone is enough to solidify parental support. "It's the first time I ever saw a report card like that," says Tanya Smith at Goodnow, between amazement and pride at her 14-year-old daughter, Tia Phyll. After years of barely passing grades, Tia brought home a string of Bs, married only by a low math score. Tia keeps the report card displayed on her dresser.

Those who see the future in the after-school program use sports as a motivator. The center organized a talk session for teen-agers with two players from the Baltimore Ravens pro football team. The players urged the youths to get good grades and keep them there.

The message is getting through, and now the center has its own heroes. Those at the center applauded the Ravens, defensive end Michael McCrary and defensive back Bennie Thompson. But the applause was just as spirited for Fred Logan, 18, a former C and D student from the neighborhood. Now an honor roll student, Logan was accepted recently at the University of Maryland-Eastern Shore.

THE SUN

April 30, 1998



Future law enforcer: Antoine H. McCoy, 11, arrives at the Western District police station with Maj. Barry W. Powell. Antoine, who spent the day with Powell, says he wants to be a police officer when he grows up.

Molding young minds

■ Program: Pupils from William H. Lemmel Middle School participated in the debut of Workplace Mentoring Day.

By ALAN KRAM
SUN STAFF

The future of the Baltimore police force comes in the form of a 4-foot-4, 80-pound tough guy who likes to watch "Real TV."

Just give Antoine H. McCoy a few more years.

Dreams of heroes in blue started to life yesterday for the sixth-grader as he spent the day cruising the streets of Baltimore with an alumnaus of his school, Maj. Barry W. Powell, commander of Western District.

"This is the funnest day of my life," crowed the 11-year-old, one of about 300 pupils from West Baltimore's William H. Lemmel Middle School who got a glimpse of workday life at 17 government agencies and businesses participating in the debut of Workplace Mentoring Day, a citywide initiative.

"The goal is to help students make informed decisions about career goals and decisions," said Linda Stewart, executive director of Baltimore Mentoring Partnership, the nonprofit organization that sponsored the event.

Antoine always thought about becoming a police officer. After yesterday, he was convinced.

"I'm going to become a police man," he vowed.

Different point of view

The day began under the stern gaze of Col. Alvin A. Winkler, who briefed Antoine and 18 other youngsters shortly before 9:00 hours in the Tactical Section conference room of police headquarters.

"We want to give you an opportunity to see police work from a different perspective," Winkler boomed.

What awaited was a gallery of gunshots, police bikes and older cool cop stuff that kept Antoine mesmerized from the moment he slipped in the front seat of Powell's Dodge Intrepid and sped off to Western District.

"I was interested in being a police officer as a young child," the 15-year-old Powell told his young charge.

"Me, too," Antoine said, trying on the major's blue police cap.

"So how are you doing in

school?"

"Excellent," Antoine answered.

"Tell me what that means."

Antoine confessed: Straight A's.

Powell liked this kid. He did not like, however, the "strugglers" lingering on a street corner. Lowering his car window, he waved off a couple of boys.

"Let's go," he said. They did.

Commanding respect

Antoine was more impressed on their arrival at the station house. Officers saluted the major and called him "Sir." Powell, a Glock 17 semiautomatic handgun on his right hip, put his arm around Antoine and showed him around the office.

"This is where I work. I sit here and do my administrative work," the major said like a proud father. "We talk about crime on the street and what we need to do."

"I'd love to be in charge," Antoine said.

Good advice

He watched an off-duty police officer play pool in the jail call room. He leapt behind Powell while an officer shot at a target in the basement firing range. At 10:32 a.m., he entered his first police cruiser.

Powell played the street for him, instructed him on the use of the police radio and told him to get a good job, a nice home, to get married, raise kids.

"The goal is to help students make informed decisions about career goals and decisions."

Linda Stewart, executive director of Baltimore Mentoring Partnership

"School is the key to your success," he said. "It's easy to be weak. It's tough to be strong. Always be strong."

On the beat

Down they went, along North Fulton Avenue, West North Avenue, North Corner Street, and North Ginnor Street, through pockets of vacant rowhouses, salvage operations, past idle folk on stoops, and graffiti that read: "Life goes on."

Returning to the station, Antoine climbed aboard a police motorcycle. He punched in information in the Police Department's computerized database. Then he saw the plaques on the wall, honoring officers killed in the line of duty.

He would be afraid to work the streets, he acknowledged, but he would wear a bulletproof vest.

As they headed back to police headquarters, Powell predicted: "What I have become, he can become."



Getting to work: Maj. Barry W. Powell and Antoine H. McCoy leave police headquarters to head to the Western District office.

Page 8B : Tuesday, April 21, 1998 : The Sun

PAL centers kick off youth soccer league

BY A SUN STAFF WRITER

The Baltimore Police Department kicked off its spring soccer league yesterday afternoon at a municipal park that was once a haven for drug dealers.

More than 500 children packed Frank C. Bocek Park, on East Madison Street at the edge of some of East Baltimore's most dangerous neighborhoods. Provident Bank of Maryland donated \$25,000 to pay for referees and uniforms.

"I came to have fun," said Shatel Veazy, 10, a fifth-grader at Frederick Elementary School. "I have no experience with soccer, but I like to kick things."

The citywide Police Athletic League centers played one another in soccer matches, while other students attended clinics conducted by two players from the city's professional soccer team.

Police Commissioner Thomas C. Frazier, who told the youngsters that he likes "to see boys and girls play soccer," said that three years ago, Bocek Park was taken over by drug dealers and shootings were common.

"You couldn't come here," Frazier said, smiling as he looked at four soccer fields filled with children being coached by police officers.

April 16, 1998

THE SUN

Section B

THURSDAY

Youths have a 'PAL' in sports centers

Police-run facilities deter
crime among youngsters

By PETER HERMANN
AND SHEILA HOTCHKIN
SUN STAFF

Baltimore's Police Athletic League centers have become more than a safe haven for the city's youth. They have become a crime deterrent as well.

A new study by the Baltimore Police Department has concluded that crime involving youngsters drops markedly in neighborhoods where the centers are located, a trend that officers and children said they had known anecdotally for years.

"This shows that the PAL center has been an anchor in the community and the community is safer," said Col. Alvin A. Winkler, chief of the department's Youth Bureau. "That's what we're striving to do."

The results come as good news for a police department that has made fighting juvenile crime the centerpiece for



ELIZABETH MALBY/SUN STAFF

Having a ball; Robert Nixon (center) spends time at the Goodnow PAL facility daily with his big brother Antoine Brown (right).

the year, even as the number of homicides on city streets continues to rise.

Commissioner Thomas C. Frazier started the PAL centers three years ago as a way to bolster the city's fledgling recreation centers. Twenty-seven are scattered around Baltimore, each staffed by full-time police officers.

The study was conducted by the department's Planning and Research Division and looks at the Goodnow PAL center in Northeast Baltimore. It was the city's first to open, in May 1995.

Officers studied juvenile crime rates in 1994 and 1997 from 2 p.m. to 10 p.m. — the hours the center is open — on the

streets in the Goodnow community.

The study found that the number of juveniles victimized by crime fell nearly 44 percent in 1997. Juvenile arrests dropped nearly 10 percent. Overall, police said, the number of armed robberies in the area dropped from 14 to 7, assaults with handguns dropped from three to zero, and common assaults decreased from 32 to 20.

At the same time, police said juvenile crime — both arrests and victimizations — rose in other city neighborhoods.

"We always knew that if we gave young people a constructive and safe environment to come to [See PAL, 6a]

Page 6B : Thursday, April 16, 1998 : The Sun

MARYLAND /

Youngsters have 'PAL' in sports facilities

(PAL, from Page 1B)

that we would have safer area for young people," Winkler said. "We have less kids milling around to be victims, and we have less juvenile crime than before."

Though city schools are closed this week, more than 100 youngsters flocked to the Goodnow center yesterday. Fifth-grader Paris Bolden, a three-year PAL participant, said that after Officer Craig Singleterry arrested some of the area's young criminals, crime dropped noticeably.

Reashaun Days said his mother brought him to the center three years ago, when he was having trouble in school and started "hanging with the wrong crowd."

"(PAL) helped me out with my work and helped me out with my attitude," said the high school freshman, who maintains a B average.

PAL has caught on across the city. When a soccer league began three years ago, police expected a few hundred youths. More than 2,500 showed up. The soccer league kicks off again Monday with a \$25,000 gift from Provident Bank of Maryland. The bank's chairman, Pete Martin, said he is convinced of the results.

Police say that the large turnouts for events prove that many youths are looking for organized activities and will choose kicking around a soccer ball to standing on a street corner if given the



ELIZABETH MALBY/SUN STAFF

Haven: Sade Austin (left), Whitney Chase, Nicole Davis, Ashley Lovitt and Paris Bolden relax at the Goodnow PAL center.

chance.

Frazier made a point of keeping the centers open after school and into the night. City health officials say that 4:30 p.m. is the time at which most teen-age girls get pregnant. Other studies have shown that youths are responsible for 67 percent of the car thefts in the city and 35 percent of the aggravated assaults.

City police modeled their juvenile program after a successful one in Boston, where 29 months passed before a youngster was killed. Of the 187 Baltimore slayings during the first eight months of last year, youths under the age of 18 accounted for 46 of the victims and 33 of the suspects.

The fact of youth violence was driven home in February, when a 16-year-old former Northern student was arrested and charged

with fatally shooting a schoolmate in an incident that started over spilled milk in the cafeteria.

Goodnow's Officer Lorie Wallace said many of the children at her center knew the young victim, 15-year-old Marty Rabb. "They realize how dumb some of the shootings are," she said.

The Sun : Tuesday, April 14, 1998 : Page 3b



KENNETH K. LAM: SUN STAFF

Recreation center reborn: Officer Lisa Gorham shakes hands with 11-year-old Samel Burris at Solo Gibbs Recreation Center in the Sharp-Leadenhall community near Camden Yards.

Ravens stadium contractors give back to community in shadow of football field

Labor, material used to renovate center

By SHEILA HOTCHKIN
CONTRIBUTING WRITER

The growing Camden Yards sports complex is proving a mixed blessing for neighbors in Baltimore's Sharp-Leadenhall community — and last night they had reason to celebrate the good side.

More than 100 area residents gathered for the dedication of the renovated Solo Gibbs Recreation Center — a project made possible by donations of labor and materials from contractors building the Baltimore Ravens football stadium.

While residents anticipate increased traffic and noise from the

nearly complete, \$220 million stadium, they applauded the effort put into improving the community center used by neighborhood children and named for a community activist who died in 1977.

"It's one thing to want to help," said Baltimore Councilman Norman A. Handy Sr., whose 6th District includes Sharp-Leadenhall. "But it's another thing to put your money where your ..."

"Mouth is!" the crowd shouted resoundingly.

Watching the stadium take shape blocks from their homes last year, neighbors decided to ask those organizing the project if they would invest in the community as well.

Alice Hoffman, project manager for the Maryland Stadium Authority, was responsive to the idea.

"They're kind of in the shade of this huge football stadium going up," she said. "They see all this money being spent in their backyard and none of it for them."

Residents said they wanted to see money put into community programs and specifically the recreation center, which city police Col. Alvin A. Winkler said stood in a drug-infested area without proper outdoor lighting, front doors or floors.

Hoffman asked stadium contractors for donations of labor and materials. Work on the center began in October.

Ravens owner Art Modell has committed to providing for the annual \$35,000 upkeep of the center, which is operated by a Police Athletic League program, Police Commissioner Thomas C. Frazier said.

AFRO's Tuesday
school on WCAA
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Changing a troubled youth's life for the better

Sharon Stowers
Baltimore AFRO Staff

It is an age-old tale that when a boy reaches puberty he wants to be

accepted by his peers. He gets involved with a "bad" crowd, changes his personality, disrespects his authority figures, makes a stupid mistake and ends up in jail.

Two-and-a-half-years ago, Darryl Lewis Jr. started living that story, but he decided to change the end of the story.

Just two weeks after the 13-

year-old entered Lake Clifton/Eastern High School, he was arrested for riding in the passenger seat with a person who stole a car.

His loyalty was in the street, because his punishment out there was more than he would get at

Continued on page A15

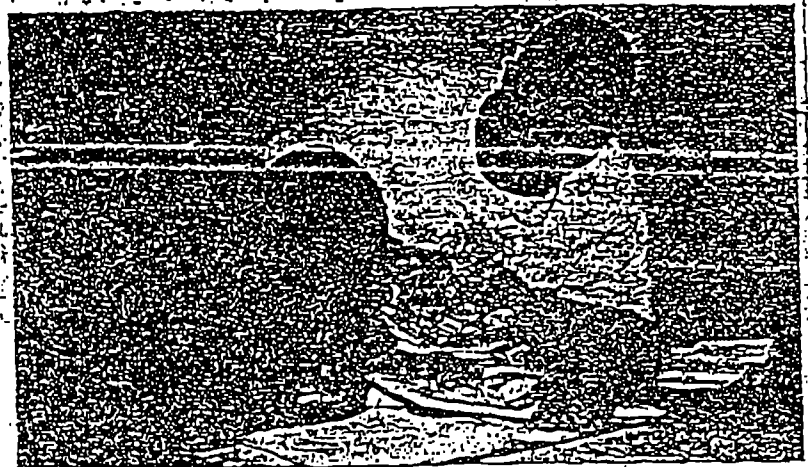


Photo by Donna Coleman
DARRYL LEWIS ASSISTS seventh grader Darryl Haynes with his homework at the Goodnow PAL center.

(Continued from page A1)

home. They call it a 'beat down,'" said his mother, Martha Dixon.

"Seeing her son suffering, the single mother pressed even harder to get her son help.

"His self-esteem went down. He was so depressed, I took him to the hospital. He wouldn't do anything. He wanted to be loyal to his new friends, so he wouldn't tell on them, just on himself. He didn't stop going to school, but he shut down. He wouldn't do anything," said Ms. Dixon.

When Ms. Dixon told her dilemma to the juvenile court case worker, the woman suggested a new program that started two months prior, the Police Athletic League (PAL).

"At first I didn't like it, cause I didn't know what it was. I wasn't real fond of police, cause I was in trouble, but my mom brought me in to talk to Craig," said Darryl.

Officer Craig Singleterry took Darryl under his wing, giving him the personal attention and confidence to break ties with bad associates and change his behavior for good.

"He was embarrassed because he didn't want his friends saying he was hanging around police officers. So, I went to his house and told him not to worry about it," said Officer Singleterry.

"I told him eventually your friends will start coming with you if they are true friends. But right now, we have to focus on you getting your grades up, getting back in school," said the 12-year veteran officer.

Darryl followed the plan. Instead of hanging with friends in the streets, he went straight to the PAL center every day after school to do his homework and participate in other league activities, like basketball, karate and computer

training.

"Ever since he came back, his grades have been picking up. He started respecting his mother, obeying his curfew, helping with the younger kids around the center and in the community with the basketball team. I would be the coach. He would be the assistant coach. We had a bond there," said Officer Singleterry.

Darryl's mother also noticed the change. "After a few weeks at the PAL center, he didn't want to come home. He felt safe there. Those guys weren't coming to the house anymore. You could see the tension come off him," Ms. Dixon remarked.

Just as Officer Singleterry promised Darryl when he started, his true friends followed his courageous lead.

"Not only did I see a change in Darryl, but he started bringing more friends with him," said Officer Singleterry.

"It's like heaven for me. The whole structure of my family has changed. He sees now that people care in the world. The PAL center gave him direction. It brought him through from a boy to a man," said Ms. Dixon.

"If I hadn't gotten into the PAL center, I probably wouldn't be here today. I probably wouldn't be living today or I'd be locked up somewhere," said the 16-year-old.

Darryl's goal is to have his own business once he graduates from college. For the present, the 6'4" sophomore is working hard at being an example to his newly adopted god-brother, acting as an

usher at the New Unity Baptist Church, playing intramural basketball at Lake Clifton and volunteering his time daily at the PAL Center.

The first to open its doors in the summer of 1995, the 5311 Goodnow PAL is one of 27 centers now located throughout the city.

Straw tells police: curb macho image

by Andrew Grice
Washington
and Michael Prescott

BRITAIN'S police are facing a cultural revolution under plans being considered by Jack Straw, the home secretary. He wants officers to shed the kind of macho attitudes characterised by fictional characters in television programmes such as *The Sweeney*.

Straw is planning to revive the force's traditional links with local communities and is especially keen to develop a new relationship between patrol officers and young people. One idea under review is for the police to help run after-school clubs for youngsters in problem neighbourhoods.

Their model, say those close to the home secretary, would be the most reassuring policeman ever depicted on British television — Dixon of Dock Green.

"Too many who enter the police are attracted by the prospect of work which gives them an adrenaline rush," a Home Office source said last night. "Straw would rather have people joining up because they want to build links with their local community."

The government is already committed to spending £300m on the creation of 30,000 after-school clubs over the next five years; under Straw's plan the police will be encouraged to become involved.

The after-schools initiative results from Straw's trip to the United States with Tony Blair last week. He looked at police operations in Baltimore, where he was impressed with the way officers help run a Police Athletics League (PAL).

It has 27 clubs open from 3pm until 11pm daily catering for children aged between 5 and 15. Police officers and social workers supervise the youngsters in their homework and are leading them in sports activ-

ities as a "reward" at the end of the session.

Eight in 10 of those who attend Baltimore's after-hours clubs come from single-parent families. The one Straw visited was in a building where gang fights had closed the original youth club; it reopened as a PAL club under police supervision and flourished.



Police volunteers were paid the same rate of pay as they earned performing other duties. Local police chiefs told Straw their tactics had helped to smash "gang culture". They told Straw: "We want no more John Waynes. We want police who are interested in helping people."

Straw said last night: "We want the police role to be defined not just as catching offenders. The greater

potential should be in working in communities with kids." His crime and disorder bill already has provisions for youth offending teams, with which community workers will be encouraged to provide activities out of school.

Straw intends to rewrite this proposal and model its provisions on the Baltimore example. He believes that young people's antagonism to the police is one of the factors that turns juvenile delinquents or petty criminals into habitual offenders.

Straw's officials say any conflict with the government's "zero tolerance" strategy against crime. They say potential offenders should be offered activities to keep them out of trouble but face immediate sanctions if they did offend. Straw's initiative will complement the views of many senior police officers, who believed the "tough cop" approach under Michael Howard, the Tory home secretary, was counter-productive.

Brian Mackenzie, head of the Police Superintendents' Association, said: "Anything that identifies police officers with the community on a long-term basis has to be welcome — it breaks down barriers."

"You always get one or two applicants to the police who see it as a macho occupation. We reject a lot of people who come in with that motivation."

Home Office sources disclosed last night that Straw is thinking of extending his plans for dusk-to-dawn curfews for young trouble-makers. The bill allows curfews for children under 11. He is now examining options to include young people under 17.

Cutting from The Mail on Sunday
Dated 8 February 1998

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Straw backs US 'youth club cops'

HOME Secretary Jack Straw is planning radical American police tactics to combat juvenile crime.

After visiting inner-city Baltimore, which has one of America's worst crime records, he saw how juvenile drug dealing, robbery and violence have been cut.

In a privately-funded operation some of the city's most hardened cops have swapped what their chief calls 'John Wayne' policing to take

By Chris McLaughlin

over running a youth centre. The youngsters can play sport at the centre until 11 pm and are encouraged in other activities such as computer studies and theatre visits - all under the watchful eye of gun-packing, uniformed police.

Police Colonel Alvin Winkler, the chief of Baltimore's young crime section, told The Mail on Sunday that in the past children have been forced into the gang

culture. The gangs still exist, he said. 'But they have moved away from where they live and the further they have to go from their familiar surroundings the quicker they break up.'

This is a different type of policing. We want no more John Wayne type. We want people interested in helping other people.'

Mr Straw has told advisers to look at how the idea of Baltimore's youth club cops could be applied to Britain.

And he is planning to

push for greater involvement of police officers in youth projects through new teams to be created under the criminal law legislation currently going through Parliament.

'We want the police to target not just offenders who are already caught up in the spiral of crime, but those who are clearly likely to get involved,' Mr Straw said.

'We are doing it to a certain extent already, but we have to take a far more radical approach.'

Wednesday,

21, 1998 : The Sun

Anti-lead poisoning group and police to join efforts

By ANNEST F. IMHOFF
SUN STAFF

A group that fights lead poisoning said yesterday it would work with Baltimore police to train children, parents and police officers how to detect and prevent the childhood hazard.

"It's our PAL to PAL program," said Ruth Ann Norton, executive director of the Coalition to End Childhood Lead Poisoning.

PAL is an acronym for two organizations. It stands for Parents Against Lead, the original name of the 12-year-old nonprofit coalition, and for the more familiar Police Athletic League.

The training sessions on lead poisoning will begin Feb. 3 and will be phased in over five months at the 27 Police Athletic League centers run by Col. Alvin Winkler.

The initiative, one of several new coalition projects, is designed to improve health and reduce crime, said Norton.

Officials believe many crimes are committed by young people affected by lead poisoning. Recent studies "have proven the direct correlation between childhood lead poisoning and increased rates for children in juvenile delinquency and criminal activity," Norton said.

Inhaling or eating lead adversely affects the central nervous system. In children, it can lead to behavior problems and learning disabilities, lowered IQs, mental retardation and death.

At the news conference attended by Mayor Kurt L. Schmoke, Norton thanked government officials for city and state efforts to respond to lead paint poisoning. But she said much more needs to be done, Schmoke agreed.

Norton said the city must enforce Baltimore City Health Department lead violation notices more vigorously, coordinate city efforts to prevent lead paint poisoning and make people more aware of the dangers.

"Many property owners simply ignore the ... notices entirely," said Norton, even though they can be subject to criminal misdemeanor charges and fined \$500 per day for failing to have lead-based paint removed from the premises.

Schmoke said the city would improve enforcement of lead violations.

He also pledged that the Human Services "sub-Cabinet" in his



AMY DAVIS/SUN STAFF

**Director: Ruth Ann Norton
urges better detection, prevention
of lead poisoning.**

administration would focus on interrelated lead poisoning problems to try to better coordinate health, housing and other services affecting families.

Yesterday's news conference was held at the advocacy group's new headquarters at 2714 Hudson St., in Canton, opened in October.

The quarters contain 6,800 square feet, compared with 1,000 square feet at the old offices at 28 E. Ostend St. The extra space is partly used to store lead-reduction materials used in cleaning up homes polluted with lead.

The coalition announced other plans:

- Sponsoring an AmeriCorps service program called CLEAR-Corps to remove lead for free or modify the risk of lead in the homes of at least 75 families. The program is intended as lead hazard reduction or emergency lead cleanup but not full abatement.

- Working with community groups, property owners and others to try to find permanent "lead safe" housing for families that have discovered their children have been lead-poisoned at home.

- Offering for the first time a free counseling service to tenants, property owners and community groups affected by lead poisoning.

Information will be distributed at resource centers to be set up soon in 28 branches of the Enoch Pratt Free Library. It will be available on the Internet Jan. 30 at this address: www.lead-safe.org.

Call 410-534-2447 or 1-800-370-LEAD to receive free information.

JANUARY 1998

Baltimore Progress

POLICE

Baltimore Police Department's "Blue Crew" Comes Through

By Carolyn O'Keefe

Four years of consecutive decreases in crime have followed a rigorous commitment to "community policing" in the city of Baltimore. Touted by the nation's leading law enforcement experts, community policing brings law-abiding citizens together with law enforcement to pursue real and lasting decreases in crime, block by block. Baltimore Police Commissioner Thomas C. Frazier describes community policing as a "50-50 deal." In each district, police officers work closely with caring citizens to root out the conditions which invite crime, such as neighbors who don't know one another, litter strewn streets, broken windows and graffiti. "These issues are important not only because they affect the quality of life in a neighborhood, but also because neglect can lead to a greater occurrence of crime," says Commissioner Frazier.

The "Blue Crew"

That's where the "Blue Crew" comes in. "Blue Crew" is the term Baltimore police use for community volunteers who work with the police to address the causes of crime in their neighborhoods. You can volunteer through the police department in four key ways. A citizen can become a block representative, a Police Athletic League (PAL) volunteer, a Citizen on Patrol or a Volunteer in Policing (V.I.P.).

Block Representatives

Block representatives organize neighbors on their individual blocks to identify and fix problems which affect their block's quality of life and can lead to crime. For example in the Southeastern District, Darlene Stauch has been a block representative since the program's inception. Sergeant Bill Rowland notes that she serves as the "eyes and ears" of her block, attending countless community meetings throughout the area, communicating news to her neighbors and reporting community needs to the police on a constant basis. In addition, Darlene has recruited and maintained regular contact with other block representatives throughout her neighborhood.

PAL Volunteers

In 27 locations across the city, kids (ages 7 to 17) come into their neighborhood PAL centers to study, participate in sports and develop their special interests, all in a

safe, wholesome environment. "The PAL program has made tremendous strides in a short period of time," says Colonel Alvin Winkler who runs the Baltimore Police Department's Youth Services Bureau, "but we have an urgent need for volunteers to tutor, share their expertise and assist the dedicated officers who run the PAL centers."

Citizens on Patrol

Citizens on Patrol has been a long-standing, and highly effective, volunteer crime-prevention activity. Citizens themselves organize a schedule for driving or walking a certain beat in their neighborhood on a consistent basis. Barry Silber, a Central District Blue Crew member, established the Mt. Vernon area COP program and has dedicated both his organizational skills and his time actively patrolling to make the program a success.

V.I.P. (Volunteers in Policing)

Volunteers in Policing assist district offices and headquarters with important administrative tasks that require special office skills or many hours of concentrated effort. These volunteers allow officers to focus their efforts on crime-fighting and community service, rather than valuable yet time-consuming tasks involving paperwork and phone follow-up. For example, Southeast Baltimore resident, Robin Stevenson, comes into police headquarters to perform a variety of tasks for the Public Affairs Division.

Helping One Another: It's a 50-50 Deal

In addition to the four key volunteer jobs, many Blue Crew activities reflect special district concerns and interests. In the Western District, Tina Thompson heads the Fulton Avenue Community Association's Saturday Mentoring Program. She organizes volunteers to come into the Western District police station each Saturday to tutor elementary school students in math, English and computer skills. Charlotte Perry coordinates a food distribution program out of the Madison Avenue Presbyterian Church, by delivering fourteen food baskets each month to families in need.

The Baltimore Police Department hopes citizens will make volunteering a firm New Year's resolution for 1998. If you are interested in sharing your time and talents as a member of the Blue Crew, please call 3-1-1. Together, we are making a difference. ■



LARRY C. FRICK: SUN STAFF PHOTOS

Creative time: Officer Fred Allen shows students how to make wrapping paper at the Fort Worthington Police Athletic League Center in East Baltimore.

PAL gets youths off streets, into creativity

■ **Police:** Students flock to the Fort Worthington Police Athletic League center, where energy is funneled into productive activity.

By PETER HERMANN
STAFF

It's arts and crafts day at the Fort Worthington Police Athletic League center, and, as usual, the small room is bustling with creative minds trying to turn thoughts into reality.

Willie Chance, 15, is trying to win a citywide drawing contest sponsored by the Enoch Pratt Free Library. Tavor White, 7, is creating a perfectly wrapped Christmas box to decorate the hallway.

Six-year-old Latisha Potts just wants a chance to be creative. At home, she says matter-of-factly, "we don't have crayons."

With diverse experiences and backgrounds, from broken homes and solid families, the children flock to Fort Worthington, one of 27 such centers scattered around the city that are the Police Department's answer to getting children off street corners and into productive lives.

It is the cornerstone of Commissioner Thomas C. Frazier's many initiatives, after-school centers run by police officers whose full-time job often involves helping neglected and forgotten children who go from dilapidated homes to struggling schools to violent streets.

The PAL center at Fort Worthington Elementary School is thriving, with more than 400 children enrolled. The center attracts students from several nearby schools and neighborhoods.

And nearly all of the children, it seems, can't get enough arts and crafts.

"They could do it every day," said Officer Fred Allen, who started the sessions after noticing [See Youths, 4B]



Playtime:
Paris Johnson
(left) and Denia
Chapple try out
their reindeer
gear. Carl Gill
works on his
drawing of
cartoon
character Bart
Simpson.

PAL center is a refuge for youths

[Youths, from Page 1b]

children doodling in class. He told them that if they would pay attention to the teachers, he would let them draw after school.

Vashon Smith, 11, is designing a Jeopardy game and hopes to have a tournament. Artiesha Artis put the PAL center on the World Wide Web. Vanessa Cornish, 16, a junior at Lake Clifton High School, volunteers to earn her community-service credits.

The doubts that were raised when Frazier started the PAL centers three years ago have long been dispelled. Some City Council members were angry when PAL took over the city recreation centers, some of which had been criticized for closing early or being too dangerous.

"We're not just an average Joe who is a rec leader," said Sgt. Donald Walters, who oversees the Eastern District's three centers. "We are police officers who care for the community."

Frazier has done what the recreation centers, struggling on meager city funds, could not do. He has gotten tens of thousands of dollars in private and corporate donations. Soon, each center will have its own van, and new equipment arrives almost daily at Fort Worthington. The program won't succeed if the officers can't deliv-

er.

"It's hard to tell a kid we are going to a museum and then have to tell them we can't go," Allen said. "I think they get enough letdowns at home."

At Fort Worthington, and particularly in the arts and crafts class, a group of 16 children bustled about one day this week. Some were wrapping empty boxes to decorate for a coming visit by Baltimore Ravens players. Others were drawing Christmas trees and Santa Clauses for their cards.

Derek Dunn, 9, drew a star with a mouth, eyes and nose. He rejected suggestions to color it in. "I don't color my pictures," he warned. "It gets to be a mess."

"I'll bet you're going to win," Carl Gill, 8, told him, as he put finishing touches to a red cap atop his version of a holiday Bart Simpson.

"I brainstorm to get my ideas," he said. "Brainstorming means thinking until you get an idea."

Arts and crafts are so popular that the PAL leaders use the class as a bonus for children who bring in good report cards.

Unlike recreation centers, PAL centers make good grades mandatory. Allen keeps in contact with teachers, wanders through classrooms to check up on the children and inspects all report cards; the good ones are posted.

A failing grade means no basketball, no arts and crafts, no access to computers. It means tutoring in the homework room, where all children must spend two hours after school doing their work while

listening to soft jazz.

"If they're in here playing ball, I want to know what they are doing in class," Allen said. "You can slam dunk a basketball at 14, but it doesn't do you any good if you can't put your name down on a piece of paper."

Allen said some of his colleagues on the street scoff at the PAL program. "But if we have 100 kids in here from 2 to 10 p.m., the prime crime-committing hours for juveniles, that's 100 kids that patrol doesn't have to worry about."

Even at Fort Worthington, there are plenty of concerns and plenty of children to worry about. For every stellar report card on the wall, there is a child struggling with the basics of learning.

For every Vashon Smith creating a Jeopardy game or Artiesha Artis designing a Web page, there is a child in a home without crayons.

A 13-year-old girl, asked to draw a Halloween scene in arts and crafts class, sketched a man firing a gun at a victim dismembered into three pieces. She included blood and the victim screaming "Help!!!!"

Allen became concerned and talked to the child about where she got such an idea. "I'm mad that my father got locked up," she told the officer.

"You can spot a kid with a problem just by what they put down on paper," Allen said, shaking his head. "Once you sit down and talk to the kids, you find out much more than you wanted to know."

RCCP

- Through a generous three-year grant from the Prudential Foundation—and support from other foundations including the 100 Black Men of Atlanta, the Levi Strauss Foundation, the Community Foundation of Greater Atlanta—the RCCP National Center has forged a unique partnership with the Atlanta Public Schools.
- Currently, RCCP serves 5,000 teachers and 150,000 young people in 350 schools nationwide.
- RCCP is being implemented in the 30 Freedom Schools of the Children's Defense Fund which are in underserved communities throughout the country, reaching an additional 2,000 young people.
- In the forward to *Waging Peace in our Schools*, Marian Wright Edelman, President of CDF, wrote, "I wish that the Resolving Conflict Creatively Program could be taught in every classroom in America, because we are not going to deal with the violence in our communities, our homes, and our nation, until we learn to deal with the basic ethic of how we resolve disputes and to place an emphasis on peace in the way we relate to one another."
- RCCP National Director Linda Lantier and Senior Program Associate wrote *Waging Peace in our Schools: The Resolving Conflict Creatively Program*, in which they advocate that working to reduce violence should be at the top of the educational agenda. The thesis of the book is that we must educate not only our intellects, but our emotions as well.
- *Waging Peace in our Schools* is largely a primer on how to establish programs like RCCP as well as a chronicle of success stories.
- A focus of the RCCP is parent training - 2 to 3 parents per year are trained for 60 hours to lead workshops for other parents on intergroup relations, family communication and conflict resolution. RCCP staffers also work with parents to foster a peaceful environment at home.
- Asked what their training in conflict resolution has taught them, most students will say: self-control.
- RCCP's Linda Lantieri says it's critical that classroom teachers be trained in order to introduce all students to conflict resolution. "We find that, when students in general are taught these skills, they have more respect for their peers who become mediators."
- Back when Mariana Gaston was a school teacher in Brooklyn using RCCP, she noticed that at the beginning of one school year, tensions were high among her students. But by January, she said confrontations and put-downs had virtually disappeared. She said in a

New York Times article, on March 3, 1992: "Kids began helping each other by taking time to talk through conflicts. The change in the climate of the classroom was palpable."

- Conflict resolution programs are by no means limited to tough city schools like New York. In fact, the second school system where RCCP was established is in Anchorage, Alaska.

Research/Evaluation Information

- An evaluation by Metis Associates found that teachers saw an improvement in the behavior and attitudes of children involved with RCCP. This survey was conducted during the 1988-89 school year, in three community school districts.
- Metis Associates also found:
 - 71% of teachers said that the RCCP program lead to less physical violence in the classroom.
 - 67% of teachers reported that name calling and verbal put-downs had decreased.
 - There was some evidence that the 4th, 5th and 6th grade participants learned the key concepts of conflict resolution and were able to apply them in hypothetical situations.
 - 98% of respondents across the schools said the mediation component of RCCP helped children deal with conflicts.
- Year one data from a rigorous evaluation from the Centers for Disease Control and Prevention reveal mixed, yet promising, results.
 - A significant positive impact was found in the high lessons children. High lessons is defined as high classroom instruction and moderate teacher training and coaching.
 - A negative impact was found in the low lessons children. Low lessons is defined as little classroom instructions and high teacher training and coaching.
 - The above results should be considered preliminary and may indicate difficulties with initial implementation, not necessarily a flaw in the program. The researchers hypothesize that teachers who gave little classroom instruction may be less committed to the program, face greater administrative hurdles, and receive less administrative and parental support.
 - Data from the second and third years of evaluation will be available early next year.

FAMILY SERVICE AMERICA, INC.

Major Funding provided by the DeWitt Wallace-Reader's Digest Fund

NATIONAL EVALUATION REPORT

ON

Families And Schools Together (FAST)

The *FAST* program builds protective factors on multiple levels around children identified by teachers as being at risk of failure in schools. It is a positive approach based on family systems and community/school collaboration to enhancing the child's functioning in school, in the community, and at home. By directly increasing parent involvement in the child's life, within the family unit, with other parents of children at that school, with the school personnel, and with community agency professionals, the school prospects for the "difficult" child from the "hard to reach" family are increased. *FAST* is an eight-week, multi-family program with structured activities to build social connections and reduce social isolation; it is followed by a two-year *FASTWORKS* program of monthly meetings which are led by the parent graduates. *FAST* has received many awards for starting early (ages 4-9), for building on family strengths, and for being collaborative with schools, parents, and community agencies. The *FAST* program is based on social work values, family systems theory, and on published, NIMH funded best practices of social science research. The intensive, in depth training provided by FSA certified trainers helps build a strong collaborative team working together to adapt the program to the needs and culture of the local families, schools and communities.

This is a complete and updated national evaluation report on the *FAST* program. There are eleven distinct sections in this report:

- 1) descriptive statistics on the national population which has participated in the *FAST* program;
- 2) overall recruitment and retention data in the program;
- 3) evaluation design, data collection, and evaluation measures;
- 4) quantitative outcome data:
 - experimental study
 - statewide replication (30 sites)
 - national dissemination: pre-post quantitative reports by parents and teachers in 13 states, including urban, suburban, and rural school/community sites
 - longitudinal impact of *FAST* and *FASTWORKS*;
- 5) differential impact of the program on various ethnic groups;
- 6) process evaluation of the implementation of the *FAST* program and its consistent impact when the certified *FAST* trainer works with the collaborative team to adapt the program to the community context;
- 7) evaluations of the training process by the school districts and family counselling agencies;
- 8) qualitative data of consumer assessments;
- 9) reports on fiscal stability in school districts after 3-year *FAST* grants, the ability of new programs to generate increased dollars, and
- 10) the diversity of funding leveraged in different communities, including specific sources of funding which have been used; and finally,
- 11) organizations which have identified *FAST* as exemplary.

FAST PROGRAM GOALS

- I. Enhance family functioning.
 - A. Strengthen the parent-child relationship in specific focused ways.
 - B. Empower the parents to help them become the primary prevention agents for their own children.
- II. Prevent the target child from experiencing school failure.
 - A. Improve the child's behavior and performance in school, both short-term and long-term.
 - B. Empower the parents in their role as partners in the educational process.
 - C. Increase the child's and family's feelings of affiliation toward their school.
- III. Prevent substance abuse by the child and family.
 - A. Increase the family's knowledge and awareness of substance abuse, and the impact of substance abuse upon child development.
 - B. Link the family to appropriate assessment and treatment services, as needed.
- IV. Reduce the stress that parents and children experience from daily life situations.
 - A. Develop an ongoing support group for parents of at-risk children.
 - B. Link the family to appropriate community resources and services, as needed.

[illegible]

PROGRAM UPDATE

The *FAST*, program was developed by Dr. Lynn McDonald, at Family Service, Madison, Wisconsin, with PICADA (substance abuse prevention agency) and Madison Metropolitan School District. It was first implemented in 1988 with United Way funding and a State of Wisconsin High-Risk Youth Alcohol and Drug Abuse Prevention Grant. Subsequently, its development was significantly funded through a federal Administration of Children and Families, Office of Human Development High-Risk Youth Grant (3 year), a federal Center for Substance Abuse Prevention five year grant for high risk youth from (CSAP), and foundation support from DeWitt Wallace-Reader's Digest Fund (3 year).

With major support from the DeWitt Wallace-Reader's Digest Fund, FSA embarked on a national replication of the program in 1993. FSA, founded in 1911, is an international nonprofit association dedicated to strengthening family life through the services of nearly 300 member agencies across North America. In three years of national dissemination at FSA, *FAST* has grown from six to twenty-four states and over 230 schools. *FAST* has been selected for national and state recognition by nearly two dozen leading education and human service organizations, including six federal agencies, several state governments, many foundations, Harvard University, and the United Way of America. The highly regarded international evaluation firm, ABT Associates, on behalf of US Department of Health and Human Services, recognized *FAST* among the leading family strengthening programs nationally. In the field of education, the US Department of Education, several state education departments, and the National Alliance of Pupil Services Organizations identify *FAST* as an exemplary program model. Since 1993 alone, over \$7 million dollars has been dedicated by local sources (state & county governments, foundations, etc) to support *FAST*'s effort to improve the lives of children and families.

As of July, 1995, *FAST* is being implemented in 24 states, in over 230 community-school sites. It has been translated into Spanish, operated with 100% Hmong families, 100% Oneida Tribe families, 100% African American families, 100% rural white farm families in Northern Wisconsin, and 100% college-educated suburban families. Most of the multi-family groups however have been lower income and multi-race. Bonding among and between families has occurred by trainer report despite ethnic, cultural differences.

1) DESCRIPTIVE STATISTICS ABOUT FAST PROGRAM PARTICIPANTS

There is no specific profile of a *FAST* family. Every family can benefit from the positive, family-strengthening activities. Each school/community implementing the *FAST* program identifies the participants. Thus, any characterization of overall demographics risks not reflecting the characteristics of any particular *FAST* community. For example, in northern Wisconsin farm communities/schools, *FAST* families are Caucasian; in New Orleans, *FAST* families are African-American.

States and Schools

Approximately 400 families have participated in first run program cycles with the national certified trainers present (Spring 1993-Spring 1994). Those 400 families were in 43 schools in 13 states. The states include: California, Florida, Iowa, Illinois, Kansas, Louisiana, Michigan, New Jersey, Oklahoma, South Carolina, Texas, and Wisconsin. Of these 43 schools, 87% offered Chapter I services; Chapter I refers to supplementary educational services provided in schools which serve low-income children, who are determined by federal law to be eligible for the free school lunch. These *FAST* schools served populations which ranged from 100% Caucasian to 100% African-American. The overall ethnic breakdown in these schools is as follows: 45% Caucasian, 26% African-American, 25% Hispanic, 2% Asian-American, 1% Native American, and 1% other. Data for 1994-1995 is currently being collected and analyzed.

Families

Of the 405 families that participated in *FAST* in these 43 schools, 38% were Caucasian, 30% were Hispanic, 27% were African-American, and 2% were Asian-American (see Figure 1). About 51% were single parent households (single, separated, divorced, or widowed) and 49% were two parent households (married or cohabitating) (see Figure 2). The average number of children in the home was 2.65, mode of 2 children. The average age of the mothers was 33 and the average age of the fathers was 37 years. Thirty percent of the mothers and 34% of the fathers had not completed high school. About 31% of the mothers and 83% of the fathers worked full-time jobs. Twelve percent of the families had no telephone in their home and 30% of the families did not own their own vehicle. About 49% of these families reported receiving some form of public assistance. Fifty-eight percent of the families scored in the normal range on family adaptability (ability to change), and 78% of them were in the normal range for family cohesion. In general, the families were socially isolated, highly stressed, and exhausted. They were considered by the child's school to be uninvolved and "hard to reach." Yet with persistent outreach, they cared enough about their children to voluntarily participate in the eight week, multi-family program, *FAST*, offered by the school.

FIGURE 1

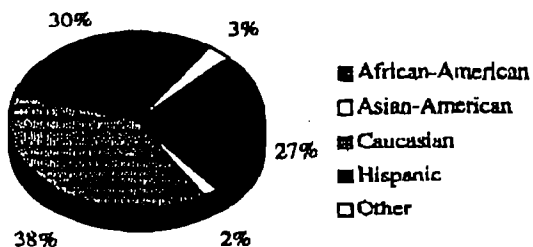
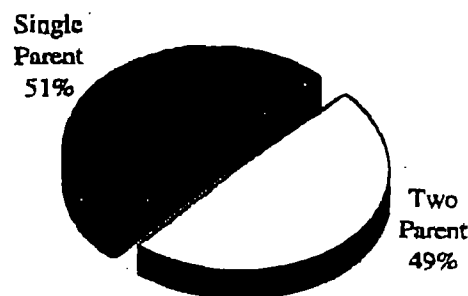


FIGURE 2



Children

Each of the *FAST* children was identified by the school as potentially benefiting from program involvement, for one reason or another. In some cases, teachers selected children who, because of disruptive behavior in the classroom, were considered to be at-risk for school failure. In other schools, rather than use the at-risk label, whole kindergarten classrooms were invited to *FAST*. Whichever process was used had to be explicitly shared by the school with the parents, prior to inviting them into the program.

Sixty-two percent of the children were male and 38% were female. The average age of the children was 7 years, with a range of 3 to 14. Their grade in school ranged from kindergarten to fifth grade. About 53% of the children were receiving Chapter 1 services and about 33% of the children were reported to have participated in the Head Start program. The children were assessed by their teachers and by their parents prior to beginning the program. They were in the 85th percentile in problem behaviors: very low self-esteem, hyperactive, short attention span, and extremely disruptive in the classroom. The girls were more withdrawn, but equally problematic in comparison with "normal" children of ages 6-12. In general, the parent reports about their child at home were worse than those of the teachers.

2) RECRUITMENT AND RETENTION DATA

Of the 405 families that attended at least one session of the eight-week *FAST* program cycles, 88% graduated from the program (graduation means that the family attended a minimum of five sessions). Thus, retention rates for the program nationally are considered to be 88%. The sites reported that on average 26 families were contacted by the schools about the program initially, about 10 received home visits for recruitment to the program, and about 10 actually began the program, i.e. attended at least one session. These recruitment rates are considered to be high for an uninvolved, relatively suspicious population. Initial rates for recruitment and retention in Madison, Wisconsin, were lower than these. New *FAST* teams are now trained in recruitment strategies including behavioral rehearsal in role-plays, and retention is managed with systematic use of multiple social and primary reinforcers, with some delivered contingently, some non-contingently, some consistently and others randomly.

3) EVALUATION DESIGN, DATA COLLECTION, EVALUATION MEASURES:

FAST uses a repeated measures, non-experimental design with two independent raters. Parents and teachers complete the Revised Behavior Problems Checklist and questionnaires about parental involvement before the program begins and again after the eight-week portion of the program ends. Responses from the pre and post-program measures are paired to determine the level of change that has occurred since the *FAST* intervention in the areas of child behavior and parental involvement. In addition, parents complete the FACES III pre and post program and a demographic information questionnaire. This evaluation design was developed by Dr. Lynn McDonald and Dr. Stephen Billingham at Family Service, Madison, Wisconsin. It was initially used at a local level.

DATA COLLECTION

There is a standard evaluation protocol for all school/community sites trained by FSA. Families of at-risk children, if that is the identification process selected by the school, are contacted by school personnel about *FAST*. Those that volunteer to participate receive home visits from *FAST* team members. At this visit, team members explain more about the program and ask the parents to complete the evaluation instruments and bring them to the first meeting. Likewise, teachers of the at-risk children are given evaluation instruments to complete and return to the school team members before the first meeting. When the program has ended, team members make home visits to the families to distribute the evaluation forms and also recruit for the FASTWORKS two year follow up program. Teachers are also given forms to complete at this time. After the posttest instruments are completed and returned, the team facilitator mails all evaluation materials to the program evaluator. The coded data is entered at FSA into a computer program and analyzed with the Statistical Package for the Social Sciences (SPSS).

During the evaluation process, the confidentiality of the at-risk children and their families is secured by the following procedures. Each child is assigned an identification number by the team facilitator. This ID number is written on all evaluation materials completed by parents and teachers. The completed forms, with only the ID numbers, and no other identifying information, are sent to the FSA program evaluator at the national FAST program office for analysis. Because the program evaluator reports only the aggregate results, no individual responses can be matched to a particular child.

EVALUATION MEASURES

FAST routinely employs four quantitative measures and one qualitative measure to evaluate the program. FAST, an early intervention/prevention program, targets children to participate in the program before they exhibit problems with school failure, substance abuse, or juvenile delinquency. Therefore, it is not possible to measure the extent of these problems directly. Rather, the instruments measure behaviors of children and parents that, according to a substantial body of research, are highly correlated with the onset of these problems in later years. Listed below are the evaluation instruments and the goals each measures.

Revised Behavior Problem Checklist (RBPC) (Quay & Peterson, 1987)

A widely used assessment instrument for screening behavior disorders in schools, the Revised Behavior Problem Checklist (RBPC) is a standardized, empirically derived 89-item rating scale with acceptable psychometric properties of reliability and validity. The RBPC contains six subscales measuring child behavior in these areas: conduct disorder, socialized aggression, attention problems, anxiety/withdrawal, psychotic behaviors, and motor excess. The RBPC manual provides normative data for 6-12 year olds, boys and girls, as well as clinical scores (i.e. children involved in psychotherapy and residential care) for both teacher and parent ratings. FSA is able to contrast the FAST data with the normative and clinical data, making the test appropriate for a family and school program evaluation.

The *conduct disorder* subscale is a diagnostic measure for unempathetic aggression. This scale is positively correlated with juvenile offenders: children with higher scores on this scale are more likely to be delinquent than are children with low scores. Examples of items on this scale are: "disobedient; difficult to control," "impertinent; talks back," "not liked by others; is a 'loner' because of aggressive behavior," and "deliberately cruel to others."

The *attention problems* and *motor excess* subscales have a negative correlation with academic achievement: children with higher scores on these subscales are likely to be less successful in an academic setting than are children with low scores. The attention problems subscale measures such things as: "distractable; easily diverted from the tasks at hand," "short attention span; poor concentration," and "has trouble following directions." Examples of items on the motor excess subscale are: "restless; unable to sit still," "hyperactive; always on the go," and "squirms, fidgets."

The *anxiety/withdrawal* subscale contains items that assess self esteem. Self esteem correlates negatively with substance abuse. Some of the items on this subscale are: "feels inferior," "hypersensitive; feelings are easily hurt," "says nobody loves him or her," and "feels he or she can't succeed."

Family Adaptability and Cohesion Evaluation Scales (FACES III) (Olson, Portner, and Lavee, 1982, 1986)

FACES III is a 20-item scale that rates two central domains of family system's functioning: a family's level of adaptability (the ability to change) and cohesion (the degree to which family members are connected or separated). FACES III has demonstrated reliability and validity as well as standardized norms. FSA uses the linear analysis of this instrument established by Barnes (1993); her work independently correlated competence in school, and other indicators of resilience with increased levels of family cohesion.

Social Insularity Subscale of the Parenting Stress Inventory (PSI) (Abidin, 1986)

This reliable and valid 7-item subscale measures parents' perceptions of social support. High scores indicate social isolation. Social isolation and a lack of a social support system can exacerbate stresses of daily living and affect child behavior and family functioning.

6) PROCESS EVALUATION OF THE FAST PROGRAM IMPLEMENTATION:

As part of the DeWitt Wallace-Reader's Digest Fund, a Practice Profile of the program was developed by an outside evaluator from CHPPE, University of Wisconsin-Madison. This was then applied to the implementation of the program in ten randomly selected schools across the United States. The results of this process evaluation showed a very high level of fidelity to the acceptable and ideal practices of the program. Of a possible score of 1.00, the average score was .94; the lowest was .87. If all of the practices had been acceptable (vs. ideal), the score would have been .64.

7) EVALUATION OF THE FAST TRAINING PROCESS:

An outside evaluator contacted the collaborative teams around the nation for an anonymous assessment of the FAST training process. FAST training involves 6 1/2 days of team training over a four month period, including a minimum of three site visits with direct observation of the program implementation. It is through this process that fidelity of implementation is achieved as well as adapting the program through on-site problem solving with the team to address local, unique issues. The satisfaction with the training program was over 4 on a scale of 1 to 5, with 5 being the best. These were consistently high, regardless of the site and of the trainer.

8) QUALITATIVE DATA OF CONSUMER ASSESSMENTS:

Overall rankings by family FAST graduates, on a scale of 1-10, were 9.2. These are supplemented in each school's individual evaluation report with a compilation of individual comments about what one liked about the program, what one could improve, and what the child liked best, etc. Enthusiastic responses come from children and parents alike. The children generally liked "special play" best, which is the one-to-one time with their parent, and the parents liked being together with other parents for informal social support.

9) FISCAL STABILITY IN SCHOOL DISTRICTS:

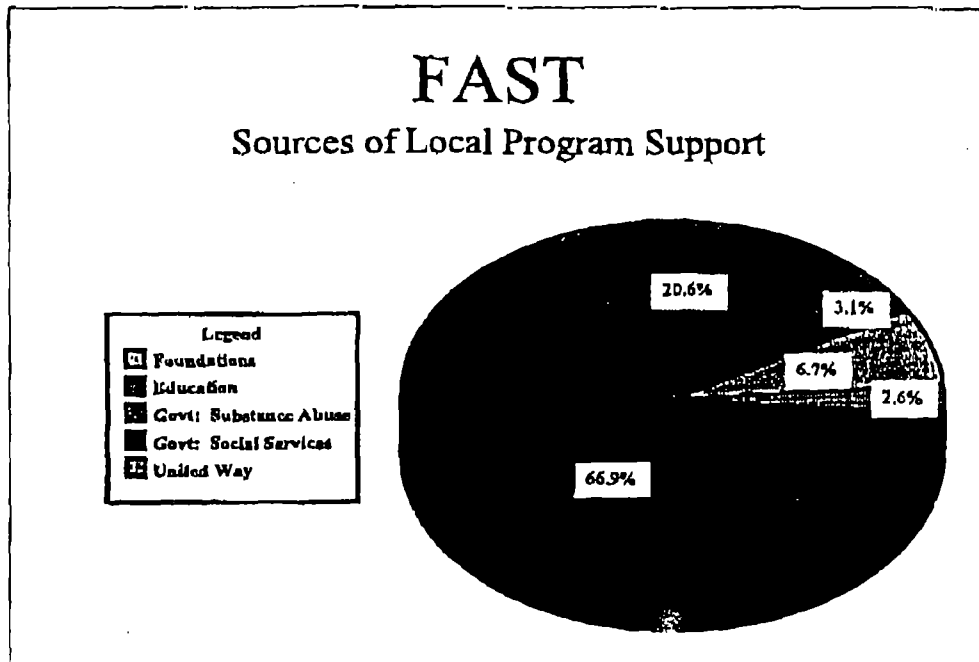
In Wisconsin, the state Department of Instruction administers three-year FAST grants to school districts. In an evaluation study of these programs, they were asked to what extent the local school district took over implementing the FAST program on an ongoing basis when state money ended. Ninety-one percent of the schools reported continuing the program on local dollars (DPI Report, 1992).

10) DIVERSITY OF FAST FUNDING:

Schools and youth serving organizations are often scrutinized by external institutions to ensure their effectiveness and efficiency. By design, FAST structures partnerships between families, schools, and community-based agencies. Such collaboration facilitates better coordination of local services and increases their cost efficiency. Policy makers and funding sources across the nation increasingly value effective, collaborative programming like FAST. This support can be seen in the remarkable growth of state and local funding for the program. Since 1993 alone, approximately \$7 million has been successfully awarded to many local schools and agencies across the nation to implement the FAST program.

The graphic below provides an overview of the sources of funding for FAST since 1993. Over 87% of FAST funding comes from local and state government! In a period during which authority over governmental funding is increasingly localized, FAST appears well positioned. Crime and violence prevention, child abuse

prevention, and substance abuse prevention are the focal points of most local and state funding for *FAST*. Education funding (especially Chapter I and parent involvement monies) and local foundations and community resources (e.g., United Way) round out *FAST*'s funding array.



11) ORGANIZATIONS WHICH HAVE IDENTIFIED *FAST* AS AN EXEMPLARY PROGRAM

FAST has been formally evaluated or audited by an independent organization or group, please provide the names, address and telephone number of a contact person from whom the materials are available.

- Chris Smith, Abt Associates, 55 Wheeler Street, Cambridge, MA 02138: In a study conducted for the Office of National Drug Control Policy (contact person at ONCDP is Reisha McMann, (202) 467-9880), *FAST* was identified as one of ten best drug prevention programs nationally. It is the only one which uses a family-based approach. Abt site visited the program in Madison. These results were published in a White Paper, August 1993.
- Rick White, American Institute for Research, 3333 "K" Street, N.W. Washington, D.C. 20007, (202) 342-512: In a three year study conducted for the National Institute of Justice, *FAST* was identified as one of the seven best inner-city drug prevention programs in the U.S. It is the only one which uses a family-based approach. A/R site visited Madison two times, and helped fund the only experimental/control group study of *FAST* to date. The final draft of this report is on the NIJ desk of Virginia Baldau, Director of Research Applications (202) 574-6204. We are discussing NIJ co-funding with National Institute of Drug Abuse a major research study, based on the promising evaluation data collected to date.

- Karol Kumphier, Ph.D., University of Utah, Department of Health Education, HPER-N215, Salt Lake City, UT 8412, (801) 581-8498: In a five year study conducted for Office of Juvenile Justice and Delinquency Prevention, there was an extensive literature review and identification of contextual causal factor of juvenile delinquency. In spring of 1994, OJJDP is disseminating a publication based on this research and *FAST* is highlighted (OJJDP) contact person: Sharie Cantelon, (202) 307-5914.
- Tom Sayger, Ph.D., University of Wisconsin, Department of Counseling, School of Education, Madison, WI 53706. (608) 262-2669: In a five year grant from Center for Substance Abuse Prevention, Department of Health and Human Services, Dr. Sayger is the outside evaluator for *FAST*. He is studying the outcome of each *FAST* group funded by CSAP to assess pre, post, 6 month, 12 month indicators of child and family functioning. He is particularly analyzing the Head Start *FAST*, and the middle school *FAST* program. The project officer for the federal grant has site visited Madison, and is conducting the national evaluation of all of the CSAP high risk youth grantees. Contact also, Judith DeJong, Ph.D., Center for Substance Abuse Prevention, (202) 443-0353.
- Maureen Wahl, Ph.D., Family Service America, Research Department, 11700 West Lake Park Drive, Milwaukee, WI 53224, (414) 359-1040: In a national research study funded by DeWitt Wallace-Reader's Digest Fund, *FAST* was identified as the best school-linked services program in the United States. These results were published in 1993, and led to FSA deciding to initiate the national dissemination and training of the model program with funding from DeWitt Wallace and C.S. Mott Foundations.
- Sally Pflanzner, CSR (now at (202) 205-8708): In a study conducted for Office of Human Development, Department of Health and Human Services (contact person Jim Dolson, (202) 401-0133), *FAST* was identified as one of six est high risk youth prevention programs funded by OHD, out of 60. CSR site visited Madison. The report was published in 1992.

Baltimore P.A.L.

- Residents near the Goodnow PAL Center credit the center with helping to eliminate what had been a burgeoning drug problem. "I just thank God for PAL," said Marsha Dixon, a single mother of two boys. Her older son, Darryl, once told her he'd be dead if he hadn't joined the center. (USA Today article, April 28, 1998)
- Commissioner Frazier started PAL soon after coming to Baltimore from San Jose in 1994, but the academic emphasis came from the two veteran officers who opened the Goodnow center - Craig Singleterry and Lorie Wallace.
- The Goodnow center won support from a family foundation run by Judy Macht, who heads a real-estate company. With her help and with the federal volunteer agency AmeriCorps, Singleterry and Wallace brought in 10 academic counselors. Most were college students paid by AmeriCorps.
- In the Robert C. Marshall PAL Center, any kid who tells an officer she/he has no homework, can expect to see a loose-leaf binder with the school's complete homework schedule.
- Thanks to a \$25,000 donation from the Provident Bank of Maryland, the PAL program was able to pay for referees and uniforms for soccer teams and clinics. More than 2,500 children were able to participate.
- The Baltimore police department has made fighting juvenile crime the centerpiece for the year in 1998.
- City police modeled the PAL program after a successful one in Boston, where 29 months passed before a youngster was killed.
- Donations of labor and materials from the contractors building the Baltimore Ravens football stadium helped to renovate Solo Gibbs Recreation Center. "It's one thing to want to help," said Baltimore Councilman Norman A. Handy Sr., "but it's another thing to put your money where your mouth is."
- Citizens can volunteer with the police in four ways: by becoming a block representative in their neighborhoods, volunteering as at a PAL center, becoming a citizen on patrol, or becoming a Volunteer in Policing (V.I.P.).
- Commissioner Frazier has done what the recreation centers, struggling on meager city funds, could not do. He has gotten tens of thousands of dollars in private and corporate donations for the PAL centers. (The Baltimore Sun)
- Last year, private-sector contributions totaled more than \$1 million.

- PAL has remained a very grassroots, hands-on effort. PAL's supporters care passionately about the youth of Baltimore. Their willingness to get involved – raising funds, renovating centers, creating stimulating programs and activities for children – has been at the heart of the program's success.

Research/Evaluation

- In May of 1995, the Goodnow PAL center was the first to open in the City and as such represents the best test subject for evaluating PAL's effectiveness in preventing juvenile victimization. A study conducted by the Baltimore City Police's Planning and Research Department found:
 - The number of crimes occurring in the area immediately surrounding the Goodnow PAL center in which a juvenile was the victim fell by 43.9% between 1994 and 1997.
 - For the Goodnow area, juvenile victimizations decreased nearly three times as much as the overall city-wide rate for all victimizations between 1994 and 1997.
 - From 1996 to 1997, for the time periods during which PAL centers are open (2 p.m.-10 p.m.), juvenile arrests fell in the Goodnow PAL center area by 9.8% , while juvenile arrest rates for the City rose 4.4%.
- PAL and the school district seem to be working towards a more formal partnership. But at this time each PAL center develops their own informal partnerships with local schools.

FAST- Families and Schools Together
For OJJDP Bulletin
by Lynn McDonald, ACSW, PhD.
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FAMILIES AND SCHOOLS TOGETHER (FAST) PROJECT DESCRIPTION
TITLE FOR JUVENILE JUSTICE BULLETIN:

PARENT INVOLVEMENT HELPS PREVENT DELINQUENCY: THE FAST (FAMILIES AND SCHOOLS TOGETHER) PROCESS BUILDS RELATIONSHIPS FOR AT-RISK YOUTH

Boxed Quote: "Relationships are to child development, what location is to real estate."
Dr. James Comer, Child Psychiatry, Yale University

BACKGROUND AND HISTORY OF THE FAST PROGRAM

Families and Schools Together (FAST) builds relationships for at-risk youth in a research-based, family-therapy based, multi-family group approach to prevent juvenile delinquency. A parent-professional collaborative team systematically does outreach to families and brings together voluntary, multi-family groups to increase parent involvement with at-risk youth. Developed in 1987 by Dr. Lynn McDonald, Family Service, Madison, WI (McDonald, et al, 1990; 1991; 1993; 1997, 1998), FAST integrates pre-existing mental health research with practitioner skills to address the urgent social problem of violent and persistent juvenile delinquency in our society.

The ultimate goal of FAST is to intervene early to help at-risk youth succeed in the community, at home, and in school, thus avoiding becoming an adolescent who is delinquent, violent, addicted, or dropping out of school. The FAST process which produces these successful youth outcomes utilizes the already existing strengths of families, schools and communities in creative partnership to offer the youth structured opportunities for voluntary involvement in repeated, positive, personal, active, communicative, and bonding experiences. These relationship-building interactions take place in turn with the youth's: 1)primary caretaking parent, 2)own, whole family, 3)other families, 4)peers, 5)school representatives

and 6)with community representatives. The FAST process is begun through home visits, followed by a weekly series of school-based, afterschool activity-evenings for about twelve families (for 8-10 weeks), followed by two years of parent-run monthly, multi-family meetings to consolidate and maintain the interpersonal relationships.

FAST predictably builds and enhances long term natural relationships in the youth's world, providing the youth a "social safety net" for getting through the hard times. Each of these real and caring personal ties, including increased parent involvement with the youth, are "protective factors" which help at-risk youth to succeed as an adolescent and an adult.

INSERT PICTURE 1 OF THE SAFETY NET OF RELATIONSHIPS FOR YOUTH

INSERT BOX:

Comment by Lynn McDonald: *"For several years, I did court-ordered, in-home, family therapy with teenagers who had been significantly involved with the courts, "in the System", and who were drug and alcohol involved and violent. I worked with a male co-therapist and often our own safety was an issue as we went into the homes. We were doing this work to try and help turn the youth around, and still keep the community safe. We applied family therapy techniques researched and published by Dr. James Alexander and also by Salvador Minuchin (1968, 1973, 1981, 1997). Both of these now famous men developed and researched family therapy approaches for delinquents. We found that using their approaches, for 75% of our delinquent youth, we could turn around their circumstances in three months of two to three family sessions a week, with 24 hour back-up coverage. The courts and probation officers were surprised (and actually, so were we.) This intense, but effective, therapeutic work inspired me to develop a family therapy approach, in a multi-family format, for use earlier than with court-ordered adjudicated, 15 year olds. I thought we could work with school teachers to help us identify elementary school children seen as being headed "down the wrong path." I put both Dr. Alexander and Dr. Minuchin's interventions into the FAST activities."*

END BOX

Ten years after the first multi-family groups were implemented in Madison, FAST

- * is being implemented in over 400 schools, in 29 states, and in three countries;
- * has won numerous national awards as a research based, family strengthening, family support, collaborative, prevention/early intervention program;
- * has been continuously evaluated at each new site with the FAST Process and Outcome Evaluation Package (McDonald and Billingham, 1990), and
- * has been systematically replicated with Certified FAST Team Trainers through 2 state governments and 2 national organizations (McDonald, 1998).

FAST PROCESS IS RESEARCH BASED

INSERT A BOX *"I respect good research if it makes sense and helps me to do something better. When I was a faculty member for 12 years at the University of Wisconsin-Madison teaching in a Graduate School of Social Work, I spent a lot of time reading research journals to find the best studies and the latest findings for my students to learn about. Some National Institute of Mental Health funded and published studies stood out with their brilliant research*

designs about important social issues, and some studies made so much "common sense" that it was hard for my grandmother to believe that millions of federal dollars has been spent to find out the most obvious answers about human beings. Only a few studies passed both of these standards (rigorous and making sense), and these were the research studies which I chose to incorporate into and apply in the FAST program." by Dr. Lynn McDonald
END BOX

(INCLUDE TABLE 1 ON FAST COMPONENTS AND RESEARCH)

FAST teams and FAST trainers respect research:

- 1) Every FAST team member who implements FAST is required to read through my summary of the research studies which underlie each FAST activity in the multi-family groups, and to discuss the studies as a team. They learn exactly how FAST is a research based intervention.
- 2) Each Certified FAST team trainer must be able to teach the original studies, and will have read a current research journal article, discussed it, and related it to the FAST process.
- 3) Each new FAST site is evaluated with the McDonald and Billingham Process and Outcome FAST Evaluation Package and gets a report with statistical tests on standardized instruments to describe the program impact in their own community.

LONGITUDINAL RESEARCH SUPPORTING FAST

For those who routinely work with criminal adults and delinquent teenagers, it is often hard to believe that what happens early in a child's life could possibly predict the tough, violent, drug abusing, anti-social behaviors being displayed in the jails and courts. However, longitudinal research studies support the importance of childhood experiences and of parent involvement to help predict adult behavior. Longitudinal researchers follow peoples lives for 15 years and even 30 years. The researchers who do this for a living and the families who participate in these long studies are giving all of us a gift because we can learn about the end of the story. If we can learn from the ending, maybe we can change the beginning. That is the idea of early intervention.

Werner and Smith (1987, 1993) studied all the babies on an island of Hawaii (about 600) and followed them from birth to 30 years of age. They wanted to know who ended up in jail as an adult. They collected a lot of data about the children, their psychology, their education, and their families. They learned that 23% of the youth were identified at age 10 as looking like "trouble-makers" by teachers and parents; and 13% the original population were adjudicated delinquents at age 18, and which of the 30 year olds were the 4% who were jailed as adults criminals. After they knew who ended up in jail by age thirty, they then returned to the enormous amount of data which they had collected over thirty years, and started doing many statistical analyses. By knowing the end of the story, they were able to identify which significant factors were correlated with violence, delinquency, and criminality. Their findings have extremely important implications for treatment, intervention, and prevention. They found that relationships mattered to help at-risk youth avoid the adult jail outcome. Early childhood experiences of trauma, abuse, and poverty, etc. were risk factors which were predictive of teenage and adult criminal behavior; but they found out that even having just one positive, caring, long-term relationship with a parent, family member and/or a community member--friend, neighbor, minister, teacher,

mentor to whom one could turn to, to talk about stress could override the risk factors. Feeling cared about by your parents over time and being able to communicate and confide deeply about difficult topics is a protective factor which could outweigh the risk factors, and those bonds and relationships can keep you out of jail.

Schedler and Bloch, at Berkeley, California (1990) studied and followed a group of youth from ages 3 until they were 18 years of age. They also reported the end of the story: i.e. which 18 year olds abused alcohol and drugs and which did not. Then they went back to look at early data they had collected, which included videotapes of mothers playing with their seven year olds. They have reported on many early correlates of the end of the story outcomes including the style of play of the mothers with their child. Apparently, warm and supportive mother's play vs. hostile, critical, and bossy parental play were significantly correlated with the end of the story: substance abuse. Positive parent involvement predicted longterm positive outcomes. They recommend early intervention around family interactional sequences with young children to reduce bad outcomes.

CROSS-SECTIONAL RESEARCH SUPPORTING FAST

In a recent publication in the Journal of American Medical Association on adolescents, a study of over 12,000 high school youth was reported by Hendricks, et. al (1997). They studied the youth for violent behaviors, delinquency, substance abuse, and school failure. They determined that there were two crucial factors which were associated with a youth NOT being in trouble: parent involvement and positive associations with school.

At the Society for Prevention Research (1997) meetings, epidemiologist David Hawkins presented results of a study of the co-existence of risk and protective factors for thousands of middle school children. He reported that if a youth had over five risk factors, there was a strong likelihood that he had 0-1 protective factors. Parent involvement is a protective factor. He reported that these high risk youth never had two or more protective factors, and often not even one. He suggested that interventionists work to develop programs which offer opportunities for interactive, personal, positive relationship building to reduce bad outcomes in youth.

INTERVENTION RESEARCH APPLIED IN FAST

Jim Alexander's family therapy research from University of Utah, Department of Psychology, worked closely the courts and took first time court offenders and randomly assigned them to his approach and several other approaches. His interventions with the families of the delinquent teenagers involved communication training and included problem solving, practicing listening, taking turns to speak, etc. When he and Parsons did three year follow ups with court data, they learned the the recidivism rates of their family therapy youth were HALF that of those who received the routine array of services available. In addition, the siblings of the delinquents in his treatment condition were HALF as likely to get involve in the courts. This impeccable, multi-year, clinical research should be celebrated by the field. I integrated some of his findings into the family communication activities in FAST.

Kate Kogan's research from the Department of Child Psychiatry, University of Washington, (1979, 81, 83) took children referred to a child psychiatric clinic from ages 2-8

and intervened in the following manner: a structured play activity of one to one time with the parent and the behaviorally disturbed child. She placed the parent and child alone together in a room with toys, and put a small "bug" in the mother's ear. Dr. Kogan then coached the parent interactions around play through a microphone from the other side of a one way mirror. She watched for parental behaviors which were too bossy, or too critical; she urged shows of parental interest in the child's play and encouraged the parent to let the child take the lead in the play. Her research outcomes from this single, simple, early intervention were impressive: children improved dramatically when they had non-judgmental, non-directive, repeated playtime with their parent. Their relationship got stronger.

FAST WORKS TO INCREASE PARENT INVOLVEMENT

Families and Schools Together is successful at increasing parent involvement:

Of those thousands of families who have tried it once, i.e. attended one multi-family group meeting, over 80% consistently graduate from the 8-10 week process. This 80% completion figure has maintained itself across hundreds of different settings with different types of families and from different cultural heritages. The ongoing monthly meetings vary in involvement levels across sites. In Madison, WI, 28% never attended after FAST graduation. However, whether or not they attended ongoing sessions, two to four years later, 75% of the parents who graduated from FAST are still very involved with schools; 86% are still seeing friends they made at FAST.

FAST increases parent involvement by taking responsibility for reaching out and actively engaging stressed and isolated families. Parents learn to be in charge and monitor their child's behavior as well as be able to play with and communicate with their children. They also become more involved with social networks of other parents, schools and communities. Rural, suburban, and inner city schools feel ownership of their FAST programs. Costs per family are approximately \$1,200 for 86 hours of services/30 sessions spread over two years. Costs per school offering two FAST cycles per year to serve 30 whole families are \$30,000.

In FAST we work to change the early parts of the story by offering opportunities for families to communicate in positive ways and to play together (applying Kogans' research and Alexander's research). We bring families together with multiple risk factors to build multiple relationships with the youth and for the parents to support one another in rearing children; this changes the end of the story.

FAMILIES AND SCHOOLS TOGETHER (FAST) PROGRAM OVERVIEW:

Starting with an elementary school or middle school teacher's recommendation, the whole family of the at-risk child is invited through outreach home visits conducted by a FAST parent graduate. There are also schools which are offering Universal FAST to all children who attend. There is persistent outreach to obtain voluntary family attendance "to just once" a cluster meeting with other families from that school. Family is self-defined to include all variations of adults raising children. 10-15 whole families meet for eight-ten weekly sessions for a family meal, singing, and for highly interactive family activities which are fun for the children and families. This engages the families: of those families who come

once to FAST, 85% graduate post 8 weeks in a ceremony. Children and families like FAST.

SIDE BAR IN A BOX:

WEEKLY REPEATED ACTIVITIES BUILD RELATIONSHIPS

FAST MULIT-FAMILY MEETING AGENDA: (2 1/2 hours)

- 1 hr. Parents put in charge of Family Table and FAST team coaches**
 - parents to be in charge and team provides support to parents to control their children non-coercively
 - * **12 Families eats meal at their family table**
 - * **Opening ritual: FAST Hello and FAST Song**
 - * **Structured Family Table Communication Activities:**
 - Draw and Talk About It Game**
 - Act out a Feeling and Guess It Game**
- 1 hr Mutual Peer Support Time--Parents gather to talk and connect, and Children gather to for age-appropriate activities**
- 15 min. One-to-One Parent and FAST Child Communication Time**
 - parent coached to provide play therapy to at-risk child
- 15 min. Closing Ritual builds multi-family group and FAST team cohesion: Celebrating Winners, Thanking Hosts, Announcing and Sharing, Silent Circle**

END BOX

After each engagement cycle of families graduates from FAST, they join an ongoing school-based collective of interdependent FAST families which meets for two years of monthly meetings, called FASTWORKS. These are run by the families at the school, with support from the collaborative team. FAST parents are team partners: a parent is a paid partner of the collaborative FAST team which leads the family based, interactive, fun activities to systematically enhance multiple bonds of the at-risk child. Then FAST-graduated parents govern (with a budget and team support) the two year program and decide the agenda.

RISK AND PROTECTIVE FACTORS

Six research based strategies are used to build "protective factors" (i.e. relationships) for the FAST youth. The protective factors, i.e. bonds and positive relationships on multiple levels, counteract the impact of the risk factors of the child. These in turn reduce behavior problems which are correlated with later violence, delinquency, substance abuse and school failure. Each of these six strategies applies tested approaches that have been published by various researchers in refereed journals and funded by multi-year federal National Institute of Mental Health grants. Dr. Lynn McDonald, a former faculty member, School of Social Work, University of Wisconsin-Madison, former president of National Association of Social Work Wisconsin Chapter, and clinical supervisor for American Association of Marriage and Family Therapists, assembled the published research which made sense to her clinically.

As a family therapy practitioner and as a parent, McDonald integrated results from child

psychiatry, child psychology, play therapy, family therapy, stress and social support, self-help group dynamics, parent empowerment, and community organization into an appealing and replicable, multi-component approach to prevention. She applied the best available research to address the delinquency in a format which professionals like and respect. Perhaps even more important, children and parents actually enjoy participating in FAST.

FAST is a multi-method process building protective factors for the child by offering services through the families with the school and community, at several distinct levels:

INDIVIDUAL CHILD: The FAST child receives 15 minutes a day of one to one quality play time with his/her parent through the team's support. The parents are coached to play with their child, i.e. to operate in the child's medium, and to not boss, not teach, and not correct the child, but rather to follow the child's initiations in the play. Parents do this at the weekly meetings, and then are requested to play one on one at home on a daily basis. Research supports this non-directive, non-judgmental play time as a technique which has high impact on reducing a child's problematic behaviors at home and at school while building the child's self esteem. In two year, follow-up interviews, children report "special play" as their favorite part of FAST. Parents learn that regularly giving one on one playtime to their child is valuable and powerful; parents report that their child confides in them more and trusts their loving bond. Research on delinquency shows that bonds inhibit aggression and violence.

WHOLE FAMILY: The whole family unit of the FAST child is strengthened with hour-long weekly time at their FAST family table. For each family activity, the team puts the parent in charge by giving the parent information and support. The family activities include the child serving their parent food and sharing a meal together, constructing a family flag, drawing and talking about drawing, and play acting feelings and guessing each others feelings. Parents run the family games at their own family table. Parents structure the opportunity for each person in the family to have a turn to speak and be heard, which are the basic communication skills for conflict resolution. These exercises develop parental skills in making successful requests of compliant behavior and in monitoring their child's behavior. Family conflict at FAST is rarely seen because it is blocked by the public nature of the program; team members are active supporters of the parents to insure the success of these family exercises. Research on treatment of delinquent youth shows that a structured family approach building conflict resolution communication skills, and empowering parents to be more in charge and capable monitors of their child's behavior, reduces recidivism rates.

PARENT TO PARENT: The husband and wife, or partners, or two single parents, spend 15 minutes at each weekly meeting listening to each other speak about whatever is of interest. The only request is that there be no advice given. This provides the opportunity for growth of reciprocal, personal, intimate support for the mother (primary caretaker). Research on low-income, depressed mothers shows that regular, daily, intimate adult support protects their children from being abused and neglected. Child abuse is correlated with later delinquency.

PARENT SELF HELP GROUP: Parents meet for 45 minutes to help each other help their child succeed in school and at home. No didactic presentation on parenting is allowed. The parents determine the content of the discussion amongst themselves. In 8-10 weeks, the

parent group becomes cohesive and then serves as a source of ongoing informal support for parents who are stressed and socially isolated. Research shows that parents who have been highly trained in behavior modification parenting skills, don't use those skills 6 months later if they are socially isolated. Research also identifies that social isolation when a family is under stress can result in child abuse and neglect. Follow-up studies on FAST indicate that 86% of FAST parents make new friends at FAST, and that the parent group is their favorite part: because 1)it helps them see that they are not alone, and 2)they feel that their giving of advice was valued by other parents. Common sense says life is easier if you have friends.

PARENT EMPOWERMENT TRAINING: The FAST program is structured to systematically increase the power of each parent in several separate sets of relationships:

- 1)FAMILY : becoming in charge of her own children (without coercion), i.e. empowered within the context of the immediate family;
- 2)SCHOOL: as partners in the collaborative FAST team, and co-facilitators of ongoing two year multi-family group meetings;
- 3COMMUNITY: as grass roots leaders in the community with many connections at several levels.

However, to implement this parent empowerment program successfully across new settings in many parts of the U. S. requires values based team training. Each new FAST team reviews and discusses personal beliefs in the values underlying the FAST prevention program: that every parent loves his/her child, and with informal and formal social support, every parent can be the primary prevention agent for his/her own child. The FAST replication training (developed by McDonald in 1990) for each new site team to run a FAST program includes role plays to do behavioral rehearsal and thereby to experience how to empower parents and show respect to parents and support them rather than undercutting parental power. Each role play covers a domain of parenting: orienting their children, celebrating their child's success, helping them when they are hurt, asking for support, and disciplining the child without abuse.

The collaborative FAST team which facilitates the multi-family meetings is a parent-professional partnership, and includes a paid FAST parent graduate. This makes a statement about the structure of the program: parents are included as partners in the service delivery team. The certification of each new FAST site includes a public interview with several FAST parent graduates in front of their FAST team to determine the child and parent consumer experience of FAST. The two year FASTWORKS follow-up program is run by FAST parent graduates, with a budget and the agenda is set by the parents with the FAST team as back-up support. Previously isolated parents make long lasting friendships at FAST which they sustain. Interdependent school-based FAST parent networks begin to express their priorities. Children's well-being benefits from their parents being non-coercively in charge of them, and also from their parents being connected to other parents and the community to create safe neighborhoods and share the monitor of the youth's behaviors.

SCHOOL-COMMUNITY AFFILIATION: The program increases feelings of affiliation toward the school of the at-risk youth and the family. The multi-family group is led by a collaborative team of professionals and parent partners, and the children and parents get to know a range of new people. The goal is to build new relationships, by hanging out together with whole families, eating, singing--simply to get to know each other while having fun.

People discover that they can make human connections with one another during the eight weeks.

Positive, repeated, personal, low-key interactions with service providers without agendas increases appropriate use of community and school support services.

Two to four years later,

schools report dramatic increases in FAST parent involvement (75%),

parents self-refer to family counseling (26%), and to substance abuse treatment (8%).

TWO TO FOUR YEARS AFTER FAST, 92% OF THE FAST PARENT GRADUATES REPORT AN INCREASE OF THEIR INVOLVEMENT IN COMMUNITY ACTIVITIES.

FAST parent graduates increase their involvements with community activities, including further education for themselves (44%), church (35%), and employment (55%). 72% go on to attend FASTWORKS sessions at varying levels of involvement or frequency (62% attend at least every other month--28% never attend). Families are no longer isolated. The youth and the families have better social networks. Research supports collaboration and shared governance with parents.

TARGET AUDIENCES

FAST Child Characteristics:

The school principal, teachers, and pupil services teams decide who is invited to participate in FAST. Many schools ask teacher's to survey the classroom for the trouble-makers, the bullies, or those who are hard to teach, and then their families are invited to the multi-family group process. Many schools which serve primarily low-income populations offer universal invitations to all school children and families, in order to avoid the term: at-risk being used within the family. Because of this local control, each school is unique in which children and families it invites (e.g. students who are bullies, truants, have low achievement, Title I children, or whole classrooms in poverty areas).

Based on data collected on pre-FAST scores of children in 53 schools in 13 states, the typical child is male (65%), and 8 years old. The typical FAST child as rated by teachers and by parents shows significant problem behaviors both in the classroom and at home (in the 85% percentile). The average FAST child has a high incidence of bullying and aggressive behavior, is also very anxious and withdrawn, has a very short attention span, with a very low self-esteem, and shows very uneven classroom performance.

These documented pre-FAST attributes, i.e. being both shy and aggressive in third grade, highly predict teenage delinquency and physical assault (Ensminger et al, 1983; Kelam and Rebok, 1992). In other words, many longitudinal studies have shown that eight year old kids who are socially isolated but aggressive when approached, are the most likely children to end up in jail as teenagers for violent and delinquent acts (Cazares and Beatty, Scientific Methods for Prevention Intervention Research, NIDA Research Monograph 139, 1994).

FAST Family Characteristics:

FAST works with every kind of family. Because it is respectful of how the family defines itself, there are no restrictions into the program. Well to do and low-income families struggle with the same issues: how to raise a child successfully. Every parent in modern day life feels alone, too busy to connect with their child, and not enough support from other

folks. These are each issues systematically and efficiently addressed by FAST. At the same time, FAST takes the responsibility for reaching out to find and engage families who do not ordinarily become involved in programs treatment, courts, and school offerings. FAST has been extremely successful in using non-traditional, research based, positive engagement strategies for involving the parents that no one else has been able to involve.

BOX

PARENT INVOLVEMENT STORY

The story of the Jones family is the story of how a father changes his level of involvement with his family, resulting in changes in his child's behaviors while increasing his wife's level of satisfaction with her marriage.

Mr. and Mrs. Jones approached marriage and parenthood in a very traditional manner. Dad worked long hours as a truck driver and had minimal involvement in child rearing. He maintained that it was his job to make money to support the family and that he had no time or energy for anything else; his life consisted of work-eat-sleep. Mom did not work outside of the home, devoting her time and energy to homemaking and childrearing. However, she felt very unsupported and was eager to get involved with the FAST program and get help with rearing the children. Dad did not object to his wife and children attending FAST, but he made it clear that he didn't have the time, energy, or interest to join them.

The Jones family was chosen to be our first lottery winners, primarily because of Mom's enthusiasm. On the second week, Mom proudly prepared a chicken and rice casserole for all of the FAST families. She told her husband that he would need to come to FAST if he wanted to eat, so he came along, reluctantly. As the evening progressed, Dad participated and appeared to have fun. It was apparent that the children and Mom were happy to have him there.

Mr Jones continued to come every week thereafter. The Joneses strongly connected with another couple whom they discovered lived close to them. Mom and Dad took turns doing Special Play at the sessions, and Mom reported doing Special Play fairly regularly at home with all four children. Both parents were active in the Parent Group, offering support, encouragement, and ideas to other parents. By the fourth week, the teacher reported a dramatic change in the target child's behavior--he was listening better, following directions, and staying on task.

During the reading of parent affirmations on graduation night, tears welled up in Mr. Jones' eyes as he was recognized as being open, warm and extroverted in such a way that all families were impacted and motivated. Mom was also affirmed as having inspired others with her enthusiasm, and they were praised as a couple for the way they parented together. They were the last to leave following the graduation ceremony. Dad expressed that they were really going to miss coming to FAST on Tuesday evenings. He was eager for FASTWORKS to start.

The week after FAST ended, Dad got off work early one day to attend his son's Christmas program at school. Mom reported that she was amazed that he did this--it was a first. She also reported that he was much more involved with the children on a daily basis and more supportive of her efforts. (Jackie Personnet, Texas; Family Therapy News: FAST Proven Support to At-risk Children and Their Families. Vol 27, No. 4, August 1996)

END BOX

Cultural Diversity and FAST:

The FAST child and family typically has come from many ethnic, cultural, racial, and social class backgrounds, depending on the geographic setting and the local priority of the participating elementary school. However, overall, 51% have been Euro-American, 25% Latino, and 23% African-American, and 2% Asian and American Indian; 70% of the children have been eligible for free or reduced lunch. FAST has been translated into Spanish, German, French, Vietnamese, and Japanese (see McDonald, 1998), and also has been used with multi-lingual, English as a Second Language (ESL) family groups. FAST has been effective in increasing parent involvement with their children and schools in Australia and Canada and 29 states in the U.S. across rural, suburban, and innercity schools.

FAST mandates cultural compatability in both how the program was created and rules of implementation:

Program Training:

- 1) All FAST team members are trained including a values discussion, which include respect for the parents' love for their children
- 2) All FAST team members are trained experientially in an empowerment of parents role play to understand how little interactions can degrade parents

Program Features:

- 3) 50% of the multi-family group program each meeting is family time, which means the parents deliver services to their own children: thus, there is perfect cultural and language competency at each family table; no translator is needed;
- 4) There is no written or spoken curriculum; all of the learning about relationships and parenting occurs experientially; no translator is needed;

Program Rule:

- 5) FAST program implementation rules for certification require that the team and the families being served look alike in their ethnic and cultural backgrounds and diversity.

FAST has been particularly successful at engaging hard to reach, low-income, culturally diverse families into parent involvement, whom other programs have not been able to reach. Specifically, low income, inner city parents who are Euro-Americans Hispanic Americans and African Americans, as well as low-income rural parents who are Native Americans living on reservations, have come to FAST and stayed in FAST, because they feel respected, have fun, and feel more connected with their own youth and family and with other families.

FAST EVALUATION RESULTS

From its outset, the FAST program has been evaluated for quantitative outcomes and its ongoing processes have been monitored with each new implementation. McDonald and Billingham (1990) developed a FAST Evaluation Package to measure the outcome impact of the program on children and families at each new replication site, which now includes 29 states, Canada, and Australia. Evaluation of the local impact of each site and monitoring the processes of the local program adaptation and implementation is an ongoing FAST commitment to assess the unique local fit and facilitate site improvements. After the first cycle in a new setting, an evaluation report is sent out on the impact on kids in their site.

McDonald and Billingham's FAST Evaluation Package includes only standardized questionnaires with established validity and reliability, with published norms and clinical cut-offs for mental health scales for children and families. Teachers and parents complete this measure on the child's conduct disorder, attention span, and anxiety-withdrawal.

Pre, post, and follow-up assessments are collected on the

- 1) child functioning at home
- 2) child functioning at school (using either CBC by Achenbach or using Quay-Peterson 1987 Revised Behavior Problem Checklist (RBPC) ,
- 3) family functioning (Moos and Moos' Family Environment Scale, and or Olsen's FACES III, using a linear analysis by Barnes, 1993),
- 4) family social isolation (Abidin sub scale),
- 5) parent involvement in schools (Epstein), and.
- 6) consumer feedback and satisfaction scale (McDonald and Billingham, 1990)

Across hundreds of school FAST programs, we get statistically significant pre to post improvements on the conduct disorder, the anxiety withdrawal scale and the attention problem RBPC scales; these scales have been correlated with reduced incidents of violence and substance abuse in adolescents. The FAST Evaluation Package has been used on over 300 schools and communities, and overall the improvements are predictable and consistent.

REPLICATION EVALUATION DATA OF FAST IN TWO STATEWIDE INITIATIVES:

Outcome evaluation data from statewide FAST replication through the Wisconsin Department of Public Instruction at 30 Wisconsin schools and also data from statewide FAST replication through the California State at 12 California schools using Juvenile CrimePrevention money both showed highly statistically significant ($p < .01$) improvements on the five measures described above using paired, two-tailed, t-tests. Parents report 25% improvement at home and teachers reported 20% improvement at school after only eight weeks:

reduced behavior problems, such as bullying, hitting, stealing, lying
reduced withdrawal and anxiety, such as insecure and socially isolated
reduced attention span problems, such as lack of focus, distractible etc.

FAST EVALUATIONS IN MADISON, WI WITH COMPARISON GROUPS:

* In an experimental study by Billingham (1993), Harter-Pike self esteem outcomes of FAST vs. control children from one program cycle were statistically significant: FAST kids improved more than controls. Parent RBPC evaluations, using ANOVA, were $p < .068$.

* Center for Substance Abuse (CSAP) funded evaluations of impact of 104 FAST children in Madison, Wisconsin, with outside evaluator Thomas Sayger, University of Memphis, using five measures: Achenbach CBC, Moos Family Environment scales, and Pattersons Daily Behavior Reports. These showed pre-post changes which were statistically significant and gains were maintained in 6 months later (Sayger, 1996; McDonald and Sayger, 1998).

* The first 500 FAST families in Madison, WI, who had graduated since the inception of the program in 1988, were followed up--40% had disappeared from the school district. Of those still in the district, data were collected on 250 using surveys for child functioning as

assessed by parents, and these results were compared with the published norms for their age of the instrument; the initial gains were maintained two to four years later, and average scores moved closer to normal norms for 6-12 year olds.

* Using comparison groups of all Title I children in the FAST Madison schools, FAST seemed to help children to do better on third grade reading scores.

2 year followup on 250 FAST families in Madison, Wisconsin. The improved functioning of the child, the improved family cohesiveness, and the increase in social involvement at school and in the community by the parents seem to be long term impacts of the FAST program. The gains do not just go away, but continue to grow because the relationships are stronger. Program participation, program completion, and eventual program leadership in the ongoing FASTWORKS are characteristic of low-income family participants. In the CSAP long term impact study, McDonald interviewed ten FAST parents in open-ended interviews and transcribed them for qualitative analysis, to better understand the change process. Using a McDonald/Billingham follow-up questionnaire, parents are always asked to discuss and rate their experiences in FAST. Qualitative reports by parents and children are enthusiastic; teachers, administrators, and school social workers/school counsellors are also positive in their evaluation of FAST in its impact on increased parent involvement, and increased bonding between families and schools.

PRE-POST FAST EVALUATION ACROSS 13 STATES, 53 SCHOOLS

Data on pre-post RBPC's for over 350 FAST children in programs trained and then implemented from 53 elementary schools in 13 states are summarized below, thanks to analysis by Department of Psychology, University of Utah, Christy Pugh and Jim Alexander, PhD. (presented at APA, 1996).

As you can see below, the children being referred to FAST in these schools usually had an average score on the RBPC above the clinical mean: that means that these were no longer at risk children, but already in big trouble children. However, based on these data, we can say that building relationships systematically in 8 weeks changed the direction of their future with the courts. (These data were collected by Family Service America (FSA) with McDonald's consultation (1993-98), using McDonald-Billingham's FAST Evaluation Package with FSA member family counselling agencies initiating FAST programs, whose training was funded by DeWitt Wallace Reader's Digest Foundation.)

INSERT TWO TABLES OF THREE BAR GRAPHS EACH

On 53 schools in 13 states

These outcome data on FAST children form a consistent pattern across states and populations: FAST changes and improves children's behavior at a predictable and statistically significant level using quantitative measure with established validity and reliability in just eight weeks. This is a low cost, efficient, predictable early intervention strategy.

PUT IN A BOX

FAST HAS A PROVEN TRACK RECORD OF OUTREACH AND ENGAGEMENT STRATEGIES WHICH DRAMATICALLY INCREASE PARENT INVOLVEMENT WITH PREVIOUSLY UNINVOLVED PARENTS, AND FAST WORKS WITH ALL PARENTS.

A PARENT INVOLVEMENT STORY

Ten years ago, the first multi-family group graduated from an eight week cycle at Lowell elementary school in Madison, Wisconsin. I have a vivid memory of one of the mothers at that graduation ceremony coming over to me after she and her two children had received a framed commendation from the principal for her family's involvement. Her eyes were bright and her smile was big; she seemed proud that her achievement was being recognized. I congratulated her, and we hugged. She whispered to me, "Guess what, Lynn, Mr. Johnson hugged me; he seems like a nice person. I can't get over it, I actually hugged a principal." She laughed out loud. Then she moved past me and went over to chat with her new friend, another mother of a child at the school.

This mother was living on a fixed low income; she had no car and no phone; she had not completed high school; and she was raising her two children alone. She had no friends, and she had never before participated in a school event. Her own mother had passed away 8 months before, and when the outreach home visit was made by the parent advocate to invite her and her children to a multi-family group event at the school, the house had seemed dark and without hope. She heard about the weekly family meal, the free transportation, the family prize being offered, and because of the enthusiastic parent advocate who encouraged her to just try coming once to see if she liked it, she agreed to try once. She did come with her children an hour late.

The second week, her children begged her to take them again to the multi-family activities because they were so much fun and the parent advocate came again to the house and personally picked her and the two children up in her own car and drove the family to the school event. They were the family that won the family prizes the second week, and the children were very excited about winning. The "winning family" is always asked to cook for everyone the week after having won; so this mother was given money to plan, cook and host the next meal for all of the families and the team. She told us that the children asked her to cook a macaroni and cheese dish that was her mother's family recipe; it was delicious, and her kids were proud when everyone clapped and thanked their mother for her wonderful cooking.

Their family continued attending each of the weekly meetings and participated fully to the end. Now only eight weeks later, this woman seemed livelier, she laughed with her children, she interacted comfortably with school personnel she had never known before, and she had made friends with other parents of children at the school.

Over the next four years, this parent continued to be involved at school; she actively participated in school promoted activities. Two of her friendships made in those first eight weeks continued over time. The impact of the outreach and multi-family engagement process was long term for this family.

END THE BOX

STATE AND NATIONAL REPLICATION OF FAST

Since its first implementation in 1988, FAST has been funded both with public and private sector monies, and has been nationally recognized as an exemplary approach for building multiple levels of protective factors for the at-risk young child by both public and private sector national organizations, to prevent

- | | |
|-----------------------------|--|
| * juvenile violence/crime | increasing multiple levels of social bonding |
| * alcohol and drug abuse | increasing connections, rituals, and resilience |
| * child abuse and neglect | reducing isolation and promoting strong families |
| * school failure prevention | promoting parent involvement for school success |

TWO STATEWIDE FAST INITIATIVES

- Two state governments in the U.S. have funded and replicated FAST successfully:
- * Wisconsin in 1990 passed state legislation to fund FAST for \$1 million annually under an ANTI-DRUG Bill (AB 122), through the Wisconsin Department of Instruction. Each year, school districts can apply for a FAST grant, from between \$20,000 and \$70,000 a year. Schools had to sub-contract with community agencies. FAST grants are renewable for two years, with 80/20, and then 40/60 ratios of state/district monies. DPI studies of the sustainability of the program show that 91% report maintaining the program post 3 year state grants on local budgets. FAST training and evaluations were purchased by school districts, and showed statistically significant improvements by teacher report and parent reports on standardized instruments of child functioning, family cohesion, and social isolation. (Contact Governor Thompson's Office for more information: 608-266-1212; or Department of Public Instruction, Secretary John Benson, 608-266-1717).
 - * California in 1995, the Department of Human Services, in a JUVENILE CRIME PREVENTION INITIATIVE, Office of Child Abuse and Neglect, awarded \$40,000,000 over five years to 12 counties to run a five part, family based approach to reduce juvenile violence and crime.
FAST was one of the five mandated components of the statewide initiative in each location. FAST training and evaluation was also mandated by the state government, to insure the quality of the program replication.
Each of the 12 communities spends a minimum of \$70,000 annually on FAST.
The results of the FAST training and evaluations show statistically significant impact on the children and families, using six separate, repeated measures, pre/post, with instruments having established reliability and validity. OUTCOMES SHOW IMPACT!
Most of the sites have increased the number of FAST schools with other funds.
(Contact Secretary Eloise Anderson's Office, for more information: 914-657-2598)

CORPORATE AND FOUNDATION SUPPORT Corporate and private sector funding has contributed greatly to the wide dissemination and replication process of FAST:

- * United Way of America has identified FAST as one of 20 of the most exemplary children and family programs nationally. Dane County United Way was the first funder of FAST. United Way helps to fund many of the FAST programs nationally.
- * DeWitt-Wallace Reader's Digest Foundation has substantially funded (\$2.4 million) the national dissemination of FAST through FSA, an 80 year old national, non-profit, organization serving its 250 member agencies with technical assistance and advocacy. FSA member family counselling agencies with an interest in prevention have initiated school collaborations, been trained through FSA, and have implemented FAST in many parts of the

United States.

* Kraft Corporate Foods has funded "taking FAST to scale" in the Madison Metropolitan School District, Wisconsin, home of FAST, as an exemplary parent involvement in schools program going through school districts; funding went through FSA.

* IN A BOX:

FAST HAS A NEW RECORD!

In June 1998, Polygram Records and Hammer and Lace Subsidiary produced a charity CD called SAVING GRACE to promote awareness of supporting children and families. They selected FAST as the best child abuse and neglect program nationally to promote and support. The CD includes these well-known artists who donated their songs for FAST:

<i>Shania Twain:</i>	<i>God Bless the Child;</i>
<i>Kathy Mattea:</i>	<i>Nothing But a Child</i>
<i>Bill Withers:</i>	<i>Lean on Me</i>
<i>The Judds:</i>	<i>Love Can Build a Bridge</i>
<i>Patti Labelle:</i>	<i>When You've Been Blessed</i>
<i>Cat Stevens:</i>	<i>Morning Has Broken</i>
<i>Joan Baez:</i>	<i>Forever Young</i>
<i>Diana Ross</i>	<i>Reach out and Touch Somebody's Hand</i>
<i>Aretha Franklin</i>	<i>Oh Happy Day</i>
<i>Vanessa Williams</i>	<i>Go Tell it On the Mountain</i>
<i>Aaron Neville</i>	<i>Ave Maria</i>
<i>Rita Coolidge</i>	<i>Amazing Grace (in Cherokee/Walela)</i>
<i>Rod Stewart</i>	<i>Amazing Grace</i>

NATIONAL ORGANIZATIONS

In 1993 Family Service America initiated a five year project with Dr. Lynn McDonald to disseminate FAST throughout its membership structure, with support of a DeWitt Wallace Reader's Digest Foundation grant. FSA has about 240 family counselling agencies as its members, usually funded by United Way to provide psychotherapy and support groups. FAST is a non-traditional, parent empowerment approach to achieving resilience for children and FSA's recommendation to its member agencies was that FAST was the best parent involvement program in the U.S. and FSA encouraged participation. From 1993-98, over 5 years, a total of 51 FSA member agencies began replicating FAST with training and evaluation being provided with McDonald's consultation. This was a positive experience for all concerned: the credibility of the parent organization's recommendation and provision of technical assistance enhanced the local agency director's willingness to try something new. The local member agencies benefitted in many ways from the effectiveness of the FAST replication in their community, including with their funders who liked having outcome evaluations. FSA benefitted (ongoing) from offering innovation to its member agencies.

In 1998, Communities In Schools (CIS) a national, non-profit national organization with national trainers and state level offices, embarked on a national replication project of the

FAST process with Dr. McDonald's consultation. CIS has operated for almost 25 years to create collaboratives with city government, city courts, county agencies, school districts, business, and non-profit organizations to help at-risk youth succeed. They bring together the major stakeholders, create a non-profit often funded by HUD community development money, and support integrated planning for the benefit of community youth. They see FAST as the parent involvement and family strengthening component which can enhance their initiatives with predictable and accountable outcomes. FAST trainings and planning is ongoing.

REPLICATION TEAM TRAINING

The program founder, Dr. McDonald, has created, developed and supervised the national replication and dissemination efforts of FAST since 1989, with the first replication in an elementary school in Green Bay, Wisconsin, trained by Ms. Stella Payton, the first FAST Trainer and the most experienced national FAST trainer, a former Headstart parent.

Materials: McDonald wrote the first FAST program workbook manuals for elementary school in 1990, with revisions in 1991, 1992, and 1998. In 1997, with CSAP funding, two new program manuals for training and implementation were completed: one is for the pre-school FAST program and the other for the middle school FAST program. A training videotape on the long term impact of the FAST program based on the CSAP Evaluation data was completed (1997). In these training materials, each step is outlined after feedback from FAST teams from many settings. In 1990, a team trainer curriculum was developed and refined over the years, with the most recent edition (McDonald, 1998) being used for academic graduate credit through the FAST Training and Evaluation Center, Edgewood College, Master's Program in Marriage and Family Therapy. Becoming a Certified Team Trainer is being integrated into undergraduate and graduate curricula.

FAST has been widely replicated under Dr. McDonald's direction. There are six distinct aspects of the training and replication process:

- 1)a FAST team trainer structure, (currently there are 250 certified FAST trainers in the U.S., Canada and Australia); it takes a year to become a FAST Team Trainer, with a requirement of doing FAST, a week of classes in Madison, Wi. taught by Dr. McDonald and Ms. Payton, and then being supervised as one trains a new FAST site; the process is personally supervised by McDonald and Payton; the first ten FAST trainers were certified in 1989. FAST trainers have a passion for the program.
- 2)restricted access to FAST program training materials:
 - * only sites which have operational funds can be trained;
 - * only local collaborative teams (rather than individuals) who will actually implement FAST can be trained;
 - * each team must include a parent, a school partner, a mental health and a substance abuse partner from the community;
- 3)team building exercises; adaptation to local issues, values clarification;
- 4)FAST manuals and checklists to monitor the program process and integrity;
- 5)three site visits to adapt FAST and observe program by certified FAST trainers.
- 6)new sites must use FAST Evaluation Package for outcome analysis and report.

The Certified FAST Team Trainer does on-location problem solving with the team and adapts the program to local, unique needs and issues. The trainer supports the negotiation of local ownership. As a result, the FAST program is responsive to local school and community, as well as cultural differences. Negotiated adaptation to unique local site is critical to the success of program replication and transportability. There is a delicate balance between local initiative and control vs. maintaining the high predictability of the program impact through maintaining the fidelity to the core FAST process. These can only be artfully managed, monitored and negotiated by multiple local site visits of Certified FAST Trainers.

**FOR FAST TEAM TRAINING, REPLICATION, AND EVALUATION
INFORMATION CONTACT:
FAST TRAINING AND EVALUATION CENTER
855 WOODROW RD.**

**EDGEWOOD COLLEGE
MADISON, WISCONSIN 53711**

Costs of FAST outcome evaluation and team training with 3-5 site visits: \$3,900, not including travel. This complex, replication training and evaluation structure is expensive, but it makes the positive FAST outcomes on children a predictable investment for families, schools, communities, and funders.

AWARDS AND EXEMPLARY PROGRAM SHORT LISTS: CROSS CATEGORICAL NATIONAL RECOGNITION

FAST has won many awards since 1990 across several areas of national competition. FAST has been included in numerous "short" lists of research based model programs; most recently these include:

- 1) Research based models for School Reform, Department of Education, Office of Educational Research and Improvement. The National Institute on the Education of At-Risk Students mailed a booklet describing 27 effective models to all Title I schools (i.e. serving low income children) in U.S. (1998);
- 2) Research based model family approach to delinquency prevention, (1997), Office of Juvenile Justice and Delinquency Prevention; FAST was identified as one of twelve research based effective family models and disseminated nationally both in 1993 and 1997).
- 3) Research based model for safe school climate, Safe and Drug Free Schools, Department of Education: invited FAST to present at a Research into Practice Conference (1997).
- 4) Effective program for Safe Schools, Safe Students by National Education Goals Panel and National Alliance of Pupil Service Organizations (1996), published in a booklet describing 15 research based models;
- 5) Effective school based substance abuse prevention program models by Center for Substance Abuse Prevention, (CSAP) Substance Abuse and Mental Health Services Administration mailed out brochures highlighting four model programs, including FAST

(1996); and

6) Promising family support program models to prevent child abuse and neglect by Abt Associates/Yale University for DHSS (1996); FAST is one of six models being identified for further study as exemplary.

7) Effective programs for children and families: FAST is one of 20 in a booklet published by United Way of America (1996)

8) Ford Foundation/Harvard identified FAST's Wisconsin statewide replication one of 25 national finalists in 1994 in their awards program of Innovations in State and Local Government, out of an initial pool of 1600 applicants.

POLICY IMPLICATIONS

There are many short lists of exemplary research based model programs being developed, each by separate funding streams and distinct governmental and non-governmental bodies. This arises out of a search for effectiveness driven by accountability and compassion. FAST is unusual because it crosses over several categories of social problems (e.g. delinquency, juvenile violent crime, addictions, school drop out, as well as child abuse and neglect) and therefore crosses over several government entities. This has policy implications.

Cross categorical recognition will only be true of research based effective programs which can be shown to work across many diverse settings with low income families, which work with families in partnership, using a family therapy based approach to focus on early intervention with at-risk children. Each of the multi-level relationship building components of FAST combined together creates an assets based comprehensive family, school, and community approach to helping youth avoid bad outcomes. FAST does outreach to alienated low-income families, engages them with positive agendas in a family clustering approach. By systematically strengthening the family as partners with professionals and with an active social support network in the community, a range of children's outcomes will be improved.

In the August, 1998, National Governor's Association meetings, each governor received one of the Saving Grace CD's to raise awareness about the FAST million dollar statewide initiatives which Governors Thompson (Wisconsin) and Wilson (California) have supported. The costs for taking FAST to scale in every community should not be born by one group alone; they should be shared across education, child welfare, substance abuse prevention, public health, community development, and Offices of Justice Assistance and Juvenile Courts.

PUT IN A BOX:

U.S. GOVERNMENT IS STARTING TO MAKE UP SHORT LISTS OF RESEARCH BASED MODEL PROGRAMS FROM WHICH COMMUNITIES CAN SELECT. HOWEVER, MOST OF THESE SELECTED RESEARCHED MODELS HAVE NOT PASSED THE TEST OF WIDESPREAD, EFFECTIVE, SYSTEMATIC REPLICATION. FAST HAS SUCCEEDED OVER THE LAST TEN YEARS IN EFFECTIVE REPLICATION ACROSS WIDELY DIFFERING, DIVERSE COMMUNITIES;

FUNDERS LIKE HOW FAST GETS PREDICTABLE OUTCOMES AT NEW SITE REPLICATIONS ACROSS THE U.S.: CHILDREN'S BEHAVIOR IMPROVES BY

TEACHER AND BY PARENT REPORT AND PARENTS BECOME MORE INVOLVED
WITH THEIR CHILDREN, THE SCHOOL, AND THE COMMUNITY

FAST SYSTEMATICALLY STRUCTURES QUALITY ASSURANCE BY:

FAST LIMITS ACCESS TO THE FIELD TESTED FAST PROGRAM MANUALS
FAST HAS IMPLEMENTATION CHECKLISTS
FAST TRAINS LOCAL COLLABORATIVE, PARENT-PROFESSIONAL
PARTNERSHIP TEAMS, NOT JUST INDIVIDUALS
FAST PROMOTES LOCAL ADAPTATION AND OWNERSHIP ON SITE VISITS
FAST TRAINERS OBSERVE IMPLEMENTATIONS DURING 3 SITE VISITS
FAST PROCESS AND OUTCOME EVALUATION IS STANDARDIZED
MCDONALD PERSONALLY CERTIFIES FAST TEAM TRAINERS

END BOX

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From: Lynn McDonald at [icon]
To: Lisa Murphy, OJJDP at [icon] 1-202-353-9096 .

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FAST

- The U.S. Department of Education, Making Schools Safe and Drug-Free, named FAST as one of four initiatives across the country that is effective in addressing problems of safety and violence in America's schools.
- FAST is in place in more than 400 schools in 29 states, Canada, Washington, D.C., and Australia.
- Despite shrinking resources, communities have continued to show their commitment to FAST by raising more than \$21 million since 1993 to implement the program.
- United Way of America, the Carter Presidential Center, the Family Resource Coalition, and Harvard University all recognize FAST as one of the most effective prevention and parent-involvement programs in the country.
- Family Service America houses the FAST national training and replication center, with support from the Dewitt Wallace-Reader's Digest Fund, Kraft Foods, and the Metropolitan Life Foundation.
- The FAST program was designed around emerging research indicating that partnerships between schools, communities, and parents could prevent the school-related performance and behavioral problems of children.
- The FAST program can be found in a variety of culturally diverse school communities, and is working in urban inner cities as well as isolated, rural school sites.
- The FAST program was developed by Dr. Lynn McDonald at Madison, Wisconsin.
- It was first implemented in 1988 with United Way funding and a State of Wisconsin High-Risk Youth Alcohol and Drug Abuse Prevention Grant.
- The development of FAST has been significantly funded through a federal Administration of Children and Families, Office of Human Development High-Risk Youth Grant, a federal Center for Substance Abuse Prevention grant, and foundation support from DeWitt Wallace-Reader's Digest Fund.
- FAST has been translated into Spanish, operated with 100% Hmong families, 100% Oneida Tribe families, 100% African American families, 100% rural white farm families in Northern Wisconsin, and 100% college-educated suburban families.
- By design, FAST structures partnerships between families, schools, and community-based agencies. Such collaboration facilitates better coordination of local services and increases their cost efficiency.

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RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

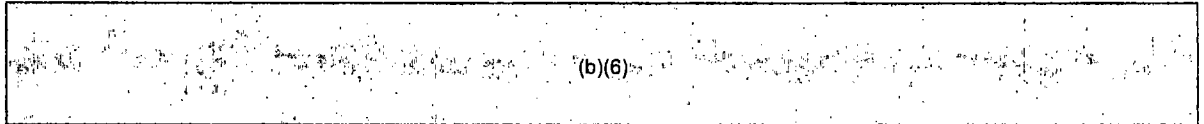
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

- FAST is a respectful, positive program. Parents are trusted and encouraged as capable caregivers for their children.
- "One of the keys to the success of the FAST program is that we do not judge people, we accept people as they are, and we do not try to 'fix' people. We help them see some good ways to making positive choices for themselves." Local, FAST team member



- Although this program directly targets at-risk children, adults benefit from the program measurably. Studies show that 44% of the adults in families graduating from the program have enthusiastically gone on to improve their own situations. Irma Howard (a parent graduate of FAST in New Orleans) is a shining example of such motivation. She is now a full-time employee of Family Service of Greater New Orleans and works with a drug treatment program for the federal government. In her spare time, Irma sits on the Parents Advisory Council for the FAST Program which meets monthly to plan activities for FAST and FASTWORKS (the follow-up program) families. Irma is currently attending Southern University in New Orleans. She is studying, what else - sociology.
- In 1997 the Freeport-McMoRan Foundation recognized FAST as New Orleans "Community Program of the Year."
- In 1993, with a pilot grant funded jointly through the Riley Foundation, the Greater New Orleans Foundation, the German Protestant Orphanage Assylum, and Freeport-McMoRan, FAST was implemented in 3 New Orleans public schools. The Institute of Mental Health assumed funding for the entire program to be in 8 public schools in 1994, and continued funding the program over three years.

Research/Evaluation Information

- The program has had a great deal of success engaging hard-to-reach, low-income families. Of the families which come to one FAST meeting, over 80 percent remain at least to the end of the initial eight week phase.
- Over the following two years, schools report dramatic increases in parental involvement (75 %) and self-referral to family counseling (26 %) and substance abuse treatment (8 %).
- In scientific studies, teachers and parents have reported behavior improvements among referred youth, increases in family cohesion, an decreases in social isolation. Follow-up studies show the changes are maintained.