

“We can grow helping each other, cooperating side by side. Families and Schools together, reaching for the skies...” - FAST Song



**FAST News**  
is a product of  
FAST International  
and the  
FAST National Training &  
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*Special thanks* to Bill and Insty Prints in Monona, WI and the staff and workers at Chrysalis in Madison, WI for their help in producing this newsletter.

## FAST and FSA: A Partnership

A new beginning with parents in mind, took place on April 30, 2003 when a Memorandum of Understanding was signed between Family Support America and FAST National Training and Evaluation Center (Families and Schools Together Fast/Works). This agreement establishes a strategic alliance for parents with parents.

Family Support America promotes family support as the nationally recognized movement to strengthen and support families and places the principles of family support practice at the heart of every setting in which children and families are present. By identifying and connecting individuals and organizations that

have contact with families; by providing technical assistance, training and education, conferences, and publications; and by promoting the voice of families, Family Support America is taking family support to scale as the national strategy for ensuring the well being of our children today and in the years to come.

Fast International/Families and Schools Together/FASTWORKS  
The sole mission of the Fast National Training and Evaluation Center is quality assurance: to assure that locally implemented FAST programs outreach to, multi-family groups, and that the self governed Fast/Works process for children and families is of the highest

research and value based quality. FAST/WORKS meets this mission in the following ways:  
Unites families and schools for the purpose of attaining successful student achievement.  
Empowers parents, teachers, children and families  
Enhances a sense of community and Provides a network of knowledge, skills and understanding  
Together, the Parties enter into this Memorandum of Understanding to mutually promote parent leadership and engagement strategies for Families and Schools Together Fast/Works sites and Family Support America constituents.  
For more information, please contact Pat Davenport at 608-663-2382

### Why So Many Prevention Programs Fail

Yes, it's true! Many programs that have been developed and have proven themselves under rigorous research conditions often fail under "real world" conditions. This fact has caused many funders and researchers to ask why.

The underlying reason often boils down to how closely the program was implemented as it was meant to be. Most programs are developed with specific goals in mind and ways to meet those goals. However, when bringing the program to the field, those who run the program often see the need to change some things to meet the needs of the target population or school. These adaptations to the program can be very helpful, so long as they do not compromise the "core components." Core components are those essential ingredients that need to be present for the goals to be met. *Continued page 2*

## Information

### Subscriptions

FASTNews is funded through grant monies and generous donations. Because of this, we can offer FASTNews at no cost.

To subscribe and have free issues mailed to your home or office send your name, mailing address, and whether you are a graduate, team member, trainer, principal, or FAST friend to:

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Do you need extra copies for a graduation or fundraiser? If so, call the FAST office. There may be an a charge for copies in excess of 10.

### Submissions

FAST News is published every two months and the deadlines are as follows:

July/ Aug	June 27
Sept/Oct	Aug 29
Nov/Dec	Oct 31
2004 Jan/Feb	Dec 26

Please send your story or article to [FASTNews@tds.net](mailto:FASTNews@tds.net) whenever possible. Articles should not be longer than one page in length and there is no minimum size. All articles and stories will be edited for spelling, grammar and space and become the property of FAST National. Originals will not be returned unless specifically requested at the time of submission.

### *Program Failure..*

Core components and adaptable components are not always that easy to tell apart.

Fortunately, Dr. Lynn McDonald had determined nearly 10 years ago what could be adapted in FAST and what needed to remain central and unchanged. Dr. McDonald also had the foresight to require that every pilot FAST program needed to be evaluated. By taking a careful look at how the program was implemented and what changes parents and other survey respondents reported, FAST was shown to be an effective prevention program.

However, over time FAST too can fail as an effective prevention program. Without regular feedback through evaluation to teams and local trainers, program fidelity may become compromised. Understanding the link between core components and desired outcomes is vital. FAST National Training and Evaluation Center provides practical tools and support to trainers and teams to ensure their hard work and dedication to parents and families can make a difference. Evaluating every cycle can tell them if they are making a difference.

Please help us  
keep our database  
up to date.

Let us know  
if your  
mailing address  
changes

## Attention Certified Trainers!

There is something new for you this summer! FAST National recently started a group on Yahoo! for certified FAST trainers. The primary purpose of this group is for FAST National to notify you of policy and program changes, to post questions and answers by trainers, and for other important announcements. In the future, we may open a bulletin board where trainers can post messages. We hope you enjoy this new benefit of being a certified trainer. If you have any suggestions or comments, please contact us. Pat Davenport, FAST National CEO, and Heidi Normandin, FAST National Project Manager, are the group moderators.

Some of you might have already received an email from us that notified you of your registration. If you have not received this introductory email, you are not yet registered with the group. Please email Heidi Normandin at [heidi\\_fast@tds.net](mailto:heidi_fast@tds.net) to register or call Heidi at the FAST National office at 608-663-2382. You should then receive an introductory email within 48 hours notifying you of your membership. Have a wonderful summer and keep your eyes open for messages from us!

### **What are you doing?**

The FAST Web Site now  
has a Calendar feature!

Please send us your  
Announcements  
so  
we can post them for  
others to see.

## UPDATES AWARD!

The FAST (Families and Schools Together) Project has received another accommodation! FAST will be listed as a Model Program in the OJJDP's upcoming Model Programs Guide Database. For further information check the FAST website at: [www.wcer.wisc.edu/fast](http://www.wcer.wisc.edu/fast)

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### From Tammy

I am looking for speakers or information on successful implementation of FAST programs.

We frequently get phone calls from people interested in implementing our programs who are very interested in speaking with people in the field who have implemented a program successfully.

Currently, I am doing a search to find successfully implemented middle school FAST programs. If you have implemented middle school FAST, or have been on a middle school FAST team, please complete the following questions and email me by Thursday May 22, 2003.

Are you willing to speak with others regarding the implementation process of your middle school program?

If yes can I pass on your name to others who are looking at implementing middle school FAST in their communities?

How many middle school FAST programs have you implemented?

What were the demographics of the

participants/school?

What was your biggest implementation headache?

What was your greatest implementation success?

What advice would you give sites as they begin their middle school FAST experience?

Any additional comments?

Thanks for your time.  
Looking forward to your responses.

T a m m y J . C o n r a d  
International FASTWORKS Parent  
Network Coordinator  
Certified FAST trainer

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### Go Wesley!

A while back a member of the FAST community from Winona MN, emailed to tell of a young man's adventure. Wesley Terpstra, planned to walk 1, 400 just to see the country side and to meet people. She asked if we would alert our FAST community about his journey, and let folks know that if they wanted to support him along the way, ( ie emotional support, cheering, a place to sleep, etc, ) that they could contact his mother.

Wesley's journey began in Savannah GA and will end in his home town of Winona MN.

On May 17th 2003, Wesley was in Cape Girardeau, MO, which has several FAST contacts. If there are folks who would like to support Wesley in the last leg of his journey, please contact his mother, Brenda Terpstra anytime, at 507-452-5486.

Good luck Wesley, you are an inspiration!

A story about Wesley, originally printed in the Winona Daily News, is available online at:  
[www.Winonadailynews.Com](http://www.Winonadailynews.Com)

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### Pre-College Summer Program

The University of Wisconsin-Stout offers an opportunity this summer for students entering grades 7-10 to explore college life by spending a week on campus.

During this time, students explore their interests and possible career choices and they have opportunities to learn about themselves through testing and experiential education. Leadership skills are developed and information on how to apply to college is offered.

For more information contact:  
Anthony Queen at 715/232-2450  
email : [queena@uwstout.edu](mailto:queena@uwstout.edu).

Please contact your state's university system or your students' guidance counselor to see if they offer a similar program in your state.

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Do you know of any  
resources in your  
community that could  
benefit FAST/  
WORKS?

If so, please let us  
know!

# Large Scale Evaluation Study Shows FAST Results

Communities in Schools (CIS), a long-standing partner of FAST, implemented the FAST program in various states, including statewide initiatives in South Carolina and North Carolina. FAST International recently evaluated 65 CIS-administered sites running from Fall 1999 until Spring 2002.

And the results?

FAST parents across the United States tell us that FAST made a substantial difference in their family lives and in their children's behavior.

Judge for yourself as you look at the some of the exceptional changes that FAST parents from both Elementary (E) and Middle (M) schools reported.

Renata Vail

## Child Behavior

39% ↓ attention problems scores (M)  
34% ↓ conduct problems scores (E)  
32% ↓ attention problems scores (E)  
32% ↓ anxiety problems scores (E)  
22% ↑ self-control scores (E)  
21% ↓ acting out scores (E)

## Parent Involvement in School

68% ↑ written conversations with teachers (E)  
52% ↑ telephone conversations with teachers (E)  
28% ↑ face-to-face conversations (M)

## Parents' Social Relationships

8% ↑ participation in local community scores (E,M)  
6% ↑ value of life scores (E,M)  
4% ↑ neighborhood connections scores (E,M)  
4% ↓ isolation of parents (E,M)

## Family Functioning

16% ↓ conflict scores (E,M)  
8% ↑ total family relationships scores (E,M)  
5% ↑ cohesion scores (E,M)

## STRESS?

A study done at UCLA suggests that women and men handle stress in different ways and highlights the importance of female friendships for women as a stress management tool.

In the past, studies on stress have focused mainly on male subjects and the accepted theory was that when a person is under stress a series of chemicals are released in the body that create a "fight of flight" response.

The UCLA study suggests that there is an additional chemical that, when released in the women studied, minimized the "fight of flight" stress response.

This naturally occurring chemical, called Oxytocin, apparently mini-

mizes the "fight of flight" stress response and allowed the women to calm themselves enough to care for the children and form relationships with other women.

While engaged in child caring or bonding with other women the study suggests that Oxytocin continued to be released and it's calming effects appeared sustained.

Estrogen appears to enhance the effects of Oxytocin, while testosterone appears to reduce the calming effects.

It appears that chemically women are predisposed to seek relationships to combat stress, while men fight or flee. This supports anecdotal evidence known to women throughout

history; friends lighten the load and sharing and talking reduces the stress. A trouble shared is a trouble halved, must have been written by a woman.

In these modern and busy times it is interesting to note that the very protective factors that minimize stress are often the first things women lose when stressed.

Women often don't take time to go to lunch or phone a friend. Many times the children are as busy as the parents and child caring is limited to picking them up, dropping them off and a few minutes at the dinner table or bedtime. This study gives women permission to take time to nurture themselves through friendships and child caring.

# Grant Opportunities

## School Grants

<http://www.schoolgrants.org/welcome.htm>

Here you'll find grant-writing tips and links to many more useful, *free* online resources. Take the time to read through the wealth of information and you'll be armed with the knowledge you need to write a successful proposal. Grant opportunities for schools across the United States can also be found on the SchoolGrants site. All opportunities feature a brief annotation and a link to the grantor's Web site where more information can be found. This web site features federal, state, foundation and corporate grant opportunities. Nice graphics too!

## NEA Foundation

<http://www.nfie.org/grants.htm>

## Innovation and learning & Leadership grants

The NEA Foundation provides \$1,000-\$3,000 grants to teachers, education support professionals, and higher education faculty and staff in public schools, colleges, and universities for the purpose of engaging in high-quality professional development or implementing innovative ideas that raise student achievement. Eligible applicants may apply at any time and must follow the grant guidelines.

## GovSpot

<http://www.govspot.com/features/grants.htm>

Information on how to locate grant monies and write grant applications. Many hyperlinks to other sites and tons of information. Grant announcements and forecasts avail-

able here as well. I spent way too much time at this site!

## San Francisco: Parent Action Grants

<http://www.4children.org/news/pr10sf.htm>

Through Parent Action grants, parents or caregivers may receive funds from \$100 to \$5,000 for projects in their own neighborhoods. A planned Action Network will connect grantees to local child and family organizations. Through the grants, the commission hopes to create a culture in which children's services are more parent- and community-driven.

Parents apply through a simple three-page form. The applications are reviewed by a 12-parent board, which makes recommendations to the Prop. 10 Commission. Grants may be used for project expenses such as supplies or materials; child care, food, or facility rental for an event; or stipends for training or for parent organizers.

## Commonwealth Institute for Parent leadership

<http://www.cipl.org/resources.html>

This site provides several hyperlinks and information on how to receive free training in technology, leadership and entrepreneurship that may be useful to parents. There is also some information on School based grants.

If you have any grant information please send the details to:

[FASTNews@tds.net](mailto:FASTNews@tds.net)

# From the Editor

Thanks!

It was one of those warm summer evenings and when ideas come to you over relaxed conversations and a glass of iced tea. My 19 year old son was visiting and we were looking at his rusted out old Nissan in the driveway.

It wasn't long before we were in the car and on our way to the store for blue duct tape.

In the morning, however, he decided that covering the entire car in blue duct tape was not exactly the look he wanted, so we pulled it all off and threw it away.

After he left I got to thinking about how he was willing to try new things and wasn't upset when it didn't work out the way he thought it would. This was such a change from the child I remembered who struggled with disappointments and feared to try new things until he was sure of success.

Some of this change was due to his increased maturity, but some of it can be traced back to things we learned in FAST. The improved communication, identification of feelings, special play time and, later on, the special time for talking all created changes that have been amplified by time.

I've seen the research and read many articles on FAST. I have also heard and seen many stories of change within families. Yet it still amazes me that such a fun and deceptively simple program can have such far reaching effects.

Please send in your story!

# Resources

## Pre-College Summer Program

The University of Wisconsin-Stout offers an opportunity this summer for students entering grades 7-10 to explore college life by spending a week on campus. During this time, students explore their interests and possible career choices and they have opportunities to learn about themselves through testing and experiential education. Leadership skills are developed and information on how to apply to college is offered. For more information contact:

Anthony Queen at 715/232-2450  
email : [queena@uwstout.edu](mailto:queena@uwstout.edu).  
Please contact your state's university system or your students' guidance counselor to see if they offer a similar program in your state.

## Helping children deal with stress

Since 9/11 and the war in Iraq, children as well as adults have new things to worry about. Bio-terrorism, Saddam Hussien, Al Qaida, The Axis of Evil, Anthrax, Small Pox, SARS, heightened levels of security, and Korean nuclear capability are just a few of the new dangers we are aware of.

Children are not immune to the increased stress in their lives and the lives of the adults around them. As parents and professionals working with children we are often limited in how much we can protect them from news of these dangers and we struggle with how best to help them cope.

How much to tell them, how much do they understand and how much do they need to understand? Each child is different and the following

are just suggestions. You know your child best and will already have some idea of what works and doesn't work with them. But if you are feeling stuck then hopefully this can help.

Someone once said that "War is never so ugly as when you explain it to children" and the best of parents can find themselves trapped into explaining the logic of why a war may be justified, but fighting on the playground is not.

How is your child doing?

Children have different temperaments and some children will have more trouble coping than others. Your child may not have any questions or problems or they may be experiencing sleep disturbances, increased stress, problems at school or at home, or depression. Assess where your child is at and give them what they need. What is the best way to do this? Talk to them and listen to what they are saying. Help them to open up and feel safe in talking about what they are worried about. Treat their fears as real and keep the discussion at a level they can understand.

It can help to explain what is going on in a way they can understand and to reassure them. If a parent is being deployed, a child may need reassurance that it is not their fault that mom or dad is going away.

Model good coping skills and let your children know that you are coping by taking a walk, listening to music, writing, talking to friends or family, or whatever it is that you do. Remind them that they can come and talk to you if they are upset or worried about anything.

If you are involved in any activities that offer you hope and a sense of

control offer your children a similar opportunity or activity. They could send emails or letters of support or write to state or local legislators. Placing yellow ribbons around trees, helping collect food or cleaning up a local park are other ideas.

The bottom line is that we need to check in with our kids because they may be afraid to talk about their fears and worries. We can monitor what they watch on television and what they hear on the radio to some degree, but we need to be aware that they may need to talk and not be sure how to start the conversation. But the opposite may also be true and you may find yourself being asked sensitive questions in the grocery checkout line or other public place. Each child is different and you know your child best.

### What to do instead of watching Television

- Listen to the radio
- Bake a cake
- Play with a pet
- Talk to someone
- Wash your car or bike
- Ride your bike or roller blade
- Make music
- Go to a movie or play
- Take a walk
- Read
- Write a story
- Draw or paint

## How to Start a FAST Program

A frequently asked question the FAST National Training and Evaluation Center receives is how can a person or community go about starting FAST in their community?

What follows is a quick "how to" that you can use to get FAST Started in your community.

***Remember that one person can make a difference and create change.***

Assess the needs and interests of your community as they relate to the goals of the FAST program. This is a very important step as the need for parent engagement and community support is critical to bringing FAST into any community.

This process entails gathering people that have common goals to work together to bring FAST into the community. This is best done by first identifying people in the community that have the same interests and goals for parents and families.

Start by making a list of organizations, individuals etc., that you may or may not know and who are major stakeholders in your community. Stakeholders in your community could be school principals, township supervisors, alderpersons, or more informal community leaders etc.

Make sure you add the stakeholder's contact information and names of people that you know who may be connected with the stakeholders.

Make a list of people in your field that also serve children and families. The list may include organizations, local funding entities,

schools, local community centers. The list could also include school social worker, teachers, and community based organizations involved in your particular elemen-

tary school.

Develop a concept paper that would be shared with the people and organizations you have identified as stakeholders.

The concept paper should be a short "Fact Sheet" that states the problem or need, the proposed solution, the rationale for the solution, the type of collaborative needed to carry it out, the benefits of following the proposed path, needed resources, and a list of Action Steps that

***Many FAST programs have been implemented both in this country and internationally as a direct result of one person working hard and trying to find ways to make FAST a reality in their community.***

would be necessary.

From the stakeholder list, select 1-2 people who also believe in what you are doing and engage their help in this process. FAST National can also be a resource for creating the

fact sheet.

With the fact sheet in hand, meet with each identified stakeholder on an individual basis until you have enough people to support you in the FAST initiative.

Hold a group meeting and recruit a task force to bring FAST into the community.

Host a meeting with interested members to explore various options to raise the funds/resources needed to implement the program

Develop an action plan that outlines the items to be accomplished, who will be responsible for helping to achieve each step and time frame.

Remember that one person can make a difference and create change. Many FAST programs have been implemented both in this country and internationally as a direct result of one person working hard and trying to find ways to make FAST a reality in their community.

The steps outlined in this article are meant to be only a guideline and will need to be adapted to fit your local needs. Whatever your situation is, know that FAST National Training and

Evaluation Center can assist you in this process.

Patricia Davenport, CEO  
FAST National Training &  
Evaluation Center

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Label Here

*We Can Grow Helping Each  
Other...*

## Upcoming events...

Pre certification Seminar

June 23 - June 27, 2003 Madison,  
WI

January 26-30, 2004

San Francisco, CA

Secondary Certification

June 23 – June 27, 2003 Madison,  
WI

January 26-30, 2004

San Francisco, CA

Administrator's Training

June 23-24, 2003

Madison, WI

January 26-27, 2004

San Francisco, CA

Conferences

May 11-12, 2004

National Parents' Day Leadership  
Conference  
Chicago, IL

May 12-15, 2004

Family Support America 10th Bien-  
nial National Conference  
Chicago, IL

Presentations of FAST Program

June 12-14, 2003

Society for Prevention Research  
11th Annual Meeting "Research to  
Policy"

Washington DC

June 23-24, 2003

Tucson Evidence Based Fair  
Tucson, AZ

Dr. McDonald's

Speaking Appearances

October 22-24, 2003

Conference: *Investing in Can-  
ada's Social Capital: Family by  
Family*  
Ottawa, Canada

*Trainings are presented by:*

FAST National Training &  
Evaluation Center

*An affiliate of:*

Edgewood College

Graduate Program In Family  
Therapy

and

University of Wisconsin-

Madison: Wisconsin Center for  
Education  
Research

*Instructed By:*

Dr. Lynn McDonald – Program  
Founder

Pat Davenport - FAST CEO