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(FORM UPDATED: 08/11/2010)

WISCONSIN STATE LEGISLATURE ... PUBLIC HEARING - COMMITTEE RECORDS

1997-98

(session year)

Senate

(Assembly, Senate or Joint)

Committee on Education...

COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**

INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt** (w/Record of Comm. Proceedings)
- Clearinghouse Rules ... **CRule** (w/Record of Comm. Proceedings)
- Hearing Records ... bills and resolutions (w/Record of Comm. Proceedings)
 - (**ab** = Assembly Bill) (**ar** = Assembly Resolution) (**ajr** = Assembly Joint Resolution)
 - (**sb** = Senate Bill) (**sr** = Senate Resolution) (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

* Contents organized for archiving by: Stefanie Rose (LRB) (December 2012)

**Testimony submitted by Jane Grinde,
Wisconsin Department of Public Instruction
Senate Bill 417**

*relating to creating a Family, Communities and Schools Institute
at the UW-Madison and making appropriations
February 11, 1998*

Thank you for the opportunity to testify for informational purposes on this bill. My name is Jane Grinde, director of Bright Beginnings and Family-School-Community Partnerships at the Department of Public Instruction. I am personally and professionally very interested in the issue addressed by this legislation.

State Superintendent John T. Benson has made family participation in the schools a priority throughout his administration. He has appointed a statewide parent advisory council representing parents with diverse interests. With limited dollars, he has allocated discretionary federal dollars to promoting partnerships among schools, families and communities. Our emphasis has been to provide state leadership, while recognizing that local ownership results in the most effective programs. We provide training through conferences and workshops, including using videoconferencing to connect schools statewide. We also do:

- resource packets that enable schools to pick and choose what works best for them,
- small incentive grants that encourage
- consulting
- networking opportunities
- and research sharing.

We have found that family-school-community partnerships is not a complicated science, but it takes will and commitment from many partners. Developing and sustaining effective partnerships also takes a great deal of time and energy. As a parent of three school-aged children, I can tell you that good intentions and theory are not enough, and that despite my many hours of volunteering over the years and the good faith of school personnel, I frankly still feel frustrated.

Our department's efforts over the last 10 years have resulted in a national reputation for the DPI. Despite that, there are many teachers and principals and lots more parents who don't know we have these services let alone take advantage of what we have to offer. However, we can point proudly to many schools that have used our services and frankly feel quite proud that we made a difference. We are one of the select few charter members of the National Partnerships Schools Network, which is affiliated with the National Center on Families, Schools and Children's Learning, headed by Joyce Epstein out of Johns Hopkins University. Nearly 50 Wisconsin schools or districts have joined the network through us. At least another 150 school districts have developed partnership teams as a result of participating in DPI-sponsored conferences.

We learn a great deal from the work of the schools and from the research of Joyce Epstein and others. We know that it is important to connect practices and strategies to school and communities for our children's learning. We know that local ownership and building-based, parent-driven efforts are effective. We know that practices based on six common-sense types are also very important. Those six types are

- Parenting
- Communicating
- Volunteering
- Learning at Home
- Advocacy and decision making and
- Collaborating with the community

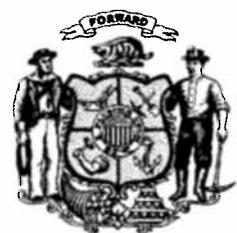
Wonderful things are happening in our schools, but so much more needs to be done! It is important to continue working and building on what has already been established, to work with and accept the contributions of many partners.

We understand that this legislation is the result of the excellent work done by Lynn McDonald with the Families and Schools Together (FAST) program. The DPI receives more requests for funds than are available for implementing this successful program to, in part, connect high-risk families to the schools. We look forward to learning more about efforts to make FAST a more universal prevention program and hope to link to it.

The DPI welcomes legislative attention to the importance of family-school-community partnerships.



WISCONSIN STATE LEGISLATURE



**REMARKS TO THE SENATE COMMITTEE HEARINGS
COMMITTEE ON EDUCATION
IN SUPPORT OF SENATE BILL 417
BY SENATOR C. POTTER, COSPONSORED BY REPRESENTATIVE L. OLSEN
FEBRUARY 11, 1998
BY LYNN MCDONALD, ACSW, PHD.
FAST PROGRAM FOUNDER**

Good morning Senators, I am Dr. Lynn McDonald here to speak in support of SB417. This is to establish a Wisconsin Institute for the dissemination, certification, and evaluation of research based family, schools and community initiatives, including the FAST program. Why do this?

In 1989, three FAST families and I testified at a Wisconsin Senate Education Committee Hearing in support of Assembly Bill 144. AB 144 eventually included \$1 million annually funding the Families and Schools Together prevention program through grants to school districts. The state has now paid over \$8 million to hundreds of Wisconsin schools to implement FAST program and the evaluation results look great: FAST kids learn more in Wisconsin schools, FAST parents are more involved at school, FAST families are less isolated, less stressed, and stronger. But this is the tip of the iceberg. More Wisconsin families and schools and communities need research based, effective programming.

Wisconsin needs more of our children to succeed in school and in the community. We want better outcomes. Research based programs can help us achieve that. FAST is one example of such an effort. There are others and there will be more. FAST works to help schools help families help each other to help their kids succeed. We know why it works: it is research based and it adapts to each new site.

FAST has won many national awards as a research based program. For example, in 1994, FAST was one of 25 finalists from 1600 applicants for the Ford Foundation/Harvard School of Government Innovations in State and Local Government award. In the short lists of research based programs being assembled by various federal bureaucracies, in the area of children and families and schools, FAST is the usually the only Wisconsin model which is highlighted. I have copied for you the most recent write up of FAST for the U.S. Department of Education which found 30 research-based programs to send out. Federal education funding may soon be restricted to research based programming. I am suggesting that we be ahead of the game and have our structure in place to develop and nurture such research based programming.

FAST is a good news story from Wisconsin: since 1989, FAST has grown far beyond its home state. FAST is now being implemented in elementary schools in 26 states including Iowa, Illinois, Michigan, Kansas, Indiana, Ohio, Minnesota, Missouri, as well as New Jersey, Pennsylvania, Delaware and New York, and Georgia, Florida, Louisiana, Mississippi, and in Washington D.C., and in 6 cities in Canada and in Australia. In California FAST is in the state budget since 1996 for almost \$5 million. California likes FAST.

I just returned this weekend from the first FAST graduation in the inner city of Washington D.C. at Noyes elementary school. Eleven whole families proudly marched up to the front of the auditorium to the tune of Pomp and Circumstance in white satin graduation gowns. For many of the low income parents this was their first positive experience with a school. The school had reached out to them with fun family activities and food and social time; in return 90% of the families who attended once completed the 8 week program, and each family cooked a meal for the crowd. The principal proudly congratulated them from the podium.

This is what I see all over the country--a consistently implemented program, with high quality control processes, with extremely high retention rates of families no one else can reach, and with positive statistically significant improvements in the child's attention span in the classroom and self-esteem, and a reduction in behavior problems. Two year follow-up studies in Wisconsin show us that 44% of the FAST parents return to further education themselves.

Several years ago I was asked to present at a national convention of state legislators, and invited a FAST parent and a FAST principal from New Orleans to share the podium with me. Wisconsin State Senator Alberta Darling was the chairperson of the presentation and had a chance to meet them. The Wisconsin FAST program has won many national awards since 1989 for as an exemplary program in preventing substance abuse, in preventing delinquency and violence, and in being an effective model of family support. FAST crosses categorical funding streams because it approaches urgent social issues early through the elementary school using a multi-family, collaborative approach.

In the last 10 years FAST has been implemented in over 160 Wisconsin school districts, but usually only in a few schools in the district with only a few families participating in each school. It has been very popular with families and children and with school personnel and community professionals, but it has remained a small program at many of the schools. It is still seen as a fringe program, outside the schools' basic responsibility.

Now it is time to take another bold step forward: we want to offer the opportunity for more widespread adoption of FAST throughout the state; we want to offer universal FAST for all children and families and schools as they start out in school--at the kindergarten level, and we want to maintain quality control through training, evaluation, and certification of FAST as it spreads into all communities who want it through the proposed Institute.

FAST is a program that works because it applies the research of many brilliant social scientist who has spent their life time studying human behavior and how to change it. I am committed to finding the strongest research at the University, making it useful to our schools, parents, and communities, and getting it out to the schools. That is what I have done with FAST over the last ten years. Millions of dollars of research results by many scientists across the U.S. are assembled in the FAST package, including current and new findings: as FAST improves, FAST changes lives.

Please support this Institute. It will help spread the word, keep up with new research, and it will be capable of bringing in substantial amount of dollars to the state to increase effective, collaborative, family friendly, research based services for our schools in Wisconsin.

Families and Schools Together

What Is It?

Families and Schools Together (FAST) is a two year, school-based, elementary level program which 1) builds bonds, trust and supportive networks for families and children, 2) increases parent involvement with children both at school and at home, and 3) increases resiliency, attention span, and readiness to learn in elementary school children. FAST uses an highly structured activity-based approach to promote the development of school-parent-community-child partnerships. The FAST curriculum is designed to enhance parent-child interactions, empower parents and build parent support groups through experiential learning.

Why Did It Get Started?

The FAST program was developed to address many of the problems faced by elementary schools with significant numbers of students with low achievement. The program was designed around emerging research indicating that partnerships between schools, communities and parents could prevent the school-related performance and behavioral problems of poor children.

Developed in 1988, the FAST program began in the Madison, Wisconsin School District with support from Family Service-Madison, a community-based counseling and family support agency. In 1990 FAST became a statewide Wisconsin Department of Public Instruction initiative. At this time FAST has been implemented in over 250 sites in 26 states. The program can be found in a variety of culturally diverse school communities, and is working in urban inner city as well as isolated, rural schools sites.

How Does It Work?

To start a FAST program, a school must identify and partner with two community-based partner agencies, such as a mental health agency and a substance abuse agency, who agree to work with the school over a period of two years. Once the school identifies the partner agencies, a FAST team of three professionals, one from the school and one from each of the partner agencies - and a school parent partner, is identified and trained. Training and program evaluation is provided by certified FAST trainers to assist communities offer effective FAST programs.

Up to twenty children and their whole family can be served during each 8 week FAST cycle. A school can sponsor up to 4 cycles per school year.

In the FAST program, participating children and parents gather once

a week for 8 sessions, at the school. The 8 sessions usually take place around the dinner meal.

Following graduation from a FAST cycle, families participate in FASTWORKS, a series of monthly family support meetings designed to maintain the active social network formed between the participating families. Parents who have participated in past FAST cycles often play important roles in facilitating and coaching subsequent FAST cycles at their children's school.

What Are The Costs?

The cost for the initial training for the school and its FAST team is \$3,900. The costs of supplies per cycle is \$1,500. Additional costs include personnel costs for the community partners at \$1,500 each per cycle, and \$800 per cycle for the team parent-partner. The school-based member of the FAST team may also require compensation unless this is considered a part of that person's regular workday. There are also childcare costs involved. Schools usually fund the program with funds from Title I or other Federal or local sources that target schools with significant populations of poor and low performing students.

How Is The Model Implemented In A School?

The school administrator, perhaps together with the local site based management team, makes a decision to bring the FAST program to their school. A decision is also made regarding which children to invite to become members of the first FAST cycle. There are many ways the screening process can be structured, but frequently teachers identify children with problem behaviors who are at risk for serious academic and social problems.

Once the children have been identified, parents are informed of the concern with the child's behavior. The parents are then invited to participate in FAST through a friendly home visit by trained sensitive recruiters - FAST parent graduates, in most cases.

Families gather with the other 8 - 12 participating families for 8 sessions at the child's school. Meetings follow a structured, uniform agenda that includes carefully planned opening and closing routines, structured family activities, parent mutual support time, and parent-child play therapy. These are led by a trained team that includes the parent; the school professional, usually a school social worker; a mental health agency representative, usually a clinical social worker; and the substance abuse agency representative, often a substance abuse counselor.

The activities are lively and fun and build a sense of family unity. They include eating a meal together, creating a family flag, singing, and lively exercises in communication and feelings identification.

The parent-child play therapy, called "Special Play" is at the core of the FAST program. In 15 minutes of uninterrupted quality time, parents play one-on-one with the child in ways that build the child's self-esteem and enhance family communication. The parents are instructed to focus on child-initiated play without directing or criticizing. Parents are encouraged to continue "Special Play" between FAST sessions and over the next two years.

The multi-family sessions also include time for the children to play together while parents visit about common interests and concerns. During this time parents build an information support network for themselves to help each other discover solutions to parenting and family concerns.

To promote attendance, FAST offers the intangible incentives of respect and social supports as well as tangible ones such as transportation, a hot meal, and child care for toddlers and infants. Each family also wins a gift package of needed items sometime during the 8 week session.

At the end of the each 8 week FAST cycle, a graduation is held in which the contributions and participation of all participants is celebrated. Invitations are sent and certificates are presented by the school principal. Families pride themselves on being "FAST graduates".

What Is The Evidence That The Model Is Successful?

Evaluations of FAST at large numbers of schools where it has been implemented, indicate highly positive outcomes for the children who participate in the program. Research using standardized tests with established reliability and validity, has shown that the behavior both at school and at home of participating children improves. Moreover, there is evidence that these positive changes hold two years later. Participating schools report that parents who have participated in the program are much more active in school events than they were previously. The program has received a number of national awards, and currently receives implementation funding support from a number of foundations, such as DeWitt Wallace Readers' Digest Fund and Kraft Food Corporations.

The FAST program is currently operating in extremely isolated rural areas of northern California, northern Wisconsin and Iowa, as well as inner city neighborhoods in Chicago, New Orleans, Los Angeles, and Washington, D.C. FAST has also been implemented in school communities with families whose first language is other than English. There are FAST programs serving 100% Vietnamese families, Native American families, Hispanic families and African American families.

Where Can I See It?

For information on how to visit one or more FAST sites contact the developer. There are also a number of videos which portray programs that have been implemented in both rural and inner city school sites.

Whom Do I Contact?

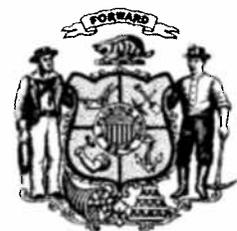
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The Research Base

The FAST program draws on research from a number of behavioral science disciplines including social work, family therapy, child psychiatry, and child and family psychology. The program also blends in knowledge emerging from research in such other fields as delinquency and substance abuse prevention, domestic and other forms of violence prevention, parent involvement in education and family support. FAST makes use of many ideas, clinical practices and research that have been used successfully for years by social work practitioners.



WISCONSIN STATE LEGISLATURE



My name is Catherine Couture, My son, Jake, and I went through the FAST program 6 years ago.

At the time we were socially isolated in our community of Monona, WI and I was extremely stressed, often working from 7^{AM} - 6^{PM} and on call evenings and weekends. As a single parent with one child I was finding life anything but a joy.

My son started having trouble in school (no surprise!) & we were offered the opportunity to be in the FAST program. I hated it! We sang songs, played games, and had to talk to strangers. (I was missing work for this?) But Jake loved it! Over time, about 3 sessions, he started to blossom. We did "special play" every night and suddenly I was looking forward to going to FAST night!

Jake has made steady progress since then & ^{earlier} this year he "graduated" from the ED program AND is able to go on the 8th grade trip to Wash. DC which is not allowed if you have behavior problems.

For myself? During FAST (the 8 wk sessions) I lost my job I was laid off. The support of the staff & parents helped me through that difficult time & also gave me the self confidence to go back to school. ~~I am currently~~ a year later when I was diagnosed with Cancer and had 2 yrs of lengthy surgeries & recuperations. It was the FAST family friends ^{and others} who brought food, helped with childcare and gave tons of moral support and encouragement. (I'm getting teary just remembering?)

Now, 6 yrs later, I'm "cured" of the cancer, a survivor, working at a job I love, and in graduate school working towards a MS in Marriage and Family Therapy. Jake & I are doing great - yes we have the normal difficulties of a single mom and a 14 year old son, but we TALK about things.

I've shared this story because I strongly believe that FAST has changed my life for the better. An institute that would encourage FAST and similar programs to grow, develop, and change other lives within the state can only be good as far as I'm concerned.

In my ^{current} work with adolescents who are being re-integrated into the community after being in the juvenile justice system - not one has ever been in a FAST program - or heard of it. I can't help but wonder if it (FAST) would've made a difference for these young men.

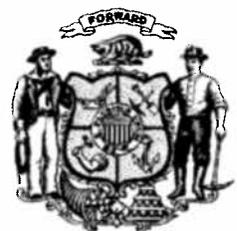
It makes sense to target the prevention end of the spectrum with research based programs rather than "batting cleanup" after all other ^{current} resources have failed at great personal & financial expense.

Thank you for your time

Cathin Carter (608) 221-0339 / feel free to call
211 Owen rd #8 Monona, WI 53716 (if you have any questions)



WISCONSIN STATE LEGISLATURE



LoToya Golden
June 12, 1996
Com. Arts 105, Section 9

Title: "Families and Schools Together (FAST):
A Program that Provides Hope"

Specific Purpose: To persuade my audience that the FAST program
deserves continued funding.

Central Idea: The FAST program teaches families how to be
part of the solution in coping with children
at-risk of becoming school failures.

Method of Organization: Problem-Solution

INTRODUCTION:

- I. (Attention Getter): If you are a regular reader of the newspaper, then headlines such as the following will be all too familiar to you: "Inner City Teen Violence Becomes the Norm" -- "Truancy Among Minorities Continues to Plague Area Schools" -- "Dropout Rates for African-Americans Continue to Rise" -- "Teen Drug Use Worst Ever." All over the country, in fact, people express grave concern about our nation's inner-city youth; and all too often people seem convinced that the answers to these problems can be found in a welfare system that has grown too big, that has become too expensive, and that has evolved too quickly into an impossible addiction.
- II. (Reveal Topic): The general belief that welfare is to blame has convinced many others that all government-sponsored programs are a waste of precious resources and should be abolished. Although I would not attempt to defend our entire welfare system or all government-funded programs for the poor, I am here today to speak about one in particular program that I believe is worth keeping. The program is called FAST, which stands for Families and Schools Together. It is a program that targets elementary-aged children who are deemed "at-risk" of school failure, and this very successful program is now in danger of losing its funding.
- III. (Credibility): From personal experience as a family member who participated in FAST with my 4 siblings and as an employee, I can tell you that this is a program that works.

- IV. (Preview): As I review for you today the goals of the FAST program, typical participants, the nature of the program itself, its accomplishments over the last 5 years, and finally my personal experiences with the program, I am confident that you will agree with me that this program deserves continued and permanent funding in the Madison community.

(Transition): Before I begin, let me explain exactly what the FAST program is and what its goals are.

BODY:

- I. The FAST program, as mentioned earlier, is a program that tries to help children stay in school by helping their families. The central goals of FAST are to:

(USE OVERHEAD HERE)

- A. Enhance family functioning by empowering parents to be child's primary prevention agent.
- B. Prevent the target child from experiencing school failure.
- C. Prevent drug and alcohol abuse by the child and the family.
- D. Reduce day-to-day family stress.

(Transition) In other words, the program focuses on the family as the critical variable in the child's life, using the family to help the child stay in school and avoid destructive behaviors. Next, I will describe typical program participants.

- II. FAST program participants share a typical profile, according to Dr. Lynn McDonald of Family Services in Madison.
- A. Most FAST program participants come from single-mother, low-income families.
 - B. Most are on welfare.
 - C. 60% have no car.
 - D. 40% have no telephone service.
 - E. Most have a family member with a substance-abuse problem.
 - F. Of the children who participate:
 - 1. 85% between ages 6-9
 - 2. 75% male
 - 3. 51% white, 47% African-American

Total Score: Paired t-test $t = 2.42$ One-tailed $p < .01$
 Conduct Disorder: Paired t-test $t = 2.95$ One-tailed $p < .01$
 Anxiety-Withdrawal: Paired t-test $t = 2.90$ One-tailed $p < .01$

Significance at the .01 level means that we can be 99% confident that the children's behavior changes resulted from the FAST program.

Family Adaptability and Cohesion Evaluation Scales (FACES III)
 n = 47

	<u>Pretests</u>		<u>Posttests</u>	
	Mean	SD	Mean	SD
Cohesion Scale:	37.13	4.66	37.57	5.62

CHILD OUTCOMES REPORTED BY TEACHERS

Revised Behavior Problem Checklist:
 n = 62

	<u>Pretests</u>		<u>Posttests</u>	
	Mean	SD	Mean	SD
<u>Total score:</u>	25.39	22.59	20.52***	19.99

Subscale scores:

Conduct Disorder:	8.37	10.06	7.10*	8.79
Socialized Aggression:	1.31	3.15	1.10	2.55
Attention Problems:	8.53	8.20	6.95***	7.74
Anxiety-Withdrawal:	4.29	4.26	3.01**	3.40
Psychotic Behaviors:	.50	1.21	.37	1.04
Motor Excess:	2.39	2.68	1.85	2.40

*Significant at the .05 level.
 **Significant at the .01 level.
 ***Significant at the .001 level.

Total score: Paired t-test $t = 3.68$ One-tailed $p < .001$
 Conduct Disorder: Paired t-test $t = 2.09$ One-tailed $p < .05$
 Attention Problems: Paired t-test $t = 3.43$ One-tailed $p < .001$
 Anxiety-Withdrawal: Paired t-test $t = 2.80$ One-tailed $p < .01$

In each case, the entire family of the target child is invited to attend meetings and to learn how to work together. In most cases, target children are identified by classroom teachers, and then parents are contacted by program recruiters who visit their homes to describe what the program has to offer.

Why is the focus in Madison on minority youth?
Consider these statistics from Parent Involvement Through Family Support, A Model Program, 1993:

- G. 25% of the nation's youth will not graduate from high school.
- H. 40-60% of minority youth from lower-income families will drop out of high school.

(Transition): Now that you know who participates in the FAST program, I will give a brief description of what the program entails.

III. Program description: (USE CHART)

- A. Family fun night--with lots of learning experiences
 - 1. Dinner (children serve parents)
 - 2. FAST song
 - 3. Scribbles (family activity)
 - 4. Feelings charades (family activity)
 - 5. Parent talk (while kids play): parents in pairs and then in large group for program.
 - 6. CORE COMPONENT -- Special Play (supervised parent-with-child session). Parents learn how to interact with children to build self-esteem (no bossing, no teaching, no judging, just follow child's lead).
 - 7. Lottery (one family per week -- prizes and money to host FAST next week).
 - 8. "RAIN" closing ritual.
 - 9. Graduation after 8 weeks, and then families become part of FASTWORKS for 2 years of followup.

- B. Program cost: \$800 per target child for 8 weeks of family therapy and two years of followup.

(Internal Preview) Now let discuss the many accomplishment of the program.

IV. The FAST program has achieved many of its primary objectives.

A. This data I have collected, represent 400 children/families at 30 sites using standardized quantitative instruments, comparing scores before and after the program.

1. Target children:
Mental health scores improved 20-25% over 8 weeks in areas of self-esteem, attention span, conduct disorder, and hyperactivity.
2. Parents:
 - a. 16% went into alcohol treatment.
 - b. 27% went into counseling
 - c. 40% went on to further education
 - d. 16% obtained fulltime jobs.
 - e. 32% became involved in PTO's.
 - f. 35% became more involved in community centers.

Clearly families were not only more cohesive, but they had a sense of empowerment which now enables them to become more active in helping their children.

B. In the words of the parents who participated:

1. One mother said, "This week, I learned that my children grew ears ... When I talked to them, they actually heard what I said!"
2. Another said, "FAST helps change the way you look at the situation ... You learn to take time to look at your kids and watch and listen. And you realize you aren't alone."
3. And another parent, known to me as Mom, "As a single parent, I needed this program. The program leader was like a role model for my sons, and he helped get information about their school progress from their teachers when I didn't have a way to get it myself."

(Internal Summary): Thus far, I have described what the FAST program is and what its goals are, who its participants are, and what the program's accomplishments have been. Now I will tell you on a more personal level what the program has meant to me and to my family.

- V. For me, the FAST program has been responsible for making our family work together effectively with all 6 children competing in school successfully.
- A. I worked for the FAST program my last year of high school by helping with the younger children while those who were targeted for help got it without interference. It was a great learning experience for me. I could see that it was possible for families to come together, work together, and not fight.
 - B. My brothers were target youths of the program, and after they participated in the program, I noticed a big change in their behaviors. For example, they stopped talking back to my mother and were able to keep calm. They understood that they could be helpful around the house by cleaning their rooms and picking up after themselves, which helped my mother a lot. Most important, their grades and their interest in school improved, and now they are above average in their classrooms because they participate more and disrupt the teacher less.
- VI. (Transition). It's hard to believe that in spite of all of these successes, the program is at risk.
- A. The program was started in Madison, Wisconsin, has now spread throughout the state and the nation; and yet the program may be cut from Wisconsin's budget.
 - B. Our governor and many conservative legislators would rather have more money to spend on prisons than on programs to help kids stay in school.
 - C. As is often the case, the people who benefit do not have the funds to make their case and their voices heard. Most people, including many of you in this class, probably did not even know that such a program exists. I am hoping that by increasing your awareness of FAST and its accomplishments, that you will become vocal and voting supporters of this program whenever you have a chance.

CONCLUSION:

- I. (Signal Ending): In conclusion, in just a few short years, FAST has demonstrated that it has the power to significantly change lives.
- II. (Summarize Main Points): Its goals are worthy. Its success rate is extraordinary. Moreover, my personal experience documents on a personal level just how far-reaching FAST can be.
- III. (Call For Action): I find it hard to believe that a program as valuable and as visible can be as vulnerable as this -- especially when I read those headlines in the paper everyday. The answers to juvenile crime and school dropout are not simply in building more jails. The answers will not be found in preaching "family values." The answers will be discovered in programs such as FAST. (I hope that those of you here who take your right to vote seriously will voice your opinion at the next opportunity by supporting a candidate who believes first and foremost in FAST.) Why you ask? For this reason: Hope for many begins with FAST because FAST begins with hope.

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(OVERHEAD 1)

"FAST" GOALS

(Lynn McDonald, Ph.D., FAST Program Developer)

- I. Enhance family functioning by empowering parents as child's primary prevention agent.
- II. Prevent the target child from experiencing school failure.
- III. Prevent drug and alcohol abuse by the child and the family.
- IV. Reduce day-to-day family stress.

(OVERHEAD 2)

PROGRAM PARTICIPANTS

- I. Most FAST program participants come from single-mother, low-income families.
- II. Most are on welfare.
- III. 60% have no car.
- IV. 40% have no telephone service.
- V. Most have a family member with a substance-abuse problem.
- VI. Of the children who participate:
 - A. 85% between ages 6-9
 - B. 75% male
 - C. 51% white; 47% African-American
- VII. Big picture statistics:
 - A. 25% of the nation's youth will not graduate from high school.
 - B. 40-60% of minority youth from lower-income families will drop out of high school.

(OVERHEAD 3)

FAST WEEKLY MEETING AGENDA
(multi-family group sessions)

- I. Dinner (children serve parents)
- II. FAST song
- III. Scribbles (family activity)
- IV. Feelings charades (family activity)
- V. Parent talk (while kids play): parents in pairs and then in large group for program.
- VI. CORE COMPONENT -- Special Play (supervised parent-with-child session). Parents learn how to interact with children to build self-esteem (no bossing, no teaching, no judging, just follow child's lead).
- VII. Lottery (one family per week -- prizes and money to host FAST next week).
- VIII. "RAIN" closing ritual.
- IX. Graduation after 8 weeks, and then families become part of FASTWORKS for 2 years of followup.

(OVERHEAD 4)

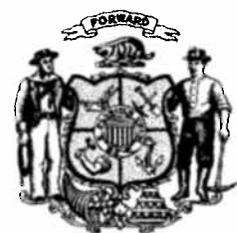
RESULTS

- I. Target children: Mental health scores in school and in the home improved 20-25% over 8 weeks in areas of:
 - A. self-esteem
 - B. attention span
 - C. conduct disorder
 - D. hyperactivity.

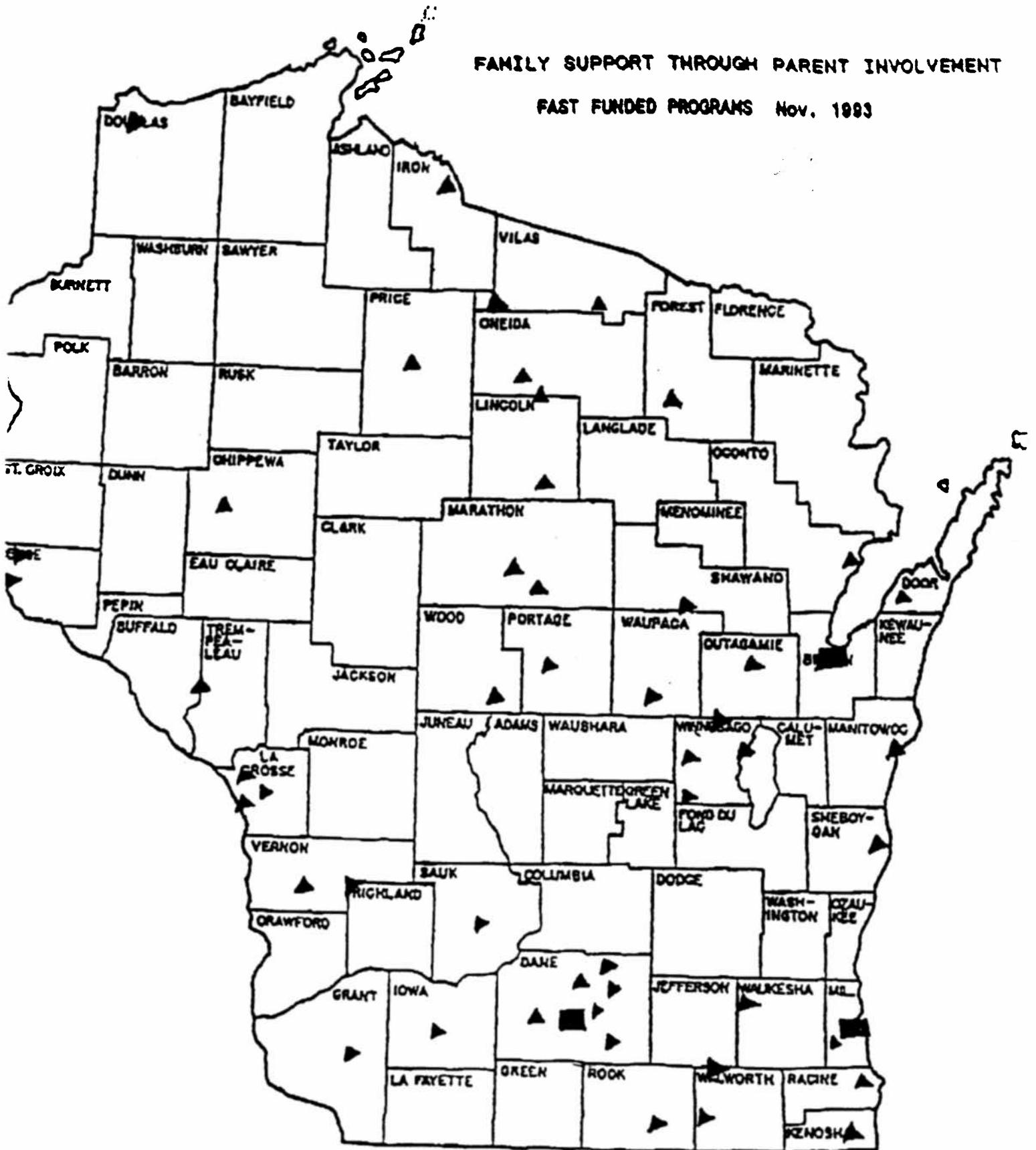
- II. Parents:
 - A. 16% went into alcohol treatment.
 - B. 27% went into counseling.
 - C. 40% went on to further education.
 - D. 16% obtained fulltime jobs.
 - E. 32% became involved in PTO's.
 - F. 35% became more involved in community centers.



WISCONSIN STATE LEGISLATURE



FAMILY SUPPORT THROUGH PARENT INVOLVEMENT
 FAST FUNDED PROGRAMS Nov. 1993



■ More than one program
 Madison 10 (including Verona)
 Milwaukee 4
 Green Bay 3

▲ One Program.

TABLE I
FAST EVALUATION
WISCONSIN STATE PRE TO POST AVERAGES
1990-1991 SCHOOL YEAR

<u>Measures</u>	<u>Pre-FAST</u> Means	(sd)	<u>Post-FAST</u> Means	(sd)
Parents' Ratings: (N=358)				
RBPC Conduct Disorder	17.01	(9.7)	13.37 ***	(9.1)
RBPC Socialized Aggression	2.85	(3.4)	2.11 ***	(2.9)
RBPC Attention Problems	11.22	(6.9)	9.05 ***	(6.3)
RBPC Anxiety-Withdrawal	7.65	(4.6)	6.11 ***	(3.8)
RBPC Psychotic Behaviors	1.89	(2.1)	1.60 ***	(1.9)
RBPC Motor Excess	3.55	(3.3)	2.77 ***	(2.4)
FACES-III Family Cohesion (N=332)	36.91	(6.8)	38.13 ***	(7.1)
FACES-III Family Adaptability	24.09	(5.6)	24.38	(5.8)
PSI: Social Isolation (N=68)	22.07	(4.1)	22.79 *	(4.0)
<hr/>				
Teachers' Ratings: (N=408)				
RBPC Conduct Disorder	11.73	(11.0)	10.45 ***	(10.6)
RBPC Socialized Aggression	1.84	(3.8)	1.71	(2.8)
RBPC Attention Problems	11.93	(8.3)	10.08 ***	(7.4)
RBPC Anxiety-Withdrawal	5.94	(4.8)	5.02 ***	(4.5)
RBPC Psychotic Behavior	1.33	(2.2)	1.25	(2.1)
RBPC Motor Excess	3.10	(2.9)	2.65 ***	(2.6)

FAMILIES TOGETHER with SCHOOLS EVALUATION

for

**FAMILY SERVICE ASSOCIATION
OF BROWN COUNTY
Green Bay, WI**

1991 & 1992

Participating Schools:

Fort Howard School, Green Bay, WI
Eisenhower School, Green Bay, WI
Chappell School, Green Bay, WI
Jefferson School, Appleton, WI
Washington School, Oconto, WI
Blackcreek School, Blackcreek, WI
Valleyview School, Ashwaubenon, WI
Janssen School, Kimberly, WI
Westside School, Kimberly, WI
Seymour School, Seymour, WI
Rockledge School, Seymour, WI
Meadowbrook School, Howard, WI
Suamico School, Howard, WI
Forest Glen School, Howard, WI
Howard School, Howard, WI

**Report Prepared by: Fran Maas
Program Evaluator
Families Together with Schools**

**Lynn McDonald, ACSW, Ph.D.
National Dissemination Director
Families Together with Schools**

**Family Service America
11700 West Lake Park Drive
Milwaukee, WI 53224
(414) 359-1040**

Executive Summary

Family Service Association of Brown County successfully completed twenty sessions of Families Together with Schools (FAST) in fifteen different schools spanning eight school districts between Fall 1991 and Spring 1993. One hundred ninety-seven children at-risk for school failure participated in the FAST program. The gender for 139 of the children was reported. Sixty-seven percent were male and 33% were female. The ages of the children were between ages of 3 and 13(n = 133).

Both parents and teachers completed a standardized instrument measuring child functioning before and after the eight weekly FAST sessions. The test divides behaviors into six subscales: conduct disorder, socialized aggression, attention problems, anxiety withdrawal (self esteem), psychotic behaviors, and motor excess. Higher tests scores indicate more severe behavior problems. The level of these behavior problems is a good predictor of school success versus school failure. Typically, children with more behavior problems will have greater difficulty in school.

The results from all eight school districts were positive. Both parent and teacher posttests showed statistically significant improvements in child functioning after only eight weekly meetings. Parents reported reductions in overall behaviors and in the specific areas of conduct disorder, attention problems, anxiety withdrawal, and socialized aggression. Likewise, teachers witnessed statistically significant changes in conduct disorder, attention problems, and anxiety withdrawal as well as motor excess. These results demonstrate FAST's effectiveness at reducing behaviors that have a negative impact on a child's school performance.

The results of each school district and individual schools are listed separately in the report so that comparisons can be made. Due to the small number of cases at the school level, statistical significance was not always found. However, the reduction trend between pre and posttest scores is visible.

Parents also completed a standardized instrument measuring family cohesion(closeness). The average family functioning pre-program scores for all districts were within the range of a normal population. Posttests scores in cohesion were slightly higher than the pretests and remained in the normal range. Only one district, Ashwaubenon, showed statistically significant improvements in family cohesion. This group moved from disengaged, the lowest level of cohesion, to connected which is within the range of a "normal" population. The posttest mean (average) of this group was actually higher than the mean of a

normal population, 43.83 verses 39.8.

Prior to the first FAST meeting, parents were given a stress inventory where they indicated any stressful events that had happened to them in the past 3-6 months. One hundred ten parents completed the inventory. The four most common events listed were change in financial state (n = 34, 31%), divorce (n = 23, 21%), personal injury or illness (n = 23, 21%), and death of a close family member (n = 22, 20%).

These conclusive evaluation results prove the effective of FAST as an at-risk prevention program and support its continued use in the Green Bay area. Not only does FAST participation reduce child behavior problems, but also enhances family functioning. FAST makes a positive impact in the lives of at-risk children and their families.

Instrumentation:

The following instruments are used to evaluate the Families Together with Schools program. These measures were selected because of their extensive use in research studies across the country and their reliable and valid results. For more information about these instruments see Appendix B.

All instruments used in your program evaluation are marked with an "X".

- X Revised Behavior Problem Checklist (Quay & Peterson, 1987). The RBPC is a well standardized 89-item behavior rating scale with acceptable psychometric properties of reliability and validity. The test has norms for both parent and teacher ratings. The RBPC is a standardly used quantitative mental health assessment tool. The total score is comprised of six subscales; conduct disorder, social aggression, attention problems, anxiety-withdrawal, psychotic behavior, motor tension-excess. Higher scores indicate more severe problems.

- X Family Adaptability and Cohesion Evaluation Scale (FACES III)(Olson, 1982, 1986). FACES III is a 10-item scale that rates a family's level cohesion (the degree to which family members are connected or separated). FACES III has psychometric properties of reliability and validity as well as norms for parent ratings. Higher scores indicate greater levels of 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. Higher scores indicate social isolation.

Instrumentation (continued):

— Parent-School Involvement Survey (Epstein, 1989).

Selected questions from this survey rate perception of opportunities for parent involvement, the self-reported parent involvement, and parental attitudes toward the school.

— Parent Involvement Survey (Hoover-Dempsey Bassler Brissie, 1987).

This questionnaire rates teacher perceptions of factors pertaining to parent involvement. Psychometric properties of reliability and validity have been established.

Procedures and Confidentiality:

Parents and teachers complete the instruments before and after the eight weekly sessions. Parents completed the RBPC and FACES III. Teachers completed the RBPC.

The confidentiality of the at-risk children was secured by the following procedures: Each child is assigned an identification number by the local program facilitator. This ID number is written on all evaluation materials completed by parents and teachers. The completed forms are sent to the Program Evaluator at the national program office for analysis. Because the Program Evaluator reports the results in aggregate terms, no individual responses can be matched to a particular child.

Tests:

A paired t-test was run on pretest and posttest scores to measure the degree of change and the level of significance.

OVERALL RESULTS: ALL DISTRICTS
(20 FAST Sessions)

CHILD OUTCOMES REPORTED BY PARENTS

Revised Behavior Problem Checklist:

n = 116

	<u>Pretests</u>		<u>Posttests</u>	
	Mean	SD	Mean	SD
Total score:	37.57	22.03	31.64***	23.46
Subscale scores:				
Conduct Disorder:	14.51	9.23	12.05***	9.17
Socialized Aggression:	2.41	3.34	1.99*	2.94
Attention Problems:	9.84	6.36	8.18***	6.64
Anxiety-Withdrawal:	6.66	4.71	5.24***	4.41
Psychotic Behaviors:	1.43	1.93	1.44	2.19
Motor Excess:	2.59	2.33	2.54	2.50

*Significant at the .05 level.
***Significant at the .001 level.

Total Score: Paired t-test $t = 4.85$ One-tailed $p < .001$
 Conduct Disorder: Paired t-test $t = 4.68$ One-tailed $p < .001$
 Socialized Aggression: Paired t-test $t = 1.64$ One-tailed $p < .05$
 Attention Problems: Paired t-test $t = 4.63$ One-tailed $p < .001$
 Anxiety-Withdrawal: Paired t-test $t = 4.63$ One-tailed $p < .001$

Significance at the .05 level means that we can be 95% confident that the children's behavior changes resulted from the FAST program. At the .001 level, we are 99.9% confident.

Family Adaptability and Cohesion Evaluation Scales (FACES III)

n = 102

	<u>Pretests</u>		<u>Posttests</u>	
	Mean	SD	Mean	SD
Cohesion Scale:	37.27	6.04	38.07	7.67

CHILD OUTCOMES REPORTED BY TEACHERS

Revised Behavior Problem Checklist:

n = 165

	<u>Pretests</u>		<u>Posttests</u>	
	Mean	SD	Mean	SD
<u>Total Score:</u>	28.93	22.54	22.08***	19.62

Subscale scores:

Conduct Disorder:	8.85	10.55	6.72***	8.54
Socialized Aggression:	1.36	2.59	1.18	2.66
Attention Problems:	10.40	8.12	7.73***	7.32
Anxiety-Withdrawal:	4.88	4.12	3.71***	3.57
Psychotic Behaviors:	.82	1.58	.69	1.48
Motor Excess:	2.61	2.74	1.93***	2.31

*Significant at the .05 level.

***Significant at the .001 level.

Total Score: Paired t-test t = 7.33 One-tailed p < .001
Conduct Disorder: Paired t-test t = 4.81 One-tailed p < .001
Attention Problems: Paired t-test t = 7.63 One-tailed p < .001
Anxiety-Withdrawal: Paired t-test t = 4.79 One-tailed p < .001
Motor Excess: Paired t-test t = 5.11 One-tailed p < .001

GREEN BAY DISTRICT RESULTS

(6 FAST Sessions)

CHILD OUTCOMES REPORTED BY PARENTS

Revised Behavior Problem Checklist:

n = 50

	<u>Pretests</u>		<u>Posttests</u>	
	Mean	SD	Mean	SD
<u>Total score:</u>	35.44	21.85	31.54**	24.70

Subscale scores:

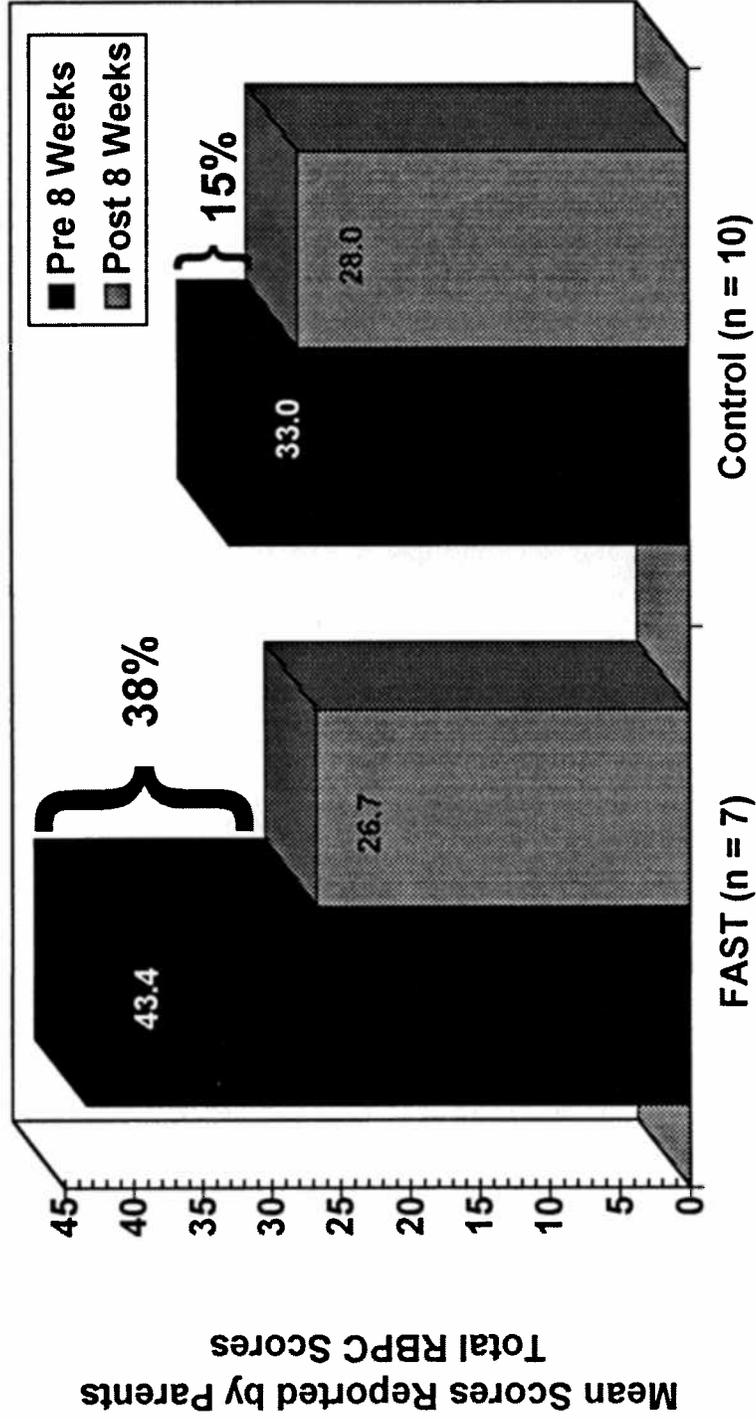
Conduct Disorder:	14.27	8.73	12.20**	9.21
Socialized Aggression:	2.71	3.14	2.25	2.70
Attention Problems:	8.33	5.80	7.59	6.64
Anxiety-Withdrawal:	5.84	4.41	4.64**	4.25
Psychotic Behaviors:	1.44	1.76	1.62	2.49
Motor Excess:	2.62	2.14	2.80	2.52

**Significant at the .01 level

FAST EXPERIMENTAL CONTROL STUDY

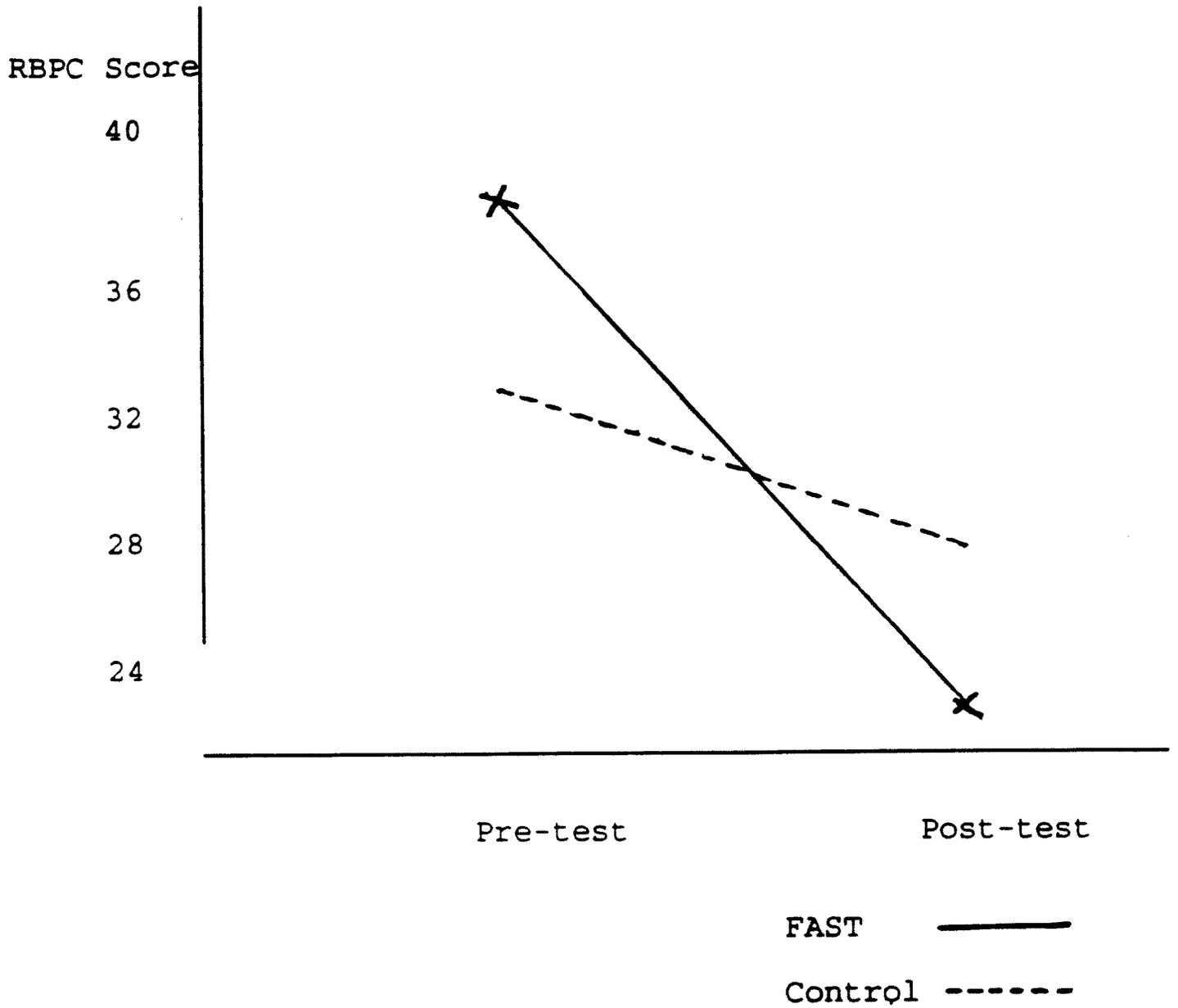
Condition X Time Interaction

Middleton School, Wisconsin
McDonald & Billingham, 1991



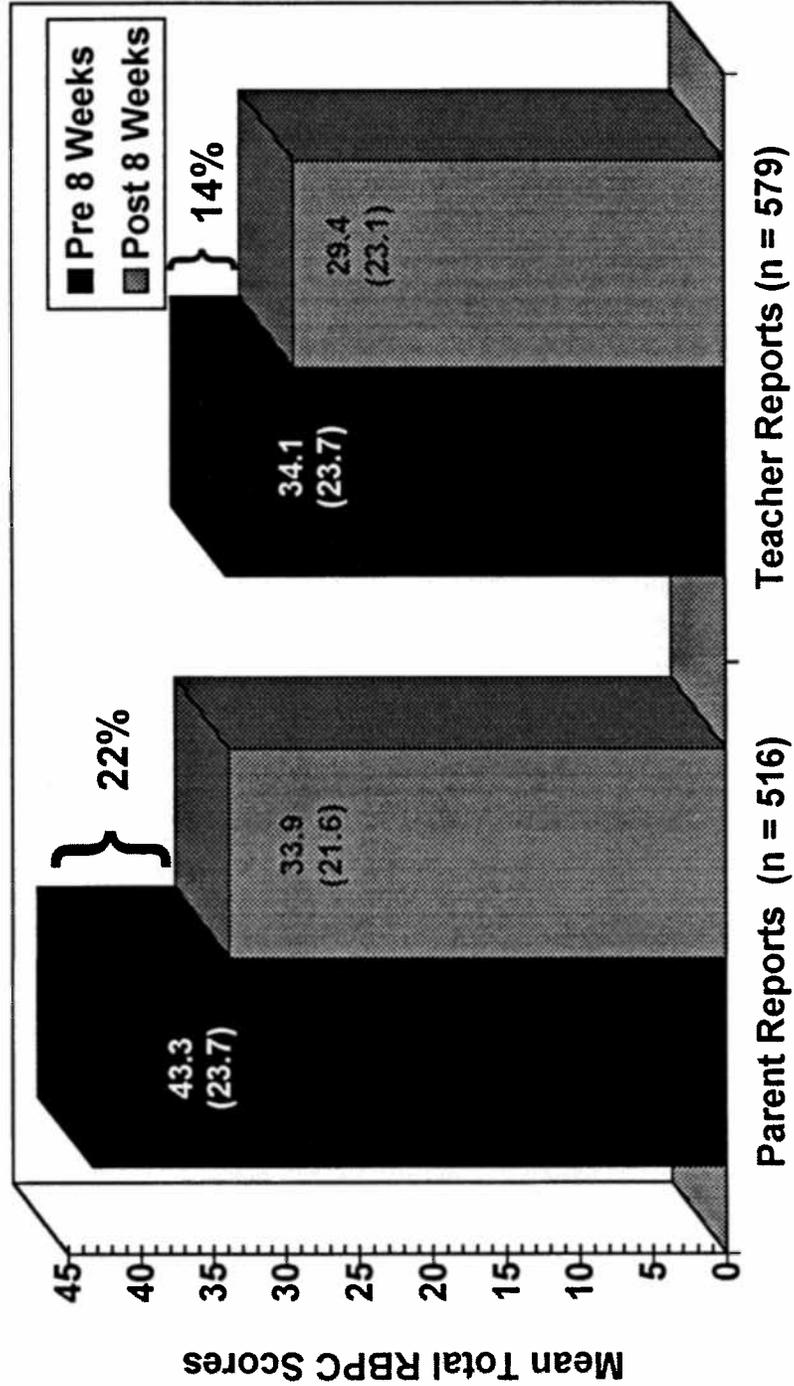
ANOVA $p < .068$

Condition X Time Interaction
Parent RBPC Total Score



FAST PROGRAM IMPACT ON CHILD OVERALL FUNCTIONING

NATIONAL MULTI-SITE DATA



Paired t-tests $p < .001$

Parent and Teacher Reported RBPC Scores Before and After FAST Treatment

Parent Reported

	<u>M</u>	<u>sd</u>	<u>M</u>	<u>sd</u>	<u>Paired t</u>
All Subjects (N=420)					
CD	15.7	10.3	12.2	10.0	8.83 ***
AW	6.7	4.4	5.1	4.2	8.13 ***
AP	10.6	7.0	8.1	7.0	8.38 ***
Total	42.1	25.3	32.2	25.2	9.63 ***
Girls (n=136)					
CD	13.9	10.5	9.6	9.0	5.82 ***
AW	6.7	4.6	4.8	3.9	5.63 ***
AP	10.1	7.5	6.5	6.4	6.77 ***
Total	38.5	25.8	25.8	21.4	7.02 ***
Boys (n=284)					
CD	16.6	10.1	13.7	10.3	6.61 ***
AW	6.7	4.2	5.2	4.4	5.82 ***
AP	10.7	6.7	9.0	7.2	5.47 ***
Total	43.8	24.9	36.0	26.4	6.78 ***

Teacher Reported

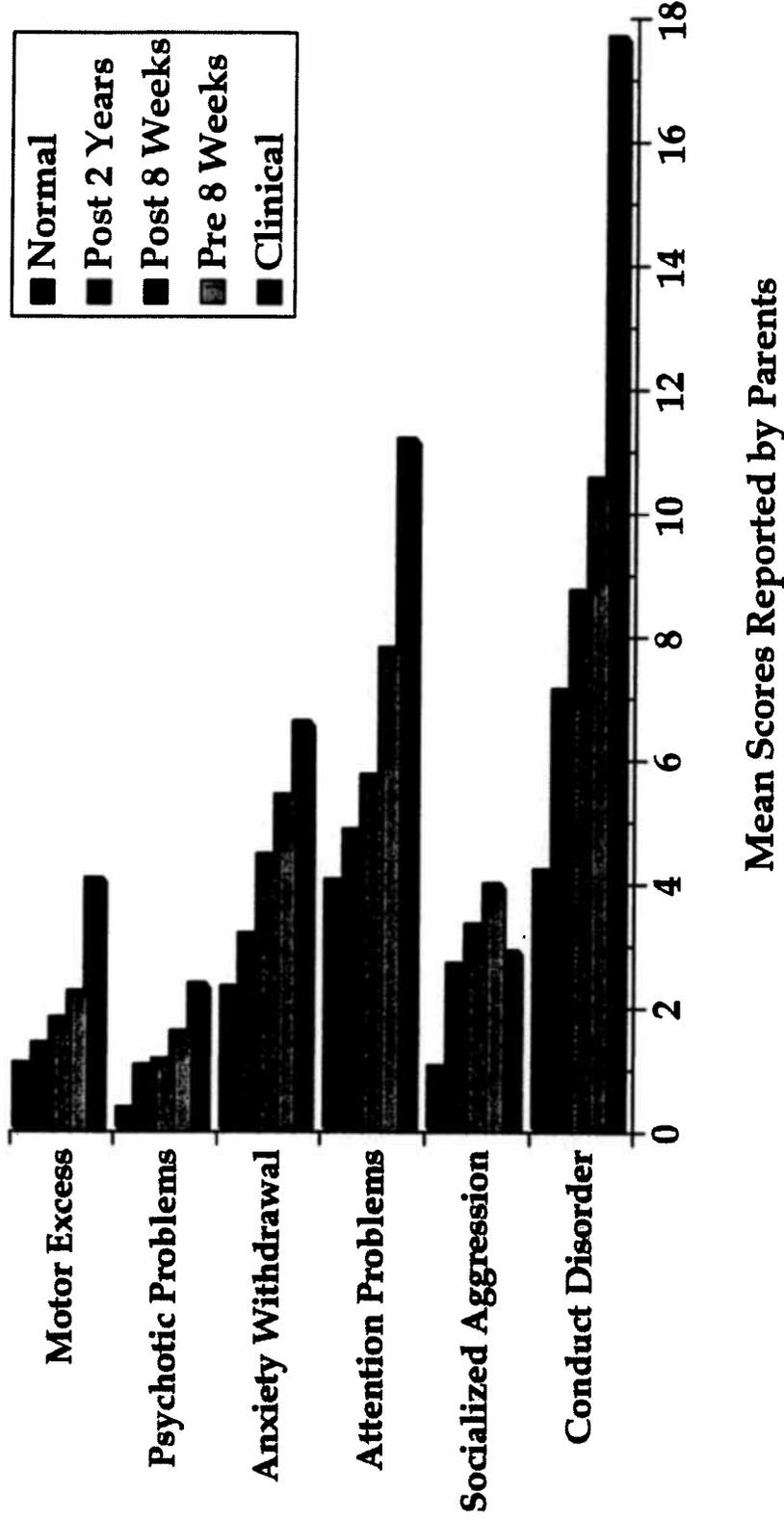
	<u>M</u>	<u>sd</u>	<u>M</u>	<u>sd</u>	<u>Paired t</u>
All Subjects (N=399)					
CD	10.9	11.7	8.9	11.0	3.53 ***
AW	4.5	4.5	3.5	4.2	5.09 ***
AP	9.9	8.2	7.6	7.9	5.48 ***
Total	31.4	27.0	24.9	25.2	5.34 ***
Girls (n=137)					
CD	7.2	10.0	5.3	8.0	2.73 **
AW	4.1	4.6	3.0	4.1	3.26 **
AP	7.8	7.8	5.4	6.4	3.94 ***
Total	23.2	24.1	16.6	19.2	3.81 ***
Boys (n=262)					
CD	12.9	12.1	10.8	11.9	2.36 *
AW	4.6	4.5	3.8	4.2	3.87 ***
AP	11.0	8.2	8.8	8.3	3.86 ***
Total	35.7	27.5	29.3	26.7	3.79 ***

* = $p < .05$

** = $p < .01$

*** = $p < .001$

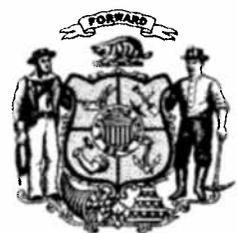
Revised Behavior Problem Checklist (Quay-Peterson) Madison Evaluation Results on 6 - 12 Year Old Children CSAP Follow Up Study



Madison, WI: Pre and Post 8 Weeks FAST n = 104 Quay-Peterson Clinical n = 96
 Post 2 Years (FASTWORKS) n = 251 Published Norms: Normal n = 566



WISCONSIN STATE LEGISLATURE



W I S C O N S I N

Counties

APRIL 1996

INSIDE: Judge Rules in
Juneau County Case



FAST:

*Family and Schools Together;
A Collaborative Program To Help Young Children*

WISCONSIN counties

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2. Protection of county interests.

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On the cover:

Dr. Lynn McDonald of FAST (Families
and Schools Together) smiles as she
receives a plaque from Governor
Tommy G. Thompson. For more on
FAST efforts, please see the story
beginning on page 21.

APRIL 1996

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Rock Co. Counsel appreciates WCA support in case

Dear Mark:

I have recently received and reviewed the Wisconsin Counties Association's *amicus curiae* brief filed in this case (Ritter v Ross, et al., District IV, Appeal No. 95-1941). While it is certain that we still have a long way to go before we will be done with this case, I wanted to express Rock County's appreciation of WCA's important contribution to our efforts at this time. Attorney Prentice's brief does an excellent job of pointing out the basic unsoundness and broad implications of those rulings of the circuit court which we seek to have the Court of Appeals correct.

As I indicated in my letter asking for your assistance, last June, WCA's support of Rock County's position in this case amounts to a defense of virtually all existing procedures for the foreclosure of tax liens and collection of real estate taxes. If we are not able to succeed in our efforts, one of the most basic and difficult responsibilities of county government in Wisconsin will be made much more difficult and costly. The assistance provided by WCA has increased our confidence that we will succeed in this litigation. We look forward to continuing our close cooperation with Mr. Prentice and WCA in this matter.

If you have any questions or comments, please feel free to contact me. Thank you.

*Thomas A. Schroeder
Corporation Counsel
Rock County*

Thanks from Discover Wisconsin

Dear Bridget Bussler:

On behalf of everyone at Discover Wisconsin Productions, we'd like to thank you for all of your assistance in making the WCA/ITBEC video such a pleasure to produce.

You were always right there with all the answers, whether it was where one finds a globe at a state capitol or how to obtain a Governor's nameplate for half a morning. Your contribution to the production helped make this video one that all of us at Discover Wisconsin are very proud of.

*Mark Rose, President
Rick Rose, Exec. V.P.
Carol Critchley, Writer/Director*

EDITOR'S NOTE: A copy of the ITBEC video has been provided to each county board chair and each state legislator.

Secretary Klauser regrets missing WCA event

Dear Mark:

I'm sorry that a scheduling conflict kept me from attending the Counties Association reception at the Concourse (Reception to Honor County Government, Feb. 13, 1996). I appreciate being invited and would have enjoyed the opportunity to touch base with folks from around the state.

*James R. Klauser
Secretary
Department of Administration*

T W O C E N T S ' W O R T H

FAMILIES AND SCHOOLS TOGETHER:



IT'S WORTH AN "OUNCE OF PREVENTION"

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T W O C E N T S ' W O R T H

FAMILIES AND SCHOOLS TOGETHER:



IT'S WORTH AN "OUNCE OF PREVENTION"

Families and Schools Together (FAST) is a nationally recognized, nationally replicated, family support program which believes if you invest money in prevention, you will save money in the long-run. Started in Dane County, Wisconsin, FAST is a model family clustering, family support program, targeting young children ages 4-9. The program is now being implemented in 26 states and Canada, as a collaborative, starts early and family friendly program.

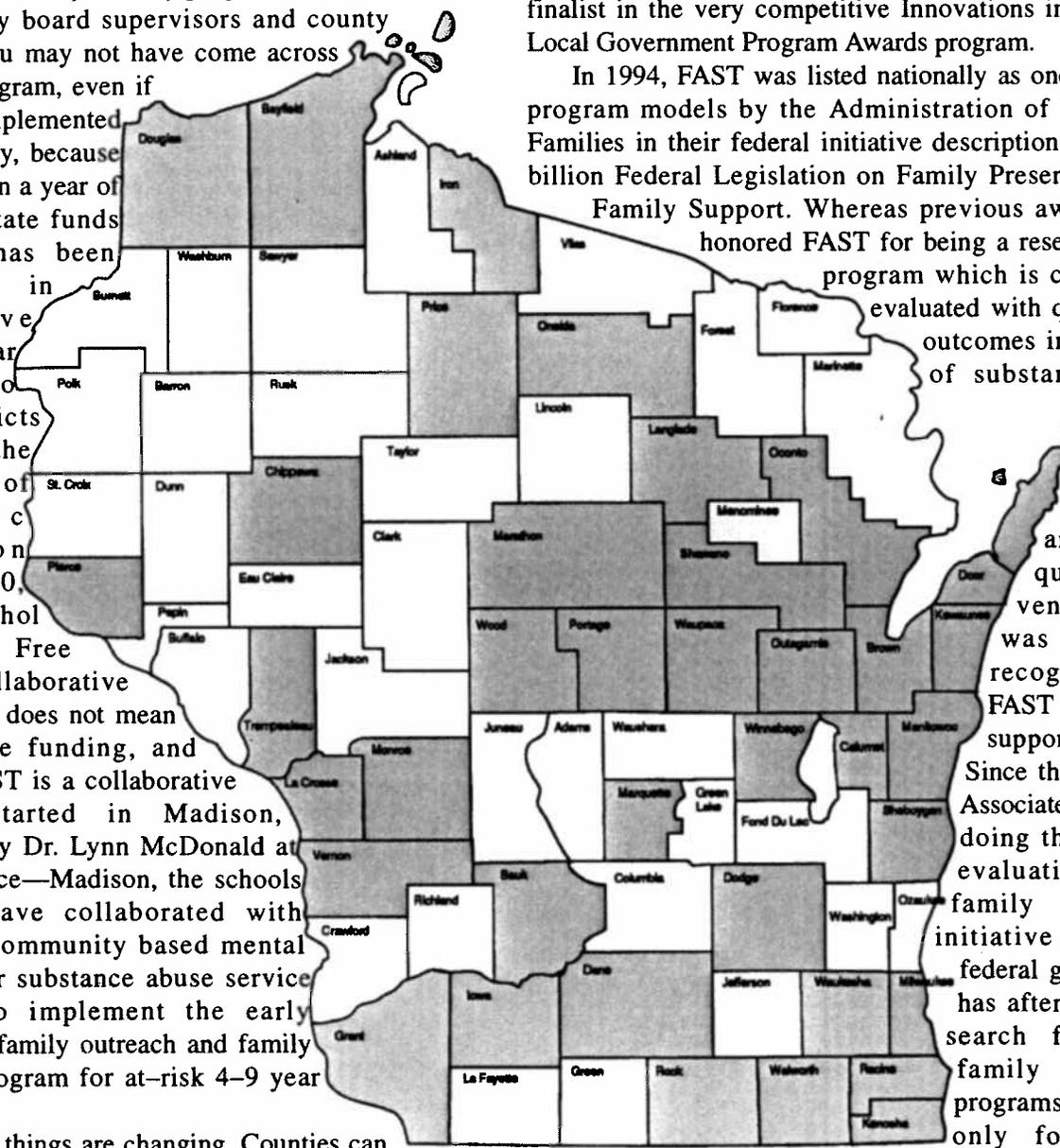
As county board supervisors and county executives you may not have come across the FAST program, even if it is being implemented in your county, because the one million a year of Wisconsin state funds for FAST has been dispersed in competitive three year grants to school districts through the Department of Public Instruction since 1990, under Alcohol and Drug Free Schools. Collaborative programming does not mean collaborative funding, and although FAST is a collaborative program, started in Madison, Wisconsin, by Dr. Lynn McDonald at Family Service—Madison, the schools statewide have collaborated with non-profit community based mental health and/or substance abuse service agencies, to implement the early intervention, family outreach and family clustering program for at-risk 4-9 year olds.

However, things are changing. Counties can now become involved in funding FAST with new dollars, through the \$14 million coming into Wisconsin over the next four years under the Family support approach in your county.

In December, 1995, Governor Thompson was recognized for FAST by the Abt Associates/Yale University/ACF/DHSS which had identified the FAST program as one of four model programs for family support nationally that they selected to evaluate specifically, the Kenosha FAST program, the Racine FAST program and the Madison FAST program. Governor Thompson was also recognized on October 3, 1994, for FAST by the Harvard University/Ford Foundation as a finalist in the very competitive Innovations in State and Local Government Program Awards program.

In 1994, FAST was listed nationally as one of fifteen program models by the Administration of Youth and Families in their federal initiative description for the \$1 billion Federal Legislation on Family Preservation and Family Support. Whereas previous awards have honored FAST for being a research based program which is continually evaluated with quantitative outcomes in the areas of substance abuse prevention and juvenile justice and delinquency prevention, this was the first recognition of FAST as a family support program.

In the map above the shaded counties represent those which contain school district involved in FAST



Since then, the Abt Associates, which is doing the national evaluation of the family support initiative for the federal government, has after a national search for model family support programs, identified only four model programs which they will intensively evaluate, and FAST is one of the four, and the only one from Wisconsin or the Midwest.

A FAST story of parents maximizing opportunities in reform minded schools.

Determination and collaboration can make dreams come true! **FASTWORKS** parents dreamed of a way to keep the spirit of FAST alive in their central city neighborhood. They partnered with Schreiber Foods, Inc., who donated a \$100,000 for capital to build a Neighborhood Center. At the same time the public school district decided to expand and renovated two elementary schools in this very Neighborhood Family Resource Center, Wisconsin's very first neighborhood owned and operated nonprofit Neighborhood Center, located in two public schools and funded by private dollars. Parents then were awarded a \$20,000 children's trust fund grant for a family program that has become the building block for the center.

**—Paula Lamberg Director
Family Resource Center
Green Bay, Wisconsin**

FAST MEETING AGENDA

- Dinner
- FAST song
- Scribbles
- Feelings Charades
- Parent Discussion/ Kids' Play
- Special Play
- Door Prize
- "RAIN" Closing Tradition

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"FAST helped me to become closer with my children. I saw for myself that the school staff really cares for the children and really truly has genuine concern for them and lets them know that they are **all** special people."

—Antigo family participant

"We have found that parents have a difficult time scheduling for the family to be together, but by also having teachers, members of community organizations, and other families in the neighborhoods come together in a non-threatening environment. FAST provides a learning experience for families, an opportunity to get to know families within their home, and quality interaction time between community members."

—Patricia McKinney,
County Board Member

Training for FAST Teams

Phase 1	Phase 2	Phase 3
2-day training	On-site visits by FAST consultant	1-day training
Learn program theory and values	<u>Session 1-1 1/2 days</u>	Present written report
Build strong collaborative team	Review and feedback prior to session	Process the experience
Learn project structures and process	Observation of Session 1	Learn about other sites' experience
Learn strategies for recruiting and retaining families	Process session and plan	Plan for FASTWORKS
Simulate actual FAST session	<u>Sessions 4&8-1 day</u>	Receive certification
Review research base	Observation of sessions	Family Service America with support from Dewitt, Wallace, of the Reader's Digest foundation which organizes the training and evaluation of FAST. For more information call: 1-800-221-3726
	Process sessions and plan	
	<u>Sessions 2,3,5,6,7</u>	
	1-hour phone consultations after each session	
	Additional phone assistance as needed	

Why choose FAST over other family support approaches:

1. FAST is spreading: the award winning family support program, was born in 1988, in Madison Metropolitan School District, Dane County, Wisconsin, and it is now in 26 states and in Canada;

2. FAST has a proven track record: it has been tried, adapted, implemented, tested and evaluated in Wisconsin in counties and it works.

3. FAST has accountability: outcome data have been collected for 30 Wisconsin communities which show the high risk children made statistically significant improvement in their behavior by parent and teacher reports, and improved 25 percent in 8 weeks; the two years of multi-family parent-run, family support meetings, called FASTWORKS, maintain those improvements over time.

4. FAST has been popular in Wisconsin: every year there are 3 times as many school districts requesting FAST grants, than there have been awardees. Ninety percent of school districts have maintained FAST in some form with local dollars after the state money ended (1993 DPI report).

5. FAST start-up time is quick: a start-up collaborative team gets trained by certified FAST/FSA* trainers, completes a FAST 8 week program

implementation, and receives a 25 page evaluation. The center can then decide on the basis of qualitative and quantitative feedback by parents, professionals, and evaluators, whether it achieved the stated program goals. If it does not measure up another family support program can be selected within that calendar year.

6. FAST sets you up for expansion: as a county, you can invest in your own FAST trainers, to help expand the program around the county.

7. FAST has been funded with multiple diverse funding streams; juvenile justice prevention, substance abuse prevention, child welfare placement prevention, welfare reform, parent involvement in schools, and family support.

8. FAST gets bi-partisan support in Wisconsin as well as in other states. When other programs were cut in Wisconsin, FAST got continued funding.

9. FAST can help you stretch your dollar: because FAST may already exist in your county, you could build on and expand currently existing expertise and programmatic competence. Why start from scratch, doing program development and start up, when you can enhance a family support program working already in your community.



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Signs of Success from CSAP's School-Based Prevention Programs

- ✓ Increased Awareness of the Negative Effects of Substance Abuse
- ✓ Improved Academic Performance
- ✓ Improved School Attendance
- ✓ Improved School Climate
- ✓ Decreased Problem Behaviors

Reducing the Risks
for Substance Abuse
Among Students

2011-2012

CSAP-11-12

The Challenge

- Substance abuse has damaged the lives of hundreds of thousands of today's youth.
- The United States has the highest rates of youthful substance abuse of any industrialized Nation.
- Many forms of youth drug use have increased, often in combination with other high-risk behaviors such as gang involvement, violence, and teen pregnancy.

A Framework for Prevention

The demonstration grant program of the Division of Knowledge Development and Evaluation (DKDE) supports CSAP's mission of developing effective substance abuse prevention strategies that build on current research, accepted theories of child development, and the experiences of service providers across the Nation. Key elements of effective prevention include:

- Reducing *risk factors* and increasing *protective factors* in young people's lives
- Focusing on the critical *domains* that affect young people's healthy development: the individual, the family, the peer group, the school, the community, and social policy
- Promoting the development of *resilience*, an ability to withstand negative influences in order to achieve short- and long-term goals.

The major challenges for high risk youth programs are to provide badly needed interventions, to collect and analyze data using scientifically accepted methods, and to report findings in a way that will allow other communities to replicate successful experiences. Those challenges prompted the development of CSAP's computerized High Risk Populations Findings Bank, which provides a systematic record of achievements of the high risk youth grant programs.

The Importance of School-Based Prevention

Schools can be natural sites for prevention efforts because they are community based. In most cases, youth spend the majority of their time in school and are involved in school-related activities. Schools provide trained staff that can work with youth and a facility in which to conduct prevention activities. Research has shown that improved academic performance is linked to reduced risks for substance abuse. Schools can mitigate the most powerful factors for adolescent substance abuse with high expectations for their students and an emphasis on student participation and parental involvement.



Building a School-Family Partnership

FAST (Families and Schools Together)—Madison, Wisconsin

The emphasis of FAST is on children's safety, health, and education, but, as we get into the details of the work, we are searching for help in addressing these problems.

—Nora McDonald, Ph.D., Project Director, Families and Schools Together

FAST targets a partnership of schools, mental health agencies, substance abuse agencies, and parents to reach families. The primary target population has been children ages four to nine at risk for a variety of problems, such as substance abuse, school dropout, and delinquency. As a result of CSAP funding, a FAST program is now provided for Head Start, pre-school, and middle-school youth and their families.

The program aims to:

- Strengthen the parent-child relationship
- Show parents how they can play a strong and positive role in preventing substance abuse among their children
- Prevent youth from experiencing school failure by improving their school behavior and performance
- Increase parent involvement and the family's affiliation with the school

FAST Has an Impact on School Performance and School Involvement

Some 144 parents report the following results after two years of family involvement in FAST*:

- 92 percent report that their children's academic performance has improved and that the children are more positive about school
- 66 percent report a greater awareness of the harmful effects of substance abuse
- 85 percent feel more like a partner with the school
- 75 percent have become more involved in school activities.

*CSAP-funded followup

- Reduce family stress through parent support groups

The FAST program has two phases: eight structured family activity weekly meetings and parent-run followup monthly meetings for two years.

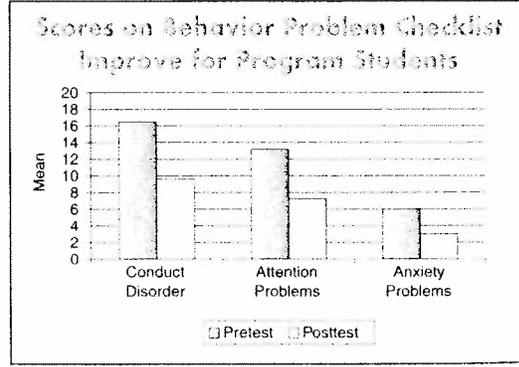
Providing Support After School

Shenandoah in Action: A Barrio for Drug Free Children—Miami, Florida

This after-school program offers academic and personal support to kindergarten through fifth-grade Hispanic students at Miami's Shenandoah Elementary School. Major goals include improved students' grades and improved relationships with teachers, family, and friends. The program also supports parents to help them strengthen their parenting skills and become empowered to act on their children's behalf.

The program elements include:

- Tutorial and recreational activities for the youth
- An emphasis on developing and strengthening children's social skills
- A focus on parenting skills such as effective communication and discipline
- Family and individual counseling that addresses risk factors such as parental substance abuse and family violence.



"The project focuses on the primary domains in a child's life: family, peer group, neighborhood, school. Although we work in each of those domains, we also emphasize the relationships among all of them. We work with a lot of immigrants who have left their families in their countries of origin. Here they're socially isolated. So we create a new kind of extended family system."

—Hilda Pantin, Ph.D., Program Evaluator
Shenandoah in Action

Teaching Positive Social Behavior

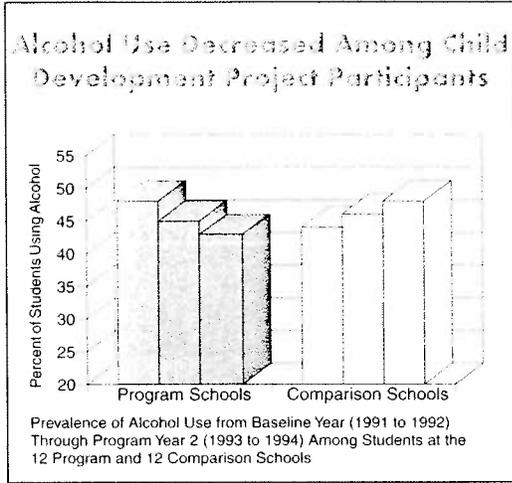
The Child Development Project—Oakland, California

The Child Development Project (CDP) is being implemented in 12 elementary schools across the country (with 12 matched schools). CDP staff work closely with teachers and school staff to test and refine classroom management and curriculum approaches. Other elements of the program are designed to encourage parent participation and strengthen community involvement.

Among the participating students, preliminary findings of this rigorously evaluated program include:

- Prevalence of alcohol use declined by 7 percent from baseline among students at the 12 program schools, while increasing 4 percent among comparison students during the same period ($p < .01$)
- Prevalence of marijuana use among students in program schools declined while increasing in comparison schools ($p < .03$).

The CDP promotes an improved school climate, positive teacher attitudes, and a shared vision of a schoolwide community of caring.



"Schools can play an important role in helping children understand the risks associated with substance abuse. They can also help them understand the anti-use norms that prevail among peers in most settings. That can have a strong influence on the tendencies of youth to experiment with drugs. In addition, schools can promote healthy child development in its fullest sense of intellectual, social, emotional, and ethical growth."

— Eric Schaps, Ph.D., Project Director
The Child Development Project

Changing Attitudes and Behavior

Project OASIS (On Site Anchor for Support in School)—Kansas City, Missouri

The participants in our program are so excited by the results that we ask them to share their problems and some of the techniques of the case managers. They are a joy to the case manager's success with students.

— Antonio Macey, M.S.W., Project Director
Project OASIS

Project OASIS targets high school boys who show academic performance that is so poor that they are unable to attend high school and are at high risk of dropping out. Each school has a case manager program by which teachers, through a network of case managers, who develop close supportive relationships with the students, bring OASIS help to these young men through their grade and behavior and develop their positive attitudes toward school and the family.

Program components include:
• Substance abuse prevention classes
• A team of monitoring class attendance and change and behavior goals
• Crisis intervention counseling
• Mentoring program pairing students with volunteer mentors from the community.

Survey of OASIS Participants Demonstrates Positive Impact

- A majority of the teachers say the program is a positive influence on the school
- Students report they feel supported by an advocate (the case manager) who knows and understands them
- School attendance, behavior, and academic performance among participating students has improved
- Students demonstrate more effective ways of resolving conflicts
- Students show gains in knowledge about the risks of substance abuse.

Policy Changes Influenced by Program Findings

Many of the interventions and findings from school-based programs funded by CSAP have set the stage for policy changes at the school level and within the larger community.

The CASPAR Intervention Project for High Risk Youth was implemented in six Massachusetts communities. As a result of working with CASPAR, participating schools developed substance abuse policies that included 10 weeks of counseling and education for student offenders as well as referrals to education and treatment programs as an alternative to the juvenile justice system.

Jointly sponsored by the Boston Public Schools and the Boston Community Centers, *The Winner's Circle* uses a comprehensive approach to primary prevention and early intervention of substance abuse and its related problems. The program provides middle school students with academic, social, physical, and mental health supports over a 10-hour school day. It has become a part of Boston's systematic effort to strengthen and coordinate services for all students, and a model of collaboration for city agencies.

Up and Coming Programs

Several new school-based prevention programs were implemented in FY 1995. Two promising programs are described below.

Be a Winner targets African American youth ages 12 to 14 at risk for substance abuse who reside in four public housing communities in Dayton, Ohio. Youth participate in an intensive 40-week primary prevention program consisting of activities designed to improve academic performance, enhance cultural pride, strengthen social and life skills, expand prosocial peer networks, and increase opportunities for youth involvement in community activities. Parents attend a 14-week session that includes parent mentoring, parent-to-parent support groups, and family recreational activities. *Be a Winner* is coordinated by Central State University (CSU) in Wilberforce, Ohio. CSU undergraduate students serve as tutors and mentors. As an incentive to youth who actively participate in the project and who maintain a grade point average of 3.0, CSU will offer a full 4-year scholarship upon graduation from high school.

UMOJA, which means "unity" in Swahili, offers academic support, tutoring, culturally relevant enrichment classes, substance abuse prevention education, and recreational activities to predominantly African-American students in grades four to six. This New Orleans, Louisiana, program is based in a school located in a public housing development. During the first year of the program, student participants raised their grades and developed more positive peer relationships.

For More Information

To obtain information about the programs featured in this document and CSAP's other school-based programs, contact Dr. Stephen E. Gardner, Center for Substance Abuse Prevention, 5600 Fishers Lane, Rockwall II Building, Rockville, MD 20857, (301) 443-9110.



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