Families And Schools Together (FAST) Program
Communities In Schools of North Carolina

Work First Pilot Project
Quarterly Report
January 15, 2001

1. Describe the major activities initiated as part of the pilot project during the last three months?
   - Four sites successfully graduated at least five families from the 8-week cycle of FAST (New Hanover, Charlotte, McDowell, Rowan).
   - Ongoing retention efforts of families happened throughout the 8-week cycle, (i.e. Home visits, phone calls, letters).
   - Post-tests administered to 41 families (December).
   - FAST graduation ceremonies were held at the 7 school sites in November.
   - Project Director made 4-5 visits per site during October, November, December.
   - FAST trainers made 3 visits per site to maintain program integrity. (Visits were made on weeks 1,5,8 for each site).
   - FASTWORKS meetings were held at three sites. (New Hanover 12/18, 1/15, Wayne 12/19, McDowell 12/21).
   - In December teams began recruitment for the second cycle (McDowell, Charlotte, Wayne, New Hanover).

2. How many individuals has your pilot project served during the last three months?
   - Our pilot project has served 71 parents and 108 children from 55 families in the last three months.

3. Briefly describe the outcomes observed for these individuals.
   - Parent and children engaged in one-on-one quality time.
   - Parent and children engaged in healthy communication.
   - Family bonding through structured activities.
   - Peer bonding through the parent support group.
   - Parents feeling more connected with the school their children attend.
   - Parents and children feeling more involved in the school.
   - Children’s behavior has become more positive and less disruptive at home and in school.
   - Parents are empowered to advocate for their children.
   - Parents are respected and valued by the FAST team.
• Parents are feeling more comfortable being in charge of their family unit.

4. Describe how these outcomes are in line with the goals and objectives of your pilot project.

- One-on-one quality time with parent and children addresses the goal to enhance family functioning.
- Parent and children communicating in a healthy way and bonding through structured activities address the goal to enhance family functioning.
- Children’s behaviors have improved in school and at home which addresses the goal to prevent the target child from experiencing school failure.
- Parents are more connected to the school, which assists with the prevention in the target child experiencing school failure.
- Parents are empowered to be advocates for their children, which will prevent the target child from experiencing school failure.
- Parents are respected and valued by the FAST team, which helps to build that relationship and link the family to the appropriate people to assist with the goal of prevention of substance abuse by the child and family.
- Parents are bonding with their peers through the parent support group, which address the goal of reducing stress of the parents in daily life situations.
- Children watch their parents in charge of their family and respected by the team, which reduces the stress of their daily life situations.

5. List any changes or modifications to the services you provide or the manner in which services are delivered as the result of these outcomes.

- Two parent partners will now be on each FAST team.
- Due to some sites having lower number of families attending the sessions, many schools are targeting a few grade levels.
- CISNC will work with local CIS programs to establish stronger FAST collaborative teams, which will result in more participation from families.
- CISNC hired additional FAST trainers to assist with the trainer visits, to ensure the quality of the program.

6. What percentage of your project funds have you expended during the last three months?

- The project has expended 38 percent of the project funds during the last three months.

7. Evaluation of FAST will be provided through Dr. Lynn McDonald and staff at the FAST National Training and Evaluation Center in Madison, Wisconsin. The
evaluation package includes the scoring of five pre- and post-testing instruments and compilation of a standardized report for each site and cycle.

FAST measures six outcomes using standardized instruments with established validity and reliability:

1. Family functioning – using Moos & Moos three scales (cohesion, conflict, expressiveness).
2. Family social isolation – using Social isolation scale of Abidin.
4. Child behavior at home is rated by the parent – using the Quay Peterson Revised Behavior Problem Checklist or Achenbach (RBPC).
5. Child behavior at school is evaluated by the teacher – using RBPC.
6. Family-consumer rating of FAST experience.

These measurements will result in a standardized report of each FAST site with relevant entries and with tables and graphs depicting the quantitative outcomes as contrasted with the FAST national data bank. In addition, tables and graphs will also depict the quantitative outcomes as contrasted with the published norms of the instruments, resulting in two comparison groups.