

# FAST



Families & Schools  
TOGETHER®

# Evaluation Report

## FAST



Families & Schools TOGETHER®

Early Childhood Level

Agency: Lyons Township

Site: Graves Elementary School

Location: Hinsdale, Illinois

Dates: 09/19/2024 - 11/14/2024

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# FAST® at Graves Elementary School: Executive Summary

Graves Elementary School and its families successfully completed the eight-week FAST® Program in the period from 09/19/2024 - 11/14/2024. FAST® - Early Childhood Education Level is an evidenced-based family engagement program that promotes children's success through strengthened family, school, and community relationships. The program supports the entire family, and all family members are invited to attend; participation is strictly voluntary.

After recruitment efforts by the FAST Team, 11 families agreed to attend, and 7 families attended at least one FAST session. 5 families graduated by attending six or more weekly sessions. Overall, graduate families attended 93% of all sessions. 5 graduate families completed both parent surveys, providing data for this report.

According to survey respondents, all FAST children were 5 years old and enrolled in Kindergarten. Adult respondents were all female and identified as Hispanic/Latino/Spanish Heritage. Among the children, 80% were female, 20% were male, 80% identified as Hispanic/Latino/Spanish Heritage, 60% as American Indian or Alaskan Native, and 40% as White.

## Highlights

- Families rated their satisfaction with the FAST Program as 10 out of 10, or 100%.
- Families rated their relationship with the team as 10 out of 10, or 100%.
- More than half of survey respondents (>50%) reported improvement on 5 out of 10 scales:
  - Family Satisfaction (1b) 80.0%
  - Parent Involvement in School-Based Activities (2b) 100.0%
  - Support Given from Other Parents (3a) 75.0%
  - Access to Community Resources (3b) 66.7%
  - Parent Efficacy (3c) 75.0%
- Respondents reported statistically significant positive change on 1 out of 10 scales:
  - Family Satisfaction (1b) 9.7%\*
- Team members rated their experience on the FAST Team as 9.43 out of 10, or 94.3%.

## Family Success Story

In the beginning, all the members of one of our FAST families were hesitant to participate. They participated by observing in group activities. The youngest child had difficulty being separated from his mother during the Kids Time/Parent Group. After a few weeks, all members started to open up and actively participate in the components. Mom contributed ideas and thoughts during the parent group. The daughter started to smile, talk to the team members and play with the other children. The youngest child became excited about Kids Time. Dad even attended a few sessions. At graduation, Mom shared that she felt like her daughter was coming out of her shell a bit and that her daughter would always ask how many days till FAST. Now that it has ended, mom has looked for other programs and signed her up for a swimming class.

### Quotes

“Please continue this program and we hope that it’ll grow into all the grade levels.”

- FAST Parent

“When families and schools collaborate effectively, it can create a strong support network for students, helping them thrive academically and socially. This kind of partnership can foster a sense of community, accountability, and motivation, which is crucial for student success.”

- FAST Teacher

## Overview

*Information in this section was reported by the team in the Implementation Review.*

### Recruitment

#### Summary

64 families were eligible to participate based on the recruitment focus.  
64 families were contacted by the team through brief contact.  
20 families were contacted by the team through in-depth contact.  
11 families agreed to attend based on all recruitment efforts.

#### Assistance

Referrals were given from Kindergarten teachers and the school secretary spread the word.

#### Successes

In the beginning, all the members of one of our FAST families were hesitant to participate. They participated by observing in group activities. The youngest child had difficulty being separated from his mother during the Kids Time/Parent Group. After a few weeks, all members started to open up and actively participate in the components. Mom contributed ideas and thoughts during the parent group. The daughter started to smile, talk to the team members and play with the other children. The youngest child became excited about Kids Time. Dad even attended a few sessions. At graduation, Mom shared that she felt like her daughter was coming out of her shell a bit and that her daughter would always ask how many days till FAST. Now that it has ended, mom has looked for other programs and signed her up for a swimming class.

#### Challenges

A few challenges were language barriers, getting parent responses from phone calls/texts, lack of transportation, health issues, work schedules and committing to the 8 weeks.

### Retention

#### Summary

This cycle had a total of 8 sessions (a standard program consists of eight sessions).  
7 families participated in at least one session, 63% of the number who agreed to attend.  
5 families graduated by participating in at least six sessions, 74% of the number who participated once.

#### Successes

Reminder phone calls and follow ups to the families. The family engagement in actives. Having the opportunity to attend a parent group and special play time with their child.

#### Challenges

Greatest challenges were work schedules, health issues and transportation.

### Implementation

#### Program delivery

All sessions were conducted in person at the FAST site.

#### Referrals and services

Local sports programs were shared with the families. Job resources were shared with one family. All families attended a presentation on parenting and effective listening.

**Unusual circumstances**

Mom and Dad attended from a family. Mom had to leave for work. Dad stayed to attend parent group and participate in special play. Another family had to come late due to mom’s work schedule. Food was put aside and team members engaged the siblings so mom could attend the parent group.

**Cultural adaptations**

Bilingual team members were apart of the team to help communicate with the families. Foklorico dancers performed for the families at graduation.

**Survey administration**

Team members provided a QR code and a link to complete the parent surveys.

**Activities rating**

The team indicated if each of the following core program activities achieved fidelity and engaged families by answering “yes” or “no.”

Activity	Achieved Fidelity	Engaged Families
Family Craft	Yes	Yes
Family Meal	Yes	Yes
FAST Hello	Yes	Yes
Sing-Along/Music	Yes	Yes
Kids Time	Yes	Yes
Buddy Time	Yes	Yes
Parent Groups	Yes	Yes
Special Play	Yes	Yes
Special Reading	Yes	Yes
Lottery/Raffle	Yes	Yes
Closing Circle/RAIN	Yes	Yes
Table-Based Coaching	Yes	Yes
Special Presentation	Yes	Yes
Graduation	Yes	Yes

**Successful activities**

Parents were enthusiastic about all activities. The parents took pride in providing a home cooked meal to FAST families. A few choose meals to share their heritage. Our family baskets were packed with items for all family members. At graduation, many VIPs attended and the Foklorico danced for the families.

**Challenging activities**

Table base coaching was limited to some team members due to language barrier.

## Special Presentation

The FAST Team hosts or arranges a presentation of interest or relevance to the school or community, ideally during week 5 of the program. This presentation encourages more understanding and awareness of local resources. Parents choose a topic that is relevant to them unless the FAST cycle has a designated focus (e.g., is funded by a grant that requires a specific topic). The special presentation includes a short talk about the topic followed by table-based family discussion or related activities. In this section, the team provided a summary of the details in the implementation review, and parents shared feedback and comments in the post-survey.

### Summary

The topic was a presentation on effective listening and communication skills presented by a community agency. Parents helped choose the topic.

Resources related to the presentation were available to parents.

Parents were receptive to the presentation.

### Feedback

4 parents reported they attended a special presentation.

5 parents reported they helped choose the topic.

*To what extent do you agree or disagree with the following statement?*

*"I gained valuable knowledge from the Special Presentation."*

Answer	n	%
Strongly agree	5	100%
Agree	0	0%
Neither agree nor disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
No answer	0	0%

### Comments

*What was the most valuable thing you learned from the special presentation?*

Different ways to help with stress.

How to explain our culture to our Mexican child

How to listen without interruptions

Practicing my listening skills

How to listen to a person without interrupting them and apply it with my daughters.

## FASTWORKS®

After families participate in the initial eight-week FAST Program, they are strongly encouraged to gather at monthly FASTWORKS meetings that continue for two years or more. These meetings are organized and led by parent graduates, providing a supportive environment where families can practice the positive skills they learned during the program as well as a forum for working together to reach shared goals. The FAST Team is tasked with helping parents get started with FASTWORKS as the program is ending.

**Evaluator's Note:** FASTWORKS was not presented during this cycle due to funding.

## Surveys and Evaluation

Online surveys are distributed and collected by the FAST Office and administered to family participants by the FAST Team, including a parent pre-survey before the program starts and a parent post-survey after the program ends. Surveys are designed to collect data from one parent about one child (designated as the “FAST child”) per family. While families are not required to fill out surveys to participate in the FAST Program, they are encouraged to do so.

The purpose of this report is to analyze survey data and evaluate change between and within families over the course of the program cycle. Change is ideally evaluated when all parent pre-surveys are completed prior to or during the first session and all post-surveys shortly after the last session, the same parent completes both pre- and post-surveys, and the same parent who completes the surveys also engages in one-on-one time with the child during the program as part of the Special Play activity.

A pre-survey and post-survey completed by a graduate family is considered a survey set. (Families who attend at least six sessions or weeks of the program are considered graduates for evaluation purposes). The FAST Office requires a minimum of five of these survey sets to process a standard report and to provide a comprehensive analysis of a program cycle. When there are fewer than five survey sets, reporting may be limited. This is because aggregating data from very small sample sizes can be misleading. Outlier data points that are much higher or lower than the average can distort results. In addition, a small sample size can jeopardize confidentiality of survey respondents.

### Summary

- 6 families graduated by participating in at least six sessions,
- 5 survey respondents from graduate families completed both parent pre- and post-surveys.
- 5 post-survey respondents were the same parent who completed the pre-survey.
- 5 post-survey respondents were the same parent who engaged in Special Play with their child.
- 5 respondents completed pre-surveys on or before the first date of the program.
- 5 respondents completed post-surveys within two weeks of the last date of the program.

#### N-Value for This Report

**5**

The number of graduate parent survey sets is represented by the letter ‘N’ – also referred to as the sample size. The greater the n-value, the less likely it is that an outlier will skew the average. Generally, the n-value is consistent across the report. However, if a respondent skips survey questions, the corresponding n-value may be lower and will be noted in the *Findings Summary* section.

### Other Surveys

The FAST Office offers optional, supplemental post-surveys at the request of the program provider including an implementation review, team member surveys, teacher surveys, and a site information survey. Data collected from any of these surveys has been included in this report. Refer to *Appendix: Section C* for more information.

# Understanding Your Report

Families & Schools Together surveys and evaluation are built around three program goals: family goal, school goal, and community goal. Each of these three core goals consists of a number of related sub-goals, which vary depending on the level of the program. Every sub-goal is measured by at least one scale. Refer to the *Findings Summary* or *Appendix: Section A* for more details.

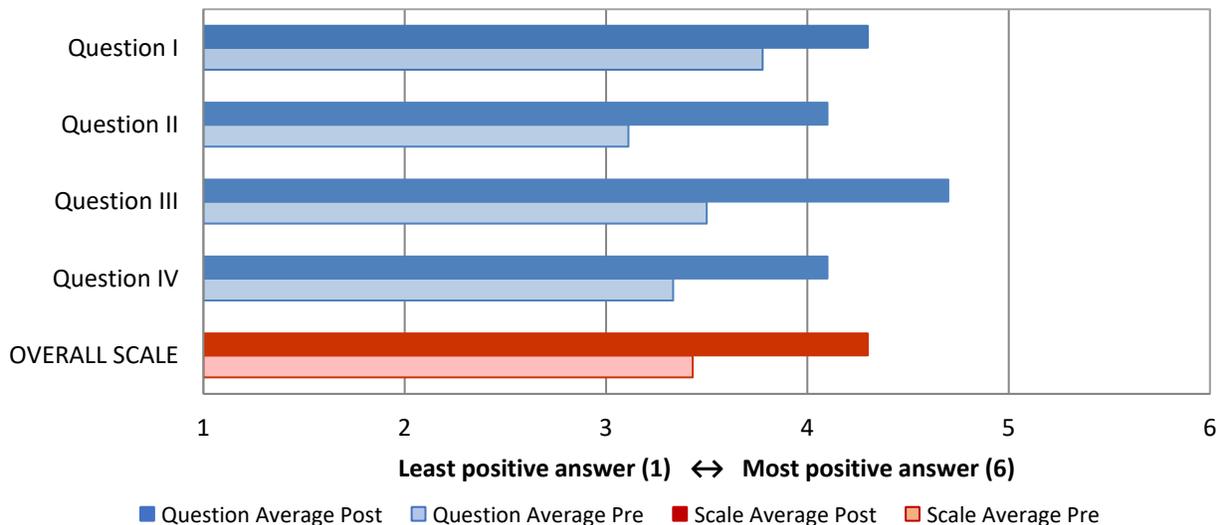
A total of 10 scales are featured in this report. These scales were developed and tested by experts in the fields of social science and education and have been adapted for the purpose of evaluating the impact of the FAST Program. Each scale consists of a set of related multiple-choice, matrix-style questions, which are asked in both the pre- and post-parent surveys. Answers to these questions are weighted numerically, so every answer choice is assigned a number—typically, the more objectively positive the answer, the higher the number it is assigned.

Numerical data points are averaged and then analyzed in two ways: (a) percent of survey respondents reporting improvement and (b) average percent change from pre- to post-survey. Also included in the calculation for average percent change is statistical significance, which is a scientific formula used to test if a finding is reliable as opposed to the result of random chance. An asterisk (\*) is used in this report to indicate statistically significant positive change. Change is further depicted using color-coded bar charts. Refer to the sample chart below and *Appendix: Section B* for more information.

### Considerations for evaluating change:

- The overall average change for the scale (red bars in chart) is more important than the average change for any one question within the scale (blue bars).
- Individual questions can still demonstrate improvement when the overall average percent change for the scale is not statistically significant or positive.
- A high pre-survey average may leave little room for improvement; the sustaining of that average on the post-survey should be considered a positive outcome, even if little or no positive change is reported.

Sample Chart



## Findings Summary

Surveys for FAST Early Childhood Level differentiate between very young children (0-24 months) and pre-school aged children (2-5 years). Some goals and scales are appropriate for both levels, but others are limited to the child's age. Scales for children aged 2+ years are indicated with a special character (§).

### FAMILY GOAL

Enhance young children's relationships with parents/primary caretakers at home.

	<i>Scale</i>	<i>n</i>	<i>% Reporting Improvement</i>	<i>Average % Change</i>
1a. Strengthen the parent-child relationship.	Parent-Child Relationship <sup>1§</sup>	4	50.0%	0.0%
1b. Build a safe, stable, nurturing environment within the family home.	Family Satisfaction <sup>3</sup>	5	80.0%	9.7%*

### SCHOOL GOAL

Strengthen young children and families' feelings of connectedness to the site/center/school.

	<i>Scale</i>	<i>n</i>	<i>% Reporting Improvement</i>	<i>Average % Change</i>
2a. Empower parents in their role as partners in FAST and as advocates for their children's education.	Parent Involvement in Home-Based Activities <sup>2§</sup>	4	25.0%	2.7%
2b. Empower parents to develop partnerships and strengthen their engagement at the site/center/school.	Parent Involvement in School-Based Activities <sup>2§</sup>	4	100.0%	62.0%
2c. Support development of the young child's social-emotional well-being, learning readiness, and resilience.	Child Social Competence <sup>5§</sup>	4	50.0%	4.6%

### COMMUNITY GOAL

Strengthen young children and parents' connections to their community to help reduce stress.

	<i>Scale</i>	<i>n</i>	<i>% Reporting Improvement</i>	<i>Average % Change</i>
3a. Connect parents to one another through social inclusion and respect for all parents of infants and young children.	Social Relationships	5	40.0%	1.1%
	Support Received from Other Parents <sup>1</sup>	3	0.0%	3.8%
	Support Given to Other Parents <sup>1</sup>	4	75.0%	27.4%
3b. Connect families to community resources and services, as needed.	Access to Community Resources	3	66.7%	16.7%
3c. Build the personal effectiveness and self-esteem of parents.	Parent Efficacy <sup>4§</sup>	4	75.0%	11.5%

\*Statistically significant. <sup>§</sup>Scale limited to older children, ages 2-5. <sup>1-5</sup> See *References*. –Not reported due to limited data (n<5).

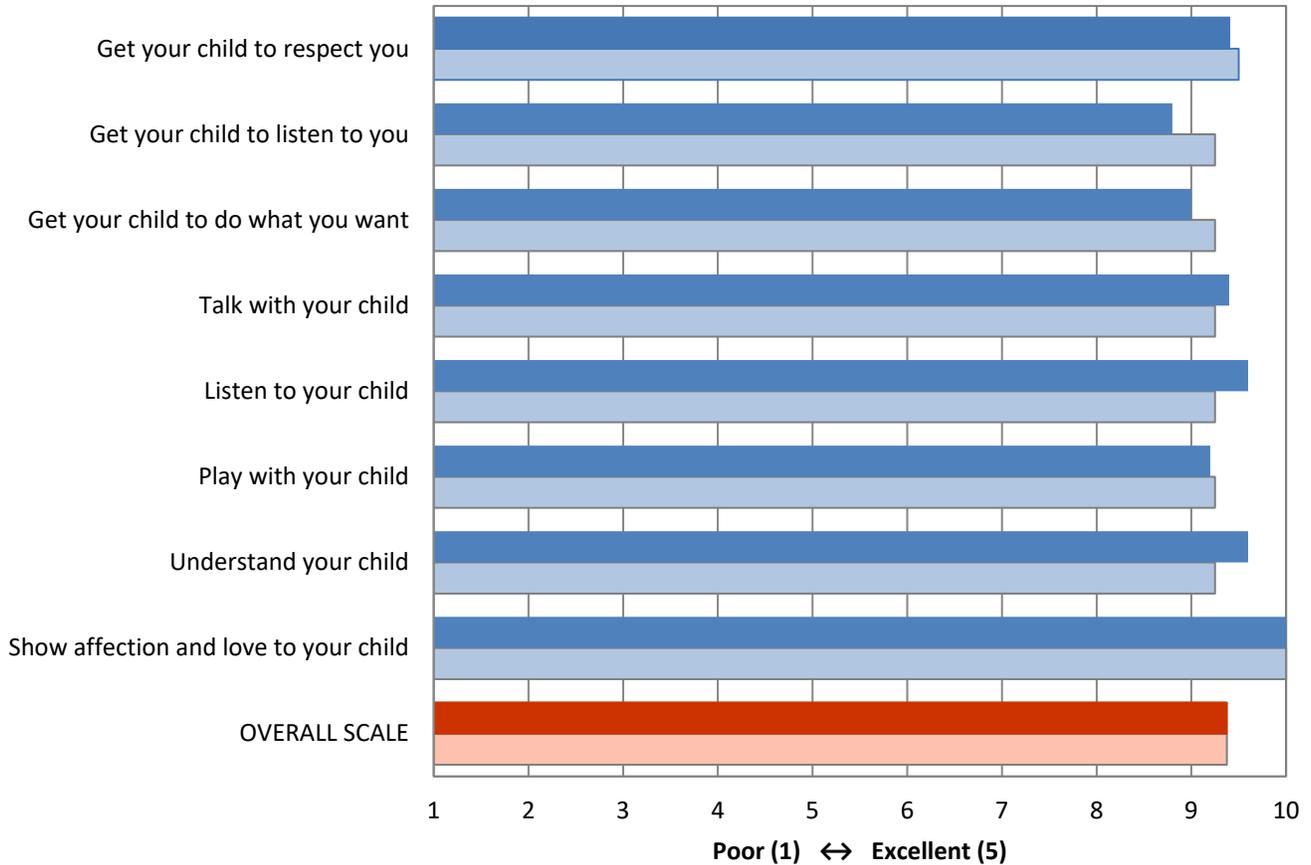
## Change by Scale

### Parent-Child Relationship

The “Parent to Child Relationship” scale is part of the Social Relationships Matrix (McDonald & Moberg, 2002). It is a 10-point scale with eight questions. Answer choices range from 1 (Most Difficult) to 10 (Very Easy).

■ Question Average Post   ■ Question Average Pre   ■ Scale Average Post   ■ Scale Average Pre

Think about the LAST TWO WEEKS. How difficult or easy has it been to...?



Average Percent Change: 0.0%

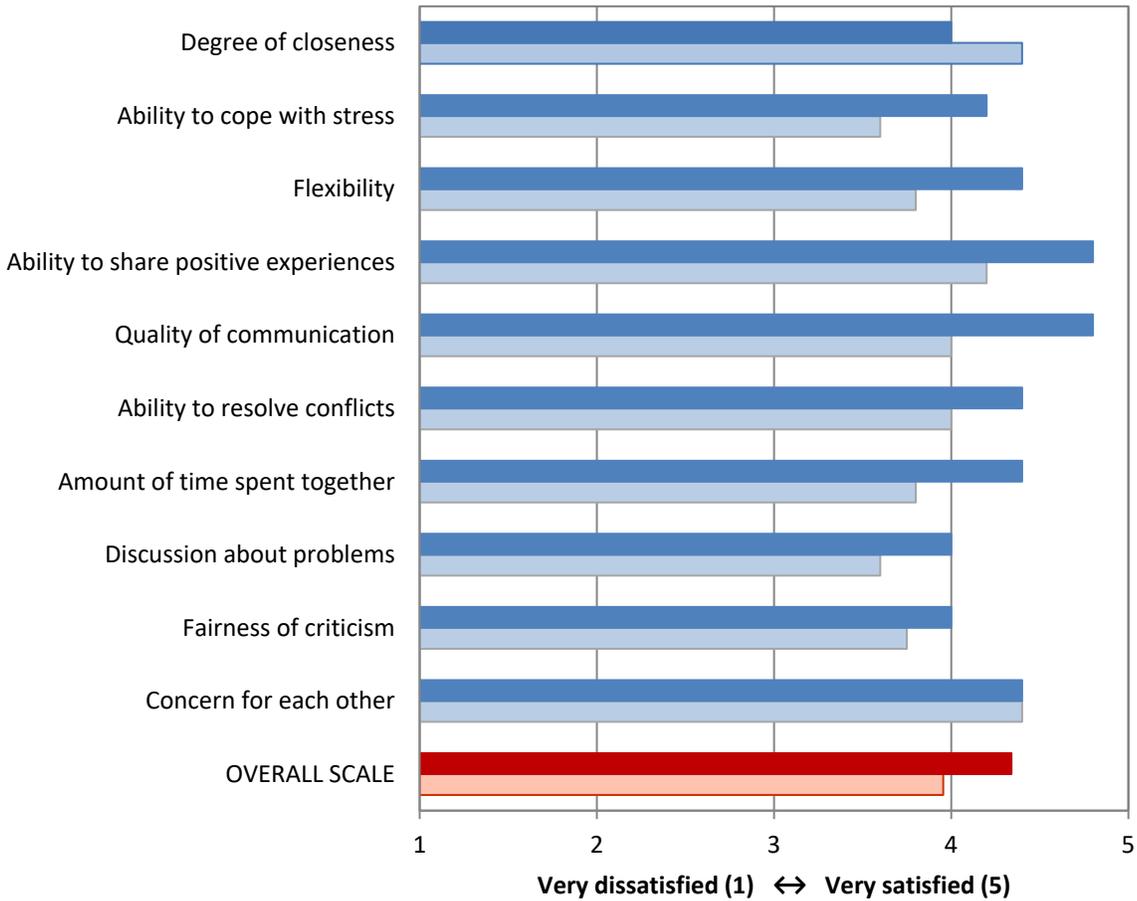
**Evaluators Note:** The data shows no change in the score over time; however, it is worth noting that the score was high to begin with, indicating consistently strong performance in this area.

## Family Satisfaction

The “Family Satisfaction Scale” (Olson, D.H., 1995) is a five-point scale with 10 questions. Answer choices range from Very Dissatisfied (1) to Extremely Satisfied (6).

■ Question Average Post  
 ■ Question Average Pre  
 ■ Scale Average Post  
 ■ Scale Average Pre

### How satisfied are you with your family’s...?



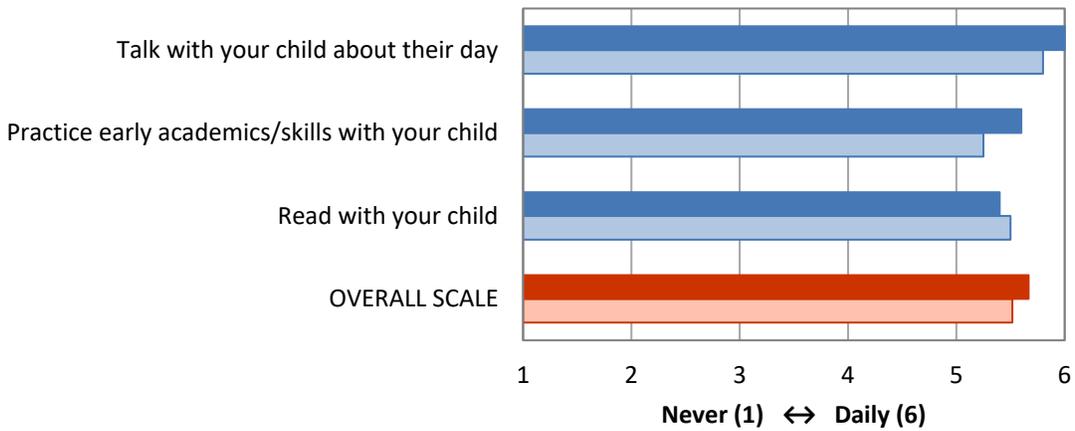
**Average Percent Change: 9.7% (Statistically significant)**

## Parent Involvement in Education

The “Parents’ Involvement in Home-Based and School-Based Activities” scales (Walker et al, 2005) are six-point scales with five questions each. For the purposes of evaluation, some questions have been dropped from the first chart. Answer choices include Never (1), 1-2 times a year (2), 4-5 times year (3), Once a week (4), A few times a week (5), and Daily (6).

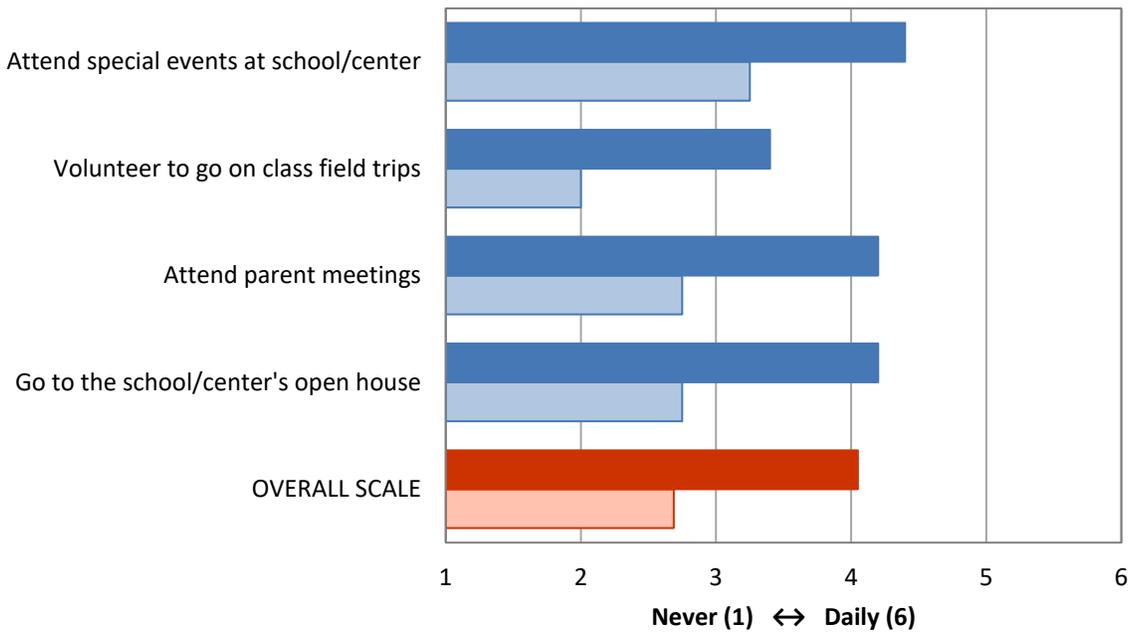
■ Question Average Post   
 ■ Question Average Pre   
 ■ Scale Average Post   
 ■ Scale Average Pre

### Home-based Involvement: How often does someone in your family...?



**Average Percent Change: 2.7%**

### School-based Involvement: How often does someone in your family...?



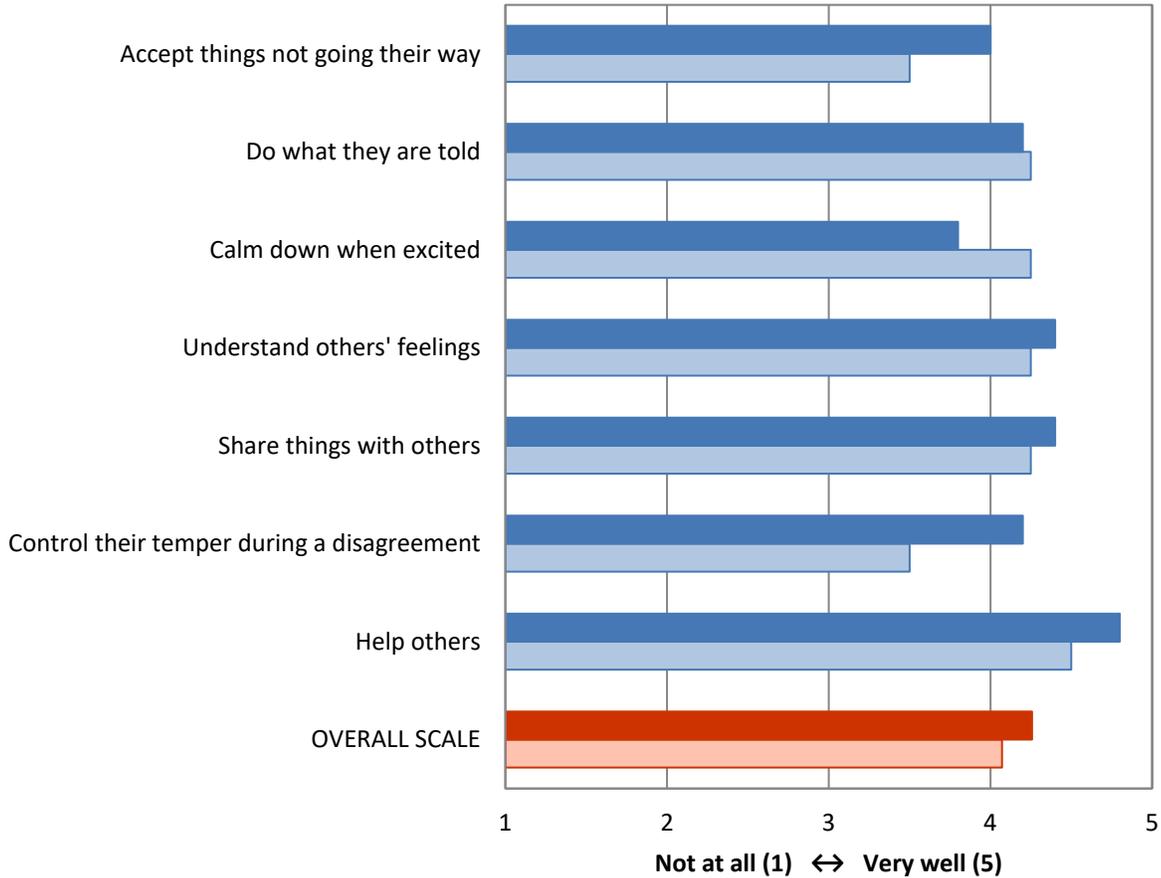
**Average Percent Change: 50.7% (Statistically significant)**

## Child Social Competence

The “Child Social Competence” scale (Conduct Problems Prevention Research Group, 1995) is a five-point scale with 12 questions. For the purposes of evaluation, some questions have been dropped from the chart. Answer choices range from Not at all (1) to Very well (5).

■ Question Average Post   ■ Question Average Pre   ■ Scale Average Post   ■ Scale Average Pre

Think about your FAST child’s behavior over the LAST MONTH. How well does your FAST child...?



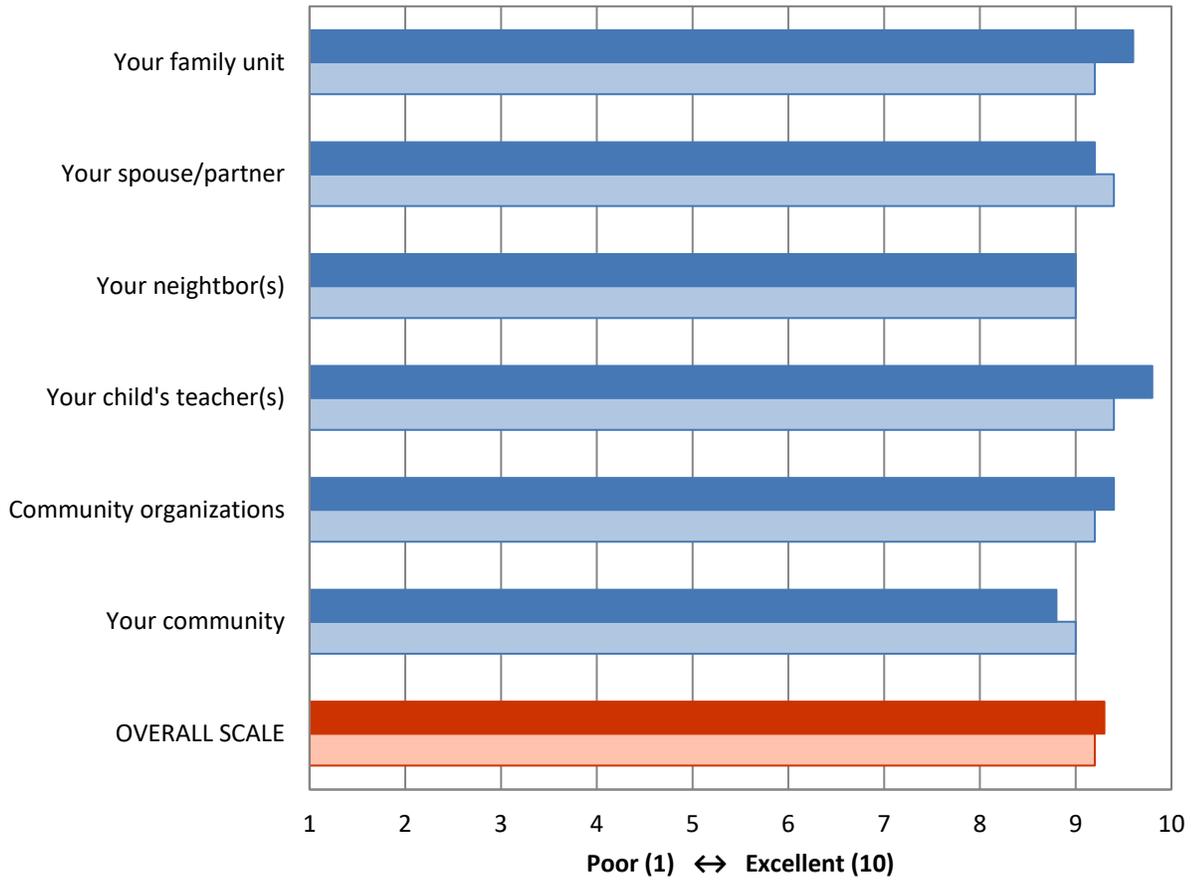
**Average Percent Change: 4.6%**

## Social Relationships

The "Social Relationships" scale is a 10-point scale with six questions. Answer choices range from 1 (Poor) to 10 (Excellent).

■ Question Average Post  
 ■ Question Average Pre  
 ■ Scale Average Post  
 ■ Scale Average Pre

**Think about the LAST TWO WEEKS. How excellent or poor has your relationship been with...?**



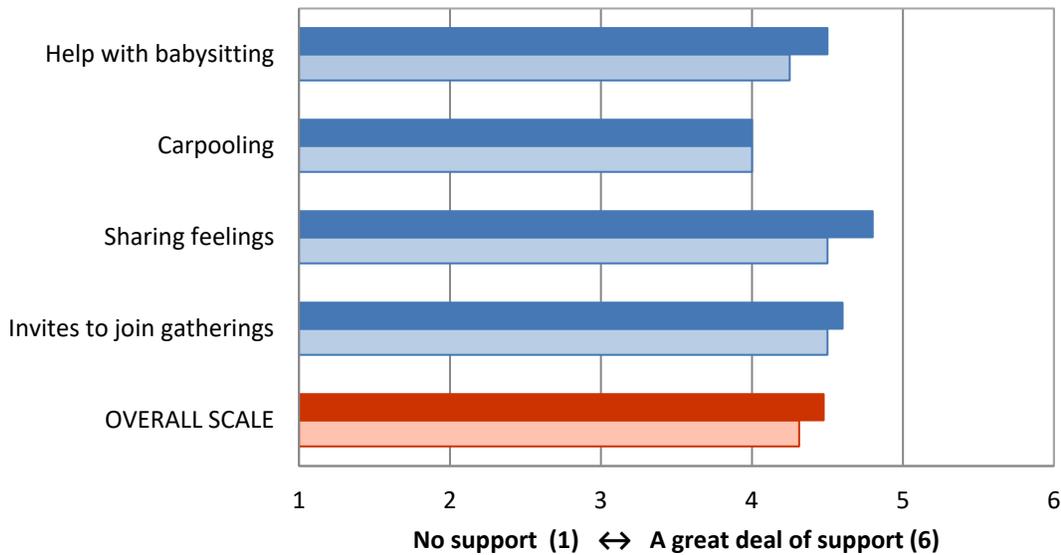
**Average Percent Change: 1.1%**

## Social Support

The “Support Received from Other Parents” and “Social Support Given to Other Parents” scales are part of the Social Relationships Questionnaire (McDonald & Moberg, 2002). They are six-point scales with four questions each. Answer choices range from No support (1) to A great deal of support (6).

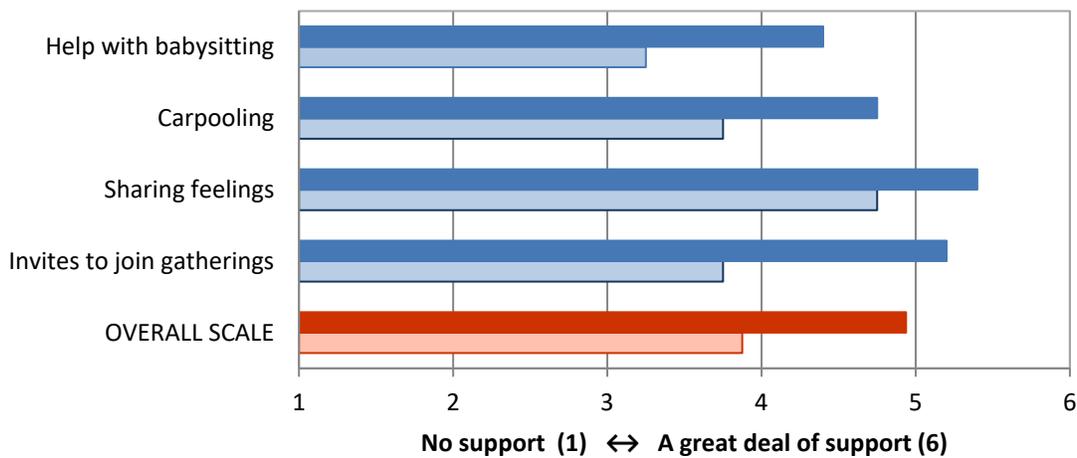
■ Question Average Post  
 ■ Question Average Pre  
 ■ Scale Average Post  
 ■ Scale Average Pre

**Support Received: How much support do you have access to from other parents, should you need or want it, in each of the following areas?**



**Average Percent Change: 3.8%**

**Support Given: How much support would you be willing to give to other parents, should they need or want it, in each of the following areas?**



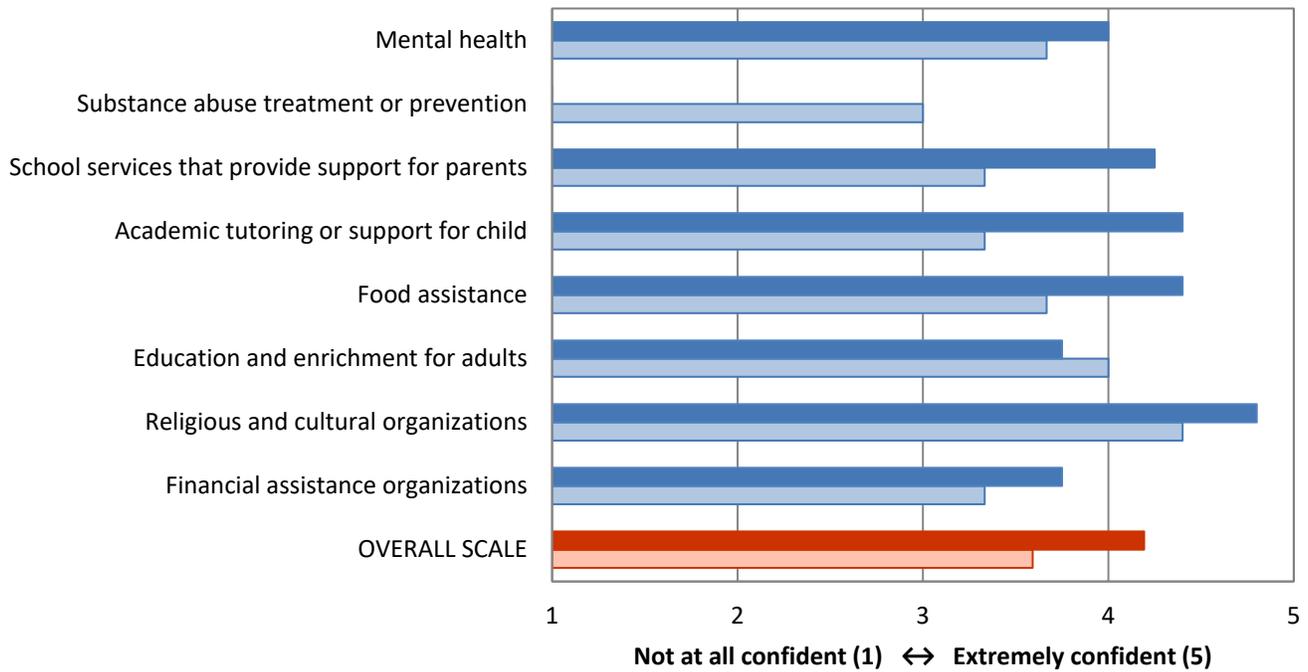
**Average Percent Change: 27.4% (Statistically significant)**

## Access to Community Resources

The “Access to Community Resources” scale is a five-point scale with eight questions. Answer choices range from Not at all confident (1) to Extremely confident (5). It includes an additional post-survey question to assess the impact of the program more directly.

■ Question Average Post  
 ■ Question Average Pre  
 ■ Scale Average Post  
 ■ Scale Average Pre

**How confident are you that you could find and access these resources in your community for yourself, your family, or to assist a friend?**



**Average Percent Change: 16.7%**

**To what extent do you agree or disagree with the following statement?**

**"The FAST Program helped me to learn about and access resources in my community."**

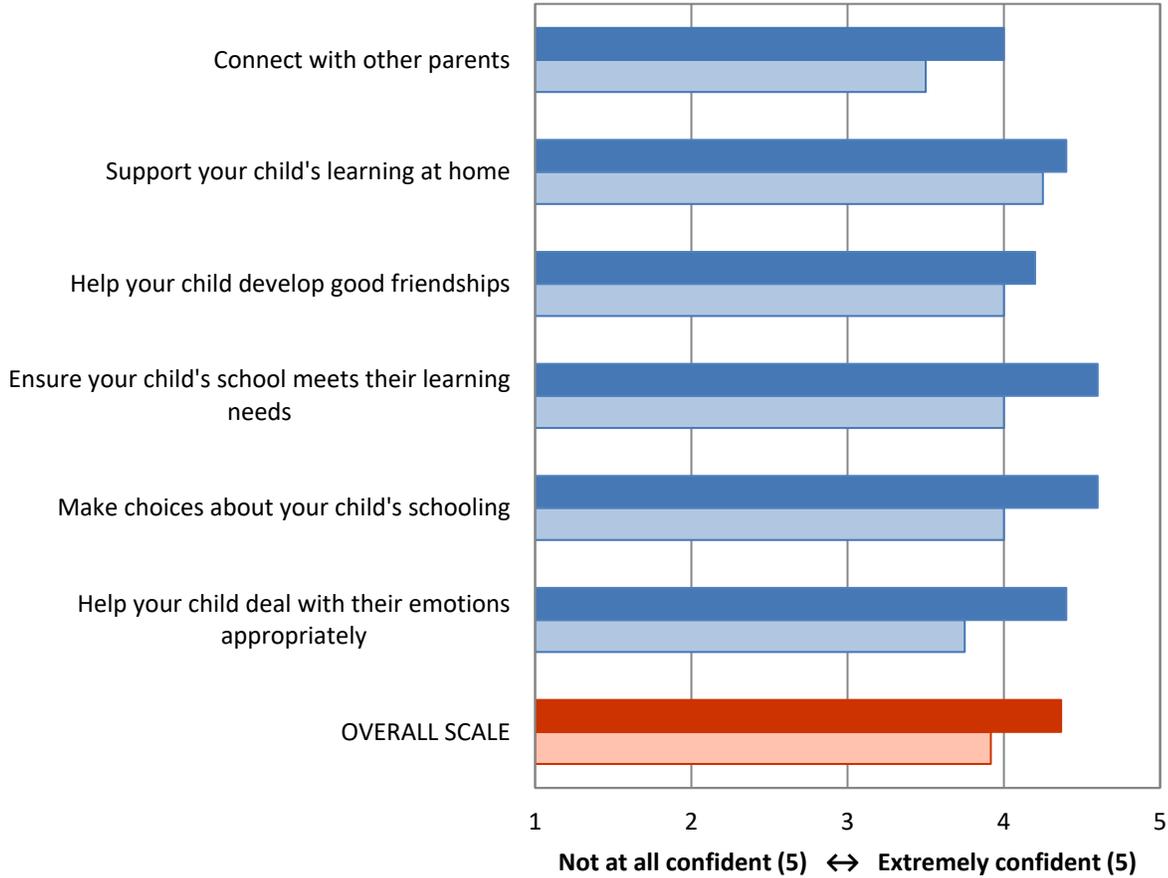
Answer	n	%
Strongly agree	3	60%
Agree	2	40%
Neither agree nor disagree	0	0%
Disagree	0	0%
Strongly disagree	0	0%
No answer	0	0%

## Parent Efficacy

The “Family Efficacy” scale is part of the Family-School Relationships Survey (Panorama Education, 2015). It is a five-point scale with seven questions. For the purposes of evaluation, one question has been dropped from this report. Answer choices range from Not at all confident (1) to Extremely confident (5).

■ Question Average Post  
 ■ Question Average Pre  
 ■ Scale Average Post  
 ■ Scale Average Pre

### How confident are you in your ability to...?



**Average Percent Change: 11.5% (Statistically significant)**

# Comments and Feedback

## Parents

*Information in this section was reported by participants in the Parent Pre- and Post-Surveys.*

**Evaluator's Note:** Some comments from parents were originally provided in Spanish and have been translated into English for the purpose of this evaluation. Efforts were made to ensure the accuracy and integrity of the original messages during the translation process.

### **What are your expectations for the FAST Program?**

Enrichment in all areas where improvement can be made.

Meet other families and learn about ways I can help my child be the best they can be!

Listen and observe everything they can teach me.

### **What was most valuable about your FAST experience?**

The communion with other families.

Being able to communicate and share ideas with other parents.

Living together

Talking with other parents and special play with my daughter

Sharing with parents and other adults. Playing with my daughters.

### **What changes have you seen in your FAST child since attending the FAST Program?**

She is more helpful.

He is being more social and talking to new people.

Much happier

She has opened up more.

Like to share more

### **Did the FAST Program meet your expectations?**

Yes (3X)

Yes, it was an amazing experience.

Yes, quite a lot

### **Anything else you want to share about the FAST Program?**

An extended thank you to all who make this possible.

Please continue this program and we hope that it'll grow into all the grade levels.

## Teachers

Information in this section was reported by teachers in the Teacher Survey.

Teachers are uniquely positioned to observe change in the classroom over the course of the program. Their feedback is evaluated using a five-point scale consisting of five questions. The initial four questions focus on the individual student and the fifth question focuses on the student's family. Answer choices range from No change (1) to A great deal of change (5). Teachers are also asked about their familiarity with FAST and any participation in the program.

### Summary

4 teachers responded to the survey.

4 respondents were informed that the program was running and some of their students were participating.

3 respondents had pre-existing knowledge about the program.

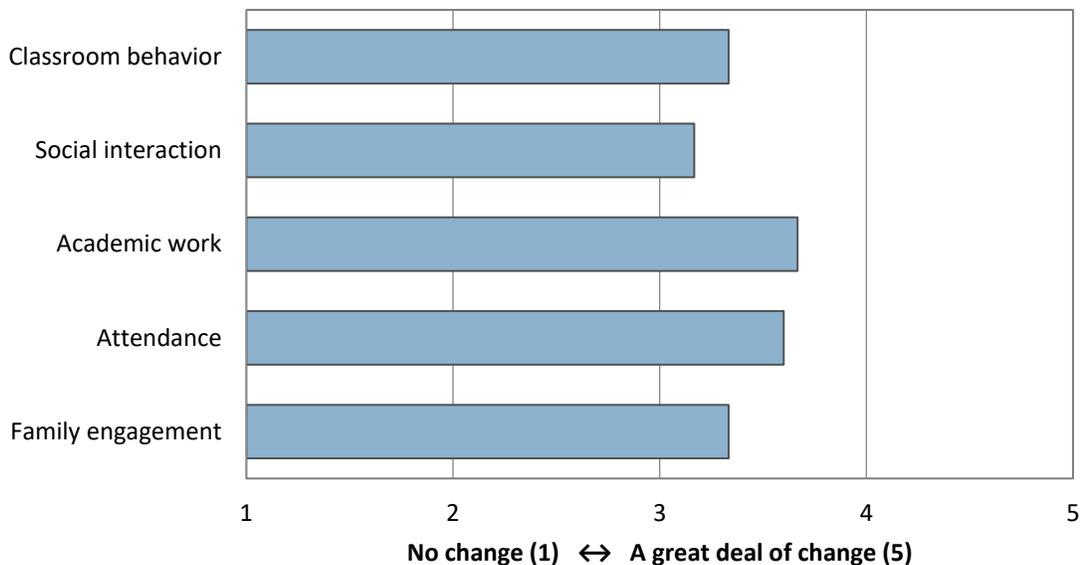
2 respondents attended FAST graduation.

2 respondents helped with recruitment.

### Feedback

Teachers reported on 4 students from graduate families.

Think about this FAST student/their family over the last 8 weeks. How would you rate any positive changes in...?



### Comments

Can you attribute all or part of these changes to the FAST Program?

I want to take a moment to share how impressed I am with [FAST Child]'s performance and behavior in our classroom. Since the beginning of the school year, [FAST Child] has consistently displayed an excellent attitude toward learning and following classroom rules. His maturity and respectfulness are truly commendable, and he stands out academically, being ahead of his peers.

When families and schools collaborate effectively, it can create a strong support network for students, helping them thrive academically and socially. This kind of partnership can foster a sense of community, accountability, and motivation, which is crucial for student success.

Yes, the partnership between families and school help students thrive academically and socially.

*Anything else you want to share about this student or his/her family?*

[FAST Child]'s mom was also very supportive during our field trip to the zoo. Her kindness and helpfulness with the students and teachers were greatly appreciated,

[FAST Child] is a student that shows excitement, curiosity, and a sense of pride in learning two languages.

[FAST Child] is a smart student who has strong social skills but having difficulties with the behavior in the classroom. Hard time to keep hand to himself.

## Administrator

*Information in this section was reported by an administrator in the Site Information Survey.*

**Respondent:** Guillermina Arteaga, School Principal

### Feedback

The administrator attended at least one session as an observer or volunteer.

*What did you like about the FAST Program?*

Based on evidence and research.

The program components and activities.

Connected parents to useful resources.

Brought new parents to the school.

Strengthened relationships between families and community partners.

Improved outcomes for students.

### Comments

*Anything else you want to share about FAST at your site?*

Powerful opportunity to connect with our families and provide them with tools and resources to help family.

## About the Participants

*Information in this section was reported by participants in the Parent Pre-Survey.*

Demographic information is voluntarily and anonymously provided by survey participants. If cumulative demographic data is available from previous early childhood education-level program records at the site, it is additionally provided for comparison. The “other” category applies to other responses (or non-responses) such as prefer not to answer, prefer to self-describe, and missing data due to questions that were skipped by respondents, added to the survey later, or modified over time.

### FAST Child Demographics

	This Cycle N=5		All Site N=17	
	<i>n</i>	%	<i>n</i>	%
<b>Age</b>				
0-12 months	0	0.0%	0	0.0%
12-24 months	0	0.0%	0	0.0%
2 years	0	0.0%	0	0.0%
3 years	0	0.0%	0	0.0%
4 years	0	0.0%	0	0.0%
5 years	5	100.0%	12	70.6%
6 years	0	0.0%	5	29.4%
7 years	0	0.0%	0	0.0%
8+ years	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%

	<i>n</i>	%	<i>n</i>	%
<b>Grade</b>				
Not in school	0	0.0%	0	0.0%
Daycare (full- or part-time)	0	0.0%	0	0.0%
Head Start	0	0.0%	0	0.0%
Preschool	0	0.0%	0	0.0%
Pre-Kindergarten	0	0.0%	0	0.0%
Kindergarten	5	100.0%	17	100%
Grade 1	0	0.0%	0	0.0%
Grade 2	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%

	<i>n</i>	%	<i>n</i>	%
<b>Gender</b>				
Male	1	20.0%	11	64.7%
Female	4	80.0%	6	35.3%
Non-binary	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%

<b>Ethnicity</b>	<i>n</i>	%	<i>n</i>	%
Hispanic, Latino, or Spanish origin	4	80.0%	5	29.4%
Non-Hispanic	0	0.0%	12	70.6%
Other	1	20.0%	0	0.0%

<b>Race</b>	<i>n</i>	%	<i>n</i>	%
American Indian or Alaska Native	3	60.0%	0	0.0%
Asian	0	0.0%	0	0.0%
Black or African American	0	0.0%	0	0.0%
Native Hawaiian or Pacific Islander	0	0.0%	0	0.0%
White	2	40.0%	3	17.6%
Other	0	0.0%	14	82.4%

## Parent Demographics

	<b>This Cycle</b> N=5		<b>All Site</b> N=17	
	<i>n</i>	%	<i>n</i>	%
<b>Relationship</b>				
Parent	5	100.0%	0	0.0%
Grandparent	0	0.0%	0	0.0%
Aunt/Uncle	0	0.0%	3	17.6%
Sibling	0	0.0%	1	5.9%
Guardian/Caregiver	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%

	<i>n</i>	%	<i>n</i>	%
<b>Gender</b>				
Male	0	0.0%	15	88.2%
Female	5	100.0%	0	0.0%
Non-binary	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%

	<i>n</i>	%	<i>n</i>	%
<b>Age</b>				
<20 years	0	0.0%	2	11.8%
20-29 years	1	20.0%	14	82.4%
30-39 years	1	20.0%	0	0.0%
40-49 years	2	40.0%	1	5.9%
50-59 years	0	0.0%	2	11.8%
60+ years	0	0.0%	14	82.4%
Other	1	20.0%	0	0.0%

<b>Ethnicity</b>	<i>n</i>	%	<i>n</i>	%
Hispanic, Latino, or Spanish Origin	5	100.0%	16	94.1%
Non-Hispanic	0	0.0%	1	5.9%
Other	0	0.0%	0	0.0%

<b>Race</b>	<i>n</i>	%	<i>n</i>	%
American Indian or Alaska Native	3	60.0%	0	0.0%
Asian	0	0.0%	0	0.0%
Black or African American	0	0.0%	0	0.0%
Native Hawaiian or Pacific Islander	0	0.0%	0	0.0%
White	2	40.0%	4	23.5%
Other	0	0.0%	13	76.5%

<b>Language</b>	<i>n</i>	%	<i>n</i>	%
English	2	40.0%	4	23.5%
Spanish	3	60.0%	9	52.9%
Other	0	0.0%	4	23.5%

<b>Income</b>	<i>n</i>	%	<i>n</i>	%
<\$25,000	0	0.0%	5	29.4%
\$25,000 - \$49,000	0	0.0%	6	35.3%
\$50,000 - \$74,000	0	0.0%	3	17.6%
\$75,000 or more	3	60.0%	1	5.9%
Other	2	40.0%	2	11.8%

<b>Education</b>	<i>n</i>	%	<i>n</i>	%
Some high school	0	0.0%	6	35.3%
High school diploma/GED	1	20.0%	3	17.6%
Associate degree or some college	2	40.0%	3	17.6%
Bachelor's degree	0	0.0%	4	23.5%
Graduate-level degree	1	20.0%	0	0.0%
Other	1	20.0%	1	5.9%

<b>Adults in household</b>	<i>n</i>	%	<i>n</i>	%
1 adult	0	0.0%	0	0.0%
2 adults	2	40.0%	2	11.8%
3 adults	2	40.0%	2	11.8%
4+ adults	1	20.0%	1	5.9%
Other	0	0.0%	12	70.6%

<b>Children in household</b>	<i>n</i>	%	<i>n</i>	%
1 child	1	20.0%	0	0.0%
2 children	1	20.0%	1	5.9%
3 children	1	20.0%	1	5.9%
4 children	1	20.0%	1	5.9%
5 children	1	20.0%	1	5.9%
6+ children	0	0.0%	1	5.9%
Other	0	0.0%	12	70.6%

## About the Site

### Cycle History

The FAST Office maintains program records by using unique ID numbers linked to the cycle, site, and funding agency. This section is meant to serve as an overview of a site's program history and is not intended to be a comprehensive historical record.

Cycle ID	Year	Season	Graduates	Survey Sets
150833424	2024	1	6	5
150833123	2023	1	5	5
150833220	2020	2		
150833219	2019	2	12	12
150833218	2018	2	12	12

### Findings Comparison

One way to measure program success is to compare the current program cycle to the site's previous records. This section compares average percent change. Not all historical records may be applicable due to changes in surveys and circumstances over time. Refer to *Appendix: Section D* for more information.

**Evaluator's Note:** As previous cycles were Elementary (Elem) rather than Early Childhood Education (ECE), the Historical Template for Elem data was used. Please note that this may impact data comparability due to differences in question design between program levels.

Scale (Goal)	This Cycle N≤5	All Site N≤17
	Avg % Change	Avg % Change
Parent-Child Relationship (1a)	0.0%	+11.8%*
Family Satisfaction (1b)	9.7%*	+16.9%*
Parent Involvement in Home-Based Activities (2a)	2.7%	--
Parent Involvement in School-Based Activities (2b)	50%	+14.0%*
Child Social Competence (2c)	4.6%	+26.2%*
Social Relationships (3a)	1.1%	+10.4%*
Support Received from Other Parents (3a)	3.8%	+29.0%
Support Given to Other Parents (3a)	27.4%	+14.6%
Access to Community Resources (3b)	16.7%	--
Parent Efficacy (3c)	11.5%	+14.0%*

\*Statistically significant change

## Population Served

*Information in this section was reported by an administrator on the Site Information Survey.*

<b>Enrollment</b>
555

<b>Demographics</b>	<b>%</b>
American Indian or Alaska Native	--
Asian	--
Black or African American	--
Hispanic, Latino, or Spanish Origin	96.2%
Middle Eastern or North African	--
Hawaiian Native or Pacific Islander	--
White	3.8%
Other	--

<b>Services</b>	<b>%</b>
Title One School	Yes
Students receiving Title 1 services	--
Students eligible for free or reduced-price meals	--
Students receiving special education services	11%
Students classified as English Language Learners (ELLs)	75.3%

## About the FAST® Team

A trained team of local parents, educators, and professionals from the community facilitates the program and provides coaching and support to the participating families.

### Team Members

*Information in this section was reported by the team in the Implementation Review.*

Gabriela Collazo	Parent Partner
Daisy Huerta	Parent Partner
Kate Herrera	Center Partner
Margarita Cervantes	Center Partner
Trina Bockus	Community Partner
Cathy Peirson	Community Partner
Stan Dembouski	Site Coordinator

### Feedback

*Information in this section was reported by team members in the Team Member Survey.*

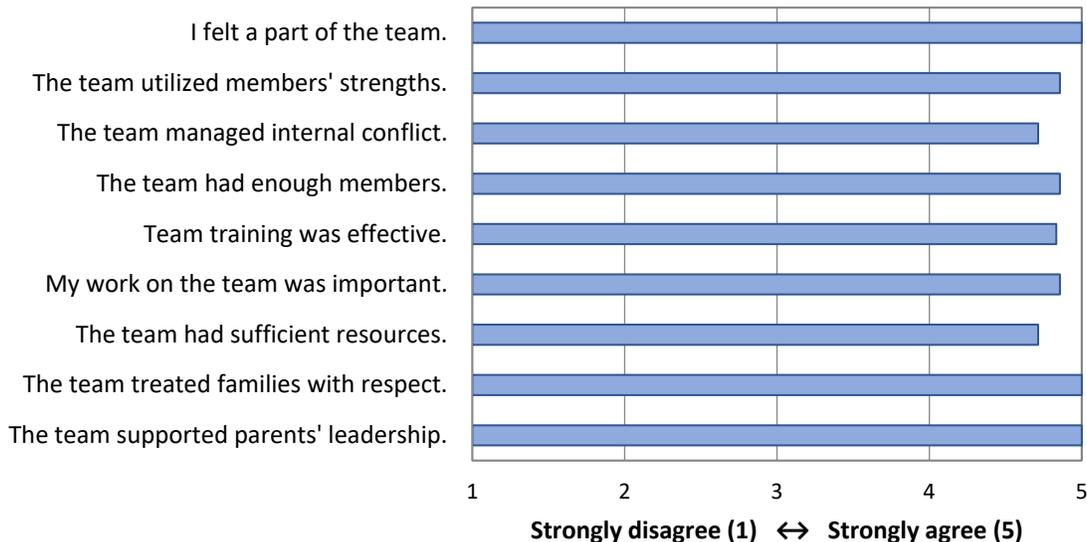
Individual team member feedback is evaluated using a five-point scale consisting of nine questions. Answer choices range from Strongly disagree (1) to Strongly agree (5). Team members are also asked to rate their overall experience and evaluate any training they received.

#### Feedback

7 team members responded to the survey.

Respondents rated their overall experience on the team as 9.43 out of 10, or 94.3%.

*To what extent do you agree or disagree with the following statements?*



#### Comments

*How do you think future FAST cycles at your site could be made more successful?*

I think having more resources for families

All was great  
Try to recruit families better  
I would love to have more families participate.

*Anything else you want to share about your experience as a FAST Team member?*

It was a great experience, we had a fantastic team  
All members were great and collaborated well.  
I had a lot of learning as the newest team member.

No

It was great to see how engaged all of the family members were in the program and the connections they made with each other.

# Appendix

## Section A: Goals

1. FAMILY GOAL: Enhance the young child's relationships with parent/primary caretaker(s) at home.
  - a. Strengthen the parent-child relationship.
  - b. Build a safe, stable, nurturing environment within the family home.
2. SCHOOL GOAL: Strengthen young child's and family's feelings of connectedness to the site/center/school.
  - a. Empower parents in their role as partners in FAST and advocates for their children's education.
  - b. Empower parents to develop partnerships and strengthen their engagement at the site/center/school.
  - c. Support development of the young child's social-emotional well-being, learning readiness, and resilience.
3. COMMUNITY GOAL: Strengthen the connections of young children and their parents to their community to help reduce stress.
  - a. Connect parents to one another through social inclusion and respect for all parents of infants and young children.
  - b. Connect families to community resources and services, as needed.
  - c. Build the personal effectiveness and self-esteem of parents.

## Section B: Evaluation

### Percent Reporting Improvement

Percent reporting improvement looks at individual respondents' answers to each question within a scale. It is calculated using the following steps:

1. Compare a respondent's pre-survey and post-survey data for one question within a scale. Repeat this for every question in the scale.
2. Count the questions where the respondent reported a higher answer on the post-survey than they did on the pre-survey; this is considered "improvement." Repeat steps 1-2 for each respondent.
3. Count the number of respondents who demonstrated improvement on a majority of the questions within the scale.
4. Divide the result from step 4 by the total number of respondents for that scale (or the n-value).
5. Convert the result from step 5 to a percentage (multiply by 100).

For example, consider a 10-question scale; if a respondent reports a higher average answer for seven (7) out of 10 post-survey questions compared to the pre-survey, then that respondent reported improvement on the majority of questions. If there were 12 families participating in the program, and six (6) of those families reported majority improvement, then the percentage of parents reporting improvement for that scale would be 50% ( $6/12=0.5$ ).

### Average Percent Change

Average percent change looks at the average of all respondents' answers to all questions within a scale. It is calculated using the following steps:

1. Average the pre-survey data from all respondents for each question within a scale. Repeat this for all questions.
2. Add the results from step 1 and divide by the total number of questions. This is the average pre-survey answer for the scale.
3. Convert the result from step 2 to a percentage (multiply by 100).
4. Repeat steps 1-3 for post-survey data to determine the average post-survey answers for the scale.
5. Subtract the result for step 3 from the result for step 4, then divide by the result from step 3.
6. Determine statistical significance.

For example, consider a six-point scale that received a 2.0 pre-survey average and a 2.5 post-survey average. Subtract 2.0 from 2.5 for a result of 0.5 ( $2.5 - 2.0 = 0.5$ ), and then divide by 2.0 for a result of 0.25 ( $0.5 / 2.0 = 0.25$ ). When converted to a percentage, the result is +25%. Note that average percent change can be positive (+) or negative (-). Positive change (or improvement) occurs when the post-survey average is higher than pre-survey average, and vice versa for negative change. In some cases, average percent change may exceed 100%. Using the above example, if the post-survey average was 5.5 instead, it would result in a +175% change [ $(5.5 - 2.0) / 2.0 = 1.75$ ].

### Bar charts

Color-coded bar charts are used to help visualize average percent change (a sample chart can be found in the *Understanding Your Report* section near the beginning of the report). Each chart includes one set of red bars, representing the overall scale, and multiple sets of blue bars, representing individual questions within a scale. Light shades represent the pre-survey and dark shades represent the post-survey. In context, the average percent change calculation is, essentially, the value of the dark red bar minus the value of the light red bar.

Chart Key			
■ Dark Red/Scale Average Post/Avg of Dark Blue	■ Dark Blue/Question Average Post	■ Light Red/Scale Average Pre/Avg of Light Blue	■ Light Blue/Question Average Pre

### Statistical Significance

In scientific research, statistical significance is typically measured when  $n \geq 30$ . A finding is statistically significant when  $p \leq 0.05$ , or, in other words, when there is a 5% or less probability a result is due to chance (the p-value represents probability). Therefore, statistically significant data is generally considered more reliable. For example, consider a p-value of .001 ( $p = .001$ ). This means there is 0.1% probability that the finding being tested is a result of chance, and because 0.1% is less than 5%, it is considered statistically significant. For the purposes of this report, statistical significance is calculated automatically using the t-test function in Excel.

## Section C: Surveys

Survey	Response	Purpose
Parent Pre-Survey	Completed by parents before the start of the program.	The primary data source for gaining understanding about the program and its impacts on families and children who participated.
Parent Post-Survey	Completed by parents after the end of the program.	
Implementation Review	Completed by the team after the end of the program. Ideally, reviewed by the entire team and submitted by one team member.	Provide background information and context about the program, including successes and challenges with implementation.
Team Member Survey	Completed by individual team members after the end of the program.	Provide feedback about their experience to help improve future programs.
Teacher Survey	Completed by teachers who served FAST children in their classrooms after the end of the program	Provide feedback on changes in students' behavior, social interaction, and academics, and on their family's engagement.
Site Information Survey	Completed by the school principal, center director, or other site administrator after the end of the program	Provide feedback and site demographic information about the population served for context and comparison.

## Section D: Changes

### Summer 2021

Revisions were made to meet the more complex situation post-COVID-19. The program goals, along with the corresponding scales, were updated with the objective of providing one set of surveys at each level that would work whether a site chose at-home, in-person, or hybrid/blended delivery. The goals were restated in simpler language and the scales were reviewed. Several new scales were added to better reflect the goals. The findings page was redesigned to show explicit connections between goals and scales.

### Fall 2020-Spring 2021

Changes were made to the surveys to adapt to FAST at Home/virtual program delivery in response to COVID-19. Unfortunately, data collected from this period cannot be included in any cumulative or aggregate reporting due to the format being too dissimilar from current surveys and evaluation.

## Section D: Media/Disclaimer

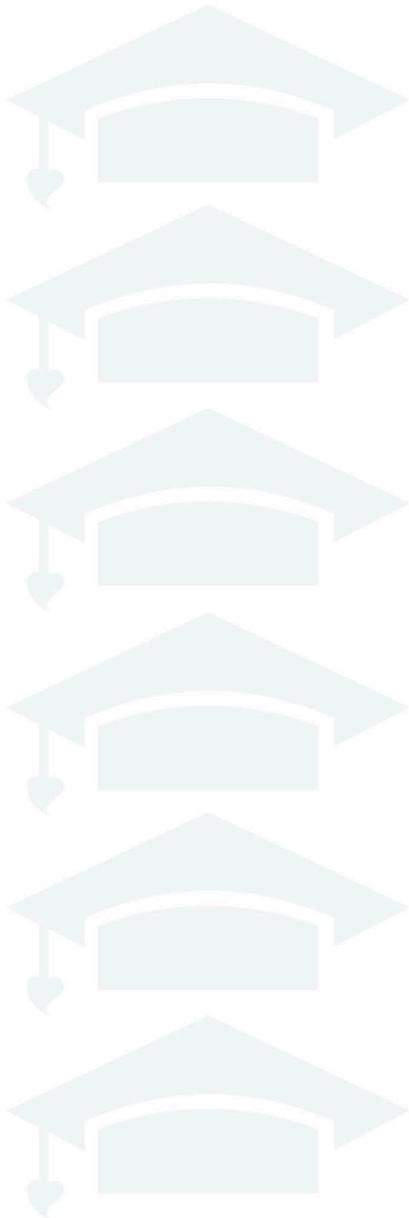
Any pictures included in this report were provided by the Site with the consent of the families or participants pictured. It is the responsibility of the FAST Team to collect and maintain a signed media release or consent form for their records, and then to only share pictures of participants from whom the team has obtained consent. This is because the FAST Office cannot match faces to names/signatures to personally verify that the participants pictured in photos or other shared media provided their consent. However, the code key form, which the team is required to submit to the FAST Office along with any pictures, is used to confirm that such actions were taken.

## References

*All scales were used with the permission of the developers.*

1. McDonald, L., & Moberg, D. P. (2002). Social Relationships Questionnaire. Madison, WI: FAST National Training and Evaluation Center.
2. Walker, J. M., Wilkins, A. S., Dallaire, J. R., Sandler, H. M., & Hoover-Dempsey, K. V. (2005). Parental Involvement: Model Revision through Scale Development. *The Elementary School Journal*, 106(2), 85-104. <https://www.journals.uchicago.edu/doi/10.1086/499193>
3. Olson, D. H. (1995). Family Satisfaction Scale. Minneapolis, MN: Life Innovations
4. Gehlbach, H. (2015). Family-School Relationships Survey. Boston, MA: Panorama Education. <https://www.panoramaed.com/family-school-relationships-survey>
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