

FAMILIES AND SCHOOLS TOGETHER

PROGRAM PROFILE

AT A GLANCE

Program Name: Families and Schools Together (FAST)

Phone: 608-663-2382

E-mail: answers@familiesandschools.org

Website: familiesandschools.org

Grades: preK-12

Program Designed For: Whole school, struggling students

Supported Student Groups: Special education, students of color, English language learners

Support Areas: Reading, SEL, attendance, community building, family engagement, connection to school and community resources

Cost: Quotes generated for schools and districts after contacting them

Features: Professional development, cooperative learning, parent empowerment, collaborative parent/school/community teams

PD/Training: FAST teams, consisting of local parents, educators, mental health professionals and community members, will undergo training to facilitate the FAST program.

Technology: None



Family
Engagement
Solutions

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PROGRAM MODEL

Families and Schools Together (FAST) partners with community organizations and schools nationwide to offer training and support for their FAST program. The FAST program works to build strong relationships between families, schools and the community to support children to thrive at school and beyond. The FAST program consists of weekly 2.5-hour sessions over 8-10 weeks, led by the trained local FAST team. FAST has been implemented in 48 states and 22 countries.

MEASURED OUTCOMES

- Average daily attendance
- Academic engagement
- Academic performance
- Interpersonal relationships
- School climate
- Student behavior and emotional regulation
- Family cohesion
- Family-school connectedness
- Parent/child relationship
- Family engagement in at-home and at-school education
- Parents' connection to other parents
- Parent connection to community resources
- Parent and child self-esteem
- Parent self-efficacy

EVIDENCE FOR ESSA RATING

Tier 1: Strong

Learn more about Evidence for ESSA ratings [here](#).

“Thank you for this experience. I enjoyed this so much and I’m sure it’s safe to say my family will forever be changed because of it. I look forward to staying connected with the families I encountered in this program and watch our bonds strengthen and grow.”

-Parent Graduate of program in Charles City, Virginia

RESULTS

American Institutes of Research (AIR) Study (Bos et al., 2018)

- Evaluated reading achievements among 1,396 kindergarteners.
- Found improvements in reading for children in the FAST program compared to controls.

Improvements in Children’s Behavioral Outcomes (Turley et al., 2017)

- The FAST program was associated with increased social capital in schools, enhancing parent-to-parent and parent-to-school staff relationships.
- Children from families involved in FAST showed reductions in internalizing behavior problems, suggesting improved socio-emotional outcomes.
- These observations underscore the potential benefits of programs that foster social relationships within school communities for children's behavior and peer interactions.

Fewer Students Leaving the School (Fiel et al., 2013)

- Analyzed student mobility among 3,091 first-graders in 52 schools.
- Noted a significant reduction in school changes for FAST participants, particularly among Black students.
- Improved family-school relationships from FAST was a contributing factor.

Fewer Students Being Referred to Special Education (Kratochwill et al., 2009)

- Assessed family relationships and support networks in a sample of 67 student pairs.
- Reported strengthened family relationships, fewer special education referrals and less aggressive behavior in FAST participants.
- Indicated a lower need for special education services in the FAST group compared to controls.

Reduce Aggressive and Delinquent Behaviors in Low-Income, Urban Latino Children After 8 Weeks of FAST (Moberg & McDonald, 1997-1999)

- FAST families scored higher on the Family Adaptability Scale, and FAST parents rated their children as being less aggressive.
- Teacher ratings of children’s academic performance in FAST were significantly higher



SAMPLE PARTNERS

- Albuquerque Public Schools
- The Family Center of Columbus One City Schools in Madison, Wis.
- Missouri Division of Youth Services (DYS)
- Local Investment Commission (LINC)

FAMILIES AND SCHOOLS TALK (FASTALK) PROGRAM PROFILE



Actionable. Evidence-Based. Accessible.

AT A GLANCE

Program Name: Family Engagement Lab's Families and Schools Talk (FASTalk)

Phone: N/A

E-mail: Contact through [website form](#)

Website: familyengagementlab.org/fastalk

Grades: preK - 8

Program Designed For: Whole school

Supported Student Groups: English learners (supports 100+ languages)

Support Areas: Reading

Cost: FASTalk has an annual student license and implementation fee. FASTalk licenses range \$7 to \$15 per student. Implementation fees covering data rostering for opt-out enrollment, FASTalk message content curation and scheduling, teacher training, monthly data reports, program evaluation and a dedicated support manager start at \$2,000.

Features: Technology, ELA and math curriculum support, language support (via professional and machine translation), dedicated support manager, evaluation, data reports

PD/Training: There are no PD or training requirements for use.

Technology: FASTalk uses text messages to communicate with families. Teachers can access FASTalk using a mobile app or web app.

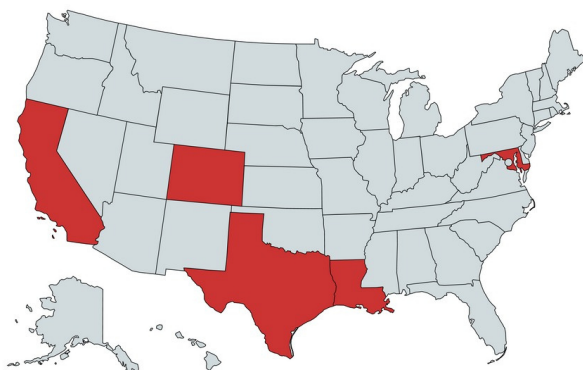
PROGRAM MODEL

Family Engagement Lab's Families and Schools Talk (FASTalk) is an evidence-based instructional support that is designed to connect classroom instruction with at-home learning through a regular cadence of learning focused information and activities delivered to families in their home language via text message.

MEASURED OUTCOMES

- Students' academic performance measured via standardized assessments and report card grades
- Teacher and family engagement-related knowledge and behavior assessed via surveys, interviews and focus groups.
- Reach: 90%+ of district-enrolled families receive weekly learning-focused tips and activities through FASTalk.

FASTALK'S CURRENT REACH



EVIDENCE FOR ESSA RATING

PENDING

Learn more about Evidence for ESSA ratings [here](#).

“FASTalk has been a game changer for our schools. This valuable resource has been one of the tools we have been able to utilize to build our communication efforts with our families. FASTalk has helped equip our parents to best support their students at home!”

- Priscila Dilley, Sr. Officer Leadership Academy Network, Fort Worth ISD

RESULTS

Evaluation of the FASTalk Program (Harris, 2020)

- **Study Focus:** An evaluation of Family Engagement Lab’s 2018-19 implementation of the FASTalk program in Redesign Schools in Baton Rouge, La., with 99 total student participants.
- **Findings:**
 - 92 percent of third grade FASTalk participants scored at/above average vs. 65% of non-participants.
 - 100 percent of fourth-graders in FASTalk scored at/above average compared to 84% of non-participants.
 - 75 percent of FASTalk participants achieved a score of four or higher, versus 55% of non-participants.
 - Despite a lower initial average score (3.3 for FASTalk participants vs. 3.4 for non-participants), FASTalk positively impacted participants' scores.

Evaluation of the FASTalk Program in OUSD (Welch, 2018)

- **Study Focus:** An evaluation of the Family Engagement Lab’s 2017-18 pilot of the FASTalk program in Oakland Unified School District (OUSD), with 389 total student participants.
- **Findings:**
 - Kindergarten students in FASTalk with non-native language families gained 1.6-2.8 more months in literacy compared to non-participants.
 - FASTalk correlated with 0.5-1.1 months of extra growth in report card index.
 - FASTalk students with parents sending ≥5 messages experienced an additional 0.5 months overall and 1.94-2.14 more months in literacy gains.



SAMPLE PARTNERS

- | | |
|---|--------------------------------|
| • Catahoula Parish | • OUSD |
| • Leadership Academy Network/Fort Worth ISD | • LAUSD |
| • East Fort Worth Montessori | • DeSoto Parish |
| • Baltimore City Public Schools | • Sabine Parish |
| | • Morris Jeff Community School |

PROGRAM PROFILE



AT A GLANCE

Program Name: Parent Teacher Home Visits

Phone: (916) 448-5290

E-mail: info@pthvp.org

Website: pthvp.org

Grades: preK-12

Program Designed For: Whole school

Supported Student Groups: Special education, students of color, English language learners, economically disadvantaged students

Support Areas: Reading, math, attendance

Cost: \$6,000 for the "Introduction to Home Visits Training" contract plus one hour of compensation per participating educator for each home visit completed.

Features: Professional development, whole-school reform

PD/Training: To participate in Parent Teacher Home Visits, educators must complete the three-hour “Introduction to Home Visits Training.” Other training options are available upon request along with implementation support for school and district home visit leaders.

Technology: None

MEASURED OUTCOMES

- Average daily attendance
- Chronic absenteeism
- Mindset shifts
- Academic performance

EVIDENCE FOR ESSA RATING

Tier 3: Promising

Learn more about Evidence for ESSA ratings here.

PROGRAM MODEL

The Parent Teacher Home Visits (PTHV) model, co-created by parents and educators, is designed to build trusting home-school partnerships. Participating educators conduct 30-40 minute home visits where they listen, ask questions and make observations that can be used to enhance classroom instruction. PTHV uses a two-visit model, wherein the first visit usually takes place in the summer or early fall and breaks the ice, focusing on the goals and dreams for the student. Following the initial relationship-building home visit, educators maintain ongoing communication and academic partnership with families in service of student success. An optional second home visit may focus on academics or a relevant student/family issue. The PTHV model consists of five non-negotiable practices:

Visits are voluntary and arranged in advance.

- Teachers are trained and compensated for visits.

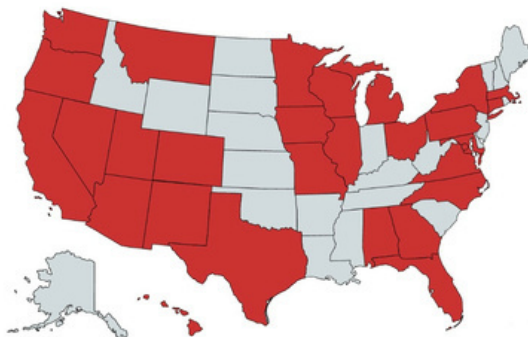
• Visits focus on hopes and dreams.

Educators visit a cross-section of

- students (not a targeted intervention).

Educators go in pairs and reflect.

PARENT TEACHER HOME VISITS' REACH





“Our promise is to know every student by name, strength, and need so they graduate prepared for the future they choose. What better way to get to know a child or young person by name, strength, and need than by going into their home, meeting their family, and learning where they come from, who they are, what their culture is and what their dreams are?”

—Susan Enfield,
Former superintendent of Washoe County School District



RESULTS

Impacts of Home Visits on Students in District of Columbia Public Schools (Regional Education Laboratory of the Mid-Atlantic at Mathematica, 2021)

• **Study Focus:** Impacts of structured relationship-building teacher home visits in first through fifth grade in District of Columbia Public Schools.

Findings:

- Reduced likelihood of student disciplinary incidents (9.27% for visited vs. 12.22% for non-visited).

Slight improvement in student attendance (95.28% for visited vs. 94.93% for non-visited).

- Slight improvements in math scores, no significant difference in English and Language Arts (ELA) scores.

Student Outcomes and Parent Teacher Home Visits (Sheldon & Jung, 2018)

Study Focus: Effects of home visits across four school districts as part of a three-study national evaluation.

Findings:

Students with home visits were 21% less likely to be chronically absent.

Attending a school implementing home visits correlated with decreased likelihood of chronic absenteeism and 35% increased likelihood of scoring at or above proficiency on standardized ELA assessments.

The Family Engagement Partnership Student Outcome Evaluation (Sheldon & Jung, 2015)

Study Focus: Impact of home visits on student attendance and academic performance.

Findings:

Students with home visits were absent 2.7 fewer days.

- Visited students were 1.55 times more likely to score proficient in reading comprehension.



**Parent Teacher
Home Visits**

SAMPLE PARTNERS

- Denver Public Schools Washoe
- County School District District of
- Columbia Public Schools
- Detroit Public Schools
- Elk Grove Unified School District
- Attendance Works

PARENTCORPS PROGRAM PROFILE

AT A GLANCE

Program Name: ParentCorps

Phone: N/A

E-mail: parentcorps@nyulangone.org

Website: weareparentcorps.org

Grades: preK

Program Designed For: Whole school

Supported Student Groups: Students of color, economically disadvantaged, English learners

Support Areas: Literacy skills

Cost: Initial cost is \$10,000 for training, plus \$100 per trainee for the curriculum, with discounts for multiple sites. Ongoing costs are \$6,000 for materials, staff pay for approximately 50 hours of afterschool support and around \$6,500 for meals and incentives.

Features: Cooperative learning, metacognitive strategies, professional development, curriculum

PD/Training: ParentCorps includes 2-7 days of in-person training plus seven e-learning modules focused on fostering nurturing classrooms, engaging families with evidence-based methods and enhancing cultural and racial awareness.

Coaching support varies by role, with monthly check-ins for leaders, 3-4 visits and 10 calls for teachers and mental health staff, and weekly check-ins for parent support staff, aiming for both immediate and lasting outcomes.

Technology: Computers or tablets to access implementation supports through a single software platform called iParentCorps. DVD or other video player for programming.

EVIDENCE FOR ESSA RATING

Tier 1: Strong

Learn more about Evidence for ESSA ratings [here](#).



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PROGRAM MODEL

Developed by New York University's Langone Center, ParentCorps collaborates with schools and caregivers to enhance pre-kindergarten children's foundational skills. Available in multiple languages and emphasizing racial equity and cultural respect, ParentCorps includes three key components:

- Professional development to help staff build strong, culturally responsive relationships with families and promote socio-emotional well-being in their classrooms. The training helps staff reflect on their beliefs about and the lived experiences of families, as well as learning the science of early childhood development.
- A group-based, 14-week parenting program to support families in nurturing early childhood development. The parenting program focuses on affirming families' experiences, building family-to-family connections and equipping families with more knowledge of evidence-based parenting practices.
- Friends School is a classroom-based program that emphasizes the development of children's social-emotional skills, including communicating about their thoughts and feelings, developing a positive sense of self and building healthy relationships.

MEASURED OUTCOMES

- Disruptive behavior
- Academic performance

“My favorite experience was witnessing how the parents bonded and supported each other during and after the sessions. They provided encouraging words, resources and ideas that worked for them in difficult situations. To me, this meant that they felt safe to be vulnerable and they seemed to find comfort in the fact that they were not parenting alone and had someone to listen to and share their experiences with.”

-Mary Woods-Miles, Family Engagement Specialist,
Starfish Family Services, Detroit

RESULTS

Brotman et al. (2013, 2016) & Dawson-McClure et al. (2015) Studies:

- Students from ParentCorps schools had higher test scores than control students at the end of kindergarten.
- By the second grade, these students had significantly lower scores on teacher-rated mental health problems and higher scores on teacher-rated academic performance.
- ParentCorps families demonstrated better parenting practices and greater involvement in their children's education compared to control families at the end of kindergarten.

Brotman et al. (2012) Study:

- Investigated the association of the ParentCorps model with improved health outcomes, despite not focusing explicitly on physical health.
- Found that intervention students had lower BMI, more positive physical and sedentary activity, better blood pressure and diet compared to controls.

Brotman et al. (2011) Study:

- Found significant improvements in ParentCorps families' self-rated parenting practices.
- Observed significant reductions in teacher-rated child behavior problems (internalizing, externalizing and overall adaptive behavior) compared to control families.

PARENTCORPS' REACH



Kindergarten →



lower risk of
reading below
grade level

Elementary School →



less likely to have
mental health
problems

Elementary School →



lower risk
of obesity

Middle School



less likely to
be chronically
absent

ParentCorps



SAMPLE PARTNERS

- NYC Public Schools and Union Settlement
- Starfish Family Services
- Tulsa Public Schools
- Thrive by Five Detroit
- Corpus Christi Independent School District

SPRINGBOARD COLLABORATIVE

PROGRAM PROFILE

AT A GLANCE

Program Name: Springboard Collaborative

Phone: N/A

E-mail: info@springboardcollaborative.org

Website: springboardcollaborative.org

Grades: preK-5

Program Designed For: Whole school, struggling students

Supported Student Groups: Students of underserved communities, students of BIPOC communities

Support Areas: Literacy skills

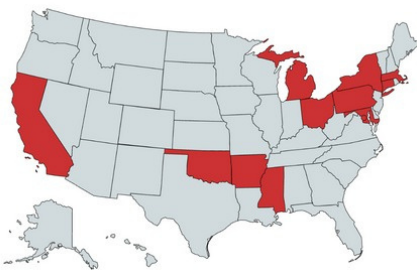
Cost: Varies—contact for a quote

Features: Professional development, family workshops, science of reading curriculum, high-impact tutoring

PD/Training: Springboard Collaborative's programming relies heavily on PD. Springboard Collaborative's Playbook coaches district teachers for 5-10 weeks.

Technology: None

SPRINGBOARD COLLABORATIVE'S REACH



EVIDENCE FOR ESSA RATING

Tier 3: Promising

Learn more about Evidence for ESSA ratings [here](#).



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PROGRAM MODEL

Springboard Collaborative coaches educators and parents to help kids learn to read by fourth grade. Springboard Collaborative does this through coaching district teachers (preK-3) to run their 5-10 week playbook, which combines:

- Small group literacy instruction using lessons that align to the science of reading.
- **Workshops** that support families to become confident reading coaches.
- Professional development for teachers that boosts their ability to engage families as partners in teaching and learning. There are four arms to their training:
 - Increasing high-quality instruction at home and school to help students reach reading goals.
 - Equipping family members to be effective reading coaches by delivering one-on-one literacy support at home.
 - Developing teachers as instructors through training, professional learning communities and coaching on data-driven instruction and family engagement.
 - Guiding site leaders through a management training program.

MEASURED OUTCOMES

- Academic engagement
- Academic performance
- Family engagement
- Literacy gains

“By the end of the program, over 31,000 books were read at home and 90% of parents attended the weekly parent workshops. To say this program was remarkable is an understatement,”

-Deputy Chief for ISP Serena Klosa, Chicago Public Schools

RESULTS

Springboard Collaborative July 2022-August 2023 by the Numbers

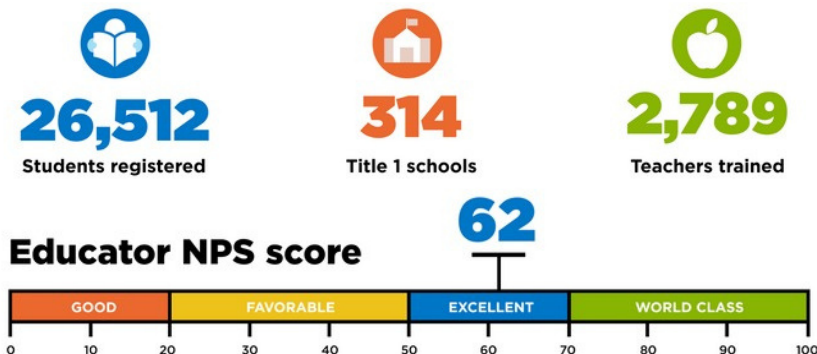
- 84 percent of parents would recommend Springboard to other families.
- 89 percent of participants say Springboard Collaborative helped them develop as a teacher/leader.
- 92 percent of teachers agreed that family workshops helped them to build relationships with families.

Summer 2021 Impact Study

- **Study Focus:** The impact of Springboard’s various offerings across 2,445 students and 65 sites.
- **Findings:**
 - Students who participated in the one Family-Educator Learning Accelerator Consultancy program demonstrated the greatest reading growth (3.5 months).
 - Students in the Flagship program demonstrated reading growth of 3.1 months.
 - Students who participated in the Summer Springboard Learning Accelerator program that included instructional kits achieved 2.3 months of reading growth.

Springboard Summer Reading Program Evaluation Report (Piccinino, 2020)

- **Study Focus:** A study of the literacy skills of 673 Springboard Collaborative students from kindergarten to fourth grade over the span of six years.
- **Findings:** Students participating in the program showed better reading scores from the end of one school year to the beginning of the next compared to non-participants.



SAMPLE PARTNERS

- Oakland Unified School District
- San Francisco Unified School District
- New York Public Schools
- Baltimore City Public Schools
- Chicago Public Schools
- Massachusetts DESE

TALKINGPOINTS

PROGRAM PROFILE

AT A GLANCE

Program Name: TalkingPoints

Phone: N/A

E-mail: hello@talkingpts.org

Website: talkingpts.org

Grades: preK-12

Program Designed For: Whole schools and districts

Supported Student Groups: Special education, students of color, English language learners

Support Areas: Attendance, reading, math, science, writing

Cost: Free for individual teacher and parent accounts; quotes generated for schools and districts

Features: Professional development

PD/Training: No mandatory PD or training required. Individual teacher accounts offer in-app coaching and guidance; school and district accounts provide in-app coaching and optional PD opportunities.

Technology: Educators and administrators can access the platform via web or mobile apps. Families can access via text, email, web or mobile apps to participate.

MEASURED OUTCOMES

- Average daily attendance
- Academic engagement
- Interpersonal relationships
- School climate
- Academic performance

EVIDENCE FOR ESSA RATING

PENDING

Learn more about Evidence for ESSA ratings [here](#).



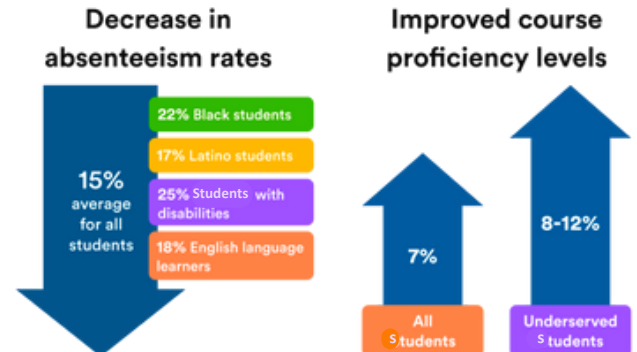
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PROGRAM MODEL

TalkingPoints works to improve student outcomes through effective family-school partnerships. The organization's Universal Family Engagement platform empowers educators to have best-practice two-way communication with all families in 150+ languages by offering embedded, research-based guidance and time-saving tools that take the work out of building trusting relationships. This unique approach builds capacity and supports districts and schools in producing consistent, high-level and equitable student outcomes.



Increased State Standardized Test Scores

A nine-point gain represents 7 months of additional learning for the average student

	English Language Arts	Math
Overall	No change	+9 points
Black students	No change	+7 points
Latino students	No change	+7 points
Students with disabilities	No change	No change
English language learners	+5 points	+9 points

“When I used TalkingPoints, the student felt successful, the parent felt respected to be included and I made an ally. It was a win, win, win.”

-Elizabeth Cashman,
Middle school teacher, Osseo Area Schools

RESULTS

Engaging Families Leads to Student Academic Gains and Increased Attendance (Park et al., 2022)

- **Study Focus:** TalkingPoints' impact on student outcomes in a large U.S. urban school district over a multi-year period, studying of over 30,000 students and 2,000 teachers.
- **Findings:**
 - ELA and math grades improved by 7%, with a four percentage point increase in English and Language Arts (ELA) from a 67% baseline, and a five percentage point increase in math from a 66% baseline.
 - Math test scores increased by nine points, equivalent to 7.3 months of additional learning, while ELA scores saw a four-point rise.
 - 15 percent decline in overall absenteeism, with declines of 22% for Black students, 17% for Latino students, 25% for students with disabilities and 18% for English language learners.

Family Engagement and Its Impact During Distance Learning: Follow-Up Report

- **Findings:**
 - 93 percent of educators reported improvements in student academics and well-being after engaging with families.
 - Families who had more frequent and proactive communication with teachers were more likely to report that this engagement helped them support their child's learning (88%) compared to the rest (78%).
 - 74 percent of all TalkingPoints families felt more connected to their child's teacher than before, and 80% of non-English speaking families reported closer connectedness.

WestEd Study Report (2017)

- **Study Focus:** Survey of 3,000 parents and teachers from 15 schools in California and New York.
- **Findings:**
 - 88 percent of teachers observed positive changes in student behavior, performance, attendance or engagement due to TalkingPoints interactions.
 - 98 percent of teachers reached families previously unreachable.
 - 100 percent of non-English speaking families showed an increase in engagement.

TalkingPoints Impact

- TalkingPoints has enabled over 400 million conversations between families and educators.
- TalkingPoints is present in 1 out of every 2 districts nationwide.
- TalkingPoints is present in 2 out of 3 schools across the country.



SAMPLE PARTNERS

- KIPP
- Google
- Oakland Unified School District
- Pittsburgh Public Schools
- Bellevue School District
- Syracuse City School District
- Behavioral Insights and Parenting Lab at The University of Chicago