



# SOUTH SAN ANTONIO INDEPENDENT SCHOOL DISTRICT

## Agenda Item Summary

Meeting Date: July 19, 2017

Purpose:  Report Only  Recognition  Discussion/ Possible Action

From: David Abundis, Director of Federal and State Programs

Item Title: Letter of Agreement between Family Services Association of San Antonio, Inc. and South San Antonio Independent School District

### Description:

Family Service Association of San Antonio, Inc. will provide their expertise and management of ongoing, youth leadership programs to underserved school-aged children and their families in a collaborative effort to foster resiliency, increase academic achievement and student attendance and prepare youth for post-secondary transition. Additionally, Family Service staff will disseminate information on summer youth colleges and career opportunities to eligible students. The targeted campuses include: Carrillo ES, Dwight MS, and Shepard MS.

### Recommendation:

To approve the Letter of Agreement between Family Services Association of San Antonio, Inc. and South San Antonio Independent School District to provide leadership skills to our students and get parents involved in their child's education.

### District Goal:

Goal 6 We will promote and ensure a safe and secure learning environment for all students.

### Funding Budget Code and Amount:

### CFO Approval

211-11-6299-00-112-830-0DI \$12,500	
211-11-6299-00-041-830-0DI \$15,000	
211-11-6299-00-042-830-0DI \$15,000	

APPROVED BY:

SIGNATURE

DATE

Chief Officer:

Superintendent:

  
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 A. Saavedra  
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 7/12/17

**Our mission: “Empowering individuals and families to transform their lives  
and strengthen their community”**

**LETTER OF AGREEMENT**  
September 1, 2017 – August 31, 2018

This letter of agreement is entered into between Family Service Association of San Antonio, Inc., (Family Service), and South San Antonio Independent School District for the purpose of supporting the planning and implementation of youth leadership and family strengthening programs delivered to underserved school-aged children and their families in a collaborative effort to foster resiliency, increase academic achievement and student attendance, and prepare youth for post-secondary transition. In addition, Family Service staff will disseminate information on a summer youth college and career opportunities program to eligible students. Through a collaborative agreement, Family Service will provide their expertise and management of an ongoing, follow-up strategy to ensure the success of each child served by the agency within the South San Antonio Independent School District between September 1, 2017 and August 31, 2018.

**Family Service** will deliver the following services:

- Family Strengthening programming at identified schools
  1. Families and Schools Together (FAST) evidence-based curriculum programming
  2. Literacy promotion activities including potential Read and Rise sessions
  3. Monthly ongoing follow-up Fastworks sessions for reinforcement of outcomes and maintaining community network support system.
  4. Family Counseling as identified in partnership with the parent participants
- Youth Development programming at Dwight MS and Shepard MS and/or South San HS
  1. Youth Development evidence-based curriculum programming
  2. College and Career readiness activities including potential summer internships
  3. Risk screening and case management for linkages to needed resources
  4. At-risk youth follow-up and referrals

To deliver these services, Family Service will provide:

1. Administrative oversight and financial management;
2. Planning, implementation, and oversight of service continuum;
3. Coordination with district staff on identifying participants per service for maximizing outcomes and minimizing duplication of services.
4. Disseminate information on summer youth college and career opportunities program (eligible campuses will be determined by City of San Antonio funding requirements);
5. Program facilitators and trained team members with on-site supervision and training;
6. Assistance in identifying and recruiting campus staff team members, program participants and needed space;
7. Providing parents and/or guardians with information and obtaining consent;
8. Recruiting parent volunteers and providing leadership training;
9. Training and support on the curriculum for team members;
10. Program supplies and other resources, as budgeted to support program activities;
11. Required documentation of program activities and families served;
12. Track and review outcomes for future development and growth opportunities, and
13. Assistance in delivering in-service trainings for teachers and administration.

**South San Antonio Independent School District** agrees to support and assist in the following:

1. Provide critical student data (grades, attendance, behavior) for evaluation purposes; subject to applicable confidentiality provisions and requirements set forth in the Family Educational Rights and Privacy Act, 20 U.S. Code § 1232g, and its implementing regulations;
2. Support identified district schools that are in need of program services;
3. Coordination with Family Service staff on identifying participants per service for maximizing outcomes and minimizing duplication of services.
4. Send appropriate team/staff members to program training;
5. Provide space and equipment for all programming, including parent rooms and potential evenings, on school site(s);
6. Provide space for the curriculum and follow-up/referral components on the school site(s);
7. Assist in arranging in-services for teachers, as needed;
8. Provide and show support of the program within the school and community;
9. Provide administrative attendance to programming, when needed, and
10. Track and review outcomes for future development and growth opportunities.

**Our mission: “Empowering individuals and families to transform their lives  
and strengthen their community”**

**Other conditions:**

1. Specific details regarding implementation will be negotiated at the time of funding confirmation;
2. If Family Service does not receive funding to manage youth and family strengthening programming, this agreement is not binding.

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Nancy L. Hard  
President/Chief Executive Officer  
Family Service Association of San Antonio, Inc.

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Dr. Abelardo Saavedra  
Superintendent of Schools  
South San Antonio Independent School District

Matching funds, to support actual costs, for one (1) Families and Schools Together (FAST) cycle (serving both Carrillo ES and Price ES) with family strengthening model (including monthly follow-up program) and family counseling at various elementary sites. In addition, two (2) middle schools (Dwight MS and Shepard MS) will receive youth development programming. Target schools may change based on mutual agreement between Family Service and the District.

**YAGA: Youth Against Gang Activity (Dwight MS and Shepard MS)**

Budget Categories		SSISD Budget Requirements
A.	Personnel	\$10,800
B.	Fringe Benefits	\$2,200
C.	Program Supplies (Curriculum activities, books, etc.)	\$5,000
D.	Recreational Activities (Food, vans, field trips, etc.)	\$12,000
<b>Total Budget</b>		<b>\$30,000</b>

**FAST (1 Cycle serving Carrillo ES and Price ES)**

Budget Categories		SSISD Budget Requirements
A.	Personnel	\$2,650
B.	Program Supplies (Curriculum, food, activities)	\$5,350
C.	Contractual	\$4,500
<b>Total Budget</b>		<b>\$12,500</b>

# FAMILY SERVICE ASSOCIATION OF SAN ANTONIO, INC.

## YOUTH AGAINST GANG ACTIVITY (YAGA)



95%  
demonstrating  
increased  
positive behavior  
outcomes



### Anti-Bullying & Leadership

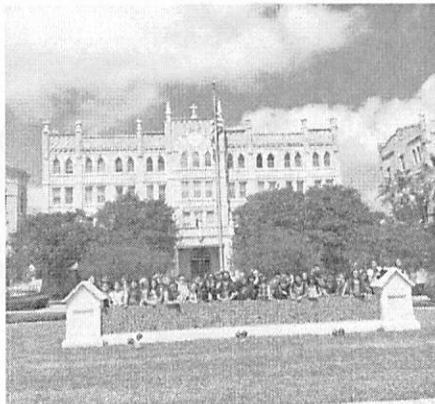
When a student in the deaf education program learned to speak for the first time, and was faced with laughter, the facilitator not only facilitated a conversation around respect and inclusivity, but also transformed the student's experience through a leadership role in which she taught the group three signs every time they met.

### Engagement

Facing divorce, neglect, and depression, one student was disengaged in life and school. Through group and follow-on case management, she learned to navigate emotions, communicate, and connect with teachers. She moved from chronic tardies and absences to showing up and performing in class.

### Self-Management

Disowned by parents, neglected at home, and highly emotional, one student confided in his case manager that he acted out because negative attention was better than no attention. In better understanding himself and setting goals, he got into ROTC, shifting not only his schedule, but also his behavior.



### Respect

Through the strong relationship built with his facilitator, a student moved from constant outbursts and trips to the VP Office to understanding consequences (positive and negative) and what it means to respect oneself, show respect, and gain respect.

## 232 Dwight MS & South San HS Students

### Community Impact

- On time grade promotion & graduation
- College Readiness
- Career Awareness



Family Service  
Association

## About FAST®

FAST- Elementary School level is a collaborative prevention and parent involvement program designed to prevent substance abuse, juvenile delinquency, school failure, child abuse and neglect, mental health problems, and violence. The FAST strategy is to reduce risk factors and build protective factors related to those problems by using a family-based level for young children and their families. Building protective factors creates resistance against failure in school, substance abuse, and other risk factors faced by children and their families.

FAST- Elementary School level consists of eight-weekly multi-family meetings with structured activities to build social connections and reduce social isolation. FAST is based on family systems theory, and on evidence-based, published and funded research on best practices. FAST employs a positive approach based on family systems and community/school collaborations. This approach is designed to enhance the child's functioning in school, in the community, and at home. Further, the program promotes increased parental involvement in the child's life, within the family unit, with other parents at the school, with the school personnel, and with community agencies. A high level of involvement is a critical protective factor that increases the likelihood of children succeeding in life and in school.

The program is implemented by the collaborative FAST- Elementary School level team that is comprised of at least four members: a parent partner from the school being served, a school partner from the school being served, and two community-based partners from different organizations. Each weekly session includes six key elements: (1) a meal shared as a family unit; (2) family communication games played at a family table; (3) time for couples or buddies; (4) a self-help parent group; (5) one-on-one parent-child time; and (6) a fixed lottery that lets every family win once followed by a closing ritual. These core components aim to strengthen the bonds within and between families and the community.

FAST- Elementary School level has the following program goals:

- 1) Enhance family relationships
  - a) Strengthen the parent-child relationship in specific, focused ways
  - b) Empower the parents to become the primary prevention agents for their own children
- 2) Prevent the target child from experiencing school failure
  - a) Improve the FAST 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 and family's feelings of affiliation toward the school
- 3) Prevent substance abuse by the child and family
  - a) Increase the family's knowledge and awareness of substance abuse, and the effects of substance abuse upon child development
  - b) Link the family to appropriate assessment and treatment services, as needed
- 4) Reduce the stress that parents and children experience from daily life situations
  - a) Offer on-going opportunities for building social support among parents
  - b) Link the family to appropriate community resources and services, as needed
  - c) Build the personal effectiveness and self-esteem of each family member

Families graduate from the program at the end of eight weeks and then participate in monthly follow-up FASTWORKS® meetings for two years with team support, parents design the agenda to maintain FAST family networks that were developed, and identify community development goals. All FAST levels include FASTWORKS as an integral component.

## Fidelity Rating

Fidelity is the accuracy with which the FAST program is replicated according to established program standards in a community setting. Families And Schools Together, Inc. rates each team's fidelity to the FAST level for the current cycle based on the following ten criteria:

- A fully trained team
- A complete team
- Representation from two different community based organizations
- Weekly inclusion of all core program components: (1) a meal shared as a family unit; (2) family communication games played at a family table; (3) time for couples or buddies; (4) a self-help parent group; (5) one-on-one parent-child time; and (6) a fixed lottery that lets every family win once followed by a closing ritual
- The Special Presentation is held during the 5th session
- Communication and interactions according to FAST empowerment strategies
- Successful resolution of team conflict, if any
- A minimum of five graduating families
- Complete data (pre- and post-tests) from at least five of the graduate families
- Active and ongoing FASTWORKS® program

Teams are awarded one point for each met criteria and no partial points are awarded. The fidelity rating is based on total points, as follows:

- 1-3 points = Promising Implementation
- 4-5 points = Effective Implementation
- 6-8 points = Level Implementation
- 9-10 points = Exemplary Implementation

## **Methodology**

### **Evaluation Design**

The FAST Evaluation uses standardized pre- and post-tests completed by parents and teachers, who are the raters in the evaluation of the FAST Elementary School level. Each rater completes a questionnaire designed specifically to measure FAST program goals both before the program (pre-test) and again after the eight-week cycle (post-test). Parents answer questions about social relationships, social support, involvement in their child's education, family environment, personal effectiveness, and the child's strengths and difficulties. In addition, parents provide demographic data and feedback on their satisfaction with the program. Teachers complete a questionnaire about the child's strengths and difficulties and the parent's involvement in the school. Teachers also rate the child's improvements as a result of the program and the program's benefits.

Dr. Lynn McDonald, FAST Program founder, and Dr. Stephen Billingham developed the evaluation design in 1989 for the Statewide FAST Initiative in Wisconsin. In 1991, Dr. Lynn McDonald and Dr. Thomas Sayger developed the evaluation reporting structure for the Center for Substance Abuse Prevention (CSAP). In 2003, Families and Schools Together, Inc. redesigned the questionnaires with the support of funding from the Bureau of Justice Assistance.

### **Data Collection**

All schools or sites use a standard protocol to invite families to participate in FAST. School personnel contact families about FAST, and those families who are interested in participating in the program receive home visits from the FAST Team Members. At the home visit, team members explain the program and ask the parents to complete the pre-program survey. At this time, parents are also asked to complete an informed consent form that asks for permission to survey the child's teacher and explains how confidentiality is maintained. The child's teacher is asked to complete the pre-program surveys after the target child's parent gives informed consent. Participation in the program and the evaluation are strictly voluntary.

Within two weeks of the program ending, team members distribute post-tests to parents and teachers. After the post-tests are completed, the evaluation materials are sent to Families and Schools Together, Inc. for analysis. The data are entered and analyzed at the Families and Schools Together, Inc., and a custom report is created for the program cycle.

In order to protect confidentiality, each family is assigned an identification number. The FAST Team Member in charge of coordinating the data collection assigns a number to each family. The family is identified by this number on the parent and teacher pre- and post-questionnaires. The numbers allow evaluation staff to match each parent's and teacher's pre- and post-test. Respondents seal the completed surveys with confidentiality stickers, and the completed surveys are sent for analysis to Families and Schools Together, Inc. Because only aggregate results are reported, no individual responses can be matched to a particular youth or parent. The only people who have access to the completed tests, ID numbers and names are the evaluation staff at Families and Schools Together, Inc. Furthermore, any possible identifying information at the local site is deleted from responses to open-ended questions.

### **Evaluation Measures**

Families and Schools Together, Inc. is responsible for the evaluation of each FAST Cycle. The FAST Evaluation uses standardized quantitative and qualitative measures. FAST is a prevention program designed to prevent substance abuse, juvenile delinquency, school failure, child abuse and neglect, mental health problems, and violence. Because the evaluation cannot measure things that have not happened, the evaluation focuses on measuring attributes and behaviors of children and parents that, according to a substantial body of research, are highly correlated with the onset of these problems.

The evaluation focuses on measuring change toward the FAST® program goals in the following areas:

- 1) Goal: enhance family relationships
  - a) Family environment
  - b) Parental empowerment
  - c) Relationship with child
  - d) Personal efficacy
- 2) Goal: prevent the target child from experiencing school failure
  - a) Parental involvement in school
  - b) Child's behavior
- 3) Goal: prevent substance abuse by the child and family
  - a) Knowledge of alcohol, tobacco, and other drugs
  - b) Past 30 day use of alcohol, tobacco, and other drugs
- 4) Goal: reduce the stress that parents and children experience from daily life situations
  - a) Community social relationships
  - b) Social support
  - c) Reciprocal support from others
- 5) Consumers' satisfaction with the program

### **Sources for Measurements Used in the FAST® Evaluation**

#### **Family Environment Scale (FES) – Family Relationship Index (Moos & Moos, 1981)**

The Family Relationship Index of the Family Environment Scale (FES) is a 27-item scale that rates the domains of cohesion, expressiveness, and conflict.

- The cohesion scale measures the degree of commitment, help, and support family members provide for one another. The higher the score, the better the family functioning. Distressed families score lower than non-distressed families.
- The expressiveness scale measures the extent to which family members are encouraged to act openly and express their feelings directly. The higher the score, the better the family communication. Distressed families score lower than non-distressed families.
- The conflict scale measures the amount of openly expressed anger, aggression, and conflict among family members. The higher the score, the more common conflict is in the family. Distressed families score higher than non-distressed families.

A total relationship score is obtained by adding the cohesion and expressiveness scores, and subtracting the conflict score. The FES has demonstrated good reliability and validity and provides standardized norms and scores.

#### **Social Relationships Questionnaire (McDonald & Moberg, 2002)**

This questionnaire was specifically designed for the FAST Program. It measures the relationship that parents have with their FAST child. It also measures social relationships with other people and community agencies. Eight questions measure the relationship that parents have with their FAST child, and 11 questions measure the relationship that parents have with other people and community agencies. Respondents are asked to score each item on a scale of 1 to 10, with higher scores corresponding to stronger relationships. A total social relationships score is obtained by calculating the mean of all 19 items.



### **Self-Efficacy Scale (Sherer, et al., 1982; Coleman & Karraker, 2000)**

Parents complete the Self-Efficacy Scale, which measures self-efficacy expectations dependent on the parent's past experiences and on their tendencies to attribute success to skill rather than to chance. The questions in the Self-Efficacy Scale were adapted to measure the parent's general sense of personal effectiveness. Ten items address the relationship between self-efficacy and general tasks. Six questions ask about social relationships and self-efficacy, which determine the parent's beliefs about their ability to establish and maintain friendships. Finally, seven items were developed by Coleman & Karraker (2000) to measure the relationship between the parent's self-efficacy and their ability to support and nurture their children. Scores range from 1 to 5, where 5 indicates the highest level of efficacy.

### **Parental Involvement in Education (Shumow, et al., 1996)**

This widely used scale rates the level of parental involvement in their child's school. Parents respond to eight questions regarding parental school involvement, parent initiated contact with teachers, and school initiated contact with the parent. Scores for the items range from 0 to 4 with higher scores indicating increased involvement.

Teachers complete 27 questions that measure the teacher relationship with the parent, the teacher's involvement with the parent, and the parent's involvement in schooling. Responses range from 1 to 5 with higher scores indicating increased involvement.

### **Strength and Difficulties Questionnaire (Goodman, 1997)**

The Strength and Difficulties Questionnaire (SDQ) is a questionnaire about the target child's behavior that is completed by parents and teachers. There are 25 items that address strengths (pro-social behavior) and difficulties (emotional symptoms, conduct problems, peer problems, and hyperactivity).

Scores for the pro-social and individual difficulties subscales can range from 0 to 10. A higher score for strengths corresponds to positive behavior. A lower score for difficulties corresponds to less difficult behavior. The total difficulties subscale is the sum of the individual difficulties subscales and scores can range from 0 to 40, with a lower score indicating less difficult behavior. Five additional questions are used to assess the impact that the FAST child's difficulties have on his or her everyday life. Impact scores range from 0 to 2 where a score of zero corresponds to no or very little impact, a score of one indicates moderate impact, and a score of two indicates a high impact on the youth and family.

### **Change in Knowledge Concerning Alcohol, Tobacco, and Other Drugs**

These four questions were designed specifically by Families and Schools Together, Inc. to assess parents' increase in knowledge concerning alcohol, tobacco, and other drugs as a result of the FAST Special Presentation during the fifth week of the program. Responses range from low understanding (1) to high understanding (5).

### **Substance Use Questionnaire (CSAP GPRA, 2005)**

The Substance Use Questionnaire asks parents about their past 30 day use of various substances. Parents respond to four questions asking about consuming alcohol, intoxication, smoking cigarettes, and using marijuana. The scores range from "0 Days" to "All 30 Days."

### **Social Support (Sherbourne & Stewart, 1991)**

This instrument includes 12 items that measure four aspects of social support:

- Emotional support (expression of affect, empathetic understanding, and encouragement of expressions of feelings)
- Tangible support (providing material aid or behavioral assistance)
- Affectionate support (expression of love and affection)
- Total support (sum of emotional, tangible and affectionate support scores)

Scores on each item range from 0 to 3, and a higher score corresponds to stronger social support.

**Reciprocal Support with Other Parents (McDonald & Moberg, 2002)**

This measure includes six items that determine the level of support that parents may receive from (three items) or provide to (three items) other parents, such as help with carpooling, sharing feelings, and getting together socially. Scores can range from 0 to 5, with a higher score corresponding to more support. Total reciprocal support scores can range from 0 to 10.

**Families and School Together Program Evaluation by Family (McDonald & Billingham, 1988)**

Open-ended questions afford families an opportunity to explain how the program affected their lives. In addition, each parent rates the relationships with FAST Team Members and other FAST participants on a scale of 1 (poor) to 10 (excellent), as well as their satisfaction with the program on a scale of 1 (very dissatisfied) to 10 (very satisfied).