

New Mexico's Family and Youth Resource Act

Mid-Year Evaluation Report
March 2007

Prepared for the
New Mexico Public Education Department

by

The Center for Health Promotion and Disease Prevention
University of New Mexico

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Family and Youth Resource Act (FYRA) Program
Mid-Year Report
March 30, 2007

Executive Summary

This mid-year report provides quantitative and qualitative data midway in the third year evaluation of the New Mexico Family & Youth Resource Act (FYRA) program. In 2006-07, the monitoring of each site's progress continues smoothly, using forms initiated in the second year of the project. The use of these forms allows comparison of data over time, with 2005-06 serving as the FYRA baseline year. Process data includes: numbers and types of clients seen; numbers of students tutored/mentored; numbers and types of events or activities provided by the FYRA sites; uses of and visits to family resource centers; reasons clients sought FYRA services; numbers and types of direct services provided by FYRA sites; numbers and types of in-school referrals made by FYRA to assist clients; and numbers and types of referrals made by FYRA to community service agencies.

Each site filled out a mid-year evaluation report in 2007, providing information on staff professional development, needs for training or technical assistance, types of activities they offer their clients, types of support they provide to their schools, and services offered by their community partner agencies. Each site has also documented a brief "success story," or case study of one client helped.

This report presents the PED with a summary of the information provided by the 39 reporting sites in their mid-year report on progress made. The following box includes finding highlights from this five month period.

Highlights:

- Over two-thirds of the 39 FYRA grant sites participated in the Fall 2007 PED Funded Partners Meeting,
- Professional development for FYRA personnel has been most useful in terms of gaining resources for clients, gaining skills to work with clients, and learning new subjects,
- Over half (58%) of the grant sites would like to do more networking with each other, and 45% would benefit from knowing more resources to be offered to their clients,
- Most FYRA grantees provide some group educational activities; 64% provide parent education, including such topics as parenting skills, GED, English as a Second Language skills, and basic computer skills,
- Approximately 32 out of 39 sites (82%) indicate that they provide general school support activities, including such things as substituting for a teacher, supervising students during recess, or serving as a chaperone on a school field trip, but the sites are split about evenly between those who report these activities as FYRA-related on their monthly reports, and those who do not report them. This is an issue that needs to be clarified with the PED so that data are reported in a consistent manner across all sites.
- FYRA grant sites have a wide variety of community-based partner agencies, and appear to be well-supported in terms of agencies that can provide basic needs, social, family support, health and mental health services. Fewer partner agencies provide such services as legal, employment and transportation assistance.

Introduction

The purpose of this mid-year report is to provide quantitative and qualitative data about the evaluation of the Family & Youth Resource Act (FYRA) program in New Mexico. The Center for Health Promotion and Disease Prevention (CHPDP) at the University of New Mexico was contracted by the New Mexico Public Education Department (PED) to evaluate FYRA during its third year of operation. Program findings observed at the mid-year point are intended to provide feedback to both the PED and the sites to assist them in making program improvements during the rest of the year.

Background

The New Mexico state legislature allocated third year funding to PED to operate the FYRA program during 2006-07. Nineteen school districts (approximately 70 schools), many of them the same grantees as in the previous year, received funding to implement the FYRA program. Grantees continue to have flexibility in how they structure and implement programs to address the goal of the Act. According to the legislation, however, funding is to be used to employ a resource liaison who will:

Goal of FYRA: Schools will forge mutual long-term partnerships with agencies and organizations to help students attain high academic achievement by meeting nonacademic needs of students and their families.

- assess student/family needs and match those needs with appropriate public or private providers;
- make referrals to health care and social service providers;
- collaborate and coordinate with health and social service agencies through school-based and off-site delivery systems;
- recruit service providers, businesses, community and civic organizations to provide needed services and goods not otherwise available to students/families;
- establish partnerships between the school and community organizations such as civic, business and professional organizations; and recreational, social and after-school programs;
- identify and coordinate age-appropriate resources for students in need of (a) counseling, training and placement for employment, (b) drug and alcohol abuse counseling, (c) family crisis counseling, and (d) mental health counseling;
- promote family support and parent education programs; and
- seek other services a student/family needs to assist the student to stay in school and succeed.

Mid-Year Evaluation Process and Purpose

The first year of the FYRA program was considered a pilot year for schools to organize and begin implementation of their programs, as well as to test certain evaluation methods. In 2005-06, the monitoring of each site's progress was streamlined and this process has continued in the 2006-07 grant year. The monthly reports provide the PED with process data on:

- numbers and types of clients (students and their family members) seen,
- numbers of students tutored/mentored individually and in groups,
- numbers and types of events or activities provided by the FYRA staff and volunteers,
- uses of family resource centers and numbers of visits by clients to these centers,
- reasons clients sought FYRA services or assistance,
- number and types of direct services provided by FYRA staff and volunteers,
- number and types of in-school referrals made by FYRA to assist clients, and
- number and types of referrals made by FYRA to community service agencies to assist clients.

In 2006-07, each reporting site also completed a mid-year evaluation report (see FYRA Evaluation Mid-Year Report Form in Appendix A). This report gives information on each site's professional development activities, their needs for training or technical assistance, the types of group events or activities they offer their clients, support services they provide to their school sites, and services provided by their collaborating community partner agencies. Each site has also presented a brief "success story," or case study of one client helped in the first five months of the academic year.

This report presents the PED with a summary of the data gathered from this mid-year report. This information gives the PED an indication of how FYRA monies are being spent, what training and technical assistance is needed by sites, and how, qualitatively, each FYRA site is having an effect on its clients. This information can assist the PED in planning for the future.

Mid-Year Report Findings

Professional Development of Staff or Volunteers.

Type of Professional Development. Approximately 90% (34 sites) of the sites reported that staff and/or volunteers attended professional development sessions during the first semester of 2006-07. Of these, more than two-thirds of the sites attended the PED Funded Partners Meeting in October 2006. Information on professional development is summarized in Table 1. More paid staff, particularly the resource liaisons, attended professional development sessions.

Table 1: Professional Development (N = 39)

Professional Development	Number/% Sites Participating	Type of Personnel Participating	Type of Professional Development
Training #1 (PED Funded Partners Meeting)	25 (68%)	_23_ Paid Staff/Liaison _1_ Volunteers _15_ N/A, Not indicated	FYRA Grantee Meeting
Other Training	26 (60%)	_22_ Paid Staff/Liaison _1_ Volunteers _19_ N/A, Not indicated	_9_ Conference _17_ Workshop _1_ Class _3_ Other

Learning Considered Beneficial by the Sites: Grant sites indicated that their staff most benefited from the following professional development areas:

- 25 (68%) indicated that learning where and how to access resources was important
- 24 (65%) indicated that learning skills for working with clients was important
- 23 (62%) felt content (topics) useful for working with clients was important
- 19 (51%) felt grant project skills were useful and important
- 17 (46%) indicated that management/evaluation skills were important.

Training, Technical Assistance and/or Networking Support Requested: In 2007, most of the grant sites said that they were most interested in networking and communication with the other sites. The following are the top support requests:

- 22 (58%) wanted to network and communicate more with other grant sites
- 17 (45%) wanted to know more about resources they could use with their clients

- 15 (40%) indicated they still needed skill-building to work better with clients

Examples: How to find resource sites; how to make flyers on the computer; how to work with difficult clients; confidentiality practices within a public school setting; how to work with the school nurse, social worker, counselor, principal and others while maintaining confidentiality of student cases; skills for working with different cultures, low-income students, resistant or negative families (especially re: attendance and discipline); ways to involve community members outside the school community; and how to set and handle personal boundary issues.

- 13 (34%) would like help with content-related topics

Examples: Crisis management, parent education, adolescent intervention; handling case management; how to deal with the stress of working with people with limited resources and in desperate situations; dealing with clients in "denial;" suicide prevention techniques and skills; working with clients who do not follow up with referrals for mental health issues; dealing with bureaucracy and "red tape."

- 12 (31%) want management assistance, and
- 11 (29%) indicated they would still like assistance with grant-related issues.

Program Activities and Partnerships.

Group Activities Offered by Sites: Most of the grantees provide some structured group education and/or skill-building opportunities for their family and student clients. The greatest number of sites offer parent education, focusing on a variety of topics. Of the sites offering group education activities, those most often cited are:

- 25 (64%) provide parent education. Topics or subjects most often offered by the sites in this category include:
 - 17 (44%) offer parenting skills of some type
 - 8 (21%) offer English as a Second Language education
 - 7 (18%) offer basic computer-related classes
 - 5 (13%) offer GED classes
 - 4 (10%) offer job-related skills education, and
 - 3 (8%) provide education in how to access resources.

Examples: Building children's problem-solving skills, anger and/or stress management, finding community and health resources, better nutrition in the home, positive discipline, solving conflict/dealing with a difficult child, first aid and safety, how to engage your child in school, truancy prevention and attendance policies, developmental/social emotional stages in children, media influence on children, family leadership, helping students learn, nurturing parenting styles, domestic violence, reading to children, identifying gang activity and self-mutilation, resume writing.

- 18 (46%) provide group student education that is not just tutoring or mentoring

Examples of topic offered to students: Building problem-solving skills, anger management, English (Reading clubs), peer conflict resolution, anti-bullying techniques, gang and drug prevention, truancy prevention, better nutrition, social skills, learning to deal with pressure, student wellness camp, domestic violence, substance abuse, sexual harassment, self-defense, life skills for girls, college prep program, safer sex and abstinence.

- 12 (31%) offer trainings of some type, and
- 7 (18%) offer workshops.

It is obvious that the grant sites offer a wide variety of topics in group education settings. The greatest effort seems to be in improving parenting skills, as well as in enhancing student abilities to handle pressures and problems in school and home that may have a negative impact on their academic performance. Given that many of the sites get involved in helping parents find better employment (see Case Studies section), they may, as they gain experience, wish to allocate more education or training time to:

- helping families navigate the community system, learning to find, access and use those resources themselves, without needing FYRA personnel as “middle men,” and
- providing employment skills for parents, such as resume writing, interviewing for jobs, finding job training services, basic computer skills, etc.

As noted above, these topics are now addressed by only 8% to 10% of the grant sites.

School Support Activities: Grant sites were asked whether their staff or volunteers participated in regular school program activities, and if so, which type of support were requested. A majority of the sites (82%) indicated they did, indeed, provide certain types of support to the schools, including:

- 29 (74%) participate in PTO/PTA meetings, or district school administrative meetings,
- 19 (49%) substitute for teachers in the classroom, at recess or in the cafeteria; that is, they help monitor students in these situations
- 18 (46%) serve as adult chaperones on class field trips, and
- 17 (44%) provide child care for parents meeting with school personnel about their child/student.

It appears that there is some confusion among the FYRA-funded sites as to whether participation in these types of activities (substitution for teachers, serving as school chaperons) constitutes an appropriate use of their time for reporting FYRA-related activities. As the following table and figure indicate, similar numbers of grantee sites generally report these as FYRA-appropriate activities (14 out of 39 report always or often) or commonly do not report them as FYRA-relevant activities (15 out of 39 report them rarely or never).

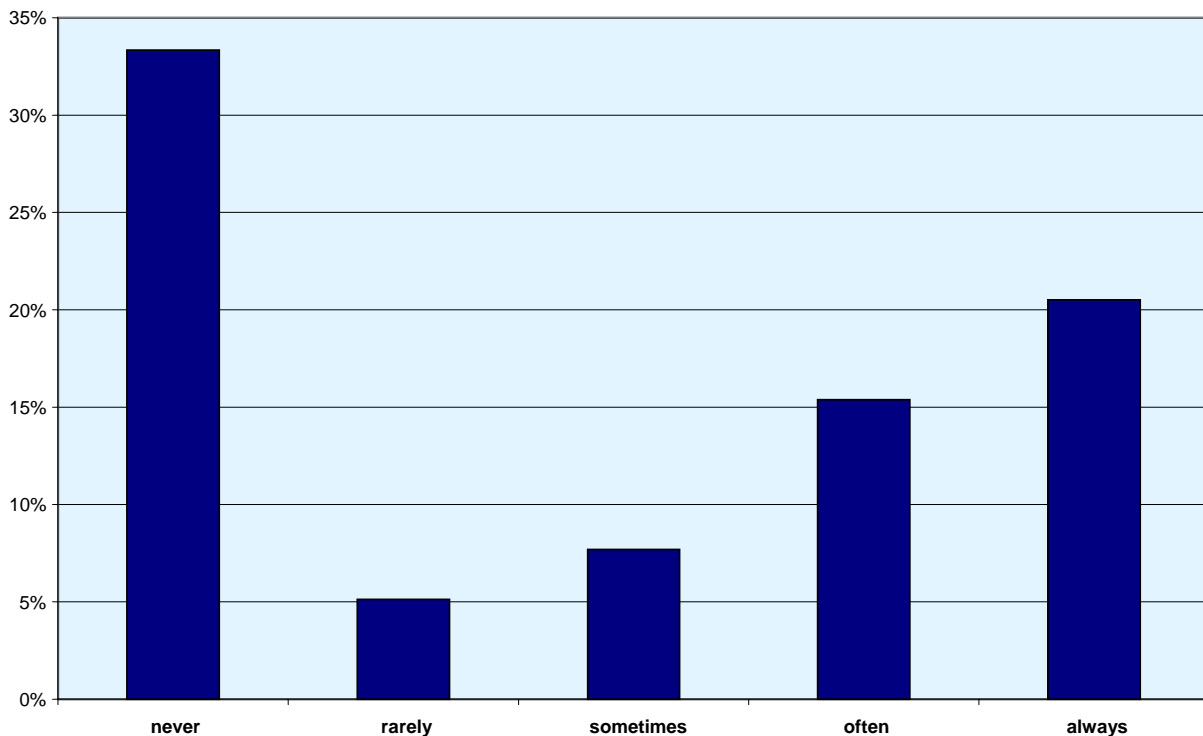
Table 2: School Support Activities Reported as FYRA-Relevant Actions (N=39)

Report Frequency	Frequency	Valid Percent
Never	13	41%
Rarely	2	6%
Sometimes	3	9%
Often	6	19%
Always	8	25%
Missing	7	
Total	39*	100%

* 7 sites did not report data, so valid percentages are based on an N = 32.

These differences in reporting raise problematic issues in process evaluation of the project. It would seem from the data above that in the monthly reports, either approximately half of the FYRA grant sites are *not* reporting several activities they undertake that should be reported, or approximately half the sites are reporting activities that should *not* be reported. The question of whether these types of school support activity are considered appropriate for FYRA staff or

Figure 1: School Support Activities Reported as FYRA-Relevant Actions (N=39)



* Percentages are different from those reported in Table 2, because Table 2 uses valid percentages based on a total number of sites reporting on this variable (N = 32); 7 sites had missing data.

volunteers to implement and report, with regard to the requirements of the Family and Youth Resource Act, needs to be resolved with the Public Education Department as soon as possible so that process reporting can be standardized across sites. It would seem that, in the case of representing the FYRA program at school PTO/PTA or administrative meetings, this activity would be appropriate to the Act,

as it allows FYRA grantees to promote the program to others, solicit partner agencies and report on achievements or needs to those in a position to support the project. It might also be suitable for FYRA personnel to provide *brief* childcare for parents who may only come to the school to deal with their student's academic issues because someone trustworthy can watch their younger children while they meet with school officials. However, it is uncertain whether having FYRA personnel substitute for teachers and/or act as school chaperons on field trips (or taking them shopping for the holidays) are relevant to reaching the goals of the Act, or if it is taking time from activities that might better assist the students in handling non-academic issues that negatively impact their performance.

Community Partner Agencies

As a goal of the Family and Youth Resource Act is that the grant sites forge partnerships with community-based agencies to provide services needed by students and their families, the grant sites were asked to provide the names of three partner agencies, and to identify the types of services offered by these agencies. The list of diverse partner agencies includes, but is not limited to: the Center of Protective Environment; the Ben Archer Health Center; Children, Youth and Families Division; the Road Runner Food Bank; Catholic Charities; Peanut Butter and Jelly Family Services; Amigos and Amigas; the Samaritan Counseling Center of Albuquerque; Healthcare for the Homeless; First Nations Community Health Source; Joy Junction; Youth Development Incorporated; St. Joseph's Center for Children and Families; the UNM School Based Health Center's Dental Clinic; Grammy's House; the Artesia Health Resources/Medical and Mental Health Facility; the Midwest New Mexico Community Action Program; Hogares, Inc.; UNM Bernalillo Branch; the Shiprock Adolescent Treatment Center; the Teen Life Center; the Shiprock Home for Women and Children; the La Casa Family Health Center/Wellness Clinic; Team Builders Counseling; the Clovis Area Transit System; the Deming Public School District's Homeless Program; Casa de Corazon; Las Clinicas del Norte; El Centro Health Services; Presbyterian Medical Services; Kids Kare; ECHO Food Bank; Community of Hope; Southern New Mexico Human Development; Casa de Peregrinos; the Gallup/McKinley Battered Families Program; the Gallup Indian Medical Center; the Lea County Guidance Center; the Boys and Girls Club; Las Cruces La Casa; the Tri-County Family Justice Center; the Sangre de Cristo Health Center; the Las Vegas Behavioral Health Institute; the New Mexico Highlands University School of Social Work; Border Area Mental Health; the Lordsburg and Deming Housing Authorities; Hidalgo Medical Services; Big Brothers/Big Sisters; RISD Food Services; La Familia Medical Clinic; United Way of Santa Fe county—Agua Fria Children's Zone; Children's Medical Services; Alimento para el Niño; Meadow City Express; Samaritan House/Salvation Army; and Consejos.

The most common types of services that these community partner agencies provide to FYRA programs appear to be, from most often mentioned to least:

- Basic needs services (provision of food, clothing, etc.)
- Family crisis services
- Family support services
- Mental health
- Health services
- Social services
- Drug and alcohol treatment
- Dental health
- Out of school activities
- Transportation services
- Legal assistance, and
- Employment services and assistance.

In particular, the various FYRA programs appear to have done well in identifying and partnering with agencies that can provide for student and family basic needs (which is one of the highest need areas FYRA clients have), and which can help families deal with short-term crises and gain support or resources for a wide variety of problems, including housing, utilities and the like. In addition, most of

the FYRA sites listed having partner agencies that can assist with health-related issues, including physical illness and injuries, mental and oral health problems, as well as substance abuse issues.

Transportation, especially with regard to being able to access school and community services appears to be a continuing problem faced by FYRA clients. As can be seen in the FYRA case studies (next section), it also seems that employment and legal issues, including immigration and citizenship concerns, tend to be underlying causes for many of the student-related problems with which the FYRA programs often deal. Given this, and since only 18% of the partner agencies listed provided employment assistance, and only one-fourth give legal help of some kind, FYRA programs may find it useful to strengthen or increase collaborations with those types of agencies.

Case Studies.

Client Significant Change Stories: Qualitative information can often supplement and provide a basis for better understanding of the meaning of quantitative data collected in evaluation. For this reason, the FYRA programs have each presented a "case study," a brief description of the problems faced by and outcomes generated for one student or family that FYRA had assisted since August, 2006. Sites have described the issue as presented, what FYRA did to address this, what difference their efforts made in the client's life, and what was felt to be significant about this outcome. These case study summaries are presented in Table 3.

**Table 3: Family and Youth Resource Act: Mid-Term Evaluation Report (2006-07)
Significant Change Case Studies (N=39)**

FYRA Program Significant Change Case Studies: Fall Semester 2006				
FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Alamagordo (Sacramento)	Presented with a family struggling financially; father dissatisfied with his employment and family had been denied social services. Father was resentful of public agencies and language was a barrier to seeking help.	FYRA staff, working in Spanish, established a relationship with the family, helped the father identify prospective employment and followed up on referrals/process; served as liaison and advocate between client and agency.	Father gained employment with the school district with better benefits. Family also received social services benefits due to FYRA intervention. Father now taking ESL classes.	Due to FYRA intervention, have improved community/social service provider collaboration and work toward common goals. An at-risk family is now in a better, more functional status.
Albuquerque:				
Academia de Lengua y Cultura	Presented with a student who had behavior problems, was self-mutilating and failing classes due to a troubled family life.	FYRA social worker provided coordination with community health partners (Presbyterian Health) to implement the treatment plan ("no cutting contract", and providing a professional, concrete continuum of care.	Student now expects and benefits from consistent, uniform expectations among home, school and private therapist.	Student has been able to take responsibility for his behavior and is demonstrating his desire for change by following his contract. Uniform treatment has been provided to the student.
Alamosa	Presented with 3 students who thought teacher had told them to leave their ESL class and not return.	FYRA staff asked to serve as go-between for the students and the teacher and negotiate situation.	FYRA representative determined that the teacher did not mean for the students to leave the class for good.	Students rejoined the class and are pursuing their studies.
Armijo	Presented with a domestic violence case in which an undocumented grandmother from Mexico, caring for her grandchildren, was abused by her daughter (who was on drugs). The grandmother wanted custody of her grandchildren.	FYRA staff helped the grandmother physically access human resource agencies to gain a restraining order against her daughter and gain custody of her grandchildren.	The grandmother was able to access and gain results from the government system her, and gain custody of her grandchildren. The daughter may seek substance abuse assistance.	The children now have a safe and caring home environment.

FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Carlos Rey	Five students were having trouble making it to school, so their attendance rate was very poor.	FYRA program provided transportation for all five students to come to school.	These students are at school on time, ready and eager to learn.	At the beginning of the school year, these students had a very poor attendance rate, having missed about 30 days each. Due to FYRA's assistance, they are now attending school on time.
East San Jose Elementary	Presented with a student who didn't speak much English, preferring Spanish. She was not interested in learning English.	FYRA program tutored her in English and encouraged her to speak English whenever she came into the family center.	The student is now writing in English, having completed an entry to a science fair in that language.	This student, who is ready to enter middle school, no longer faces a language barrier to learning, and can communicate in English.
Ernie Pyle Middle	Presented with a student who was frequently truant.	FYRA program helped student talk with his mother, whom he missed. Student's father also was encouraged to come to the school to participate as a volunteer helping students.	The student comes to school more often and is attempting to bring up his grades. The father is expressing interest in his son's education.	The family connection is stronger, with the student coming to school more often and the father taking a role in keeping him in school.
Eugene Field Elementary	Presented with a mother who had problems with stress, and as a result was less engaged in her children's lives.	FYRA program helped the mother get into a parent support group.	The parent was able to reduce her stress level and irritability through a stress management program, gaining "tools" to help her handle stress effectively.	The supportive environment provided assisted this parent in becoming empowered enough to take control of her problems and solve them.
Garfield Middle	Student referred because of having behavior problems in class. Student was defiant, disrespectful and disruptive to the class.	FYRA program connected with the mother of the student; parent did not accept referral to school cluster family counselor. FYRA assisted mother to consider alternative schools and sit in on the class which was difficult due to inability to understand English.	FYRA remains in contact with the mother of the student and has invited a "lead mentor" to work with the parent and student. Student visits the FYRA center and knows that many adults are monitoring his performance.	Student's overall behavior has improved, but continuing monitoring and communication are needed.

FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
La Mesa Elementary	Presented with a family that had recently moved to the state from Mexico. The mother was depressed and in need of food, health services and other services. The children struggled with language barriers at school.	FYRA program got the mother to participate in the Adult Education classes, referred her to community agencies for domestic violence and health services, and assisted her to find financial support. Her children were enrolled in the snack program.	The mother has learned English and gained services (financial, emotional and academic) that has helped her stabilize her family situation.	The mother is more independent, having learned how to navigate the service system. She has found a job, and her children are doing better academically in school.
Lavaland Elementary	Teacher referred student who told her mother abused her younger brother.	FYRA contacted mother of student to discuss what student had disclosed. Teacher was informed of the discussion.	Mother feared her children would be taken from her and agreed to on-going communication with the teacher and to talk openly with her daughter.	Mother continuing communication with FYRA and teacher.
Los Padillas Elementary	Presented with a student with behavioral problems. Student had anger management issues and acted out in class.	FYRA representative met with the mental health team helping the student and developing a long-term plan for the safety of the student and others. FYRA representative contacted 3 agencies to gain counseling services and met with the parents about the plan.	The student is receiving outside counseling services; the counselor also comes to the family center once a week to work with the student.	The student is happier now, doing better in class, and getting along with his peers. This has had a significant impact on his schoolwork.
Lowell Elementary	Presented with a student who was not consistently attending school. The student's mother was ill, on medication, and in a wheelchair and had difficulty bringing the student to school, which was over a mile away.	FYRA program helped the student obtain Medicaid and made arrangements for the student to get a safe ride to school and home.	The student now has reliable transportation to and from school and attends school regularly.	The student is showing signs of improvement in her classes.
Polk Middle	Presented with a family of six that had moved, had few belongings and no place to live. The children were being registered at the school.	FYRA program contacted Joy Junction and found the family a place to stay.	The mother is working in the kitchen in the place they were staying. The father was helped to find a job, and the children given clothes through the FYRA program.	Both parents are now working and grateful to the program for its assistance.

FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Truman Middle	Presented with a student whose mother was on drugs and whose father had been killed in a gang fight. The student brought a knife to school; when it was taken away, he withdrew from school life and has been failing in his classes.	FYRA program mentored the student and enrolled him in the ENLACE Companeros program. The student gained trust in the FYRA program and paid more attention to school.	The student has brought up all his grades and won an essay contest. He is getting along with his peers, and listens to his teachers and tutors.	This student has gained self-esteem, no longer hates others, and has a more positive outlook on life. He is interested in doing well in school and knows there are people who care for him.
Washington Middle	Vice principal and teacher requested assistance with a student demonstrating behavioral problems in class.	FYRA representative spoke with student in detention, and assisted him for over two months with his school assignments, serving as a mentor.	FYRA parent assisted student with his classwork; his grades and behavior have improved.	Student continues to visit the FYRA center. His teachers are happier with his conduct and academic improvement.
Valle Vista	Presented with two students who were failing and had many absences. They did not have a place to live, and their mother did not have a job.	FYRA program helped the family find a shelter, food and clothes, and helped the mother find a job. FYRA also assisted the family to get food stamps and Medicaid.	The students are no longer living in a car or struggling with hunger. The mother has started working and they have a home.	The students have better grades and are in school more often. The mother is studying at TVI to begin a career.
Van Buren	Presented with a student who had a hard time in class because the family was homeless.	FYRA program referred the family to agencies that assisted with utilities and rent, and found items to furnish an apartment. They were also referred to a food bank.	The family is getting back on its feet, and all members are happier.	The student is making progress on her grades in school.
Artesia P.S.	Presented with a student who was extremely depressed and anxious due to his parents' separation, death of a grandmother, and a disruptive move. He was sullen, apathetic and non-compliant in terms of school attendance.	FYRA contacted the mother, helping her become more involved in her son's education. Homework interventions, like journaling were used with the student, as well as a referral for him to a local mental health counseling facility. Mother was assisted in finding career options and resources to help her go to school.	Student is still being counseled, but appears to be more alert in class and have a better disposition. The mother is considering career and education options.	The student has a better outlook on life, and a single parent has come to see that she has options available to better her life and that of her family. The student's mental health and attendance has improved.

FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Belen (G. Sanchez, D. Chavez, Central)	Presented with a single parent whose boyfriend had moved out, leaving her unable to pay for utilities or rent since she had only a low-paying job. The situation was negatively affecting her children's learning.	FYRA resource liaison assessed family situation and enabled mother to gain a telephone. Using MidWest Cap, more affordable housing was found, and assistance gained to handle utilities. FYRA also assisted the mother to gain clothing and shoes from community stores.	The mother expressed gratitude, especially for the phone service, and is receiving support from her family.	The phone service has helped the family gain assistance and safety. The FYRA program gained by identifying community agencies that can help with problems of this nature in the future.
Bernalillo:				
Roosevelt Elementary	Presented with a family in which the father had died. He left the wife, who was not a citizen, with 3 children and no financial resources. One child was a special needs student who qualified for the DD special needs program.	FYRA staff person took mother to the Social Security Office and translated the interview, helping her present the documentation needed to help her apply for residency.	FYRA staff person acted as the child's financial guardian and the mother can now access the father's social security benefits for the student.	The mother now knows how to access and utilize the services of the social security system, as well as that of FYRA, to help herself and her family.
Carroll Elementary	Presented with two students whose father had recently passed away.	FYRA staff assisted in getting the students into counseling to deal with the death of their father. Also provided holiday food boxes and contacted a community agency to "adopt" the family.	Family has a support system in place and enhanced coping skills and assistance with basic needs.	Students are doing well in school, even though they still struggle with the situation.

FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Central Consolidated	Based on work with a female student referred to FYRA, identified a problem of a hostile environment and bullying practices among girls at the school. FYRA program also recognized that many families of the girls involved were experiencing personal struggles that helped lead to the negative school environment.	FYRA staff person used the family analysis technique in a meeting with all the families involved, getting the families to develop a mutual agreement to address the bullying issue, and to discuss their problems at home with each other. Many parents asked for more help and support.	The bullying problem focused on the original student has diminished; her grades have improved. She is taking medication and sees a counselor. Other families have sought community-based counseling for their children, are sending them for treatment, becoming involved in parenting skills trainings, and/or seeking family counseling services.	The original student has been inducted into the school's National Honor Society. There is an increased sense of rapport among the families involved, and families are themselves accessing community services.
Clovis	Presented with a high school student from a migrant family who could not graduate with his class because he was lacking credits.	FYRA collaborated with other community partners to provide the student with classes to gain the required credits and to provide transportation to these classes.	The student attended all his classes and he has been able to graduate from high school.	The student was the first in his family to graduate from a U.S. high school. The family has built trust with the school, and the other children attend school on a daily basis to follow in their sibling's footsteps.
Deming	Presented with several students living in low-income families who would not receive gifts during the holiday period.	FYRA collaborated with the "Shop with a Cop" program, giving certain students a \$25 gift certificate to enable them to get gifts.	FYRA collaborated with community agencies in raising \$7000 for this program; money that was left over allowed FYRA to provide needy students with coats.	The community agencies came together to raise money for this problem, and the children have gained hope.

FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Espanola	Presented with two brothers with chronic tardiness and absence from school. Mother had substance abuse problem which affected students' success in school.	FYRA conducted home visits and follow-up calls, helping the mother access a Christian-based substance treatment program. FYRA offers continuing support and communication.	The mother is working on her substance abuse problem, and has found employment. She is more involved with her children's education.	The family has a healthier and more financially-stable home environment. The students are attending school more regularly and are less tardy.
Farmington	Presented with two children and mother who had been living with relatives, but had been "kicked out" of the home, making them homeless.	As an immediate response, FYRA staff found the family community shelter, helped the mother apply for food stamps, Medicaid, and low income housing. Assisted in translation (Spanish) for the mother with the service agencies.	Family was placed in a low-income apartment within six weeks of being homeless.	Family now has a home and knows it has a support system at the school. The mother's concerns for her children have been decreased.
Gadsden:				
Gadsden High School	Presented with a family whose home had burned down.	FYRA program helped to organize, gather and deliver materials and monetary donations for the family's basic needs.	The basic necessity needs of the family have been met, and the family has been able to purchase a mobile home.	The students in the family are continuing to attend school, rather than having been forced to drop out to help their single mother meet the family's financial needs. The students are progressing academically.
Santa Teresa High School	Presented with a student having classroom problems due to severe vision/eye problems. The student did not have glasses, insurance or qualify for Medicaid.	FYRA referred the student to Children's Medical Services to receive assistance with an eye exam and glasses. His case will remain open until he is 18 years old.	The student currently has better vision due to receiving appropriate glasses.	The student now has the ability to reach full academic potential.

FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Gallup-McKinley County	Presented with a student who was failing due to attendance issues (missing at least 7 days in a row due to illness).	FYRA liaison made home visit to discuss issue with single parent (mother), who had trouble accessing medical care for her child. Liaison informed mother of appropriate resources to help her.	Mother accessed resources to get child to medical care. Student's attendance has improved.	Without the intervention, the student's attendance would have remained an issue, with subsequent negative impact on her academic performance.
Hobbs Municipal	Presented with elementary school student with behavioral and disciplinary problems due to the loss of his mother and presence of a "step lady" in the home.	FYRA staff discussed situation with the father and determined to assign a female mentor to the male student.	In the short time the female mentor has worked with the student, he has returned to earning rewards for appropriate behavior.	Student is no longer going to the office for disciplinary problems and doing better at school.
Las Cruces Public	Presented with a student suffering from PTSD due to past history of abuse.	FYRA staff met with the student and parent, and met with student in school to set goals and allow student to talk about issues. Referred student for weekly sessions with a psychologist.	Both the student and parent are receiving counseling and there has been a decrease in the number of in-school visits to the social worker.	The student is better able to concentrate on schoolwork due to the counseling received. Both the student and parent are dealing with the issue together.
Las Vegas:				
Bridge Academy Charter High School	Presented with a student who had problems concentrating in class and with attendance due to a traumatic incident that occurred outside of school.	FYRA counselor met with the student to discuss the issue. She arranged a series of counseling sessions for the student with the district psychologist.	Student has reported immediate improvement in her motivation and concentration.	Over the course of the counseling sessions, student has shown improvement in her school work and social relationships in school. FYRA's work has helped in student retention at the school.

FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Mike Mateo Sena Elementary	Presented with a student who was not taking her medication for ADHD, and who showed signs of neglect.	FYRA staff, after consultation with the school's social worker, filed a Child Protective Services Report, and helped facilitate gaining family resources (scheduling medical appointments, getting clothing, academic and mental health support).	Student is now taking her medication with support of her family and the school.	The student now presents with good hygiene, is well-groomed, and is improving in her academic subjects.
Lordsburg	Presented with a family that had been picked up by Dept. of Homeland Security for immigration issues and an incorrect charge of child abuse; mother unable to work and 3 children were not attending school to stay at home to help the family.	FYRA staff discussed the issue with the mother, and assisted by contacting a local church for clothing, furniture and help in finding employment.	The family did finally move to California; FYRA, by contacting another church in that area, helped the mother gain employment, although the father is still in jail.	All three students are attending school, while younger children are being cared for by other family members.
Roswell Independent School District	Presented with two students (brother and sister) who were continuously coming late to school, which affected their learning.	FYRA staff contacted the family and met with them. Father had lost his job, their home was in need of repair, and the heat had been shut off. FYRA referred the family to community resources for housing help and employment.	Repairs were made to the home and the students now come to school on time. Father is still seeking employment.	The family now sees the school as a collaborative partner and has a positive relationship. Both parents are involved in the PTO and volunteer at the school.
Santa Fe	Presented with students who were stressed and acting out in school due to an undocumented mother's illness. She was unable to work, causing stress over financial concerns.	FYRA staff negotiated a reduced fee for service, secured other grants, and referred the mother to a medical clinic where she received medical care. FYRA provided transportation to get the mother to these services.	Mother is now working part-time, has joined the FYRA-provided ESL class and participates in family nights at the school.	The children are thriving with a healthy mother, less stress at home, and a supportive school environment.

FYRA Grant Site	Issue/Problem	Method of Addressing Issue	Client Outcome	Significance of Outcome
Silver Consolidated	Presented with a student missing a lot of school due to illness. Student living with grandmother with a limited income.	FYRA staff made home visit to grandmother and discovered she did not have the means to buy needed medical equipment (humidifier and blood pressure cuff) for the student so he could recuperate. FYRA linked grandmother to community resources to get her the equipment.	Student is back in school. Grandmother is able to monitor his blood pressure at home, and student has a humidifier.	Student is doing better, healthwise and academically. Grandmother now aware of resources in the community she can call on.
West Las Vegas	Presented with a single mother of student who had little familial or financial support. Identified needs included food, clothing, household items, home weatherization, employment and home heating.	FYRA referred the mother to the Salvation Army and Samaritan House and donated food and clothing. Connected the client to the Los Amigos Weatherization program and helped her get services, while also providing wood to heat her home. Later helped her find alternative, low-income housing. To help student, referred him to 21 st Century After School program to gain academic assistance.	Mother and student in stable living situation; mother has completed her GED and is in associate degree program. Student involved in After School program and making progress in academics.	Student is making progress in academics. Mother feels more empowered and is improving her own educational level.

Discussion and Recommendations.

As in past years, the FYRA grant sites appear to be serving those clients that were intended by the Family and Youth Resource Act. They have identified a wide variety of community-based partner agencies with which they collaborate to provide services needed by students and their families. In general, they appear to be doing well in creating partnerships with agencies that can serve the health and social service needs of their populations; in the future, they may wish to strengthen ties to agencies that can also assist with such issues as employment, legal advice, and transportation needs.

In the past, the FYRA grant sites have tended to emphasize training and technical assistance needs in content/subject areas, as well as in grant management. This year it appears that the sites have a stronger interest in networking with and learning from each other, perhaps wishing to gain "lessons learned" and to share "what works" with their colleagues based on their three years of experience. In addition, there seems to be a greater emphasis on gaining access to more varied resources for their clients. This may also reflect the amount of time they have now spent dealing with different types of problems and issues that their clients bring to them. At the same time, some of the topic and skill areas they request are similar to those identified in the past, indicating that these issues are of ongoing importance in dealing with their clients. Some of these include "how to" topics such as: dealing with difficult or non-responsive students and families, establishing and maintaining confidentiality, handling crises, dealing with their own stress, and negotiating with bureaucracies.

Only a few sites do not offer group activities of some sort; the greatest focus of the sites is on providing parent education in some manner, whether through classes, trainings, or workshops. The grantees offer a wide variety of courses to families and students, including, but not limited to: parenting skills, life skills, anger management, avoiding drugs and violence, computer use, GED and ESL classes, and nutrition. One issue that affects the collection of process evaluation data from all the grant sites is the question of what types of FYRA participation in general school support activities should count as being appropriate to the requirements of the Family and Youth Resource Act. Such school support activities include such things as standing in for a teacher to watch her/his class, serving as an adult chaperon for a class field trip, supervising students during recess, providing general child care, etc. At present, it is unclear whether these activities should be recorded as part of FYRA-funded activities; this issue needs to be resolved, as about half the sites do *not* now report these activities, while others do.

Recommendations:

- The evaluation team and the PED Project Officer should meet together to determine what types of school support activities should/should not be recorded by FYRA grant sites on monthly report. The evaluation team will then clearly convey these standards to all grant sites.
- The PED should strongly consider providing time in the next PED Funded Partner meeting (or Grantee meeting) to allow the grant sites structured time to network and share "lessons learned" and resources with each other. The topic of confidentiality should also be addressed by a specialist during that time, who can answer the questions that sites have.
- The FYRA sites may wish to consider (a) providing more employment-related training (writing resumes, job interview skills) and/or helping people acquire knowledge and skills in how to navigate the community-based service system to access resources for themselves, and (b) developing partnerships with community agencies that can provide some of the less traditional services for their clients, such as legal, employment training, and transport assistance.