

FAST



Families & Schools TOGETHER®

Evaluation Report

FAST



Families & Schools TOGETHER.

Elementary School Level

Agency: Lyons Township

Site: Willow Springs Elementary

Location: Hinsdale, Illinois

Dates: 02/04/2025 - 03/20/2025

Families and Schools Together, Inc.

Phone: 608-663-2382

Email: answers@familiesandschools.org

Website: www.familiesandschools.org



#FASTcommunity

www.familiesandschools.org

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FAST® at Willow Springs Elementary: Executive Summary

Willow Springs Elementary and its families successfully completed the eight-week FAST® Program in the period from 02/04/2025 - 03/20/2025. FAST® - Elementary 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, thirteen families agreed to attend, and eleven families attended at least one FAST session. Five families graduated by attending six or more weekly sessions. Overall, graduate families attended 85% of all sessions. Five graduate families completed both parent surveys, providing data for this report.

According to survey respondents, FAST children were between the ages of 4 and 9 years old and were enrolled in school levels ranging from Pre-K to Grade 3. Most adult respondents were parents (80%), with one guardian (20%). All adult respondents identified as female. Adults reported their ethnicity as 80% Hispanic and 20% Non-Hispanic. Their race was reported as 40% White, 40% Other, and 20% Black or African American. Children were identified as 60% female and 40% male. Their ethnicity was 80% Hispanic and 20% Non-Hispanic. Their race was also reported as 40% White, 40% Other, and 20% Black or African American.

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 4 out of 10 scales:
 - Family Satisfaction (1b) 60.0%
 - Child Connection to School (2a) 60.0%
 - Child Social Competence (2c) 100.0%
 - Access to Community Resources (3b) 80.0%
- Respondents reported statistically significant positive change on 4 out of 10 scales:
 - Family Satisfaction (1b) +12.3%*
 - Child Connection to School (2a) +13.4%*
 - Child Social Competence (2c) +36.7%
 - Access to Community Resources (3b) +29.1%*
- Team members rated their experience on the FAST Team as 8.57 out of 10, or 85.7%.

Quotes

"The most valuable thing was sharing more with my daughter"
- FAST Parent

"We were able to meet other parents and discuss our parenting experiences"
- FAST Parent

"Being able to spend our time with each other and to be able to connect with other families"
- FAST Parent

Family Success Story

[FAST] Family: We observed a positive change in [FAST child]'s behavior. By the end, he was participating in the closing circle. His dad attended after the first session, and parents were encouraged to share their experiences with others. The family was fully engaged and built relationships with other participants, and at the last session, mom brought toys for all the children. [FAST child] also became more engaged during playtime, and both parents took turns playing with him.

Overview

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

Recruitment

Summary

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

Assistance

Emails and phone calls from school staff members, teacher referrals

Successes

Direct phone calls

Challenges

Winter break disrupted follow-ups after families verbally agreed to participate

Retention

Summary

This cycle had a total of 8 sessions (a standard program consists of eight sessions).
11 families participated in at least one session, 84% of the number who agreed to attend.
9 families graduated by participating in at least six sessions, 81% of the number who participated once.

Successes

Phone calls and incentives (such as food and gifts) were most effective in retaining families.

Challenges

Teacher conferences, sickness, and work commitments.

Implementation

Program delivery

All sessions were conducted in person at the FAST site.

Referrals and services

Websites for child engagement were shared with parents and a psychological testing was provided.

Unusual circumstances

Families having trouble arriving on time and managing children during meal times were challenges.

Cultural adaptations

Translation: Spanish translations were provided. Crafts: Crafts were used during mealtime to keep kids occupied. Special Play: Allowed both parents to participate in special play (e.g., two moms or mom and dad together).

Survey administration

Direct contact with parents to complete initial survey and the team provided a QR code that parents used to complete the survey at a parent group following the graduation ceremony.

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
Scribbles	Yes	Yes
Feeling Charades	Yes	Yes
Kids Time	Yes	Yes
Buddy Time	Yes	Yes
Parent Group	Yes	Yes
Special Play	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

The inclusion of food, gifts, and a closing circle in both languages contributed to a successful event.

Challenging activities

Affirmations, table-based coaching, and managing children during mealtime were identified as challenges.

Special Presentation

The FAST Team hosts or arranges a presentation of interest or relevance to the school or community, typically 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 Intentional play

Parents helped choose the topic.

The topic was helpful for the special play activity.

Resources related to the presentation were available to parents.

Handouts and other resources were provided

Parents were receptive to the presentation.

Feedback

5 parents reported they attended a special presentation.

2 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	40%
Agree	2	40%
Neither agree nor disagree	1	20%
Disagree	0	0%
Strongly disagree	0	0%
No answer	0	0%

Comments

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

The expectations we have on our children and how to be firm about them

Playing with your kid

About how to deal with my child's behavior

Very nice and learning more about how you know our children

I learned to control my emotions better when I get angry

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 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

- 5 families graduated by participating in at least six sessions,
- 5 survey respondents from graduate families completed both parent pre- and post-surveys.
- 4 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.

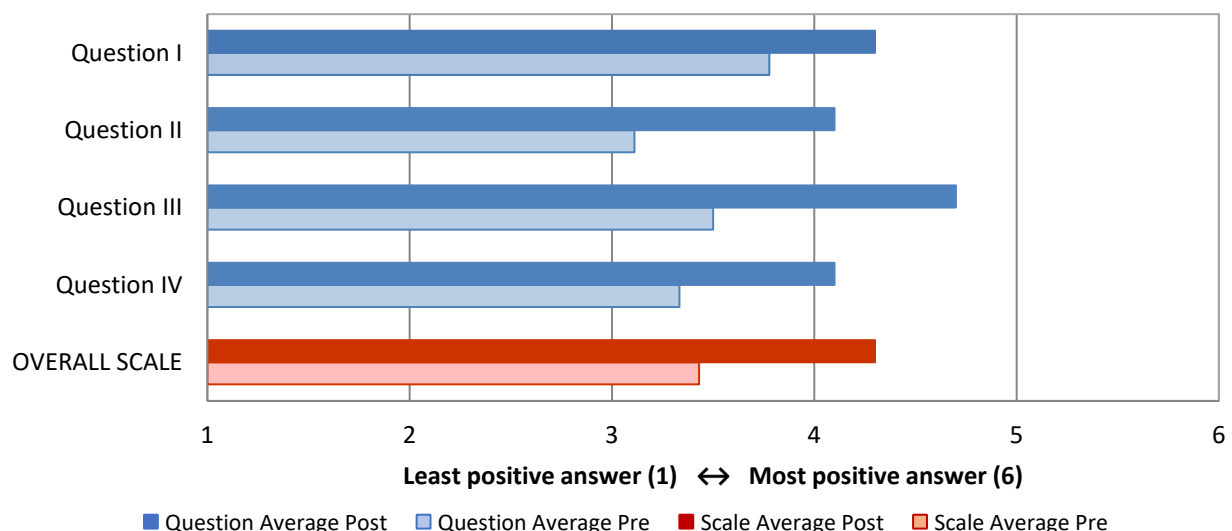
A total of 10 scales are featured in this report. These scales were developed and tested by experts in the fields of social science and education and have been adapted for the purpose of evaluating the impact of the FAST Program. Each scale consists of a set of related multiple-choice, matrix-style questions, 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

FAMILY GOAL

Strengthen families and enhance positive parent-child relationships.

	Scale	n	% Reporting Improvement	Average % Change
1a. Strengthen the parent-child relationship.	Parent-Child Relationship ¹	5	40.0%	-12.5%
	Parent Involvement in Home-Based Activities ²	5	40.0%	+5.1%
1b. Strengthen positive relationships between parents, among family members, and within the family unit.	Family Satisfaction ³	5	60.0%	+12.3%*

SCHOOL GOAL

Strengthen children and families' feelings of school connectedness.

	Scale	n	% Reporting Improvement	Average % Change
2a. Support the FAST child's connectedness at school, including strong relationships and sustained effort in school.	Child Connection to School	5	60.0%	+13.4%*
2b. Support parents to be actively engaged in their child's education at school.	Parent Efficacy ⁴	5	40.0%	+6.6%
	Parent Involvement in School-Based Activities ²	4	25.0%	-4.3%
2c. Support development of the FAST child's strengths and resiliency, leading to success at school.	Child Social Competence ⁵	5	100.0%	+36.7%*

COMMUNITY GOAL

Strengthen children and parents' connections 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 children.	Support Received from Other Parents ¹	4	25.0%	+11.6%
	Support Given to Other Parents ¹	4	25.0%	-17.6%
3b. Connect parents and families to community resources and services, as needed.	Access to Community Resources	5	80.0%	+29.1%*
3c. Build the self-esteem of children and parents.	Parent Efficacy ⁴	5	40.0%	+6.6%
	Child Social Competence ⁵	5	100.0%	+36.7%*

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

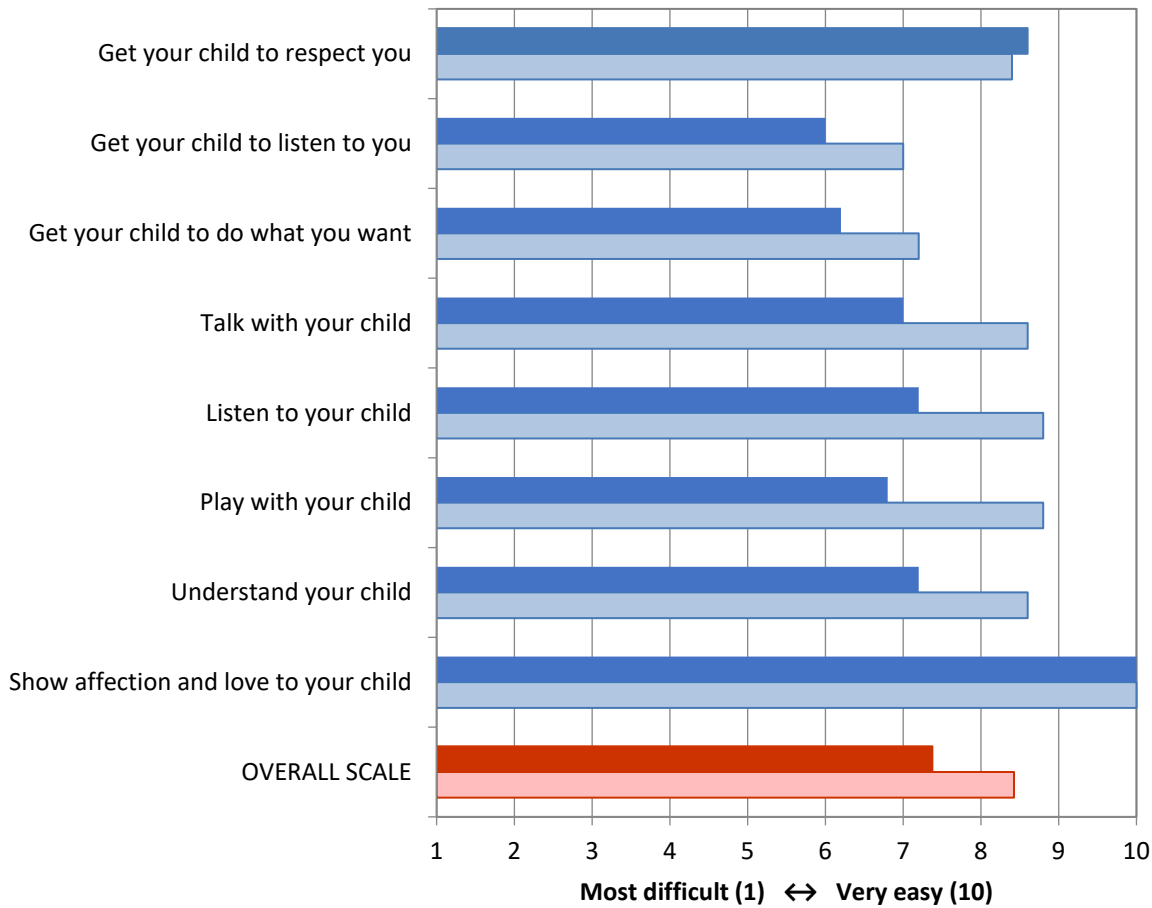
Change by Scale

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...?



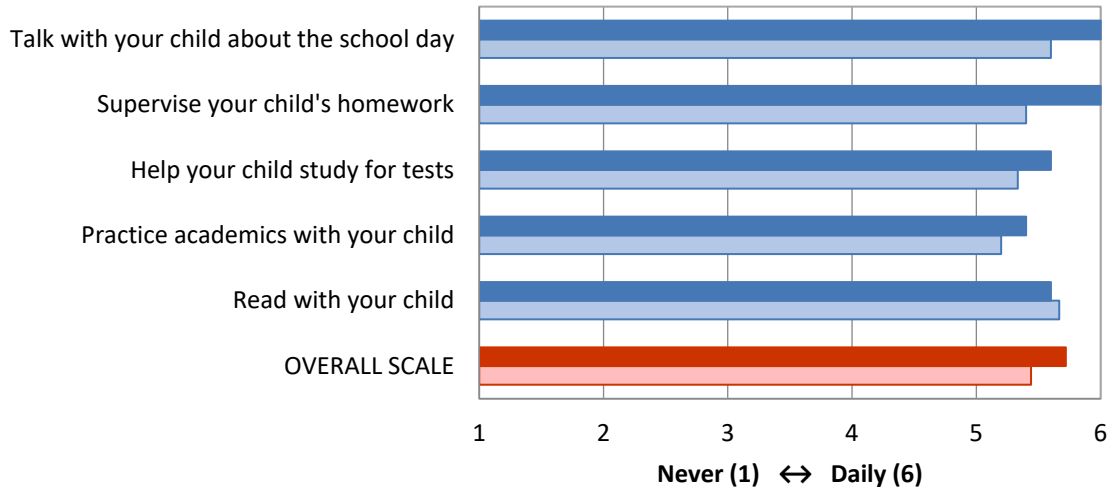
Average Percent Change: -12.5%

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. 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).

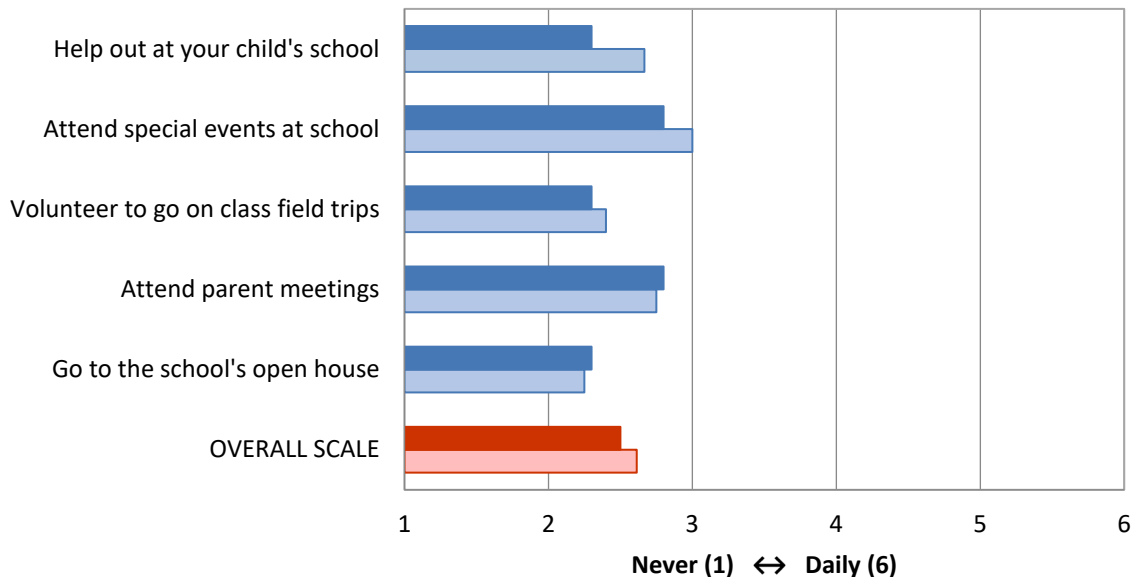
■ Question Average Post ■ Question Average Pre ■ Scale Average Post ■ Scale Average Pre

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



Average Percent Change: 5.1%

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



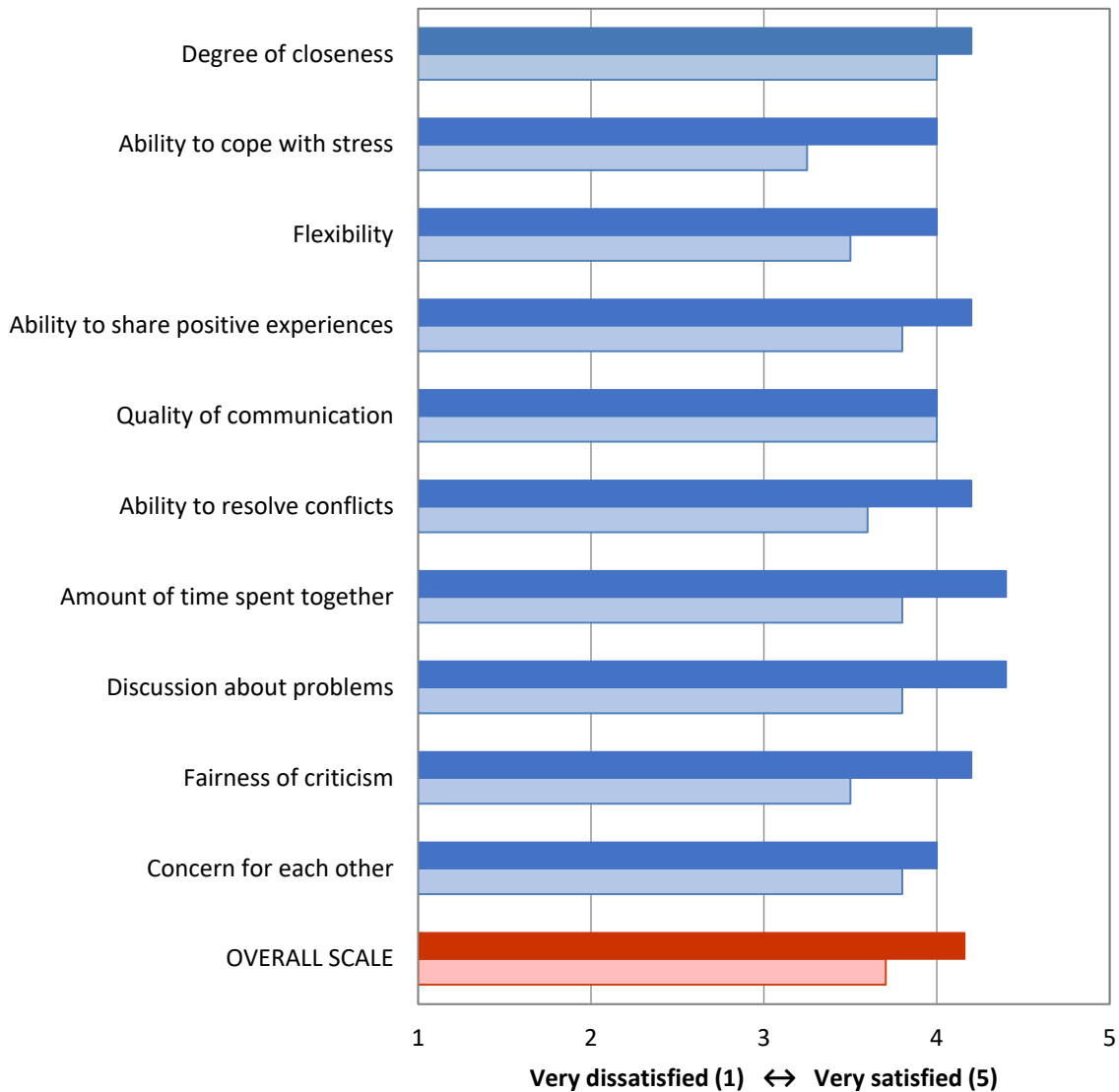
Average Percent Change: -4.3%

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...?



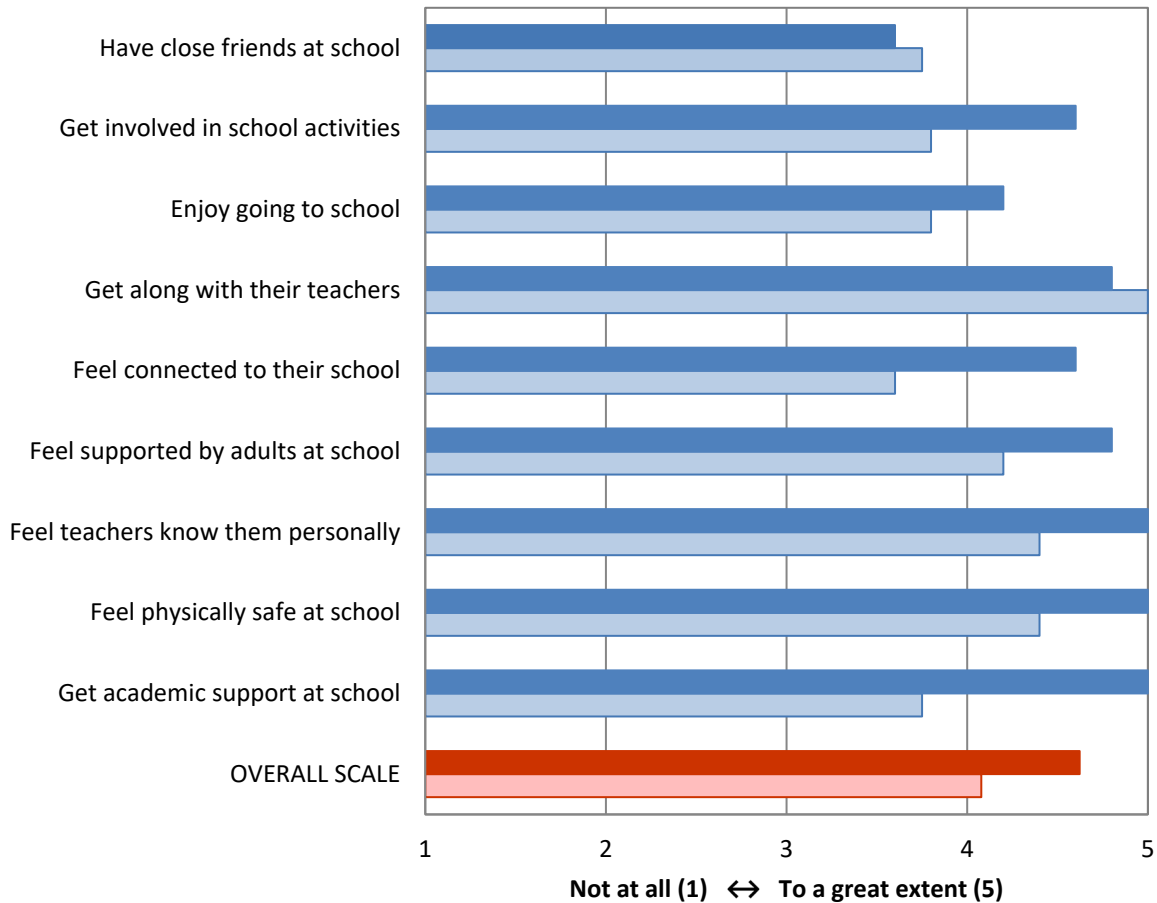
Average Percent Change: 12.3% (Statistically significant)

Child Connection to School

The “Child Connection to School” scale 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

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



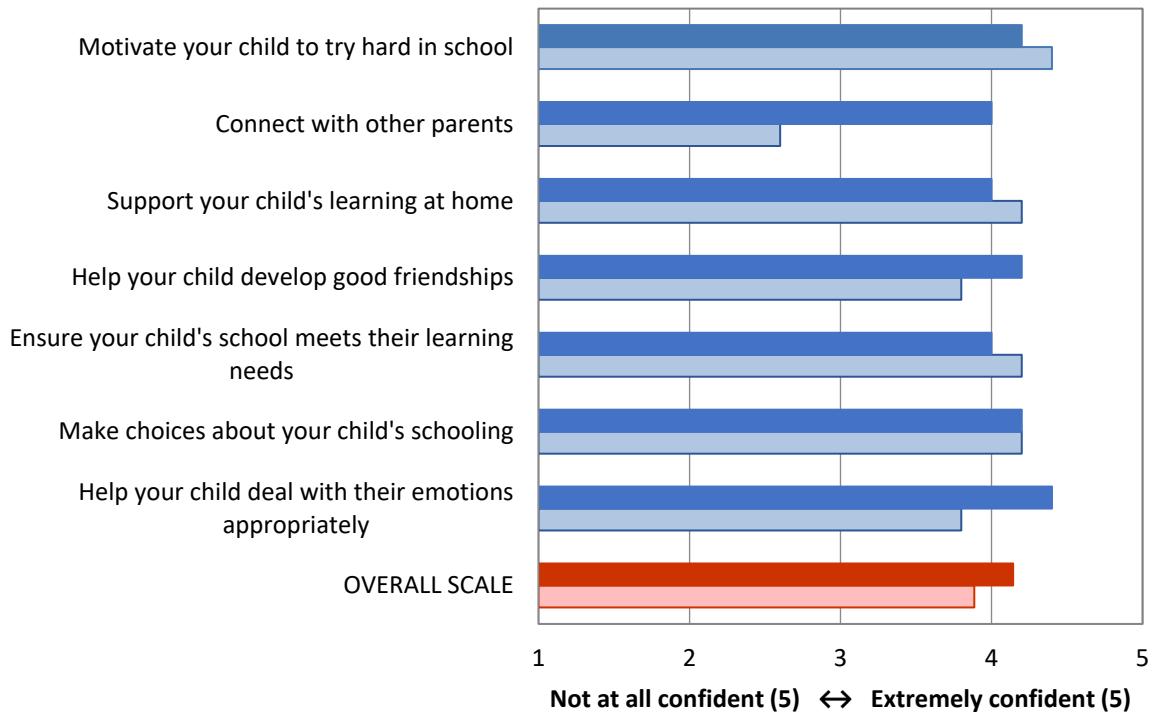
Average Percent Change: 13.4% (Statistically significant)

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. 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...?



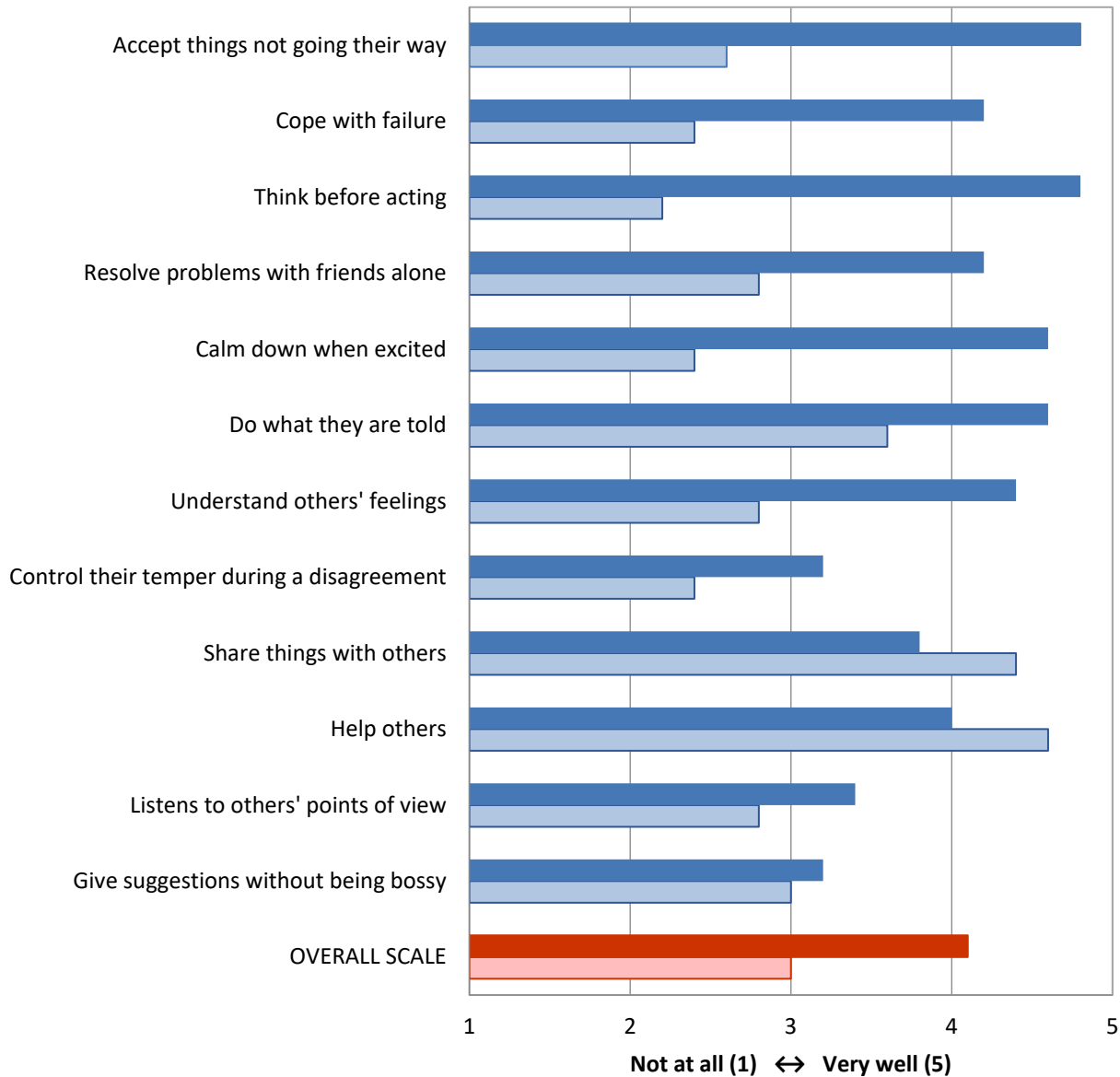
Average Percent Change: 6.6%

Child Social Competence

The “Child Social Competence” scale (Conduct Problems Prevention Research Group, 1995) is a five-point scale with 12 questions. 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...?



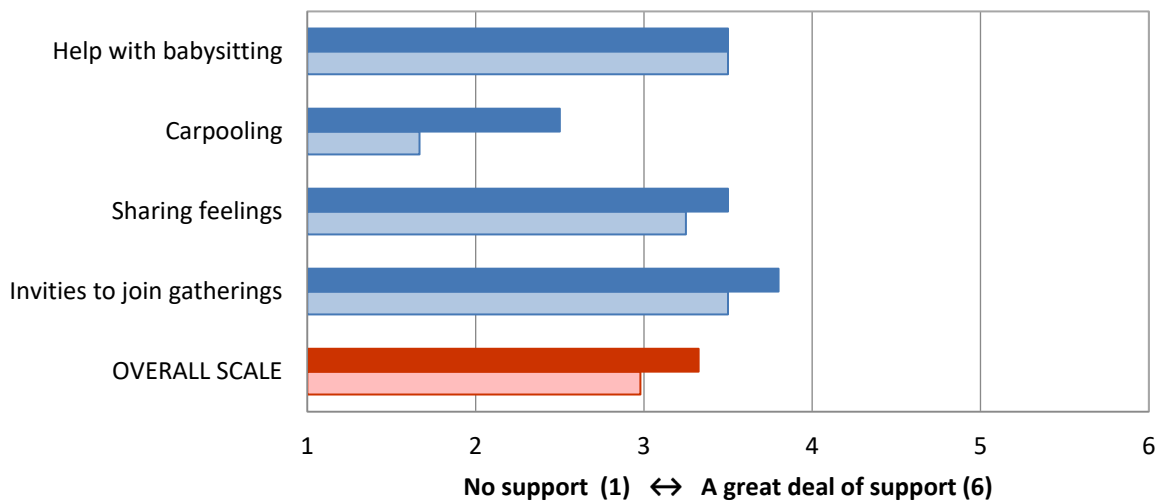
Average Percent Change: 36.7% (Statistically significant)

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).

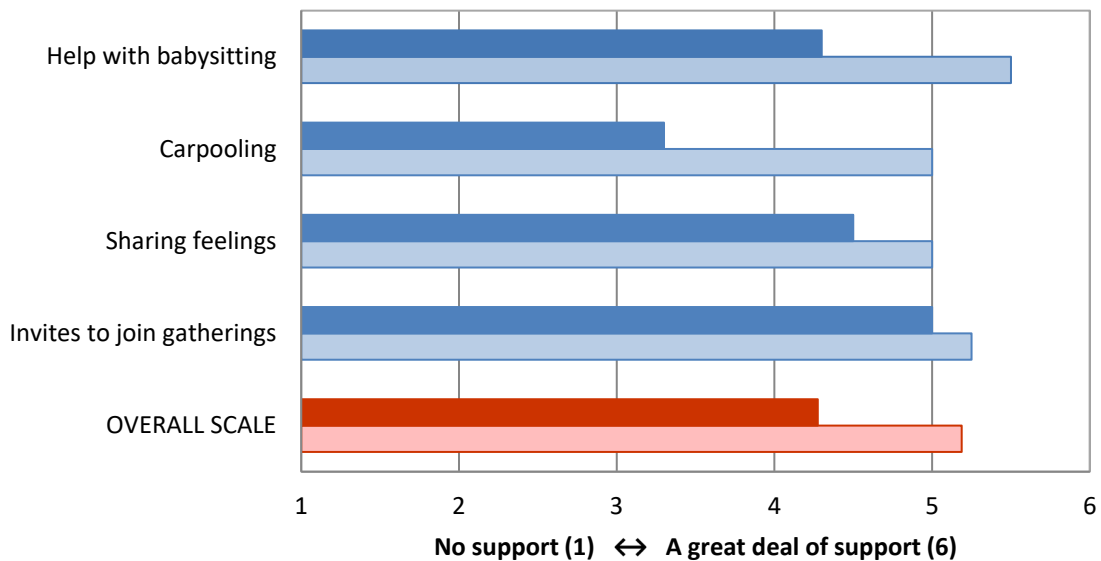
■ Question Average Post ■ Question Average Pre ■ Scale Average Post ■ Scale Average Pre

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: 11.6%

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?



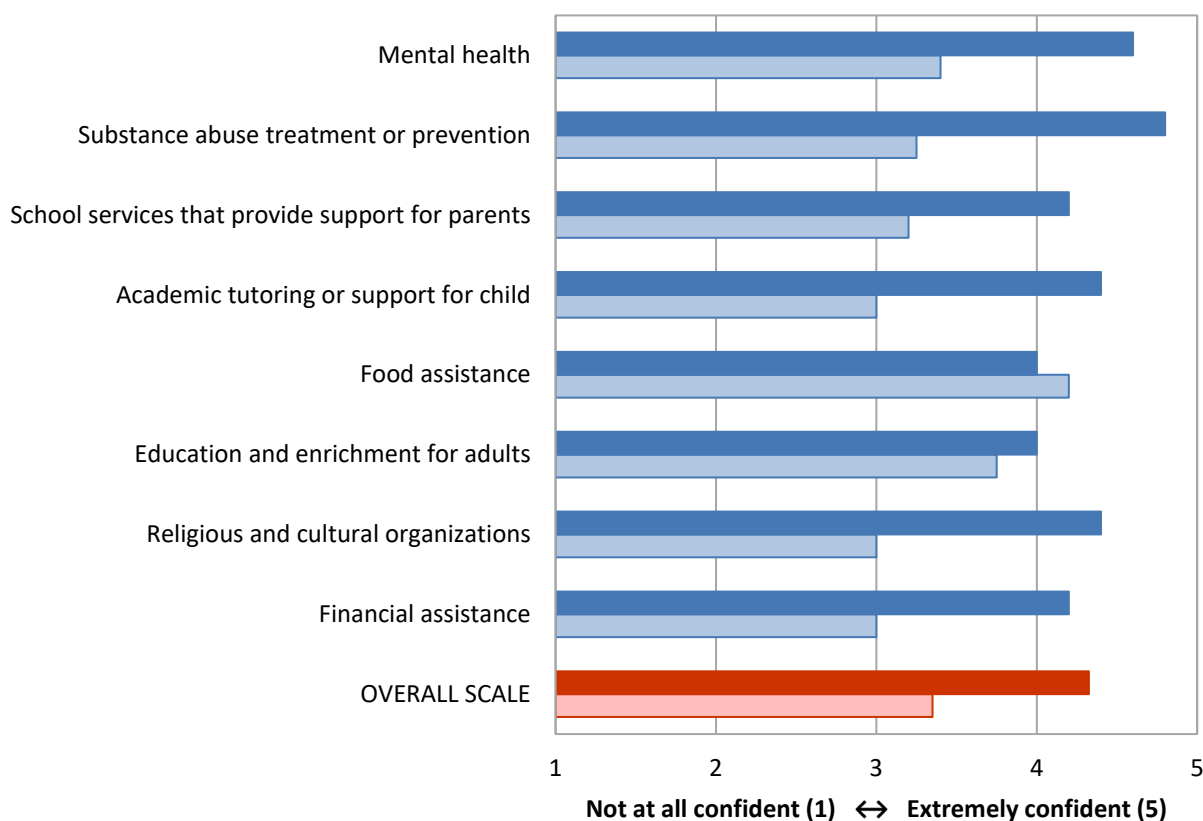
Average Percent Change: -17.6%

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: 29.1% (Statistically significant)

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	2	40%
Agree	1	20%
Neither agree nor disagree	1	20%
Disagree	0	0%
Strongly disagree	1	20%
No answer	0	0%

Comments and Feedback

Parents

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

What are your expectations for the FAST Program?

Todo bien

Connect with the community -Parenting skills -Parenting neurodiverse kids and skills on how to support them at home to be successful at School.

I just wish for the best

Continue teaching children to develop their motor skills

What was most valuable about your FAST experience?

Being able to spend our time with each other and to be able to connect with other families

We were able to meet other parents and discuss our parenting experiences

All the knowledge that was given to me

Attending activities with my daughter

The most valuable thing was sharing more with my daughter

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

She has been more communicative and more understand of others

He looks forward to come to the program

He has learned alot of new words

We've had a lot of communication.

He interacts better with other children.

Did the FAST Program meet your expectations?

Yes (5X)

Anything else you want to share about the FAST Program?

They should have more presentations for parents

This should be an ongoing program it's great

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 elementary-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	
Age	<i>n</i>	%
1 year	0	0.0%
2 years	0	0.0%
3 years	0	0.0%
4 years	1	20.0%
5 years	1	20.0%
6 years	2	40.0%
7 years	0	0.0%
8 years	0	0.0%
9 years	1	20.0%
10 years	0	0.0%
11 years	0	0.0%
12 years	0	0.0%
13 years	0	0.0%
14+ years	0	0.0%
Other	0	0.0%

Grade	<i>n</i>	%
Pre-Kindergarten	1	20.0%
Kindergarten	1	20.0%
Grade 1	2	40.0%
Grade 2	0	0.0%
Grade 3	1	20.0%
Grade 4	0	0.0%
Grade 5	0	0.0%
Grade 6	0	0.0%
Grade 7	0	0.0%
Grade 8	0	0.0%
Other	0	0.0%

Gender	<i>n</i>	%
Male	2	40.0%
Female	3	60.0%
Non-binary	0	0.0%
Other	0	0.0%

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

Race	<i>n</i>	%
American Indian or Alaska Native	0	0.0%
Asian	0	0.0%
Black or African American	1	20.0%
Native Hawaiian or Pacific Islander	0	0.0%
White	2	40.0%
Other	2	40.0%

Parent Demographics

	This Cycle N=5	
Age	<i>n</i>	%
<20 years	0	0.0%
20-29 years	3	60.0%
30-39 years	0	0.0%
40-49 years	2	40.0%
50-59 years	0	0.0%
60+ years	0	0.0%
Other	0	0.0%

Relationship	<i>n</i>	%
Mother/Father	4	80.0%
Grandmother/Grandfather	0	0.0%
Aunt/Uncle	0	0.0%
Sister/Brother	0	0.0%
Guardian/Caregiver	1	20.0%
Other	0	0.0%

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

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

Race	<i>n</i>	%
American Indian or Alaska Native	0	0.0%
Asian	0	0.0%
Black or African American	1	20.0%
Native Hawaiian or Pacific Islander	0	0.0%
White	2	40.0%
Other	2	40.0%

Language	<i>n</i>	%
English	2	40.0%
Spanish	3	60.0%
Other	0	0.0%

Income	<i>n</i>	%
<\$25,000	2	40.0%
\$25,000 - \$49,000	1	20.0%
\$50,000 - \$74,000	0	0.0%
\$75,000 or more	1	20.0%
Other	1	20.0%

Education	<i>n</i>	%
Some high school	0	0.0%
High school diploma/GED	3	60.0%
Associate degree or some college	0	0.0%
Bachelor's degree	0	0.0%
Graduate-level degree	1	20.0%
Other	1	20.0%

Adults in household	<i>n</i>	%
1 adult	0	0.0%
2 adults	5	100.0%
3 adults	0	0.0%
4+ adults	0	0.0%
Other	0	0.0%

Children in household	<i>n</i>	%
1 child	3	60.0%
2 children	1	20.0%
3 children	0	0.0%
4 children	1	20.0%
5 children	0	0.0%
6+ children	0	0.0%
Other	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
151818125	2025	2	5	5

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 elementary-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≤5
	Avg % Change
Parent-Child Relationship (1a)	-12.5%
Parent Involvement in Home-Based Activities (1a)	+5.1%
Family Satisfaction (1b)	+12.3%*
Child Connection to School (2a)	+13.4%*
Parent Efficacy (2b, 3c)	+6.6%
Parent Involvement in School-Based Activities (2b)	-4.3%
Child Social Competence (2c, 3c)	+36.7%*
Support Received from Other Parents (3a)	+11.6%
Support Given to Other Parents (3a)	-17.6%
Access to Community Resources (3b)	+29.1%*

**Statistically significant change*

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.

Carina Flores	Parent Partner
Maribeth Fagan	School Partner
Jamie Glas	School Partner
Heather Fernandez	Community Partner
Cathy Pierson	Community Partner
Stan Dembouski	Site Coordinator
Patricia Heneghan	Other Role

Feedback

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

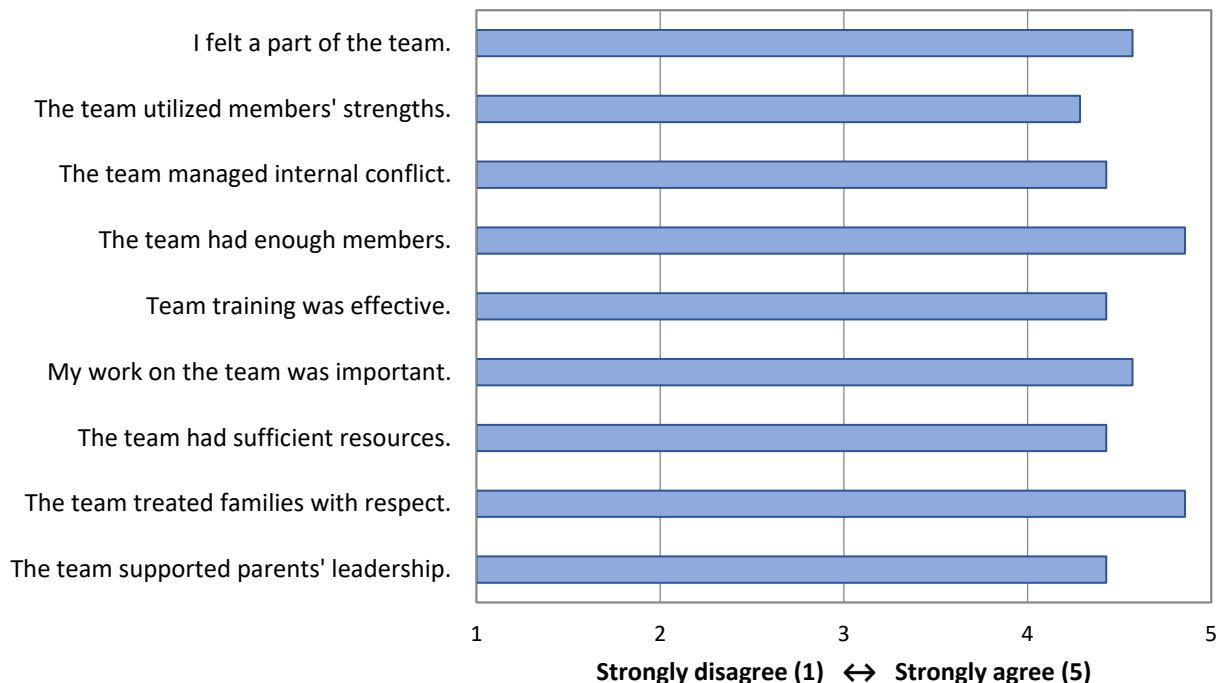
Individual team members' feedback is evaluated using a five-point scale consisting of nine questions. Answer choices range from Strongly disagree (1) to Strongly agree (5). Team members are also asked to rate their overall experience and evaluate any training they received.

Feedback

7 team members responded to the survey.

Respondents rated their overall experience on the team as 85.7 out of 10, or 85.7%.

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?

More organized. Clear expectations for the parents at the beginning.

I think it would benefit our site to have more connections with the parents and the school team.

Perhaps starting 30 minutes later.

Better understanding of the different components

This was the first cycle completed at Willow Springs and I think the next cycle has the potential to be more successful because the team will have some experience.

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

I overall enjoyed my experience. It was cool to see the families grow throughout the weeks.

We had a great set of parents for the first Fast program.

The families really seemed to connect well with one another after the first 1 or 2 sessions

Appendix

Section A: Goals

1. FAMILY GOAL: Strengthen families and enhance positive parent-child relationships.
 - a. Strengthen the parent-child relationship.
 - b. Strengthen positive relationships between parents, among family members, and within the family unit.
2. SCHOOL GOAL: Strengthen child and family's feelings of school connectedness.
 - a. Support the FAST child's connectedness at school, including strong relationships and sustained effort in school.
 - b. Support parents to be actively engaged in their child's education at school.
 - c. Support development of the FAST Child's strengths and resiliency, leading to success at school.
3. COMMUNITY GOAL: Strengthen the connections of children and parents to their community to help reduce stress.
 - a. Offer on-going opportunities for building social support among parents and children.
 - b. Connect parents and families to community resources and services, as needed.
 - c. Build the self-esteem of children 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.
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.
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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.

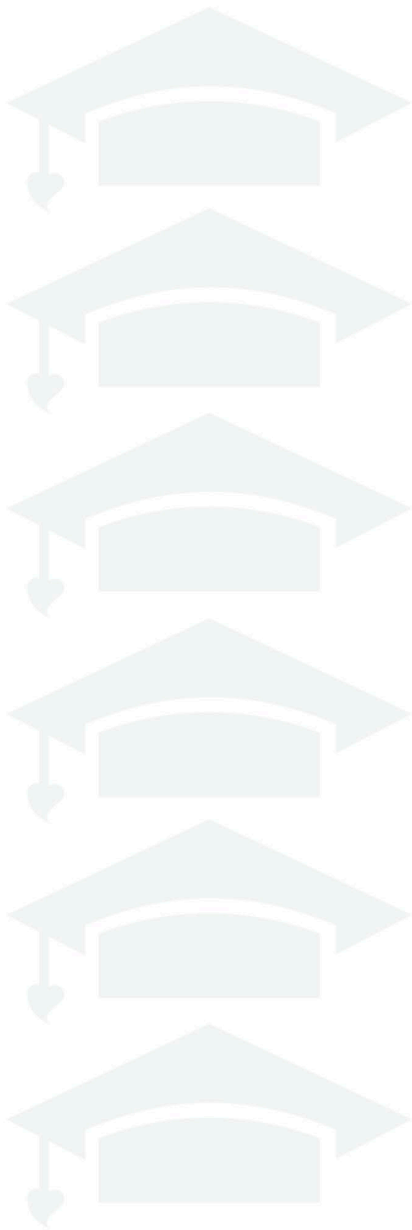
Section D: Media/Disclaimer

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.

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>
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Families and Schools Together Inc.
answers@familiesandschools.org
www.familiesandschools.org
608-663-2382