The F.A.S.A. Program

What is FASA?
FASA (Fostering Academic and Social Achievement) is an after-school violence prevention program serving 23 sixth graders from Faison School Intermediate Campus in the community of Homewood. The program runs from 3:30PM to 6:30PM Monday through Friday, and provides participants academic support, arts and recreation, life skill sessions, career awareness activities, community involvement activities, field trips, transit, and food. FASA began last summer and will follow current participants through the end of seventh grade.

Who provides FASA?
The program is funded through a demonstration grant from the U.S. Department of Health and Human Services (DHHS), and made possible through a partnership between the YMCA of Greater Pittsburgh, the Marilyn G. Rabb Foundation, Pittsburgh Public Schools, and Carnegie Mellon University. The university manages this partnership through the Center for Economic Development at the H. John Heinz III School of Public Policy and Management. The university’s Leonard Gelfand Center for Service Learning and Outreach helped start up FASA, and continues to assist the program with transit and other logistics. The university’s Robotics Academy, School of Architecture, Institute for Complex Engineered Systems, and Athletics Department have also made important contributions to FASA.

What is the purpose of FASA?
FASA is a comprehensive and intensive secondary violence prevention program intended for participants with an elevated risk of being involved in violence compared to the general youth population. FASA was designed to address multiple, multi-level risk factors associated with involvement in youth violence and to put in place protective factors against it as identified by research. The program’s primary goals are to provide a safe and healthy place to go after school, to increase academic achievement, and to encourage the use of alternatives to physical and verbal violence in conflict situations.
Juveniles are at highest risk of being involved in a violent crime from 3PM to 6PM, with the peak hour beginning when school gets out. When the final bell rings at Faison School, a YMCA bus is already waiting to take our kids directly to FASA’s base of operations – the **Homewood Brushton YMCA**.

This $5 million, 40,000 square feet facility first opened its doors in 2005. It contains a full gymnasium, running track, strength and cardio center, as well as a computer lab, career center, child care center, and food bank. Through its on-site staff and partners, it also provides a host of social services including a parental support, family counseling, substance abuse counseling, youth and gang outreach, sport leagues, and youth after-school programs for all ages.

The site’s physical and professional resources made it an ideal place to house the FASA program. In addition to the use of space for tutoring, the YMCA provides time in the computer lab, track, and gym for our kids. The YMCA also provides food service and transit for the program.
More importantly, FASA receives crucial contributions from YMCA staff. Executive Director Olivia Jones was instrumental in bringing FASA to the site, and District V.P. Emily Renner continually helps the program navigate the logistical challenges that arise from FASA’s ambitious goals. Last summer Youth Program Director Tendai Matambanadzo received training from Carnegie Mellon’s Robotics Academy and delivered a week of robotics activities for FASA. Each Thursday Director of Prevention Services Luqman Salaam holds life skill sessions on media, culture and other topics impacting kids lives. The YMCA continues to be an indispensable member of the partnership, and FASA expects to find new ways to harness what it has to offer as the program moves forward.

Photo and other info on the HB YMCA from www.ymcaofgreaterpittsburgh.org

“Increasing Academic Achievement”
Whereas success in education increases one’s chances for success in life, school failure and dropping out of school are important risk factors for youth violence. Recent state test scores confirm that many students at our school are at risk for school failure. According to a report by A+ Schools, during the 2006-2007 school year, only 12.3% of Faison’s 5th graders attained proficiency in math, compared to 57.7% of 5th graders in the district. Twenty-three of these kids now participate in FASA, and the partnership is working hard to ensure they realize their academic potential. Under new leadership, Faison’s Intermediate Campus is in the process of making substantial changes to its academic day, including a new school-wide model and (soon) a new academic curriculum. Meanwhile after school, FASA participants receive tutoring and supplemental instruction.

Tutoring at FASA
Fourteen Carnegie Mellon students currently serve in our tutor corps. Tutors are bussed from campus to the YMCA and back by a van provided by the Gelfand Center. Each tutor is assigned to work with one or (at most) two students, twice a week for the entire semester. Tutoring focuses on concepts and problems students will encounter on the PSSA tests. Tutors provide direct instruction, skill drills, PSSA practice, and homework help, and play educational games with students. Tutors also participate in other fun activities including MURALS (see below).
It’s a challenging job! Roughly a third of all applicants for the position are rejected at the interview stage. Successful candidates then go through a process that includes required reading, web-based, and video-based training, including an orientation session provided by the Gelfand Center, and Pennsylvania’s Basic Tutor Credential course. Since tutors also serve as academic role models for our students, they also receive mentor training courtesy of **Mentoring Partnership of Southwestern Pennsylvania**.

But the real test begins on the job. Every weekend tutors submit a plan identifying their goals and activities for the week, which must be tied to student needs. Planning time is spent researching and developing lesson plans and other activities. Tutors implement their plans during tutoring hour, and upon their return to campus, each must submit a journal entry on how things went.

### The Rules for Tutoring Time

<table>
<thead>
<tr>
<th>Students</th>
<th>Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be respectful</td>
<td>Come to tutor sessions</td>
</tr>
<tr>
<td>Be prepared</td>
<td>Learn what my student needs to learn</td>
</tr>
<tr>
<td>Do my best</td>
<td>Respect my student</td>
</tr>
<tr>
<td>Count to 5!</td>
<td>Celebrate success</td>
</tr>
<tr>
<td>Take responsibility</td>
<td>Use my authority</td>
</tr>
</tbody>
</table>

As any tutor will tell you, things don’t always go as planned! Plans and journals are submitted electronically using KIVA, a web-based cooperating learning tool developed by the university’s Institute for Complex Engineered Systems. FASA’s KIVA allows the program to monitor the tutoring process and react to individual and systematic problems when they occur.

**Classroom connections**

Tutors also meet once every two weeks with Mr. Sotirios Scoumis, a teacher from Faison School who provides training in instructional strategies, and answers questions posted to the KIVA on-line. Thanks to Mr. Scoumis’s efforts, FASA recently obtained copies of textbooks used by our students for every tutor. Also, this semester Lauren Grant, one of our tutors, volunteered to serve in our students’ class. Twice a week she takes notes and retrieves assigned homework, posting them to the KIVA so that other tutors can use them in their planning sessions. FASA is also currently working with Faison to integrate the use of software based curriculum used by the school into tutoring hour.

**Supplemental instruction**

In addition to tutoring, students also receive an hour of teacher led supplemental academic instruction twice a week. Last semester teacher Dustin Bowden delivered PALS (Peer Assisted Learning Strategies) Math, an evidenced based curriculum where students take turns helping each other complete problem sets. This semester FASA Program Manager Shelly Brown (MeD) is providing direct instruction, PSSA preparation, and practice drills.
“Encouraging alternatives to violence”
To address the issue of violence directly FASA turned to MURALS, a promising arts integrated violence prevention program provided by the Marilyn G. Rabb Foundation. MURALS’ teaching artists and art mentors lead participants through an engaging curriculum that uses the visual arts, music, movement, spoken word, and drama to explore the issue of violence in their lives and community. MURALS includes modules on emotional expression, anger, empathy, cooperation, conflict resolution, cultural sensitivity, and personal safety. Violence in media is also explored. MURALS activities are also a fun way for students and their tutors to get to know each other better.

What do you and your tutor have in common?

Designing personal symbols for the FASA T-shirt with MURALS Director Phil Koch...
FACE MY WORDS! Last semester with the help of their art mentors and tutors, our kids created ‘Face My Words!’ an exhibit of tribal masks designed by each student which speak with their voices. Each mask features a digital recording of a poem or statement about violence in Homewood. Face My Words! is currently on display at both the downtown City/County Building and the Pittsburgh Board of Education.

Other important FASA activities...

Health and wellness – At least twice a week, Program Manager Shelly Brown and Recreational Coordinator (and CMU graduate student) Rion McKeithen take our students through SPARK Active Recreation, a fun physical recreation curriculum for after school programs supported by the Highmark Foundation’s Healthy High Five initiative. Students also receive a healthy after-school snack and a hot meal every day. This spring the program will also deliver sessions on substance abuse and other health topics.
Career and educational awareness – Career development is a common casualty of the drive to increase academic achievement. Students recently learned about bills and budgets through a financial literacy seminar provided by the Parental Stress Center. This spring the program will partner with the HB YMCA’s Career Center and SmartFutures to build and deliver a grade appropriate career awareness activity sequence using SmartFutures’ MyCareerJourney software. The sequence will culminate with a series of job speakers and work site visits related to student interests.

Expanding horizons and campus involvement – Past field trip destinations have included the Carnegie Science Center, the Soldiers and Sailors Memorial Hall, the Pittsburgh Zoo and Aquarium, and a local farm. Over the summer students also participated in City Slickers, an architecture camp provided by the Carnegie Museum and the university’s School of Architecture. Thanks to Tickets for Kids our kids have also attended events such as Disney’s High School Musical on Ice.

Exposing students to college life through positive on campus experiences is an important part of the program. Recently, the university’s Athletic Department welcomed students to the campus pool for fun and swimming lessons. Future campus activities include the reception for the upcoming “Face My Words!” exhibit at the University Center Gallery, the Pittsburgh Cares “Leadership Games” campus event, negotiation seminars through the university’s PROGRESS (Program for Research and Outreach on Gender Equity in Society) initiative, and Spring Carnival.

How can I or my organization get involved with FASA? If your campus/student organization, department, program, or outreach initiative would like to partner with FASA for campus activities we would welcome your call or e-mail. Contact Ms. Shelly Brown at 412-600-9810 or shellyb@cmu.edu. Non-campus organizations are also welcome to contact Greg Lagana at 412-268-9810 or glagana@andrew.cmu.edu.

Community involvement – FASA also encourages students to learn more about their community and connect with it by helping others. Over the summer the students learned about Homewood by researching materials provided by the Pittsburgh History Center, and participated in a walking tour of its landmarks like the Homewood Library. Students also canvassed Homewood businesses and institutions door to door to spread the display of their posters on violence, and to interview and document resident opinions about violence in the community. Each semester students must also participate in a community outreach project. In the fall the kids participated in a lot clean up project, and helped the Homewood YWCA make 300 care packages for residents of the Wood Street Commons shelter. This winter the kids made and sold chocolate covered pretzels, donating all proceeds to the Bethlehem Haven women’s shelter.
Shelly Brown, FASA’s Secret Weapon!
While much thought and effort went into the FASA model, it took Carnegie Mellon University’s Shelly Brown to make it work. Shelly is a veteran youth program manager who obtained her master’s degree in education from Duquesne University. She also has twelve years experience as a police officer for the City of Pittsburgh, and more as a successful mom! As the Program Manager for FASA, Shelly plays the roles of program planner, supervisor, teacher, advocate, and mentor. She does it all with high spirits and high expectations for our kids.

Why are programs like FASA needed?
The demonstration grant that funds FASA requires that the program serve a minority community where youth are at risk of violence. Homewood is a largely African American neighborhood with a rich and proud history, a vibrant community, and plenty of strong families. These facts are unfairly overshadowed by local media coverage of the crime and violence that occurs in the community. While these acts are committed by a small number of individuals, Homewood experiences more crime and violence than most Pittsburgh neighborhoods. This is an issue that Homewood’s leaders, citizen groups, schools, community based organizations, and law enforcement are striving to change. As part of these efforts, Carnegie Mellon was invited by the Homewood Brushton YMCA and Pittsburgh Public Schools to locate FASA in Homewood. FASA represents an important addition to the community’s capacity to shield its youth from early involvement with violence and provide high quality youth programming.

How does FASA compare to other types of violence prevention?
In the parlance of public health, a primary intervention focuses on the general population, a secondary intervention focuses on a segment of the population at higher risk, while a tertiary intervention serves those where risks have already eventuated. The table at the end of this document is adapted from the book Changing Lives: Delinquency Prevention as Crime Control Policy by Peter Greenwood (University of Chicago Press 2006, Ch 4). It shows promising violence prevention programs and strategies as identified by either the Blueprints Program of the Center for the Study of Prevention of Violence at the University of Colorado, or a 2001 DHHS Surgeon General’s Report on youth violence; based on the use of experimental or rigorous quasi-experimental evaluation designs (among other criteria). The table includes a full spectrum of effective primary,
secondary, and tertiary interventions for early childhood, elementary, adolescent, and actively delinquent youth for delivery in home, school, community, or institutional settings.

Where does FASA fit in here? FASA is a secondary, multiyear violence prevention program for middle school youth (12-14), delivered in a community setting out of school. Participants are recommended and recruited into FASA by Faison School based on the presence of one or more risk factors for youth violence. FASA uses many of the methods in the table, including tutoring/academic support, after school art and recreational activities, career education, community service, incentives, conflict resolution and resistance skill building.

What’s next for FASA?
FASA will run through August 2009, pending the continued availability of federal funds. Before the program ends, our partnership hopes to start a discussion with local stakeholders on what it would take to validate, replicate, and reliably implement this model elsewhere in Pittsburgh. Interested parties should contact FASA Program Director Greg Lagana at glagana@andrew.cmu.edu.

Of the programs in the table, FASA is probably most similar to QOP, the Quantum Opportunity Program. QOP also followed participants for several years with academic and social services. Unlike QOP, FASA begins in the sixth grade, rather than the ninth.
## Prevention Programs for Early Childhood

<table>
<thead>
<tr>
<th>Type</th>
<th>Strategy</th>
<th>Program Name</th>
<th>Age</th>
<th>Risk Factors</th>
<th>Duration</th>
<th>Methods</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sec.</td>
<td>Home visits by nurses</td>
<td>Nurse Home Visitation</td>
<td>Prntl-2yrs</td>
<td></td>
<td>2 yrs</td>
<td>Home visits, child care, skill development</td>
<td>Home</td>
</tr>
<tr>
<td>Sec.</td>
<td>Day care and home visits</td>
<td>Syracuse Family Development</td>
<td>Birth-5yrs</td>
<td></td>
<td>5 yrs</td>
<td>Day care, skill development, home visits</td>
<td>Daycare and Home</td>
</tr>
<tr>
<td>Sec.</td>
<td>Multicontextual</td>
<td>Yale Child Welfare</td>
<td>Prntl-2yrs</td>
<td>Typically low SES/low income, inner city, and other factors such as 1st birth</td>
<td>30 mos</td>
<td>Home visits, parent training, services</td>
<td>Daycare and Home</td>
</tr>
<tr>
<td>Sec.</td>
<td>Preschool and home visits</td>
<td>Perry Preschool</td>
<td>3-4yrs</td>
<td></td>
<td>2 yrs</td>
<td>Parent training</td>
<td>Preschool and Home</td>
</tr>
<tr>
<td>Sec.</td>
<td>Parent training</td>
<td>Parent-Child Development Cntr. Prog.</td>
<td>2mos-3yrs</td>
<td></td>
<td>2-3 yrs</td>
<td>Parent, skill training, structured play</td>
<td>Center</td>
</tr>
<tr>
<td>Sec.</td>
<td>Parent training</td>
<td>Parent-Child Interaction Training</td>
<td>Preschool</td>
<td></td>
<td>5 sessions</td>
<td>Parent training</td>
<td>Group</td>
</tr>
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## Prevention Programs for Elementary School Children

<table>
<thead>
<tr>
<th>Type</th>
<th>Strategy</th>
<th>Program Name</th>
<th>Age</th>
<th>Risk Factors</th>
<th>Duration</th>
<th>Methods</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prim.</td>
<td>School capacity building</td>
<td>Continuous Progress Programs</td>
<td>6-13yrs</td>
<td>na</td>
<td>Ongoing</td>
<td>Individualized curriculum and pacing</td>
<td>Classroom</td>
</tr>
<tr>
<td>Prim.</td>
<td>School capacity building</td>
<td>Cooperative Learning</td>
<td>6-13yrs</td>
<td>na</td>
<td>Ongoing</td>
<td>Small groups w/ mixed skill levels</td>
<td>Classroom</td>
</tr>
<tr>
<td>Sec.</td>
<td>School enhancement</td>
<td>Peer to Peer Tutoring</td>
<td>6-13yrs</td>
<td>Academic failure</td>
<td>Ongoing</td>
<td>Peer to peer tutoring</td>
<td>Classroom</td>
</tr>
<tr>
<td>Prim.</td>
<td>Classroom management</td>
<td>Good Behavior Game</td>
<td>6-10yrs</td>
<td>na</td>
<td>Ongoing</td>
<td>Classroom behavior management</td>
<td>Classroom</td>
</tr>
<tr>
<td>Prim.</td>
<td>Skill building</td>
<td>I Can Problem Solve</td>
<td>4-12yrs</td>
<td>na</td>
<td>12 sess.</td>
<td>Training in interpersonal prob. solving</td>
<td>Classroom</td>
</tr>
<tr>
<td>Prim.</td>
<td>Skill building</td>
<td>PATHS</td>
<td>5-10yrs</td>
<td>na</td>
<td>3mos</td>
<td>Self-control, prob. solving</td>
<td>School</td>
</tr>
<tr>
<td>Prim.</td>
<td>Skills and parent training</td>
<td>LIFT</td>
<td>6-10yrs</td>
<td>na</td>
<td>10 weeks</td>
<td>Skill training, parent training</td>
<td>Classroom and Home</td>
</tr>
<tr>
<td>Sec.</td>
<td>Skill building</td>
<td>Preventive Treatment Program</td>
<td>7-9yrs</td>
<td>Disruptive boys, low SES</td>
<td>17 sess.</td>
<td>School-based social skill training</td>
<td>Home and school</td>
</tr>
<tr>
<td>Sec.</td>
<td>Multi-contextual</td>
<td>FAST Track</td>
<td>5-10yrs</td>
<td>Disruptive in kindergarten</td>
<td>Ongoing</td>
<td>Skill, parent training, home visits, tutoring, behavior mgt</td>
<td>Classroom and Home</td>
</tr>
<tr>
<td>Sec.</td>
<td>Multi-contextual</td>
<td>The Incredible Years</td>
<td>3-8yrs</td>
<td>Conduct problems</td>
<td>Ongoing</td>
<td>Parent training, behavior management</td>
<td>Classroom and Home</td>
</tr>
<tr>
<td>Prim.</td>
<td>Multi-contextual</td>
<td>Seattle Social Development Program</td>
<td>7-12yrs</td>
<td>na</td>
<td>5yrs</td>
<td>Skills training, parent training</td>
<td>Classroom and home</td>
</tr>
</tbody>
</table>

## Prevention Programs for Adolescents

<table>
<thead>
<tr>
<th>Type</th>
<th>Strategy</th>
<th>Program Name</th>
<th>Age</th>
<th>Risk Factors</th>
<th>Duration</th>
<th>Selected Methods</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prim.</td>
<td>School enhancement</td>
<td>PATHE</td>
<td>11-14yrs</td>
<td>na</td>
<td>Multiyear</td>
<td>School reform, career ed., and tutoring, counseling for at-risk students</td>
<td>School</td>
</tr>
<tr>
<td>Prim/Sec.</td>
<td>School enhancement</td>
<td>STATUS</td>
<td>11-18yrs</td>
<td>None or school dropout</td>
<td>Multiyear</td>
<td>School climate change, integrated social studies class</td>
<td>School</td>
</tr>
</tbody>
</table>
## Prevention Programs for Adolescents (Cont.)

<table>
<thead>
<tr>
<th>Type</th>
<th>Strategy</th>
<th>Program Name</th>
<th>Age</th>
<th>Risk Factors</th>
<th>Duration</th>
<th>Selected Methods</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sec.</td>
<td>School reorganization</td>
<td>STEP</td>
<td>11-18yrs</td>
<td>Behavior problems</td>
<td>Multiyear</td>
<td>Enhanced home room, grouping participants</td>
<td>School</td>
</tr>
<tr>
<td>Sec.</td>
<td>School enhancement</td>
<td>Prevention Intervention</td>
<td>11-13yrs</td>
<td>Academic motivation, family/behavior probs.</td>
<td>1yr</td>
<td>Behavior monitoring, reinforcement, parent comm.</td>
<td>School</td>
</tr>
<tr>
<td>Sec.</td>
<td>School enhancement</td>
<td>QOP</td>
<td>15-18yrs</td>
<td>Dropout</td>
<td>4yrs</td>
<td>Incentives, counseling, academic support, community service</td>
<td>School (after school)</td>
</tr>
<tr>
<td>Sec.</td>
<td>School capacity building</td>
<td>Positive Youth Development</td>
<td>10-14yrs</td>
<td>Low income, lack of opp.</td>
<td>Multiyear</td>
<td>Extracurricular and afterschool activities</td>
<td>School</td>
</tr>
<tr>
<td>Sec.</td>
<td>Mentoring</td>
<td>BBBS</td>
<td>11-16yrs</td>
<td>Single parent</td>
<td>1yr</td>
<td>Mentoring, screening and training of mentors</td>
<td>Community</td>
</tr>
<tr>
<td>Sec.</td>
<td>Skills training</td>
<td>Life Skills Training</td>
<td>10-12yrs</td>
<td>Gateway drug use</td>
<td>3 yrs</td>
<td>Self-mgt, soc. skills, drug use info</td>
<td>Classroom</td>
</tr>
<tr>
<td>Sec.</td>
<td>Parent training</td>
<td>Preparing for the Drug Free Years</td>
<td>11-12yrs</td>
<td>Gateway drug use</td>
<td>7 wks</td>
<td>Family competency training</td>
<td>Community</td>
</tr>
<tr>
<td>Sec.</td>
<td>Family therapy</td>
<td>Iowa Strengthening Families</td>
<td>11yrs</td>
<td>Conduct disorder</td>
<td>7 sess.</td>
<td>Parent and communication skills</td>
<td>Classroom</td>
</tr>
<tr>
<td>Sec.</td>
<td>Multicontextual</td>
<td>Brief Strategic Family Therapy</td>
<td>8-17yrs</td>
<td>Behavior problems</td>
<td>12-15 sess.</td>
<td>Motivation, assessment, restructuring</td>
<td>Home</td>
</tr>
<tr>
<td>Prim/Sec.</td>
<td>Multicontextual</td>
<td>Bullying Prevention Project</td>
<td>10-16yrs</td>
<td>None or aggression, phys. abuse</td>
<td>Multiyear</td>
<td>Parent/teacher problem solving, classroom behavior</td>
<td>School</td>
</tr>
<tr>
<td>Sec.</td>
<td>Multicontextual</td>
<td>CASASTART</td>
<td>11-13yrs</td>
<td>Distressed neighborhood</td>
<td>2 yrs</td>
<td>Law enforcement, case mgt.</td>
<td>Community</td>
</tr>
<tr>
<td>Prim/Sec.</td>
<td>Multicontextual</td>
<td>Project Northland</td>
<td>11-13yrs</td>
<td>None or early alcohol abuse</td>
<td>3 yrs</td>
<td>Family comm. and resist. skills, community action</td>
<td>School, community</td>
</tr>
<tr>
<td>Prim/Sec.</td>
<td>Multicontextual</td>
<td>Midwestern Prevention Project</td>
<td>10-12yrs</td>
<td>None or gateway drug use</td>
<td>3 yrs</td>
<td>Mass media, parent ed., community organization on health policy</td>
<td>Classroom, school, community</td>
</tr>
</tbody>
</table>


## Prevention Programs for Delinquent Youth

<table>
<thead>
<tr>
<th>Type</th>
<th>Strategy</th>
<th>Program Name</th>
<th>Age</th>
<th>Risk Factors</th>
<th>Duration</th>
<th>Selected Methods</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tert.</td>
<td>Enhanced probation</td>
<td>Intensive Protection Supervision</td>
<td>12-17 yrs</td>
<td>Delinquency</td>
<td>6 mos</td>
<td>Assessment, monitoring, home visits</td>
<td>Home, community</td>
</tr>
<tr>
<td>Tert.</td>
<td>Clinical family intervention</td>
<td>Functional Family Therapy</td>
<td>12-17 yrs</td>
<td>Chronic/serious delinquency</td>
<td>4 mos</td>
<td>Motivation, assessment, behavioral change skills training</td>
<td>Home or office</td>
</tr>
<tr>
<td>Tert.</td>
<td>Therapeutic foster care</td>
<td>Multidimensional Treatment Foster Care</td>
<td>12-17 yrs</td>
<td>Chronic/serious delinquency</td>
<td>9 mos</td>
<td>Recruitment, screening, parent training, respite care</td>
<td>Foster home</td>
</tr>
<tr>
<td>Tert.</td>
<td>Multisystematic</td>
<td>Multisystematic Therapy</td>
<td>12-17 yrs</td>
<td>Chronic/serious delinquency</td>
<td>4 mos</td>
<td>Assessment, parent training, service coord., emergency response</td>
<td>Home, school, comm.</td>
</tr>
</tbody>
</table>
Acknowledgements

Our Sponsor
The U.S. Department of Health and Human Services Office of Minority Health, and Stacey Williams, Youth Empowerment Program Officer

Key Partners
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Olivia Jones, YMCA
Phil Koch, Marilyn G. Rabb Foundation

The Homewood Brushton YMCA
Luqman Salaam, Prev. Services Director
Tendai Matambanadzo, Youth Programs Director

Faison School Intermediate Campus
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Nancy Brooks-Williams, Teacher
Kevin McGuire, Principal
Anthony Pipkin, Assistant Principal
Zuri Bryant, After School Coordinator

Carnegie Mellon University
Dean Mark Wessel, Heinz School
Judy Hallinen, Gelfand Center
Emily Marshall, Heinz School
Joe Sullivan, RAA
Freida Williams, HR
Susan Finger, ICES
Robin Shoop, Robotics Academy
Kelly Docter, School of Architecture
Sarah Pomaybo, Athletic Department
Mike Mastroianni, Athletic Department
Mary Lou Brososky, Heinz School
Cathy Tomnay, Heinz School

Past and current students who have served with FASA
Natalie Maddox, Research Assistant, Tutor Coordinator
Lauren Grant, School Liaison, Tutor
Rion Mckeithen, Recreational Coordinator
Annie Lee, Tutor
Chakana Mentore, Tutor
Chloe Marie Perkins, Tutor
Wendy Shung, Tutor
Jefferson Pecht, Tutor
Jean Hoy Kim, Tutor
Kenta Heinsdorf, Tutor
Jane Elizabeth Herriman, Tutor
Nicholas Ferrell, Tutor
Emily Prengaman, Tutor
Lindsay Liu, Tutor
Stephanie Huang, Tutor
Christine Park, Tutor
Abiola Fasehune, Tutor
Akanksha Vinay Vaidya, Tutor
Fiori Vollrath-Smith, Tutor
Heather Oviatt, Tutor
Su Jin Jung, Tutor
Tara Tucci, Research Assistant

The following individuals assisted FASA with student recruitment
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Jim Daniels, Creative Writing Department
Ty Walton, CMARC
Joan Maser, Athletic Department
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Kyle Campbell, NSBE

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The FASA program is managed by Ms. Shelly Brown (MEd). Greg Lagana serves as Project Director.

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