

FAST



Families & Schools TOGETHER®

Evaluation Report

FAST



Families & Schools TOGETHER.

Middle School/High School Level

Agency: Lyons Township

Site: Heritage Middle School

Location: Summit, Illinois

Dates: 01/08/2025 - 03/19/2025

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FAST® at Heritage Middle School: Executive Summary

Heritage Middle School and its families successfully completed the 8- to 10-week FAST® Program in the period from 01/08/2025 - 03/19/2025. FAST® - Middle School/High School 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, eight families agreed to attend, and eight families attended at least one FAST session. Eight families graduated by attending six or more weekly sessions. Overall, graduate families attended 81% of all sessions. Seven parents and seven youth from graduate families completed both surveys, providing data for this report.

According to survey respondents, FAST children were ages 11 to 13 years and ranged in education level from Grade 6 (57.1%) to Grade 7 (42.9%). Adult respondents were all parents (100.0%). They identified themselves as 85.7% Hispanic and 85.7% White. Children were identified as 100.0% Hispanic and 85.7% White.

Highlights

- Parents rated their satisfaction with the FAST Program as 9.43 out of 10, or 94.3%.
- Youth rated their satisfaction with the FAST Program as 9.29 out of 10, or 92.9%.
- Parents rated their relationship with the team as 10 out of 10, or 100%.
- Youth rated their relationship with the team as 8.86 out of 10, or 88%.
- More than half of the survey respondents (>50%) reported improvement on 11 out of 15 scales:
 - Family Satisfaction (Parent) (1a) 85.7%
 - Interpersonal Support (Parent) (2b) 71.4%
 - Access to Community Resources (Parent) (3b) 71.4%
 - Parent Efficacy (Parent) (3c) 71.4%
 - Perceived Stress (Parent) (3c) 57.1%
 - Family Satisfaction (Youth) (1b) 85.7%
 - Responsible Decision Making (Youth) (1c) 57.1%
 - School Connectedness (Youth) (2a) 57.1%
 - Self-Management: School work (Youth) (2c) 71.4%
 - Connecting with Parents (Youth) (3a) 57.1%
 - Self-Management: Emotion Regulation (Youth) (3c) 85.7%
- Respondents reported statistically significant positive change on 6 out of 15 scales:
 - Family Satisfaction (Parent) (1a) +16.4%*
 - Interpersonal Support (Parent) (2b) +9.4%*
 - Family Satisfaction (Youth) (1b) +11.1%*
 - Responsible Decision Making (Youth) (1c) +11.0%*
 - Self-Management: School work (Youth) (2c) +9.8%*
 - Self-Management: Emotion Regulation (Youth) (3c) +20.9%*
- Team members rated their experience on the FAST Team as 9.5 out of 10, or 95%.

Family Success Story

[FAST] Family Mom didn't answer the phone when team members reached out to her during the recruitment phase. The team member reached out to Dad and he said he would talk to Mom and she signed the family up. Dad wasn't able to come to the first 2 sessions due to his work schedule, but after that came to every session, except for one when the family was sick. The family dynamic changed a lot as the program went on – they seemed more comfortable sharing and communicating with each other and with other parents. They also sought out support for their children that are experiencing academic struggles and the team followed up to ensure their children's needs were met. The children are now receiving tier system support at school.

Quotes

“Wonderful to talk to people on a deeper level than “how are you?”. Even though you might think you don't have something in common with people, once you sit and listen to others you realize that you do have a lot in common. There is always something to learn from someone.”

- FAST Parent

“Really great program! I hope we get the opportunity to participate again. Looking forward to using what we've learned to keep us connected”

- FAST Parent

Overview

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

Recruitment

Summary

150 families were eligible to participate based on the recruitment focus.

150 families were contacted by the team through brief contact.

17 families were contacted by the team through in-depth contact.

8 families agreed to attend based on all recruitment efforts.

Assistance

Principals asked the middle school teachers to encourage their 6th and 7th grade students to participate. Parents who were uncomfortable or unable to complete the registration form electronically were given the option of turning hand-written applications into the office.

Successes

School distributed flyers and team member follow ups were the most effective efforts.

Challenges

Being able to reach parents at home and parents returning phone calls was a challenge during recruitment. Family schedules were also challenging - parents' work schedules conflicted with family nights and 2 kids were unable to attend the initial youth group sessions.

Retention

Summary

This cycle had a total of 9 sessions (a standard program consists of ten sessions).

8 families participated in at least one session, 100% of the number who agreed to attend.

8 families graduated by participating in at least six sessions, 100% of the number who participated once.

Successes

Weekly phone calls and reminders, homework support for siblings were most effective for retention.

Challenges

Health issues and illness affected weekly attendance

Implementation

Program delivery

All sessions were conducted in person at the FAST site.

Referrals and services

The team provided an academic referral that resulted in the student qualifying for tiered system support, resources for financial assistance with heating and electricity were provided, financial advice was provided and the team provided a sibling the opportunity to volunteer at the program to earn volunteer hours for National Honor Society.

Unusual circumstances

During this cycle we were fortunate to have food from a Chicago restaurant donated for the program. This required the team to have to heat the food provided and we were unable to use commercial ovens in the cafeteria because we are not trained to use them. Fortunately, we were able to use one oven in the teacher's lounge that just required team members to be creative in getting everything heated before dinner was served.

Cultural adaptations

The program was implemented in dual language - English and Spanish. In addition, one middle schooler could only attend every other session due child custody, but other family members attended all of the sessions and benefited from the program.

Survey administration

Team members sent the survey link via text and email and followed up with the parents that didn't complete the survey to ensure it was completed before the beginning of the family sessions. For the post survey the team provided a QR code at the graduations ceremony and parents completed the post survey that evening.

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 Flags	Yes	Yes
Family Meal	Yes	Yes
FAST Hello	Yes	Yes
Music/FAST Song	Yes	Yes
Youth Group	Yes	Yes
Kids Time	Yes	Yes
Buddy Time	Yes	Yes
Parent Group	Yes	Yes
One-to-One Time	Yes	Yes
Family Connections Game	Yes	Yes
Lottery/Raffle	Yes	Yes
Closing Circle/RAIN	Yes	Yes
Parent Affirmations	Yes	Yes
Table-Based Coaching	Yes	Yes
Special Presentation	Yes	Yes
Graduation	Yes	Yes

Challenging activities

The families caught on very quickly to the schedule of each session and very little table base coaching was required.

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 presentation was given during the fifth week of the program.

The topic was Financial information, budgeting, and saving/checking account processes

Parents helped choose the topic.

The middle school participants were also interested in this topic

Resources related to the presentation were available to parents.

The bank representative brought budgeting worksheets, pamphlets, children's activity books and piggy banks.

Parents were receptive to the presentation.

There was a lot of interactions and questions from both parents and middle schoolers.

Feedback

4 parents reported they attended a special presentation.

3 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	2	29%
Agree	2	29%
Neither agree nor disagree	0	14%
Disagree	0	29%
Strongly disagree	0	43%
No answer	3	0%

Comments

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

How to start saving for the future if I have a emergency inhale something to help

How to budget for certain events and how to manage that budget plan.

How to save

For savings how to manage

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.

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 youth (designated as the “FAST child”) per family. For middle school, youth also have a survey. While participants 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 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-to-one time with the youth.

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

Parents

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

Youth

- 7 survey respondents from graduate families completed both youth pre- and post-surveys.
- 0 respondents completed pre-surveys on or before the first date of the program.
- 7 respondents completed post-surveys within two weeks of the last date of the program.

N-Value for This Report

7

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, 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.

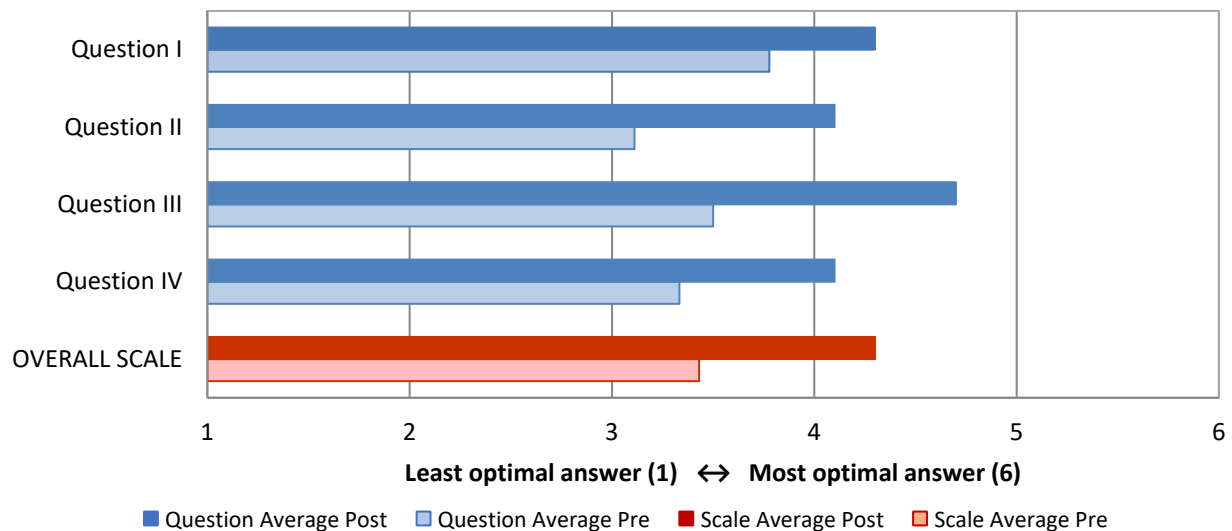
A total of 15 scales are featured in this report. These scales were developed and tested by experts in the fields of social science and education and have been adapted for the purpose of evaluating the impact of the FAST Program. Each scale consists of a set of related multiple-choice, matrix-style questions, which are asked in both the pre- and post-parent and youth 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

FAMILY GOAL

Enhance the youth relationship with adults in their family.

	Scale	n	% Reporting Improvement	Average % Change
1a. Strengthen the youth-parent relationship.	Family Satisfaction (Parent) ¹	7	85.7%	+16.4%*
1b. Strengthen positive relationships among youth and other family member.	Family Satisfaction (Youth) ¹	7	85.7%	+11.1%*
1c. Empower youth to strengthen communication skills and to make their own choices.	Responsible Decision Making (Youth) ²	7	57.1%	+11.0%*

SCHOOL GOAL

Strengthen youth and family's feelings of school connectedness.

	Scale	n	% Reporting Improvement	Average % Change
2a. Support youth connectedness at school, including strong relationships and sustained effort in school	School Connectedness (Youth) ³	7	57.1%	+6.5%
	Relationship Skills (Youth) ²	7	42.9%	+5.1%
2b. Empower parents to develop partnerships and strengthen their engagement at school	Interpersonal Support (Parent) ⁴	7	71.4%	+9.4%*
2c. Support development of the youth's strengths and resiliency, leading to success at school	Self-Management: School Work (Youth) ²	7	71.4%	+9.8%*
	Child Survey (Parent) ⁵	7	42.9%	-3.2%

COMMUNITY GOAL

Strengthen the connections of youth and parents to their community to help reduce stress

	Scale	n	% Reporting Improvement	Average % Change
3a. Offer on-going opportunities for building social support among parents and youth	Connecting with Parents (Youth) ⁶	7	57.1%	+4.4%
3b. Link the family to appropriate community resources and services, as needed	Access to Community Resources (Parent)	7	71.4%	+7.0%
3c. Build the personal effectiveness and self-esteem of youth and parents	Parent Efficacy (Parent) ⁷	7	71.4%	+2.9%
	Perceived Stress (Parent) ⁸	7	57.1%	-1.3%
	Perceived Stress (Youth) ⁸	7	42.9%	-3.8%

	Self-Management: Emotion Regulation (Youth) ²	7	85.7%	+20.9%*
	Self-Awareness: Emotion Knowledge (Youth) ²	7	42.9%	+6.5%

*Statistically significant. ¹⁻⁵ See *References*. --Not reported due to limited data (n<5).

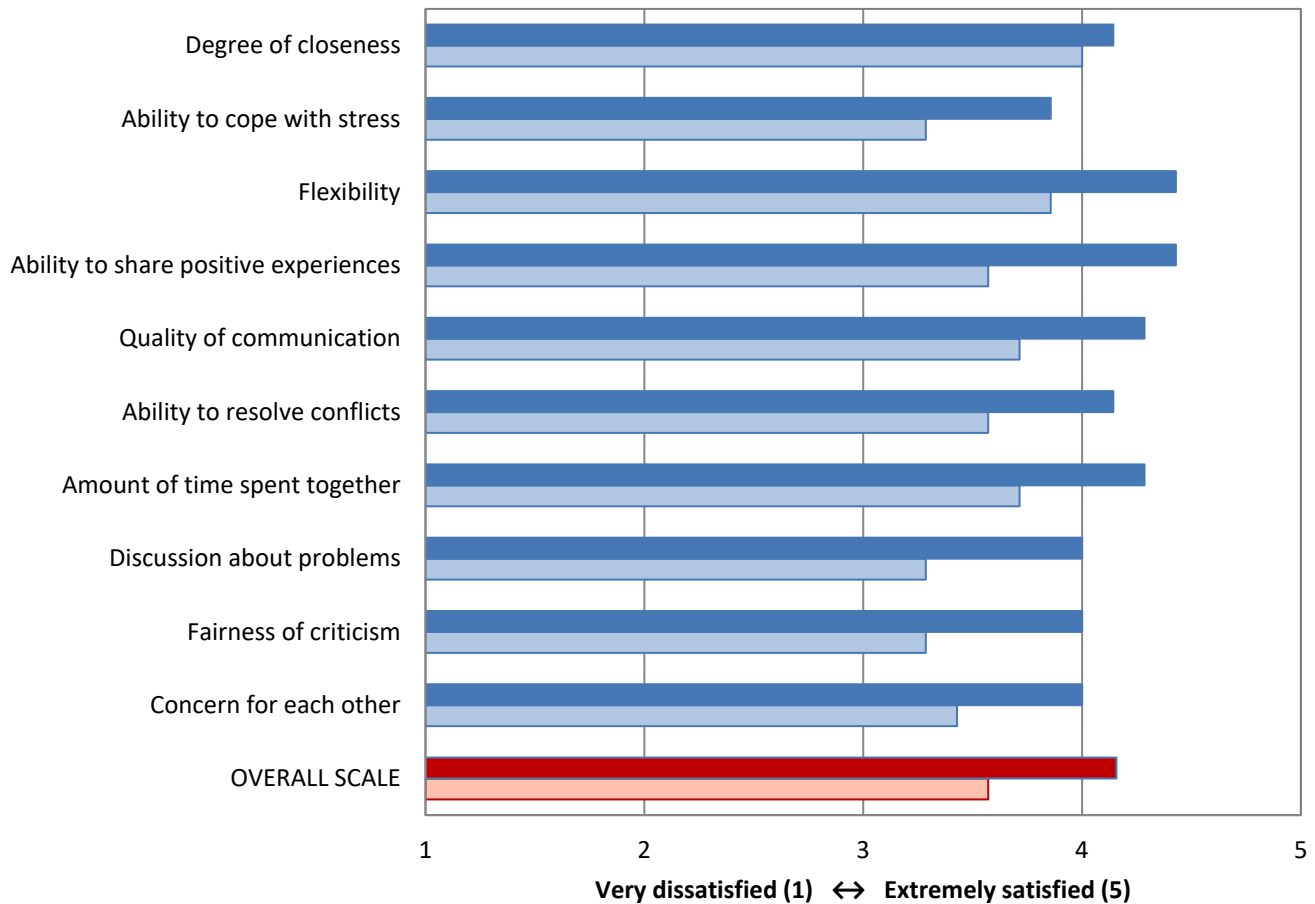
Change by Scale

Family Satisfaction (Parent)

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...?



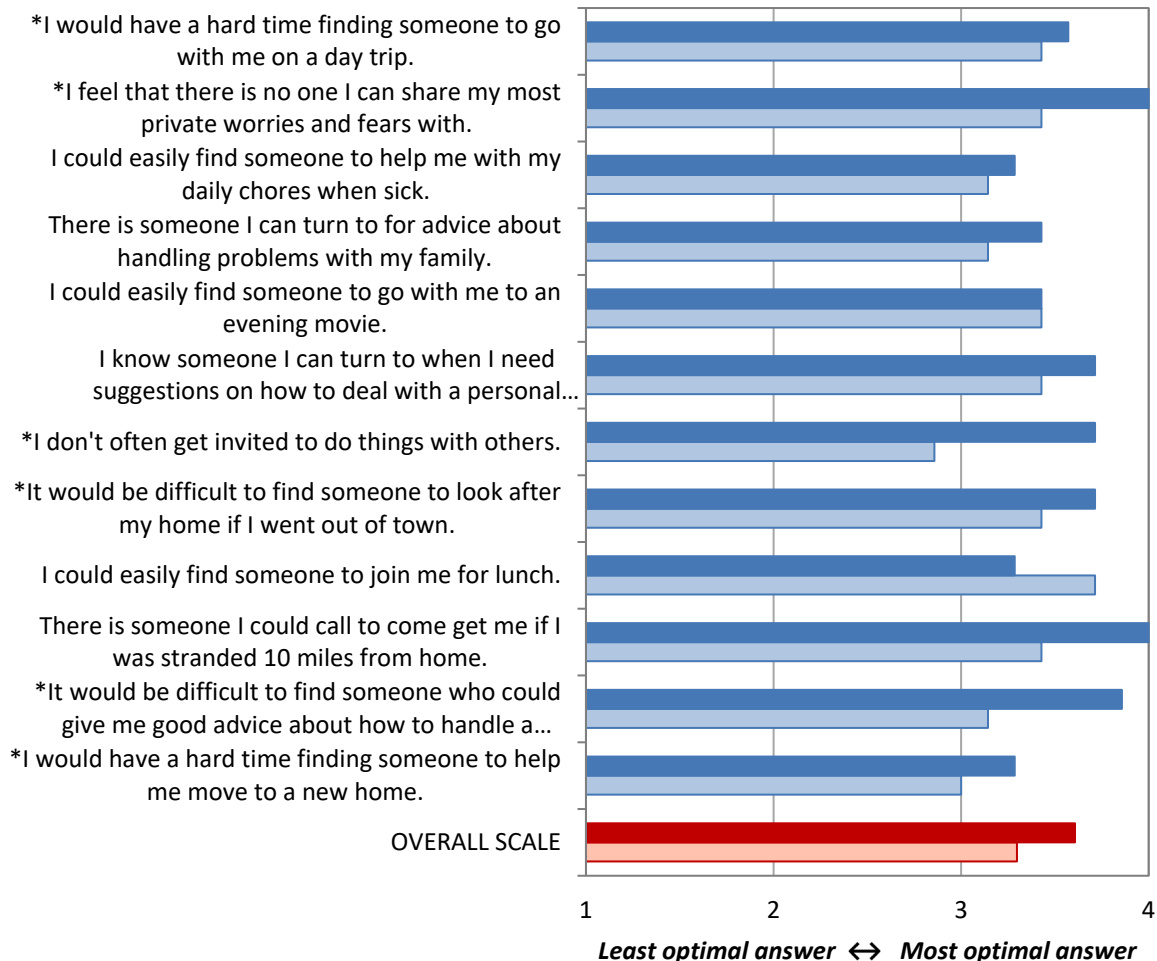
Average Percent Change: 16.4% (Statistically significant)

Interpersonal Support (Parent)

The "Interpersonal Support Evaluation" scale (Cohen et al., 1985) is a four-point scale with 12 questions. Answer choices range from 1 (Definitely false) to 4 (Definitely true). Depending on connotation, the optimal answer would be 'definitely true' for a positive question or 'definitely false' for a negative question. (An asterisk (*) indicates a negative question.) Regardless, all data is presented in the chart so that a higher number represents a more optimal response.

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

Think about the following statements. How true or false do they apply to you?



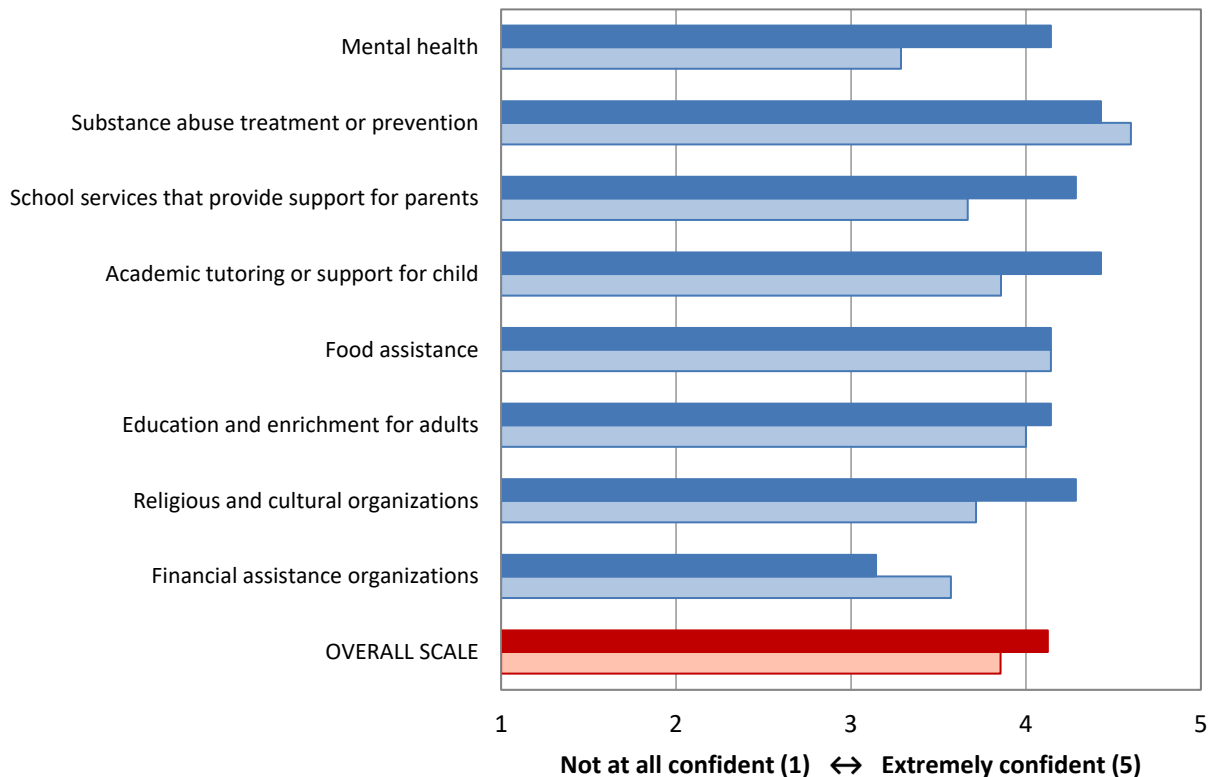
Average Percent Change: 9.4% (Statistically significant)

Access to Community Resources (Parent)

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?



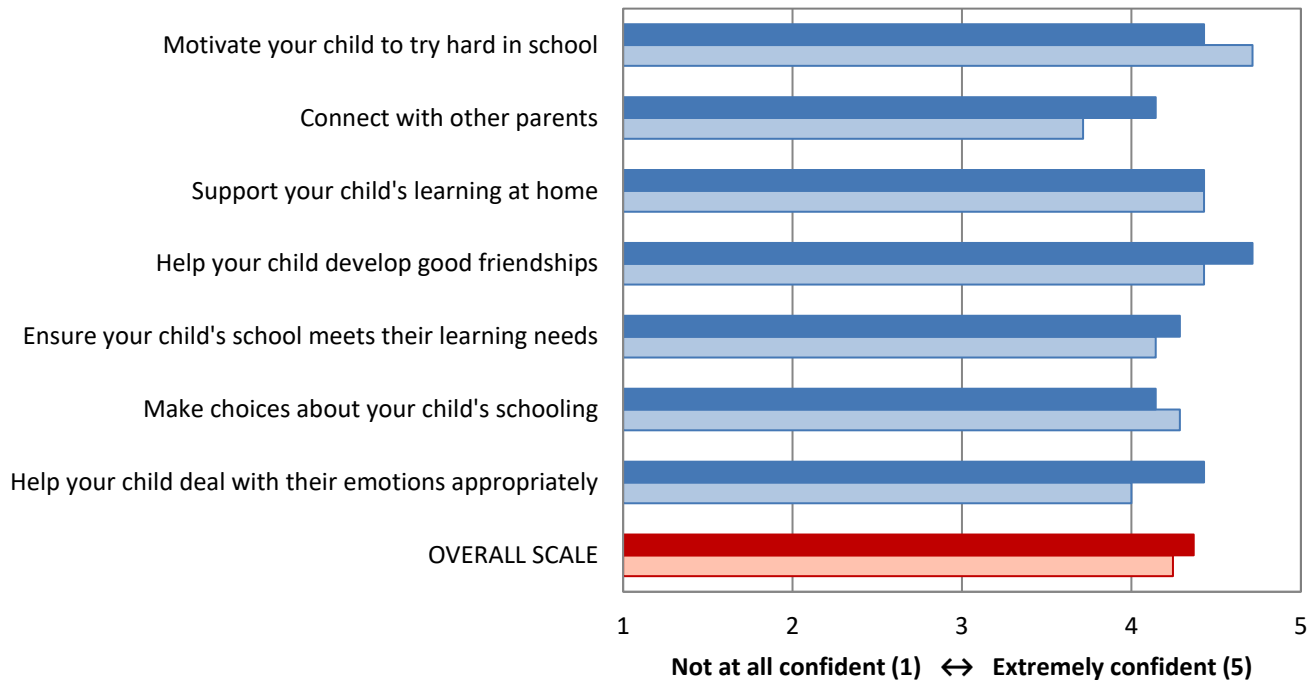
Average Percent Change: 7.0
%

Parent Efficacy (Parent)

The “Family Efficacy” scale is part of the Family-School Relationships Survey (Panorama Education, 2015). It is a five-point scale with seven questions. 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...?



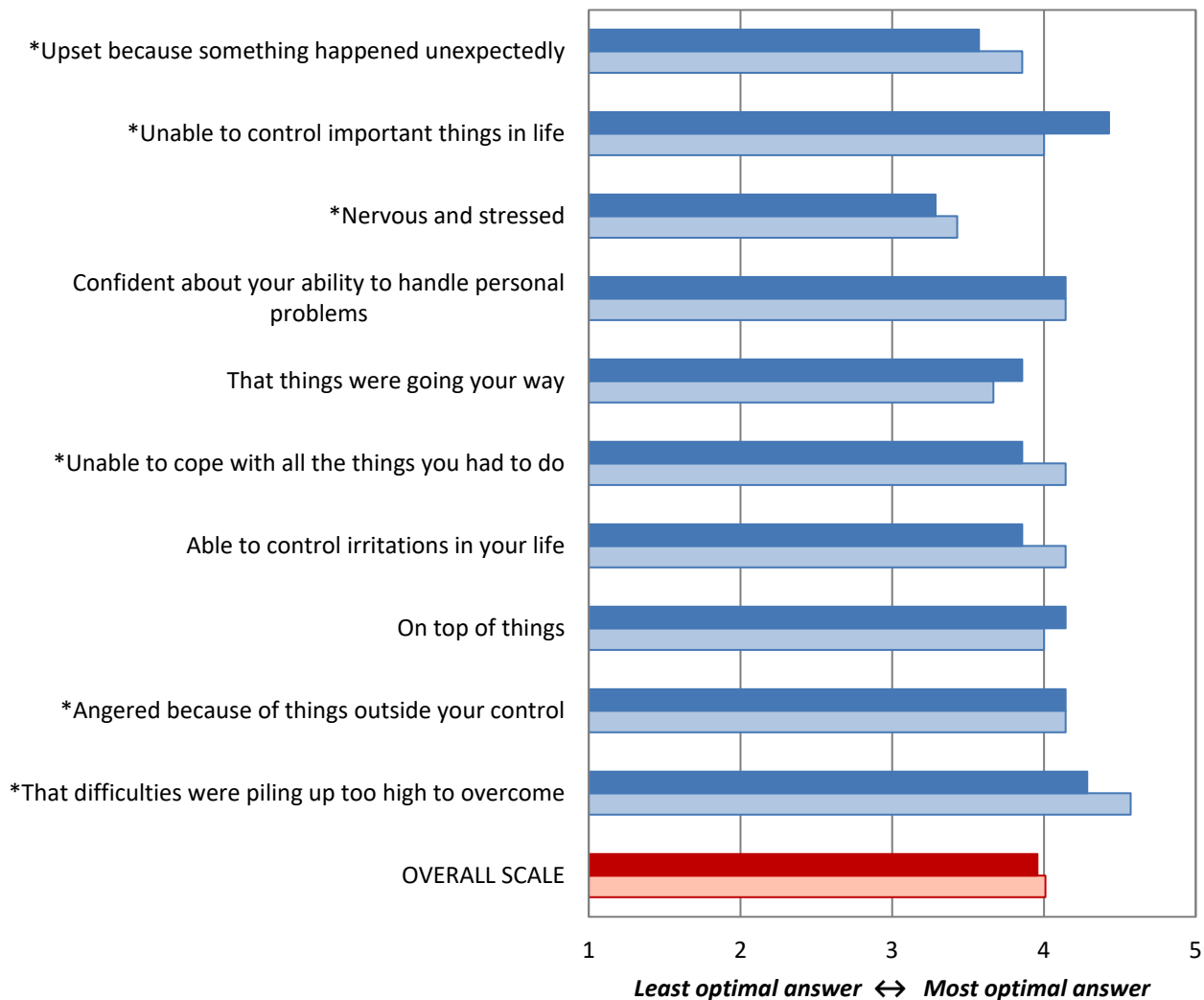
Average Percent Change: 2.9%

Perceived Stress (Parent)

The “Perceived Stressed Scale” scale (Cohen et al., 1983) is a five-point scale with 10 questions. Answer choices range from Never (1) to Very often (5). Depending on connotation, the optimal answer would be ‘very often’ for a positive question or ‘never’ for a negative question. (An asterisk (*) indicates a negative question.) Regardless, all data is presented in the chart so that a higher number represents a more optimal response.

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

Think about the LAST MONTH. How often have you felt...?



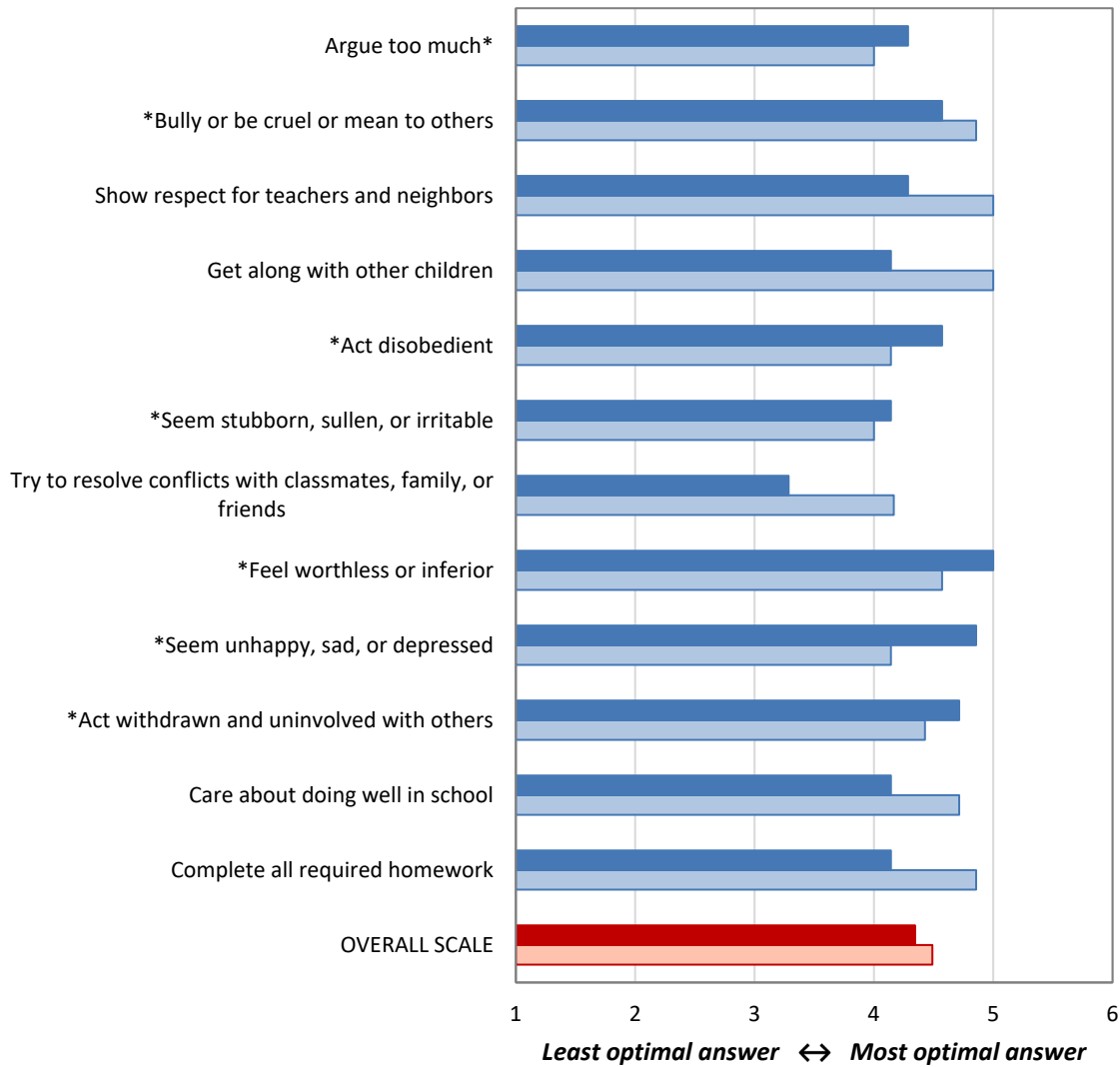
Average Percent Change: -1.3%

Child Survey (Parent)

The “Child Survey” scale (National Survey on Children’s Health, 2007) is a five-point scale with 12 questions. Answer choices range from Never (1) to Always (5). Depending on connotation, the optimal answer would be ‘always’ for a positive question or ‘never’ for a negative question. (An asterisk (*) indicates a negative question.) Regardless, all data is presented in the chart so that a higher number represents a more optimal response.

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

Think about the LAST MONTH. How often did your FAST child...?



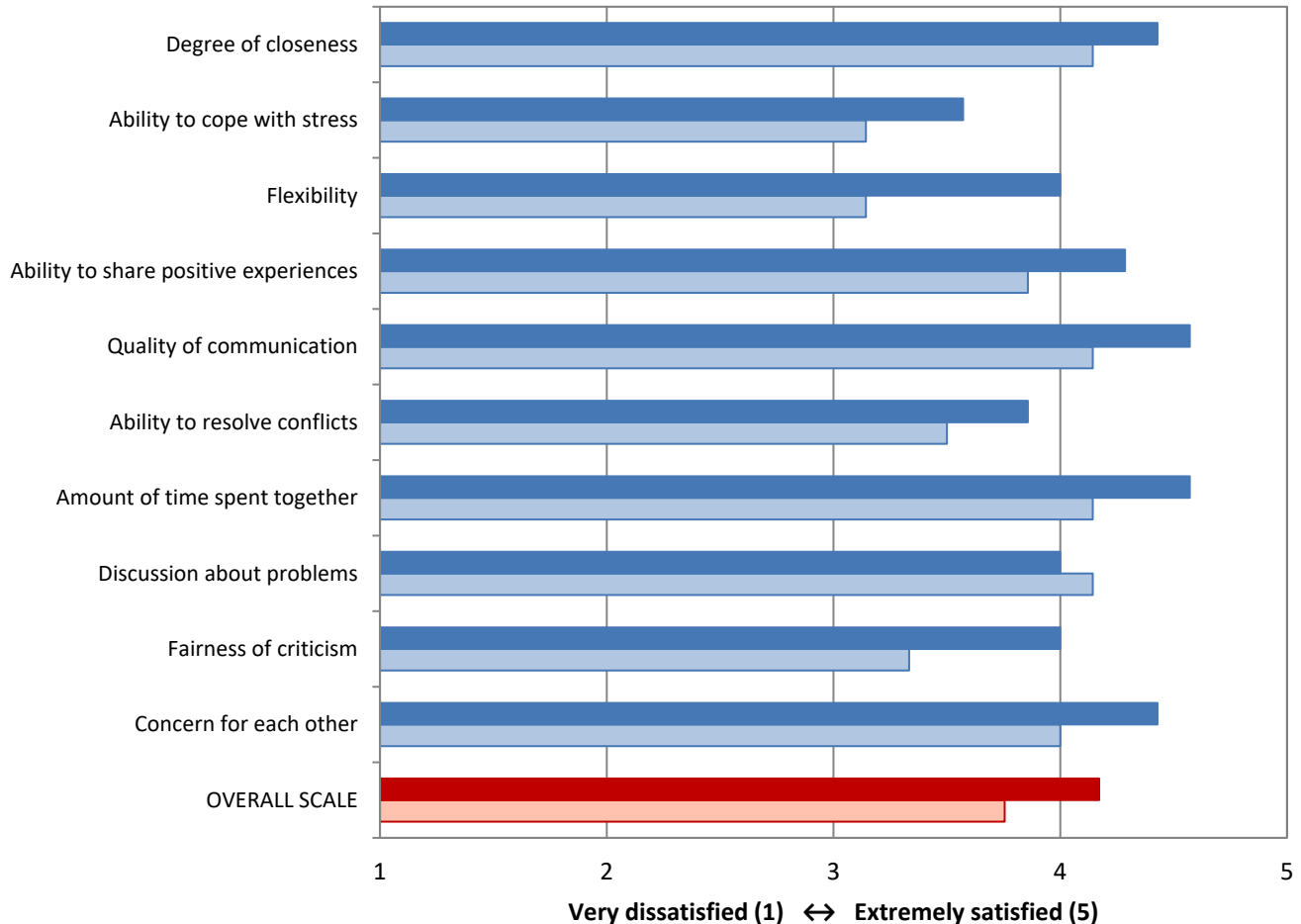
Average Percent Change: -3.2%

Family Satisfaction (Youth)

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...?



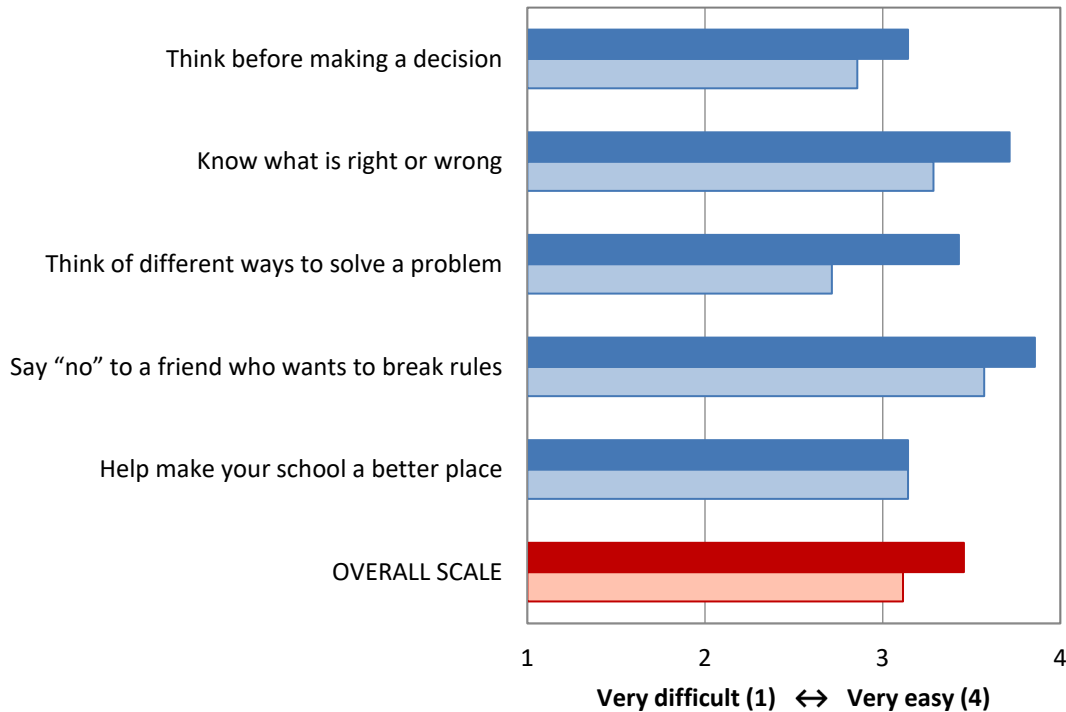
Average Percent Change: 11.1% (Statistically significant)

Responsible Decision-Making (Youth)

The “Responsible Decision-Making” scale is part of the Washoe County School District Social and Emotional Competency Assessment (Davidson et al., 2018). It is a four-point scale with five questions. Answer choices range from Very difficult (1) to Very Easy (4).

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

How easy or difficult is it for you to...?



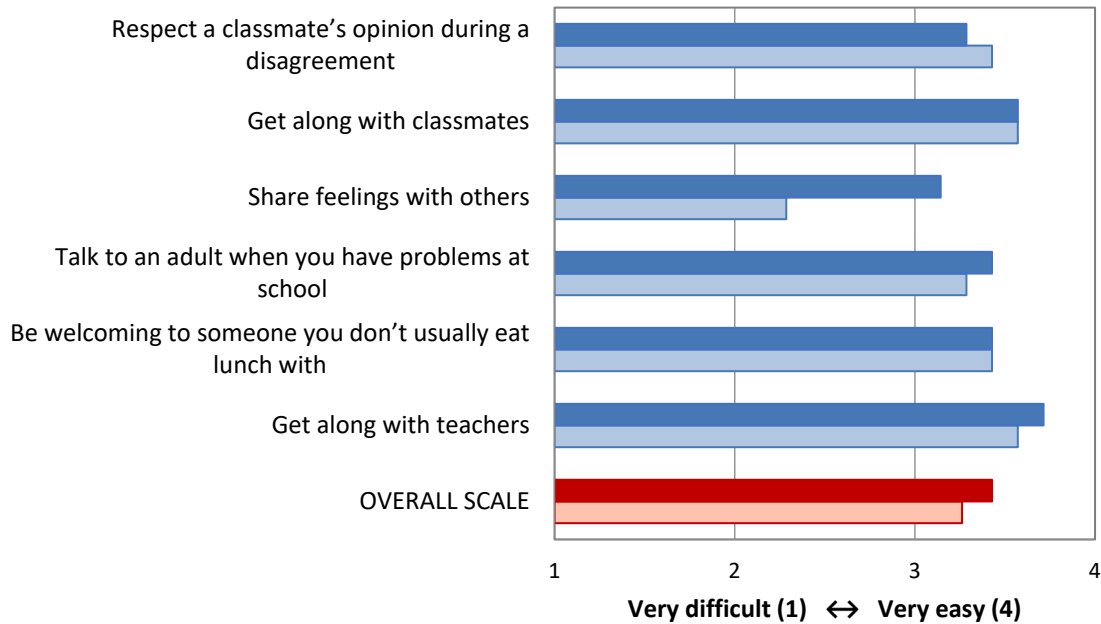
Average Percent Change: 11.0% (Statistically significant)

Relationship Skills (Youth)

The “Relationship Skills” scale is part of the Washoe County School District Social and Emotional Competency Assessment (Davidson et al., 2018). It is a four-point scale with six questions. Answer choices range from Very difficult (1) to Very Easy (4).

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

How easy or difficult is it for you to...?



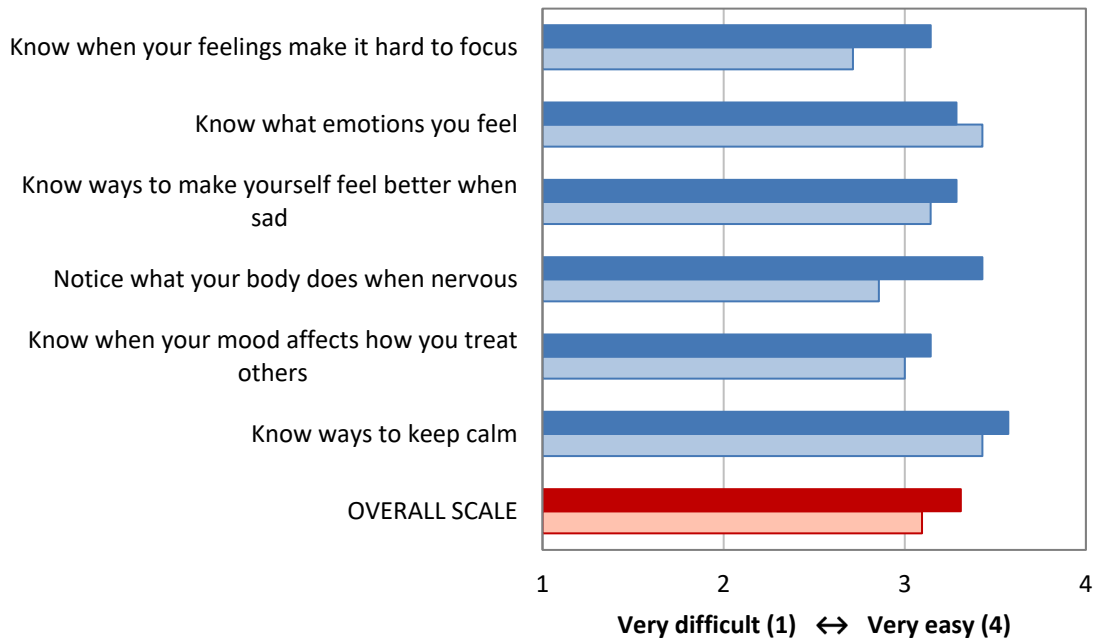
Average Percent Change: 5.1%

Self-Awareness: Emotion Knowledge (Youth)

The “Self-Awareness: Emotion Knowledge” scale is part of the Washoe County School District Social and Emotional Competency Assessment (Davidson et al., 2018). It is a four-point scale with six questions. Answer choices range from Very difficult (1) to Very Easy (4).

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

How easy or difficult is it for you to...?



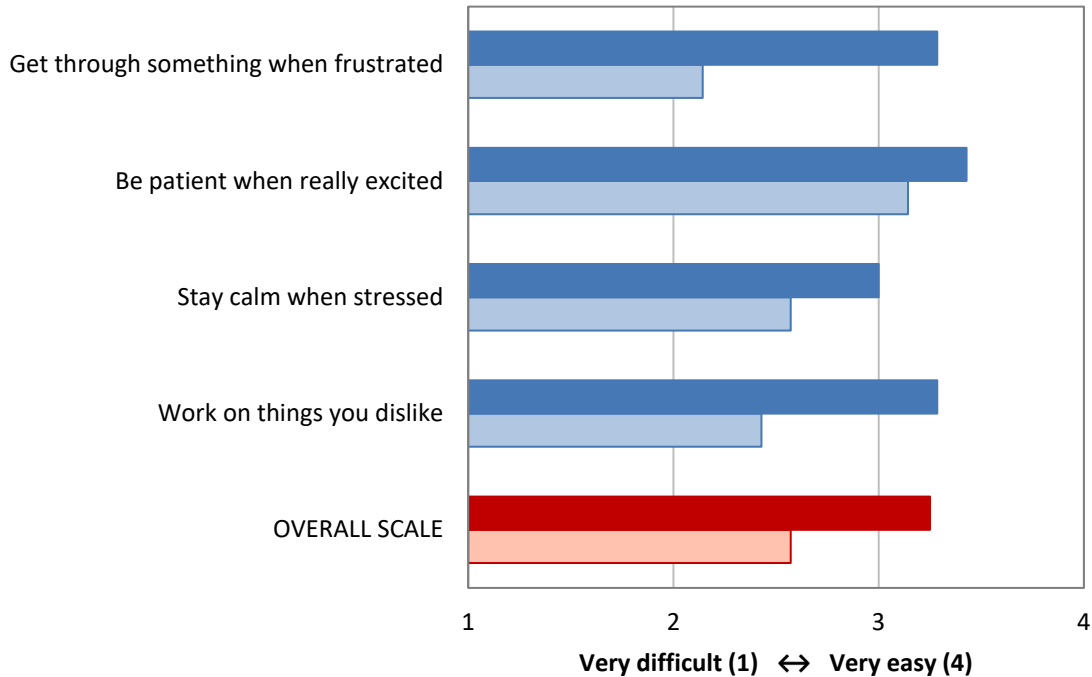
Average Percent Change: 6.5%

Self-Management: Emotion Regulation (Youth)

The “Responsible Decision-Making” scale is part of the Washoe County School District Social and Emotional Competency Assessment (Davidson et al., 2018). It is a four-point scale with four questions. Answer choices range from Very difficult (1) to Very Easy (4).

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

How easy or difficult is it for you to...?



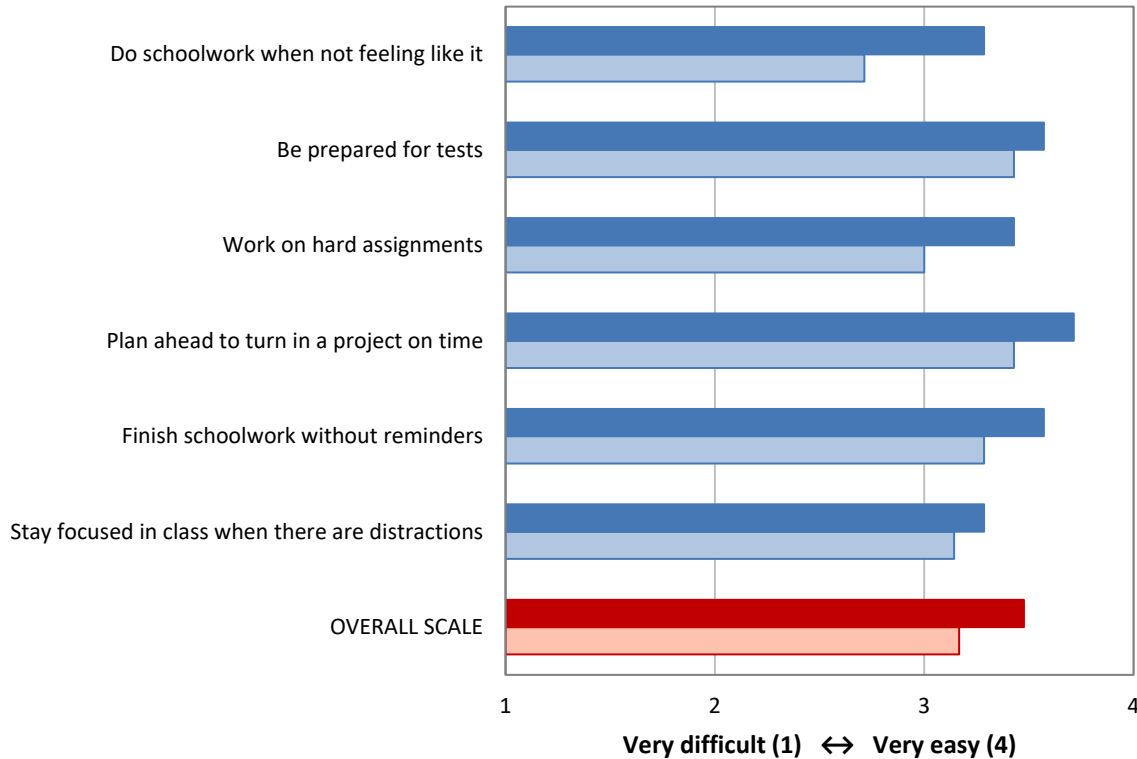
Average Percent Change: 20.9% (Statistically significant)

Self-Management: School Work (Youth)

The “Responsible Decision-Making” scale is part of the Washoe County School District Social and Emotional Competency Assessment (Davidson et al., 2018). It is a four-point scale with six questions. Answer choices range from Very difficult (1) to Very Easy (4).

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

How easy or difficult is it for you to...?



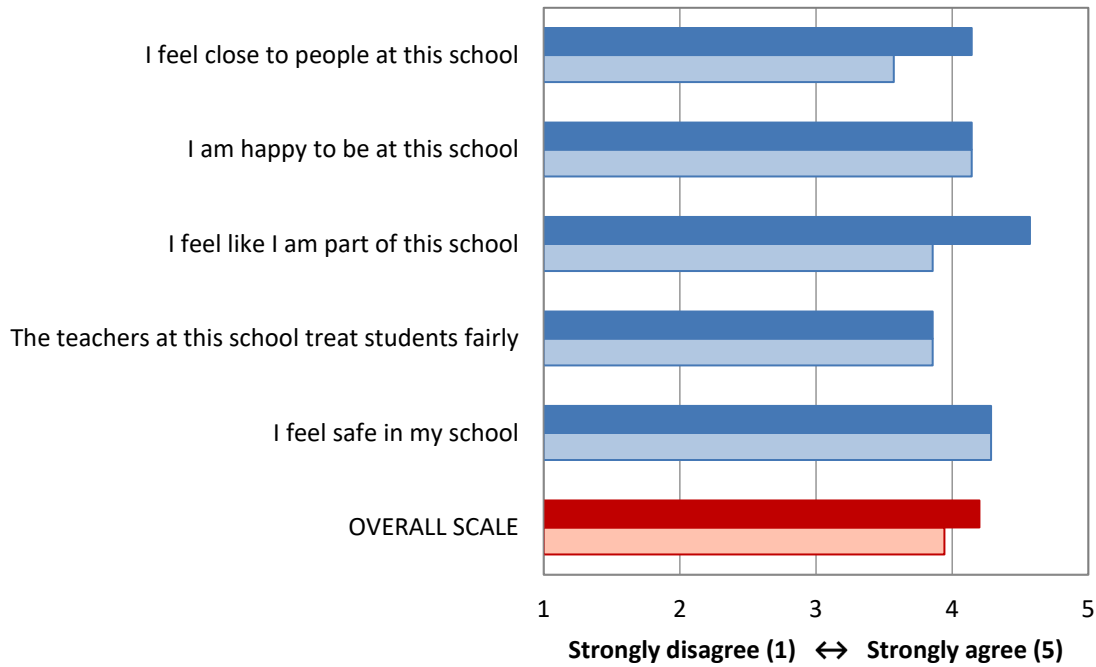
Average Percent Change: 9.8% (Statistically significant)

School Connectedness (Youth)

The “School Connectedness Scale” (McNeely et al., 2002) scale is a five-point scale with five questions. Answer choices range from Strongly disagree (1) to Strongly agree (5).

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

Think about the LAST YEAR. To what extent does your child...?



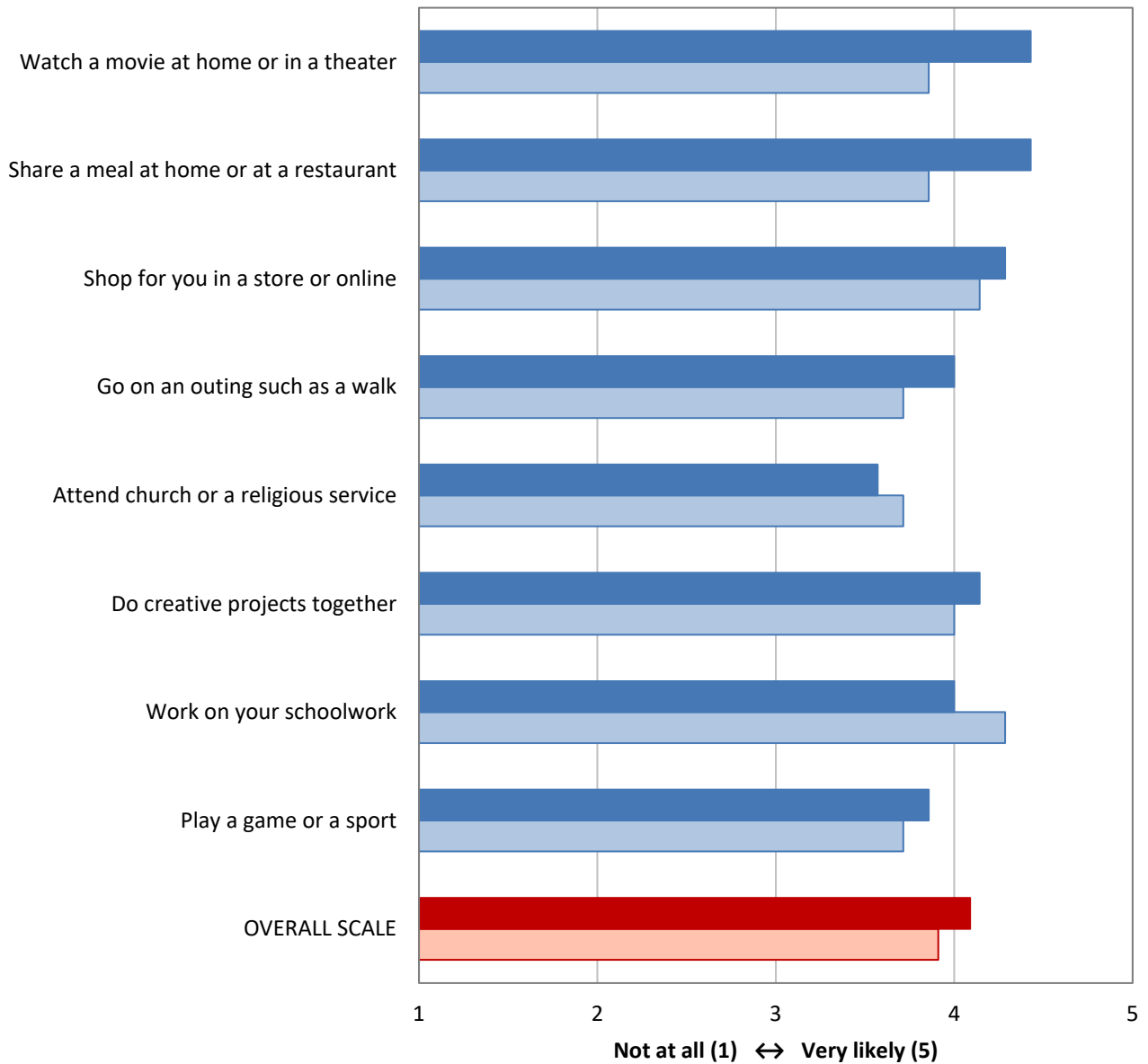
Average Percent Change: 6.5%

Connection with Parents (Youth)

The “Connection with Parents” (Bureau of Labor Statistics, 2019) scale is a five-point scale with eight questions. Answer choices range from Not at all (1) to Very likely (5).

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

Think about the NEXT MONTH. How likely or unlikely are you to do each of the following activities together with your parent(s)?



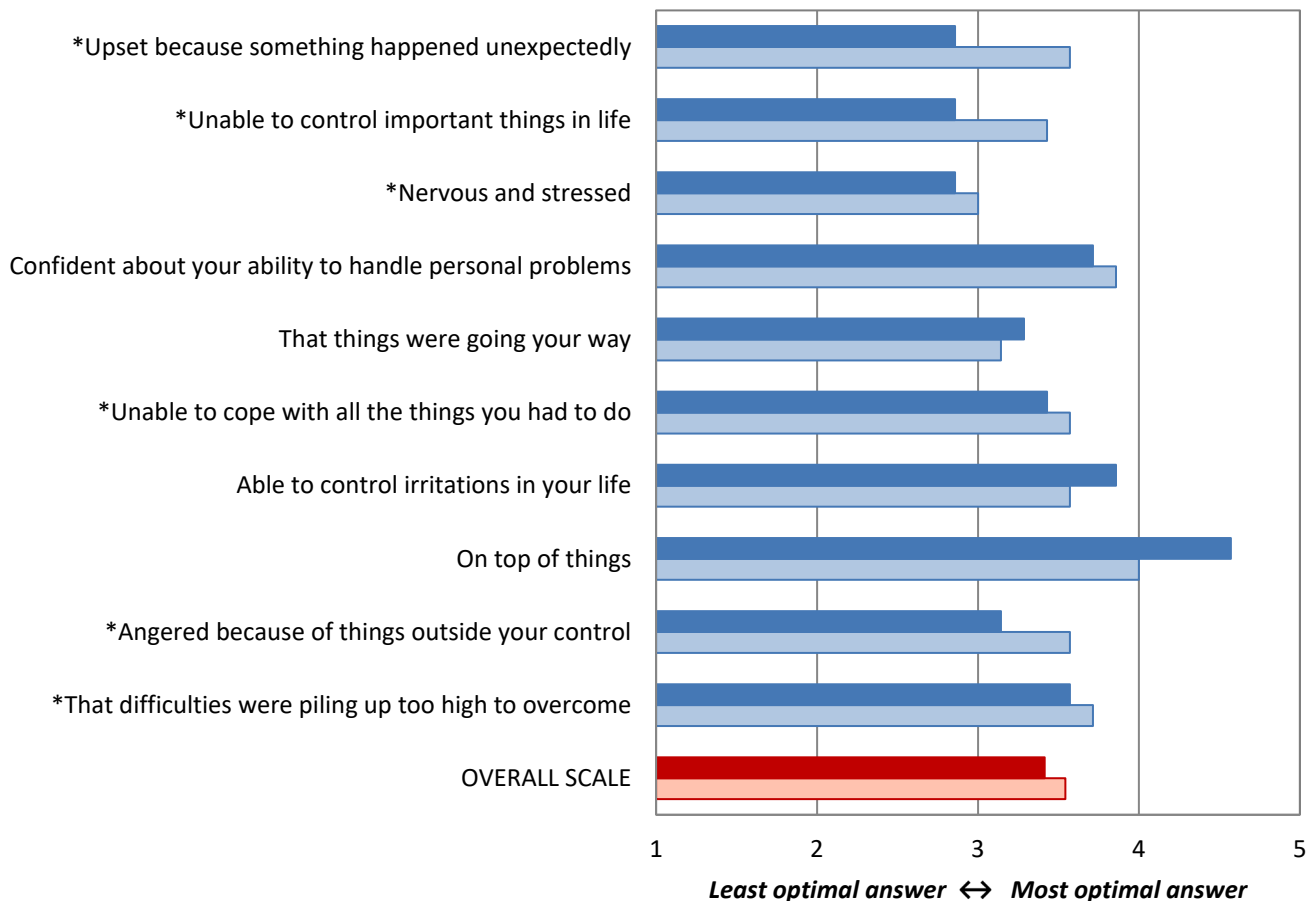
Average Percent Change: 4.4%

Perceived Stress (Youth)

The “Perceived Stressed Scale” scale (Cohen et al., 1983) is a five-point scale with 10 questions. Answer choices range from Never (1) to Very often (5). Depending on connotation, the optimal answer would be ‘very often’ for a positive question or ‘never’ for a negative question. (An asterisk (*) indicates a negative question.) Regardless, all data is presented in the chart so that a higher number represents a more optimal response.

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

Think about the LAST MONTH. How often have you felt...?



Average Percent Change: -3.8%

Comments and Feedback

Parents

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.

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

What are your expectations for the FAST Program?

Help my daughter further develop her way of handling herself at school and at home.

To learn more about how to help my daughter with her attitude.

To spend time with other families in the FEST program to get to know each other better.

To help one of the girls.

This program seemed like something my son would be interested in and I would hope he likes it and is able to be around kids who he can make friends with. I expect him to be in a safe environment.

Have a better understanding on my child and engage with others

Have fun and learn resources for family.

What was most valuable about your FAST experience?

Being able to share our children with other parents, the quality family time that the FAST program helped make possible.

Meet more families

How some parents have the same problems I have

Having a place to talk amongst other parents without feeling judged.

Parent time

Wonderful to talk to people on a deeper level than "how are you?". Even though you might think you don't have something in common with people, once you sit and listen to others you realize that you do have a lot in common. There is always something to learn from someone.

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

My daughters have been more sociable, they were a bit shy.

More open, more willing to talk to me

More involved

A little time to talk with you

They are both more willing to talk to other kids that they don't necessarily know.

It was difficult this because my child was unable to attend all meeting and I feel like it would have been more beneficial had that not been the case and she attended all sessions

Seem to get along and enjoy each other more.

Did the FAST Program meet your expectations?

Yes, it was fulfilled

Yes, very good program

Yes (3X)

I wasn't sure how well the program was going to go because of the lack of time with my daughter. I guess as well as it could have

Yes! We really looked forward to coming to FAST. My kids were upset on the days we couldn't make it because my FAST daughter broke her arm and was hospitalized.

What specific activities helped your FAST child learn social/emotional skills?

Family meal, FAST youth group, face-to-face time, and family games

Games

Family meal, youth group and one on one time

Youth group (2X)

Youth group was great to get her in touch with peers and listen to adults other than myself

What specific activities helped your family members connect?

Family meal, family games

Games

Talking to each other

One on one and family meal

One on one and the family activity

Youth group

Family dinner!

Anything else you want to share about the FAST Program?

For me as a mom, my family always comes first, and the FAST program focused on family time.

Wish this was longer wish this program was for other grades as well

Was quite impressed with how much the program had to offer.

Thank you to all the people who make this Fast program possible.

I appreciate the time we did have as it opened up some discuss at home that had been difficult

Really great program! I hope we get the opportunity to participate again. Looking forward to using what we've learned to keep us connected.

Youth

Information in this section was reported by participants in the Youth Post-Survey.

What did you MOST enjoy about the FAST Program and youth group?

We were able to express our stories and lots of activities
Talking with friends and the food
I got to spend time with my family more
I see my friends
When we tried to communicate with talking to draw something
To meet new people
We get to get together and we get to do things as a family.

What did you LEAST enjoy about the FAST Program and youth group?

Nothing
When we had to sing although it was funny
It is very long
I take a long time
Nothing
Write
Waking up early for the morning sessions

What was most valuable about your FAST experience?

Talking about grades and school and career etc
Being with everybody
Being able to volunteer and work with the staff
Doing things fun
My friend and family
Happy
Hanging out with friends and family

What changes have you seen in your family since attending the FAST Program?

They have been more communication
I don't know
We eat together more
I want it to be short
A change that happened is that we became more closer to each other
Meet new people
We've gotten together a little more

Administrator

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

Respondent: Pam Malone, 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.

Strengthened relationships between families and community partners.

Improved outcomes for students.

Comments

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

The graduation ceremony was wonderful.

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 middle school-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=7		All Site N=8	
Age	<i>n</i>	%	<i>n</i>	%
10 years	0	0.0%	0	0.0%
11 years	3	42.9%	0	0.0%
12 years	1	14.3%	7	87.5%
13 years	3	42.9%	1	12.5%
14 years	0	0.0%	0	0.0%
15 years	0	0.0%	0	0.0%
16 years	0	0.0%	0	0.0%
17 years	0	0.0%	0	0.0%
18 years	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%

Grade	<i>n</i>	%	<i>n</i>	%
Grade 5	0	0.0%	0	0.0%
Grade 6	4	57.1%	2	25.0%
Grade 7	3	42.9%	6	75.0%
Grade 8	0	0.0%	0	0.0%
Grade 9 (Freshman)	0	0.0%	0	0.0%
Grade 10 (Sophomore)	0	0.0%	0	0.0%
Grade 11 (Junior)	0	0.0%	0	0.0%
Grade 12 (Senior)	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%

Gender	<i>n</i>	%	<i>n</i>	%
Male	2	28.6%	4	50.0%
Female	5	71.4%	4	50.0%
Non-binary	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%

Ethnicity	<i>n</i>	%	<i>n</i>	%
Hispanic, Latino, or Spanish origin	7	100.0%	8	100.0%
Non-Hispanic	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%

Race	<i>n</i>	%	<i>n</i>	%
American Indian or Alaska Native	0	0.0%	1	12.5%
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	6	85.7%	4	50.0%
Other	1	14.3%	3	37.5%

Parent Demographics

	This Cycle N=7		All Site N=8	
Age	<i>n</i>	%	<i>n</i>	%
<20 years	0	0.0%	0	0.0%
20-29 years	0	0.0%	0	0.0%
30-39 years	4	57.1%	2	25.0%
40-49 years	2	28.6%	5	62.5%
50-59 years	0	0.0%	0	0.0%
60+ years	0	0.0%	0	0.0%
Other	1	14.3%	1	12.5%

Relationship	<i>n</i>	%	<i>n</i>	%
Parent	7	100.0%	8	100.0%
Grandparent	0	0.0%	0	0.0%
Aunt/Uncle	0	0.0%	0	0.0%
Sibling	0	0.0%	0	0.0%
Guardian/Caregiver	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%

Gender	<i>n</i>	%	<i>n</i>	%
Male	1	14.3%	1	12.5%
Female	6	85.7%	7	87.5%
Non-binary	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%

Ethnicity	<i>n</i>	%	<i>n</i>	%
Hispanic, Latino, or Spanish Origin	6	85.7%	8	100.0%
Non-Hispanic	1	14.3%	0	0.0%
Other	0	0.0%	0	0.0%

Race	<i>n</i>	%	<i>n</i>	%
American Indian or Alaska Native	0	0.0%	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%	1	12.5%
White	6	85.7%	4	50.0%
Other	1	14.3%	3	37.5%

Language	<i>n</i>	%	<i>n</i>	%
English	3	42.9%	2	25.0%
Spanish	2	28.6%	6	75.0%
Other	2	28.6%	0	0.0%

Income	<i>n</i>	%	<i>n</i>	%
<\$25,000	1	14.3%	2	25.0%
\$25,000 - \$49,000	3	42.9%	3	37.5%
\$50,000 - \$74,000	0	0.0%	2	25.0%
\$75,000 or more	2	28.6%	0	0.0%
Other	1	14.3%	1	12.5%

Education	<i>n</i>	%	<i>n</i>	%
Some high school	1	14.3%	1	12.5%
High school diploma/GED	0	0.0%	4	50.0%
Associate degree or some college	4	57.1%	3	37.5%
Bachelor's degree	1	14.3%	0	0.0%
Graduate-level degree	1	14.3%	0	0.0%
Other	0	0.0%	0	0.0%

Adults in household	<i>n</i>	%	<i>n</i>	%
1 adult	2	28.6%	1	12.5%
2 adults	3	42.9%	5	62.5%
3 adults	2	28.6%	2	25.0%
4+ adults	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%

Children in household	<i>n</i>	%	<i>n</i>	%
1 child	0	0.0%	2	25.0%
2 children	3	42.9%	3	37.5%
3 children	1	14.3%	2	25.0%
4 children	1	14.3%	1	12.5%
5 children	2	28.6%	0	0.0%
6+ children	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%

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 serves 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
151219225	2025	2	8	7
151219224	2024	2	8	8
151219119	2019	1	9	9

Findings Comparison

One way to measure program success is to compare the average percent change from the current program cycle to the site's previous middle school-level program records. Not all site records may be applicable for comparison due to changes in surveys over time (refer to *Appendix: Section D*) or other circumstances.

Scale (Goal)	This Cycle N≤7	All Site N≤8
	Avg % Change	Avg % Change
Family Satisfaction (Parent) (1a)	+16.4%*	-0.6%
Family Satisfaction (Youth) (1b)	+11.1%*	-8.8%
Responsible Decision Making (1c)	+11.0%*	+17.0%
School Connectedness (Youth) (2a)	+6.5%	+0.8%
Relationship Skills (Youth) (2a)	+5.1%	+3.2%
Interpersonal Support (Parent) (2b)	+9.4%*	+7.7%
Self-Management: School Work (Youth) (2c)	+9.8%*	+5.8%
Child Survey (Parent) (2c)	-3.2%	+21.0%
Connecting with Parents (Youth) (3a)	+4.4%	+11.9%*
Access to Community Resources (Parent) (3b)	+7.0%	-3.3%
Parent Efficacy (Parent) (3c)	+2.9%	+5.5%
Perceived Stress (Parent) (3c)	-1.3%	-1.4%
Perceived Stress (Youth) (3c)	-3.8%	+8.7%
Self-Management: Emotion Regulation (Youth) (3c)	+20.9%*	-2.6%
Self-Awareness: Emotion Knowledge (Youth) (3c)	+6.5%	+33.8%

**Statistically significant change*

Population Served

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

Enrollment
460

Demographics	%
American Indian or Alaska Native	2%
Asian	1%
Black or African American	10%
Hispanic, Latino, or Spanish Origin	88%
Middle Eastern or North African	--
Hawaiian Native or Pacific Islander	--
White	--
Other	--

Services	%
Title One School	Yes
Students receiving Title 1 services	100%
Students eligible for free or reduced-price meals	100%
Students receiving special education services	--
Students classified as English Language Learners (ELLs)	--

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.

Paula Hernandez	Youth Partner
Dolores Huerta	Youth Advocate
Daisy Juarez	Parent Partner
Margarita Cervantes	School Partner
Trina Bockas	Community Partner
Cathy Pierson	Community Partner
Stan Dembouski	Site Coordinator
Maria Flores	Community Partner

Feedback

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

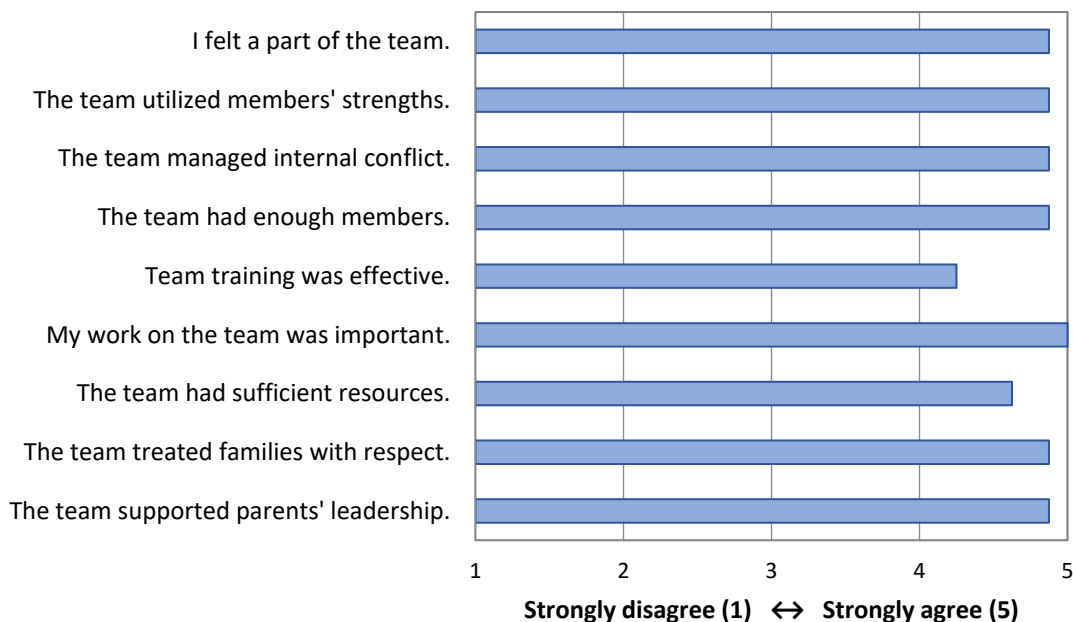
Individual team members' feedback is evaluated using a five-point scale consisting of nine questions. Answer choices range from Strongly disagree (1) to Strongly agree (5). Team members are also asked to rate their overall experience and evaluate any training they received.

Feedback

9.5 team members responded to the survey.

Respondents rated their overall experience on the team as 8 out of 10, or 95%.

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?

This was my first time participating in this program and first time hearing about it! I saw firsthand how effective it was to have a routine for the students. I think our team did an excellent job.

More group planning -

Would love more middle schoolers and their families to be involved

Not sure

More resources

Although we had a good number of family participation, we can continue recruiting more families to participate in the program.

I believe this program the town should know about it so the whole community knows too.

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

Great experience

The team is well seasoned and works well together

It was an excellent team.

It was a great experience, our team worked together, everyone is heard, our opinions and suggestions are important, so it was easy to work with them.

I've been part of the FAST program for many years now. From my observations, I feel the program is helpful and enjoyed by all families who participate in the program.

Thank you for letting me be part of this fantastic program!

Appendix

Section A: Goals

1. FAMILY GOAL: Enhance the youth relationship with adults in their family.
 - a. Strengthen the youth-parent relationship.
 - b. Strengthen positive relationships among youth and other family members.
 - c. Empower youth to strengthen communication skills and to make their own choices.
2. SCHOOL GOAL: Strengthen youth and family's feelings of school connectedness.
 - a. Support youth connectedness at school, including strong relationships and sustained effort in school.
 - b. Empower parents to develop partnerships and strengthen their engagement at school.
 - c. Support development of the youth's strengths and resiliency, leading to success at school.
3. COMMUNITY GOAL: Strengthen the connections of youth and parents to their community to help reduce stress.
 - a. Offer on-going opportunities for building social support among parents and youth.
 - b. Link the family to appropriate community resources and services.
 - c. Build the personal effectiveness and self-esteem of youth and 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.
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.

2017

New online surveys were introduced with significantly fewer questions compared to print surveys. The print surveys were retired and replaced by online surveys in 2020, rendering data from print surveys inapplicable for aggregate reporting.

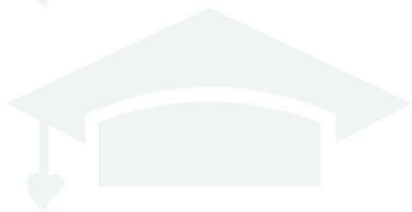
Section D: Media/Disclaimer

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.

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