

2017-2018

Evaluating the Family Program at Enlace Comunitario

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Enlace Comunitario



Cynthia M. Jiménez

M.A. Candidate, Educational Leadership, Lab Fellow

Clint Cospér

M.A. Candidate, Public Policy, Lab Fellow

Charla Henley, M.A.

Latin American Studies, Team Lead

UNM EVALUATION LAB

University of New Mexico



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EXECUTIVE SUMMARY

Through domestic violence intervention and prevention services, Enlace Comunitario works toward eliminating domestic violence and promoting healthy families in the Hispanic/Latino community in the Albuquerque metro area.

Enlace joined the 2017-2018 UNM Evaluation Lab to evaluate whether its Family Program is achieving the goal of repairing family relationships. The evaluation sought to answer the following three questions:

- 1) Is Enlace's Family Program repairing family bonds?
- 2) Does participation in the Family Program help children and the non-violent parent develop resiliency and self-regulation?
- 3) Is the Family Program helping to break the cycle of intergenerational domestic violence?

In a focus group, parents and teens reported increased self-esteem, self-regulation and more effective family communication as a result of participating in the Family Program. The parents repeatedly described how they learned to “cue in” to their children’s needs and identify their emotions. These responses supported positive answers to the first and second questions, pertaining to strengthening family bonds and developing resilience and self-regulation.

A quantitative analysis of existing pre- and post-program surveys showed that participants are grateful to have Enlace staff in their lives and to be a part of the Family Program. Results from the 202 Parental Stress Index (PSI) responses showed parental stress declines as the families participate in the Family Program.

The evaluation team also worked on modifying existing pre- and post-program tests and creating a better way to collect data using Excel. We digitized data that was previously not electronic to facilitate preservation of data collection and analysis going forward.

The evaluation team recommends that Enlace:

- consider offering the Family Program in the morning in addition to the afternoon;
- expand Family Program services for young adults over the age of 18 who were also impacted by domestic violence;
- modify the existing Crianza con Cariño assessment to include questions that incorporate a Likert scale from 1 to 5 (strongly disagree, disagree, neutral, agree, and strongly agree);
- review and revise questions in the post-program check-in survey mailed to participants;
- create a survey for the Children’s Life Skill groups and classes; and
- document the Family Program successes and share with other like-minded organizations.

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1. Introduction

Enlace Comunitario (Enlace) is a social justice non-profit organization that serves the Latino immigrant community in Albuquerque, New Mexico. The organization began offering services in 2001 in response to a need for culturally appropriate support in Spanish for Latino families affected by domestic violence. Enlace advocates for social justice among Latino/a women, men and youth to prevent and eliminate domestic violence and to promote healthy communities and relationships. Enlace offers domestic violence prevention and intervention services, community education, policy advocacy and leadership development. All the programs at Enlace grow out of the needs of the Latino community, and programs develop with community input and participation.

Enlace joined the 2017-2018 UNM Evaluation Lab to evaluate whether its Family Program is achieving the goal of repairing family relationships. To build evaluation capacity, Evaluation Lab students and an experienced Lab evaluator collaborated with Enlace staff and the Director of Development to form an evaluation plan, develop questions and focus group activities, and code focus group data. Members of the evaluation team are listed in table 1 below.

Table 1. The 2017-2018 Enlace Comunitario Evaluation Team

Name	Title/ Role/Affiliation
Cynthia Jiménez	UNM Evaluation Lab Fellow - M.A. Candidate, Educational Leadership
Clint Cospér	UNM Evaluation Lab Fellow - M.A. Candidate, Public Policy
Charla Henley	UNM Evaluation Lab Team Lead - M.A. Latin American Studies
Juliann Salinas	Enlace Comunitario Associate Director
Liza Wolff	Clinical Director
Jennifer Nagorski	LMHC Counselor- Adult Therapist & Crianza con Cariño Facilitator
Jessica Pinera	LCSW Counselor- Adult and Children's Therapist & NHA Facilitator
Yvonne Duarte	LMSW, Adult and Children's Therapist & Jovencitas Facilitator
Mary Chase	Children's Life Skills Facilitator
Adanelly Aguilar	Children's Advocate
Gregory Hernandez	Jovencitos Facilitator

The Family Program—an intervention that provides a holistic parenting approach for families who are dealing or have dealt with domestic violence and experienced trauma as a result—aims to help families repair relationships, minimize the likelihood of intergenerational domestic violence, and promote resiliency in children. The Family Program provides support in a group setting. Parents and children participate in one or more of the following five groups:

1. **Children of Survivors:** an individual therapy program for children and adolescents who have witnessed domestic violence in their family. Occasionally, the therapists provide adult clients and their children family therapy together. Enlace staff uses the Nurtured Heart Approach to inform individual therapy.
2. **Crianza con Cariño:** a parenting course that lasts 12 weeks, offered in fall, spring, and summer sessions. This parenting class has evolved over the past three years from a psycho-educational domestic violence model to a parent-child attachment model, with the Circle of Security approach informing the curriculum. This parenting course works to give caregivers a space to create a relationship in which feelings can be shared. The program also teaches caregivers that regulating and recognizing emotions is an essential part of secure attachment and demonstrates that “Being With” is a state of mind, not a technique.
3. **Jovencitas/Jovencitos:** a space for youth 12 to 17 years old who have experienced domestic violence to gain knowledge about domestic violence and how to prevent it. The program aims to break the cycle of abuse. Staff use the Nurtured Heart Approach to complement a curriculum that covers the following topics:
 - the effects of domestic violence on children,
 - healthy vs. unhealthy relationships,
 - teen dating violence,
 - assertive communication,
 - self-esteem,
 - self-confidence,
 - short and long-term goals,
 - healthy coping skills,
 - bullying, and
 - sexuality.
4. **Children’s Life Skills group:** designed to help children become more independent, this group runs simultaneously with the parenting course *Crianza con Cariño*. At the beginning of each class, the parent and child share an activity such as an art project. After the parent and child complete the activity, the children attend their own group facilitated by the children’s life skills facilitator. In this group children learn to build safe and secure relationships. Enlace staff members use the Nurtured Heart Approach to inform the curriculum of this class.

5. Women's support group: led by licensed counselors twice a week, this group includes only current intervention clients. This is an open group, and registration is not required. It is a safe place for participants to share their stories and experiences as well as bond with other women.

The evaluation assessed whether the Family Program is achieving the intervention goal of repairing family relationships. We focused on the following questions:

- 1) Is Enlace's Family Program repairing family bonds?
- 2) Does participation in the Family Program help children and the non-violent parent develop resiliency and self-regulation?
- 3) Is the Family Program helping to break the cycle of intergenerational domestic violence?

To answer these questions, the evaluation team conducted an interactive focus group and analyzed existing pre- and post-program survey data. Section 2 below describes the focus group implementation and results; Section 3 reports results of the analysis of survey data.

2. Interactive Focus Group Implementation & Results

We gathered qualitative data through an interactive focus group, inviting families who have participated in one or more of the Family Program groups. Qualitative data is well-suited for understanding how participants experience and value a program.

Enlace Staff members invited participants to the focus group. Although 15 parents confirmed that they would attend, only 4 women and 2 youth showed. There are a number of reasons we believe this may have occurred. We did not have access to the script used for the invitations and so the team believed it may not have been clear that the focus group was about the Family Program itself and not about the participants' own personal traumas. It may have been intimidating to some that they would need to speak with external evaluators. The evaluation team concluded that even with a lower turnout than expected, there was enough data in the responses of the 6 participants who attended to move forward with analysis instead of adding another focus group. However, because turnout was low, it is likely that those who participated represent the most satisfied clients, and results should be interpreted as the experiences of those who have successfully engaged with the program.

The UNM evaluation team conducted the interactive focus group in Spanish. Activities included both oral and written pieces and were conducted in dyads, individually, and with the group as a whole. The interactive focus group method was selected to ensure that people of all communication styles had a way to communicate their experiences to the team. Participants started with an "ice breaker" activity, which was followed by a partner activity where partners took notes on each other's responses to a few questions. Then participants were asked

to draw how their relationships within their families had changed since their participation in the Family Program. Finally, the group came together as a whole to discuss positives of the program and some potential improvements and we concluded with appreciation of those who were able to attend and give feedback. (See Appendix A for the full protocol, which includes the script for verbal consent to participate and Appendix B for the parental consent form for children.)

We analyzed the data in three steps.

In the first step, the UNM members of the evaluation team (not including staff from Enlace) read the responses of the participants and drew some preliminary findings. In the second step, the UNM evaluation team members presented their findings to the Enlace staff team members. The entire team then coded one activity together. Due to the collective coding session, UNM evaluation team members acquired new, program-specific vocabulary that the therapists use in the Family Program groups. Finally, the UNM evaluation team finished coding the rest of the activities by developing a “Conceptual Tree” that tied the background research and Enlace’s approaches to the evaluation goals, themes, and the individual codes. (See Figure 1).

Six major themes emerged from the focus group and coding sessions:

- Self-Regulation,
- Resiliency,
- Self-Esteem,
- Breaking the Cycle of Domestic Violence,
- Improved Social Skills/Enhanced Conflict Resolution, and
- Being Present.

These themes developed from participants’ reports that the Family Program increased self-esteem, self-regulation and ability to communicate with and understand their children or parents. “Cueing in” to their children’s needs and emotions appeared as a consistent theme in the responses. Participants said they learned how to better understand their children.

When asked about changes in how the participants were able to help their children identify their emotions one respondent said:

Me ayuda acercarme a mis hijos, a ser pacientes, [comprensiva], respetarlos como personas/ It helps me get closer to my children, be patient, understanding, and respect them as people.

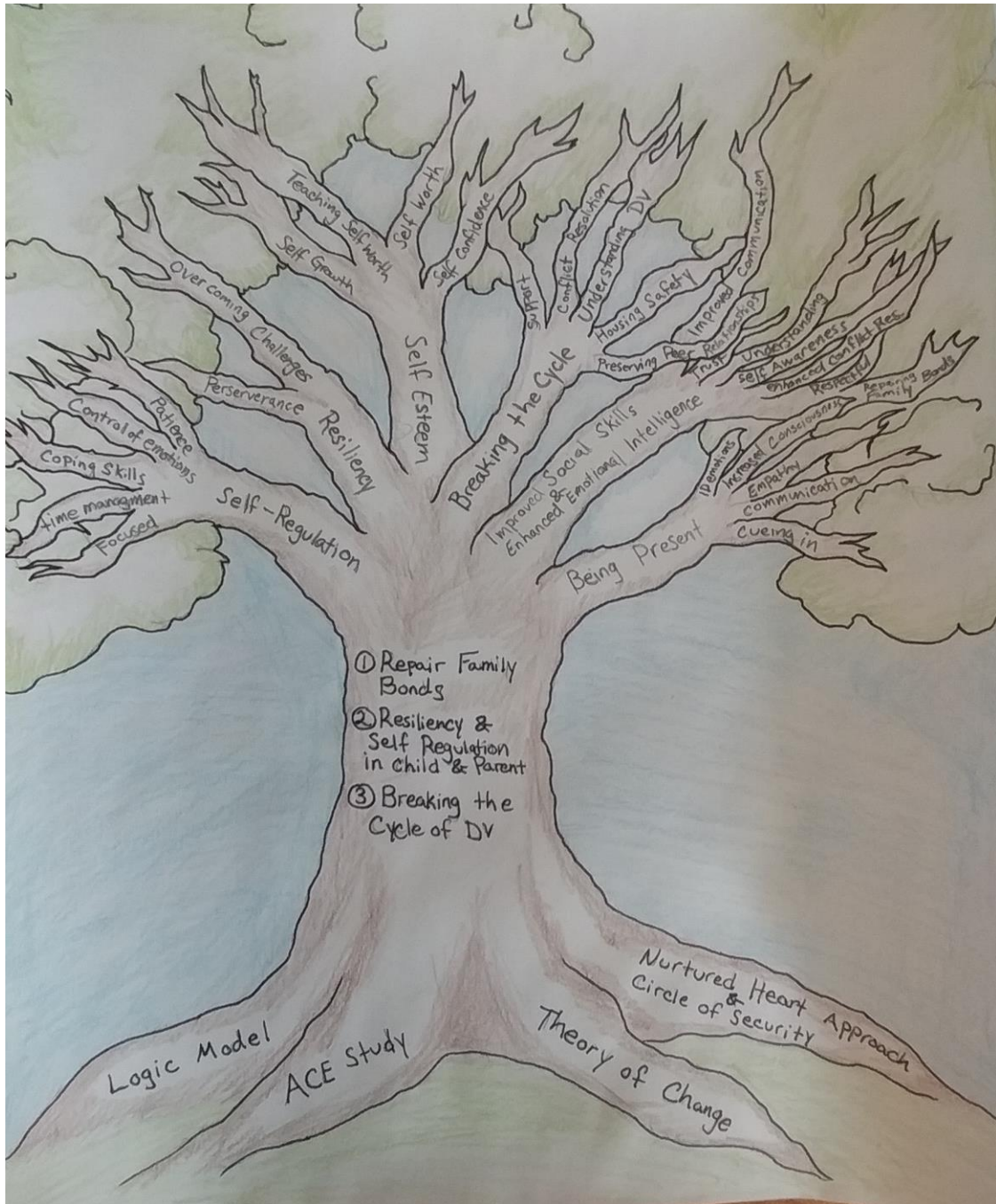
Throughout the focus group session, participants made comments about how the Family Program had taught them to value themselves, to understand the many forms domestic abuse can take, and to reconnect with their children.

Themes that spoke to breaking the cycle of intergenerational domestic violence were also present, such as being able to resolve conflicts in a healthy way, teaching children and especially daughters to value themselves, and getting help with finding new housing away from an abusive partner.

The ice-breaker activity demonstrated the participants' self-esteem. When asked what kind of animal they would like to be and why, the participants gave answers like "a rhinoceros, because they are strong, and nothing moves them" and "an eagle, because they can shed and replace their feathers and be reborn."

In another activity, we asked participants to draw a picture of how they reacted to their children when they were upset and for the two children participants how they reacted to stress themselves. One mother preferred to write out her response instead, and without coordinating with her son she wrote a clear description of his drawing, which indicated that before participation in the family program, the son would isolate himself in his room when he was stressed or upset. After participating in the program, he and his mom would sit together and talk.

Figure 1. Interactive Focus Group Data Coding Tree



Note: The roots represent background research and Enlace’s approaches to its interventions. The trunk contains the evaluation goals. The large branches represent the themes deduced from the codes (smaller branches).

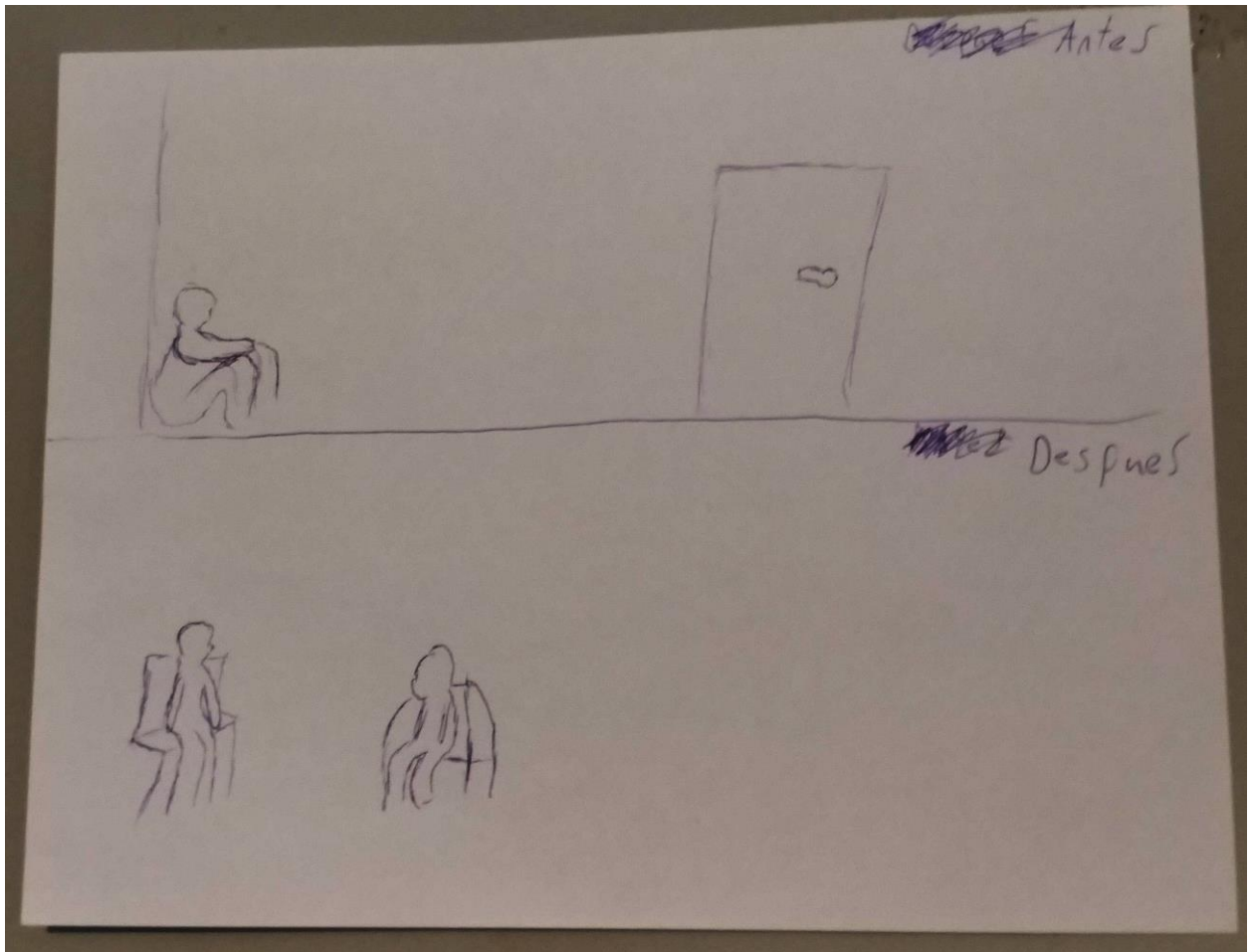
Here is the mother’s response:

Antes: me estresaba más rápido igual mis hijos se encerraban en el cuarto y aventaban la puerta. Ahora no me siento tan estresada, lo tomo más con calma, hay más comunicación, mis hijos ya no se encierra en su cuarto.

Ahora hablan conmigo con más calma y podemos comunicarnos más. Before: I would stress more quickly, my children would lock themselves in their room and slam the door. Now I don't feel as stressed and I take [things] more calmly and there is more communication. My children don't lock themselves in their room now, they speak with me more calmly and we can communicate more.

Her son's drawing is provided in Figure 2.

Figure 2. Youth's Drawing about His Family Before and After Participating in the Family Program



Note: The top half is how the participant dealt with stress or being upset before participation in the Family Program, and the bottom half is how the participant deals with stress after participation.

The match between the mother's description and son's picture indicated that both family members had changed their behavior after participating in the Family Program.

When asked about changes they would like to see made to the Family Program, participants requested additional class times, so they could participate more easily. One participant said "que también hubiera grupos por las mañanas para que sea

más flexible y podemos asistir.” Translated, the participant wanted groups to be offered in the mornings, with a more flexible schedule, so they could attend. Other participants agreed with this response.

Participants also requested that the program be expanded to serve young adults over the age of 18. These young adults still struggle with the impact of domestic violence but are not covered by parental or children’s classes currently offered through the Family Program. One participant in the focus group mentioned that two of her children received services through the Family Program but the oldest one did not because they did not qualify based on age. She said “me gustaría que hubiera un espacio para jóvenes de 18 años en adelante. Ellos vienen más afectados y no hay un espacio para ellos.” Translated, the participant expressed how she believes there should be a space for youth 18 years and older because they seem to be the most affected by the DV and there is not a space for them.

3. Program Assessments and Surveys

Except in the case of the PSI, the evaluation team analyzed data from 2015-2017, after the parent and children’s curricula had been updated to include Nurtured Heart and Circle of Security approaches.

Family Program staff routinely collect data pertaining to the Family Program from four different assessments:

- A. **Parental Stress Index (PSI).** This instrument relates to two of our evaluation questions: (1) Is Enlace’s Family Program repairing family bonds? and (2) Does participation in the Family Program help children and the non-violent parent develop resiliency and self-regulation? There were 202 total participants from the many years (years were not recorded on the surveys, so the evaluation team reviewed all responses), but the evaluation team focused on the 30 participants who had completed all four iterations of the PSI (n=120). (See Appendix C for complete instrument.)
- B. **Pre- and Post-program Assessment for Crianza con Cariño. Enlace staff created this survey** consisting of true/false statements to evaluate Crianza con Cariño. This instrument includes questions that relate to our second evaluation question, whether parents are learning to self-regulate and build resiliency. Of 64 total respondents in the last 2 years, 39 completed both the pre- and post- surveys. (See Table 2 and Appendix D for instrument questions and analysis.)
- C. **Post-program evaluation survey for Crianza con Cariño.** Created by staff members. There were 31 total responses between 2015 and 2017. This instrument is used to determine what participants like about the class and what they would change. It does, however, also include questions that are helpful to the goals of this evaluation. For example, participants rank on a scale from 1 to 5 (1= “Not at all” to 5= “Very Much”) whether “Before the Crianza program, you used physical punishment like spanking.” This question, and others like it, helped us determine whether families were learning to repair their bonds and

stop the intergenerational cycle of domestic violence, goals 1 and 3 of this evaluation. (See Appendix E for the complete instrument.)

- D. **Post-program Check-In Survey.** Enlace staff developed this survey for parents who participate in any Family Program group. Of the 30 families who received the survey by mail, 13 responded, a response rate of 43%. Questions such as, “Since participating in the Family Program, I feel my relationship with my child is: A. Better, B. The Same, C. Worse” help determine whether the relationships are improving as a result of the Family Program, relevant to the first evaluation question. (See Appendix F for this survey).

We used Microsoft Excel to analyze the survey data and have provided templates for the Enlace staff so that they can analyze the data on their own in the future.

A. Parental Stress Index (PSI)

According to the *Parenting Stress Index-Short Form Guide*¹, “The PSI is a self-report screening tool that helps providers and families identify the sources and different types of stress that come with parenting.” Enlace staff have used the PSI as a screening tool for the Family Program since before the curricula were changed in 2015. The evaluation team analyzed the results from the 202 surveys Enlace had collected over many years. Dates were not recorded on the surveys, so the evaluation team reviewed all responses. Enlace staff administered the PSI survey at 4 instances throughout the Family Program: intake, 4 weeks in, 8 weeks in, and as the program ended. The evaluation team focused on the 30 participants who took the PSI at each interval, totaling 120 separate survey responses.

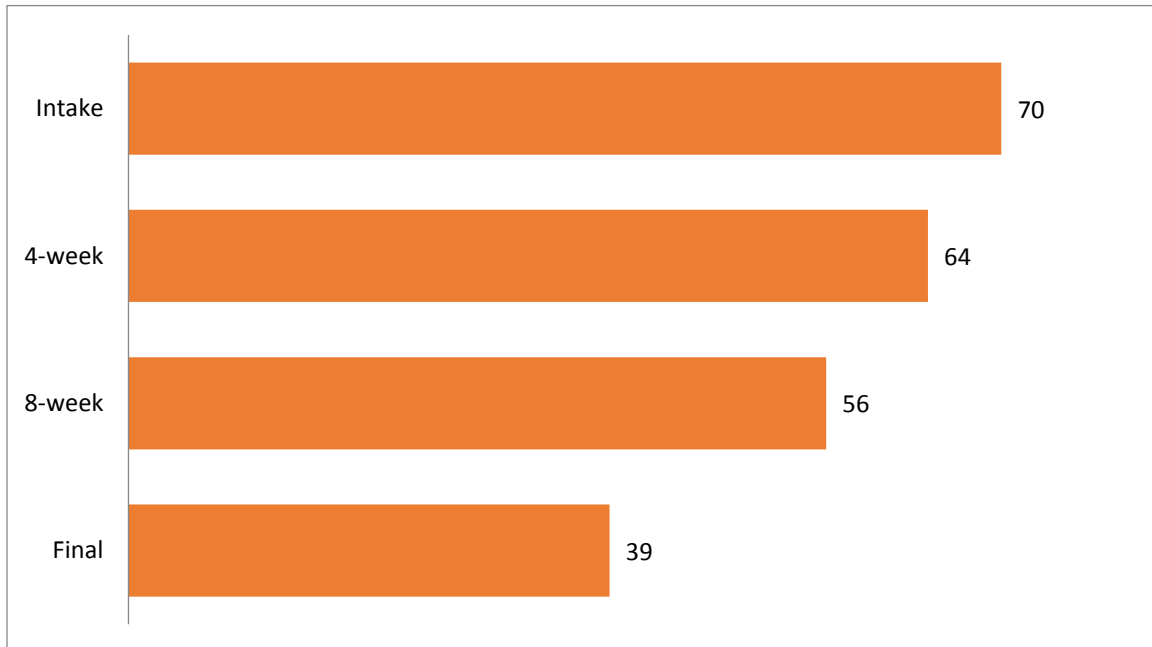
PSI percentile scores reflect how much stress the respondents are experiencing, relative to parents experiencing less stress. For example, a parent scoring at the 70th percentile is experiencing more stress than 70% of a nationally representative population. Higher percentiles indicate higher stress.

The evaluation team found that parental stress percentile scores declined as they progressed in the program. On average, parents scored in the 70th percentile at Intake, compared with the 64th percentile after 4 weeks, 56th percentile after 8 weeks and 39th percentile at the end of the 16-week program. (See Figure 3.)

The evaluation team also analyzed the 50 surveys from participants who only completed the first iteration of the PSI. On average, participants who only completed the PSI at intake and no other PSI iteration scored into a lower percentile in comparison to the stress percentiles of those who completed all 4 iterations of the PSI. Those who completed all four iterations reported average percentile levels of stress of 70, those who only completed the PSI on intake reported average percentile levels of 62.

1 Abidin, R. R. (1990). Parenting Stress Index (PSI). Charlottesville, VA: Pediatric Psychology Press. <<https://edge.edx.org/assets/courseware/v1/50118bb4c48f62c9f2f38a9ef276adf3/asset-v1:GeorgetownX+CCHD+2016+type@asset+block/PSI.pdf>>, accessed June 15, 2018.

Figure 3. Parental Stress Index Surveys Show Parents' Stress Level Percentiles Declined Over Time in the Family Program



Note: Data represent 120 survey responses for 30 unique participants. Data are from mid-2010's to 2017.

B. Pre- and Post-Program Assessment for Crianza con Cariño.

The evaluation team analyzed the 39 matched pre- and post- assessments from the Crianza class, and the findings started a discussion around the questionnaire itself. After review, the Enlace staff realized that this instrument had been created prior to the revision of the curriculum and no longer captures the courses' content and emphasis. We thus relegated the analysis to the appendix. (See Appendix D.)

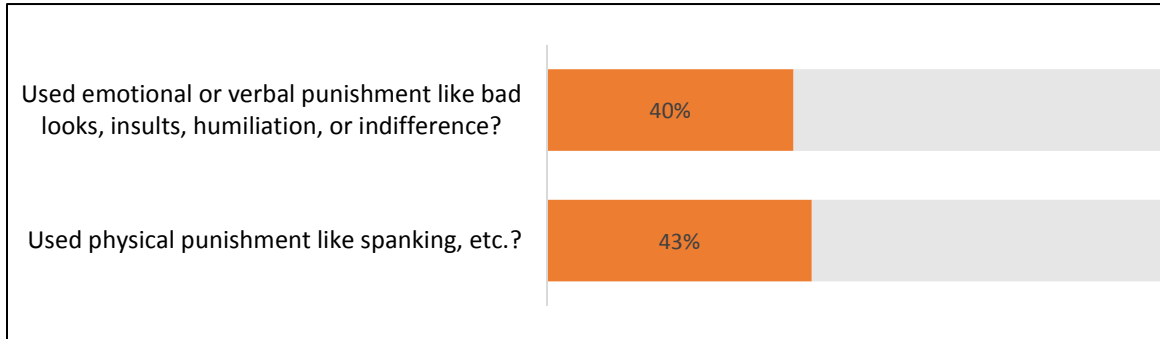
C. Post-program evaluation survey for Crianza con Cariño

In the third instrument, the post-program evaluation for the parenting course Crianza con Cariño, the 31 total responses from the last 2 years show participants were overall very grateful and thankful for participating in the course in response to the open-ended questions that asked what the best part of the program was and if they would recommend the program to a friend or relative. 100% of respondents said "Yes" that they would recommend the program to a friend or relative.

Additionally, questions 5, 6 and 7 were helpful to this evaluation. In question 5, participants rank on a scale from 1 to 5 (1= "Not at all" to 5= "Very Much") whether "Before the Crianza program, you used a.) emotional or verbal punishment or b.) physical punishment like spanking." 40% of respondents reported using emotional or verbal punishment and 43% of respondents reported using physical punishment before the Crianza program (between 3 and 5 on the scale).

Figure 4. Before the Crianza Program, 40% and 43% of Parents Reported Using Emotional and Physical Punishments with their Children, respectively.

Combines responses from participants who answered between 3 and 5 on the assessment.

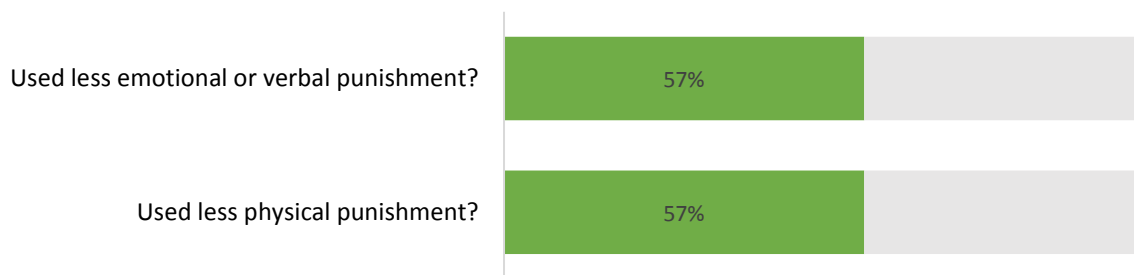


Note: Out of 30 responses, 12 and 13 responded 3, 4, or 5 to questions 5a and 5b respectively, which the evaluation team determined to be indicative of using emotional or physical punishments.

Question 6 asks participants to rank on a scale from 1 to 5 (1= “Not at all” to 5= “Very Much”) which punishments **they use less** after participating in the Crianza program. The wording in this question may be a bit confusing to some, but overall 57% of parents reported using physical and emotional punishments less after the Crianza program (between 3 and 5 on the scale).

Figure 5. 57% of Parents responded that they Used Less Emotional and Physical Punishments After Participating in the Crianza Program.

Combines responses from participants who answered between 3 and 5 on the assessment.

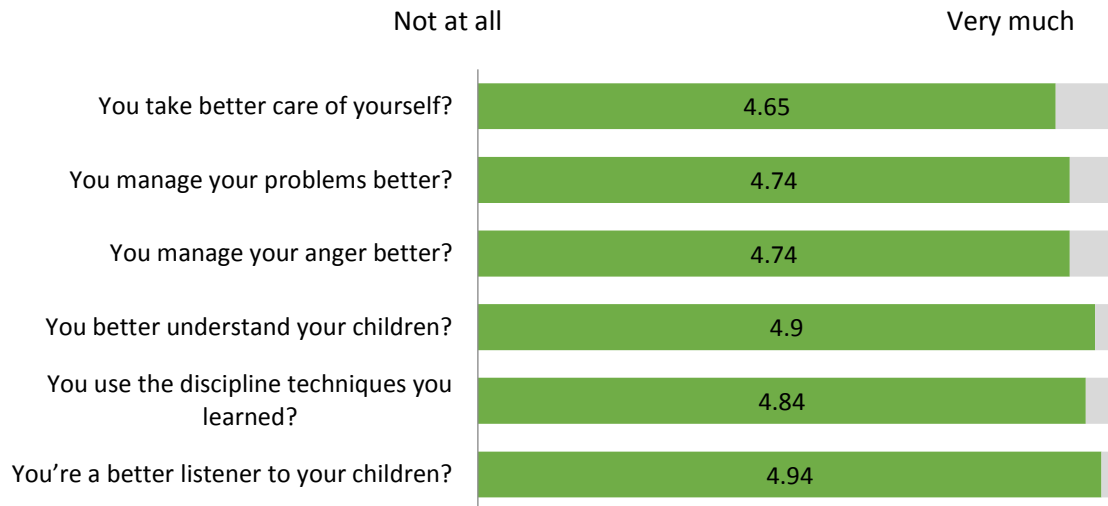


Note: Out of 30 responses, 17 responded 3, 4, or 5 to questions 6a and 6b, which the evaluation team determined to be indicative of using less emotional or physical punishments.

In question 7, the evaluation asks parents to reflect on their improvements since the start of the program (ranking on a scale from 1= “Not at all” to 5= “Very Much”). As shown in Figure 6 below, most parents felt they improved in all areas including taking better care of themselves, managing problems and anger better, and understanding and listening to children better. Participants almost always chose 4

or 5 on these questions with 97% selecting 4 or 5 (improved or very much improved) being the lowest percentage.

Figure 6. Most Parents Reported Improvement in Taking Better Care of Themselves, Managing Problems and Anger Better, and Understanding and Listening to Their Children Better since the Start of the Program.



Note: Out of 31 responses, 31 responded either 4 or 5 to questions 7a through 7c and 30 responded either 4 or 5 to questions 7d through 7f.

Responses to the post-program evaluation for the Crianza con Cariño program directly relate to all three of our evaluation goals and reflect that the 31 respondents feel their bonds with their children are improving, they are becoming more resilient as parents, and they are helping break the intergenerational cycle of domestic violence.

D. Post-program Check-In Survey

Finally, the 13 respondents from the post-program check-in survey reported a variety of emotions when asked how they feel now (3 reported sad, depressed, or hopeless; 9 reported happy, excited, or hopeful; and 1 reported mixed emotions). However, even when feelings were not positive, the relationships reported were getting better, and all comments about the Family Program and the Enlace staff were positive. Questions 1 through 4 elicited unanimously positive responses:

1. I feel closer to my children now than I did before I received services at Enlace Comunitario.
 - a. I agree
 - b. I disagree
 - c. I am not sure
2. I feel my capacity to resolve conflict with my children has...
 - a. Gotten better
 - b. Gotten worse

- c. Stayed the same
- 3. I feel that my aggressiveness (hitting, screaming, strong words) towards my children has...
 - a. Diminished
 - b. Increased
 - c. Stayed the same
- 4. I feel that my relationship with my children has...
 - a. Gotten better
 - b. Gotten worse
 - c. Stayed the same

All 13 respondents agreed that they felt closer to their children, their capacity to resolve conflict had improved, their aggression towards their children had diminished and their relationships with their children had gotten better.

While it is great to have all 13 respondents report improvements in their relationships with their children, a direct response to goal 1 of this evaluation, it is possible that the questions may be leading respondents to the answer they think Enlace staff want to see. In the following section, we recommend a review and revision of the questions in this post-program check-in survey.

The survey also asks participants to offer up any comment or other feedback they have about the Family Program at Enlace. Many participants said “Thank you” and noted that the program and staff helped them to communicate better with their children. Figure 7 is a visual representation of how often participants mentioned the words thank you, helped, communication, children, better, supportive, help, etc. This word cloud (created from Wordle.net) highlights some of the comments that were most popular in the post-program check-in surveys and illustrates that many participants are grateful to have Enlace staff in their lives and thankful to be a part of the Family Program. (See Figure 7.)

Figure 7. Word Cloud Representing Other Comments from the Post-Program Check-in Survey



Note: Word cloud created using wordle.net, using 13 responses from the Post-Program Check-in Survey that asked “Would you like to share your opinion about how your participation in the Family Program at Enlace Comunitario has helped or hurt you?”

4. Recommendations

Consider expanding family program offerings to provide a variety of times and groups for youth ages 18-24.

Provide a variety of times for courses offered in the Family Program. Focus group participants believe that this would give clients more flexibility when it comes to attending the groups and courses in the Family Program.

Expand the age range of family members in the Family Program. Focus group participants expressed a need for programming to support youth ages 18-24.

Make some revisions to current data collection tools to ensure accuracy.

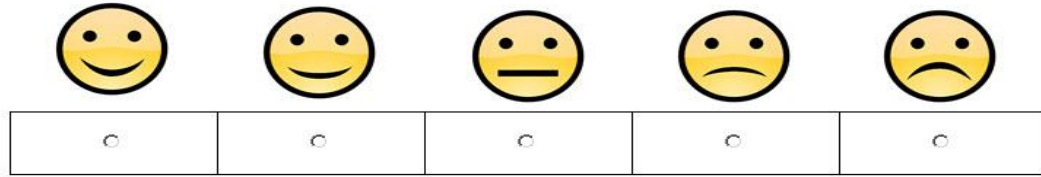
Based on our findings from the Crianza con Cariño pre-/post- survey, the evaluation team recommends modifying the assessment tool to include questions that incorporate a Likert scale from 1 to 5 (strongly disagree, disagree, neutral, agree, and strongly agree) and to make edits to the questions such that they better reflect the curriculum currently in use.

Question 6 in the post-program evaluation of Crianza con Cariño is not clearly worded, which may be causing confusion among some respondents. It asks participants to rank on a scale from 1 to 5 (1= “Not at all” to 5= “Very Much”) which punishments they use less after participating in the Crianza program. Participants may be responding in one of two ways: 1) They are responding that they use punishments “not at all” (meaning no change) or “very much” less since the start of the Family Program; or 2) they are responding about actual frequency of using the punishments, as in “not at all” or “very much” used. Even careful reading of the instruction presents interpretation challenges. We recommend asking question 6 in a way that bears greater similarity to question 5. For example, “After the Crianza program, how often do you use the following punishments...”

Additionally, on the post-program evaluation of Crianza con Cariño, it is unclear what each rank on the scale from 1 to 5 indicates. If 1 = not at all, is 2 a little? What is 3 under this scale? Neutral or average? When revising, we recommend identifying what each rank corresponds to (ex. 1 = not at all, 2 = some, 3 = average, 4 = often, 5 = very much).

Due to the uniform nature of the results from the post-program check-in survey, the evaluation team recognizes the possibility that the questions are leading. Therefore, we recommend a review and revision of the questions to ensure responses are not simply geared towards what Enlace staff hope to hear.

Additionally, we recommend implementing a survey through which children could express changes to their self-esteem, self-worth, stress, resiliency, etc., (perhaps with an image-based Likert scale like the one below), for the Children’s Life Skill courses, facilitated at the same time as the Crianza con Cariño course.



Document current successes and communicate them to other like-minded organizations.

The last recommendation comes from researching the Nurtured Heart and Circle of Security curriculums. Even though neither of the curricula are “research-based” in the technical-sense, according to the Washington State Institute for Public Policy the Circle of Security is considered a “promising” prevention curriculum and Nurtured Heart Approach has substantiating evidence from organizations like Enlace, New Day, and others. Our literature review suggests Enlace is on the forefront of innovative implementation of the Circle of Security curriculum and the Nurtured Heart Approach in the group therapy context. Though other organizations focus solely on teaching parents these new approaches or embodying them with their clients, Enlace staff attempts to accomplish both concurrently. We recommend that the staff continue to document and collect qualitative and quantitative data in order to add to their own understanding and to improve implementation. Both curricula and approaches can gain recognition through the work that organizations such as Enlace are doing, if others are reading more about them. We recommend Enlace staff write and publish about their groups and the Family Program to help expand knowledge of the varied uses of the Nurtured Heart and Circle of Security approaches.

5. Next Steps and Capacity Building

We worked closely with Enlace staff throughout the process of developing our evaluation activities. Together, we developed evaluation goals, the focus group questions and coded the data from the focus group. Enlace staff identified potential participants who had attended multiple Family Program groups and invited them to participate in the focus group. We believe this collaboration has increased capacity for collecting, recording and analyzing qualitative data at Enlace going forward without the Evaluation Lab’s direct support. Finally, throughout the process of reviewing survey data, we have digitized data that previously were collected on paper. In doing so, we facilitated the preservation of data collection electronically going forward so Enlace can analyze the data more readily.

Appendix A: Protocol Focus Group Participants of Family Program

Enlace Family Program Focus Group Protocol

Location: Enlace Comunitario

Date: Tuesday, January 16th from 4:00-5:30 pm

Evaluation Goals:

1. Is the Enlace Comunitario Family Program (FP) repairing family bonds?
2. Does family participation in the FP help develop resiliency and self-regulation in children? In the non-violent parent?
3. Is the FP helping to break the cycle of intergenerational domestic violence?

3:30 pm

Arrive, prep room by setting up the flip charts, easels, and setting out paper, markers, tape, flash cards, etc.

4:00 pm

As people are coming in, introduce ourselves individually and have them start with Activity 1 (while mingling and getting food) Name Cards – Write your name and 3 words to describe yourself. Por favor, escribe tu nombre y 3 palabras que te describen. [Evaluation Goal 2. Does family participation in the FP help develop resiliency and self-regulation in children? In the non-violent parent?] [Materials needed: Color paper, markers, pens]

Charla:

As Group: Introductions, verbal consent, and food – Who we are, what we're doing, what we're not doing:

Muy buenas tardes a todos. Muchas gracias por estar aquí. Quisiéramos empezar por presentarnos y explicarles lo que estaremos haciendo hoy. Nuestros nombres son Charla, Cynthia y Clint. Hoy estamos representando al UNM Evaluation Lab de la Universidad de Nuevo México (UNM). Actualmente estamos evaluando el Programa familiar aquí en Enlace Comunitario. Queremos saber qué es lo que no está funcionando, y lo que podríamos mejorar dentro del programa.

Estamos aquí porque queremos escuchar lo que ustedes tienen que decir del programa. Sus respuestas serán utilizadas para mejorarlo y a la vez recalcar las cosas que ya están funcionando muy bien. Ninguna respuesta que decidan compartir es incorrecta y todas las ideas que deseen aportar serán de gran utilidad para la evaluación. No serán calificados, ni es un examen, valoramos sus verdaderas respuestas y opiniones.

Su participación es voluntaria y si en algún momento no se sienten cómodos en compartir algo, no es necesario responder. Simplemente nos avisan que no desean responder, y avanzaremos a la próxima pregunta. Del mismo modo, si ustedes se sienten incómodos en algún momento siéntanse con la confianza de salirse del salón cuando deseen.

¿Alguien tiene alguna pregunta sobre esto? Muy bien, entonces empezaremos.

4:15 pm

Name Chain – Now let's play an icebreaker: **Clint**: Vamos a empezar con un icebreaker. Pasaremos esta pelota y cuando llegue a uno, contestaremos la pregunta: ¿Si pudiera ser cualquier animal, cual sería y por que? Ejemplo– yo sería un oso porque me gusta dormir mucho.

[Materials needed: Ball]

4:25pm

Partner Answers/Rotation – Please find a partner – partners will change after each question. For this activity, we will ask a question, and you will answer to your partner. You will take turns answering the same question so that each partner has 1 minute to give his or her response. The person listening will take notes on their partner's response and after the minute is over, we'll switch so the person who listened first has 1 minute to give their response:

Charla:

Por favor elijan a una pareja con la que intercambiaran preguntas y respuestas.

En esta actividad les estaremos haciendo preguntas que van a responder individualmente, pero con su pareja. Les daremos un minuto por persona. Una persona deberá estar respondiendo la pregunta, mientras la otra escribe lo que está diciendo la persona contestando la pregunta. Al final del primer minuto deberán de intercambiar roles y hacer lo mismo, por un minuto más. Cuando terminen de escribir sus respuestas las colocaran en este pizarrón.

Ejemplo de la actividad: **Cynthia y Charla**): What did you eat for breakfast? ¿Que comió al desayuno hoy?

Does anyone have any questions before we begin? ¿Alguien tiene alguna pregunta antes de iniciar?

CY: First question (**Pink** stickies): ¿Qué es algo que aprendió en el programa familiar y sigue usando con su familia?

[Evaluation Goals: 1. Is the Enlace Comunitario Family Program (FP) repairing family bonds? 3. Is the FP helping to break the cycle of intergenerational domestic violence?]

CH: Next question (**Blue** stickies): ¿Ha visto cambios en la manera en que le ayuda a sus hijos para identificar sus emociones? Si sí, nos explíquenos más sobre estos por favor.

[Evaluation Goal: 1. Is the Enlace Comunitario Family Program (FP) repairing family bonds? 2. Does family participation in the FP help develop resiliency and self-regulation in children? In the non-violent parent?]

CY: Next question (**Yellow/orange** stickies): Después de participar en el programa familiar, ¿ha visto cambios en el desenvolvimiento escolar de sus hijos? ¿Nos puede explicar un poco sobre esto cambios, por favor?

[Evaluation Goal: 2. Does family participation in the FP help develop resiliency and self-regulation in children? In the non-violent parent?]

[Materials needed: Stickies, tape, pens, printed questions (to be taped on the board)]

4:40 pm

New activity: List in groups: In two/three groups, please discuss the answers to the questions we ask and then write your group responses on the flipchart paper. You will have five minutes on each question:

Cynthia:

En grupos de dos o tres, por favor discutan las respuestas a las preguntas y escriban las respuestas aquí en los “flipcharts.” Tendrán 5 minutos para cada pregunta.

Question 1: Antes de participar en el programa familiar, ¿que quería aprender? Después de participar en el programa, ¿qué aprendió? ¿Fue lo que esperaba aprender?

[Evaluation Goal: 1. Is the Enlace Comunitario Family Program (FP) repairing family bonds? 2. Does family participation in the FP help develop resiliency and self-regulation in children? In the non-violent parent?]

Question 2: ¿Cómo era la comunicación que tenía con sus hijos antes de participar en el programa y cómo es ahora, después de haber participado?

Family Program (FP) repairing family bonds? 2. Does family participation in the FP help develop resiliency and self-regulation in children? In the non-violent parent?]

[Materials: Flipchart papers, markers, printed questions]

4:55 pm

Drawing (independent): Take 5 minutes to draw how your child/ren behave when they are under stress and how you react when your child/ren are stressed since your participation in the family program:

Charla:

Por favor, tomen 5 minutos para dibujar: después de haber participado en el programa familiar, ¿cómo se comportan sus hijos cuando están bajo estrés y cómo reacciona usted cuando sus hijos están estresados? Por favor recuerden escribir notas al lado del dibujo explicándolo.

Would anyone like to share their drawing? ¿A alguien le gustaría compartir su dibujo?
Por favor pasen los dibujos al frente.

[Evaluation Goal: 1. Is the Enlace Comunitario Family Program (FP) repairing family bonds? 2. Does family participation in the FP help develop resiliency and self-regulation in children? In the non-violent parent? 3. Is the FP helping to break the cycle of intergenerational domestic violence?]

[Materials: blank sheets of paper, markers, crayons]

5:05 pm

Individually – make a note on your index card to answer this question: Have you seen changes in the relationship with your children and your family? If yes, explain them:

Cynthia:

En una nota por favor contesten la siguiente pregunta: ¿Como resultado de haber participado en el Programa familiar de Enlace, ha visto cambios en la relación con sus hijos y/o su familia? ¿Si sí, nos podría explicar cuáles, por favor?

[Evaluation Goal: 1. Is the Enlace Comunitario Family Program (FP) repairing family bonds?]

[Materials: index cards, pens]

5:15 pm

Positivos y cambios (in a big group) – what do you like about the Family Program and what would you change?

Charla:

¿Qué les gusta sobre el Programa familiar y qué les gustaría cambiar? [Materials: flip chart paper, markers]

5:25 pm

Conclusión – **Charla, Cynthia, Clint:** Queremos agradecerles a todos por su tiempo, respuestas e ideas. Es sumamente importante escuchar sus voces, porque así mismo podremos ayudar a mejorar el programa. Gracias

Appendix B: Consent for Youth Participants in Focus Groups



THE UNIVERSITY of
NEW MEXICO

Informed Consent for Youth Participants in Focus Groups

Spring 2018

Estimada Madre o Padre,

Trabajamos con Enlace Comunitario como parte del NM Evaluation Lab @ UNM.

El laboratorio de evaluación ayuda a organizaciones a mejorar sus programas.

Enlace Comunitario está interesado en entender el tipo de experiencia que sus clientes y voluntarios tienen con sus programas, y por esa razón estamos conduciendo este grupo/entrevista.

Con su firma abajo, nos permite usted trabajar con su hij@ en algunas actividades. Por ejemplo, su hij@ puede contestar preguntas en grupo, o dibujar algo para ilustrar su respuesta. Eso nos ayuda a entender las experiencias que tiene su hij@ con Enlace Comunitario. Las preguntas y actividades son basadas en el programa familiar de Enlace Comunitario y sobre qué aprendió su hijo a través de este programa.

Las actividades del grupo tomarán más o menos una hora.

Su participación es voluntaria, y su hij@ puede decidir dejar de participar en cualquier momento. No tiene que contestar todas las preguntas. Está bien decir “paso” o decirnos que no tiene nada que decir sobre una pregunta.

Vamos a tomar notas para asegurarnos de que capturemos todo lo que dicen.

No hay riesgos en este estudio, pero algunos pueden estar incómodos cuando les hacemos preguntas.

Escribiremos un reportaje sobre nuestra discusión para ayudar a Enlace Comunitario a entender las varias perspectivas compartidas. Enlace Comunitario puede publicar el reportaje por Internet o distribuir copias en papel. Los reportajes puede tener palabras que su hij@ dijo, pero el investigador no incluirá su nombre en los reportajes.

Si alguien tiene alguna pregunta sobre este proyecto de investigación, por favor llame a Melissa Binder a 505-277-3548.

Cordialmente,

Charla Henley
Eval Lab Team Lead
NM Evaluation Lab @ UNM

Cynthia Jimenez
Eval Lab Fellow

Clint Coper
Eval Lab Fellow

Mi hij@, _____, tiene permiso para participar en las actividades evaluativas durante este grupo.

Nombre de padre (*Escrito*): _____

Firma: _____ Fecha: _____

Appendix C: Parent Stress Index (PSI)



Record/Profile Form

Richard R. Abidin, EdD

Instructions:

On the inside of this form, write your name, gender, date of birth, ethnic group, and marital status; today's date; and your child's name, gender, and date of birth. This questionnaire contains 36 statements.

Read each statement carefully. For each statement, please focus on the child you are most concerned about and circle the response that best represents your opinion. **Answer all questions about the same child.**

Circle SA if you strongly agree with the statement.

Circle A if you agree with the statement.

Circle NS if you are not sure.

Circle D if you disagree with the statement.

Circle SD if you strongly disagree with the statement.

For example, if you sometimes enjoy going to the movies, you would circle A in response to the following statement:

I enjoy going to the movies. SA A NS D SD

While you may not find a response that exactly states your feelings, please circle the response that comes closest to describing how you feel. **Your first reaction to each question should be your answer.**

Circle only one response for each statement, and respond to all statements. **Do not erase!** If you need to change an answer, mark an "X" through the incorrect answer and circle the correct response. For example:

I enjoy going to the movies. SA A NS X SD

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Answer Sheet

Name _____ Gender _____ Date of birth ____/____/____
 Ethnic group _____ Marital status _____ Today's date ____/____/____
 Child's name _____ Child's gender _____ Child's date of birth ____/____/____

SA = Strongly Agree A = Agree NS = Not Sure D = Disagree SD = Strongly Disagree

- | | | | | | |
|--|----|---|----|---|----|
| 1. I often have the feeling that I cannot handle things very well. | SA | A | NS | D | SD |
| 2. I find myself giving up more of my life to meet my children's needs than I ever expected. | SA | A | NS | D | SD |
| 3. I feel trapped by my responsibilities as a parent. | SA | A | NS | D | SD |
| 4. Since having this child, I have been unable to do new and different things. | SA | A | NS | D | SD |
| 5. Since having a child, I feel that I am almost never able to do things that I like to do. .. | SA | A | NS | D | SD |
| 6. I am unhappy with the last purchase of clothing I made for myself. | SA | A | NS | D | SD |
| 7. There are quite a few things that bother me about my life. | SA | A | NS | D | SD |
| 8. Having a child has caused more problems than I expected in my relationship with my spouse/parenting partner. | SA | A | NS | D | SD |
| 9. I feel alone and without friends. | SA | A | NS | D | SD |
| 10. When I go to a party, I usually expect not to enjoy myself. | SA | A | NS | D | SD |
| 11. I am not as interested in people as I used to be. | SA | A | NS | D | SD |
| 12. I don't enjoy things as I used to. | SA | A | NS | D | SD |
| 13. My child rarely does things for me that make me feel good. | SA | A | NS | D | SD |
| 14. When I do things for my child, I get the feeling that my efforts are not appreciated very much. | SA | A | NS | D | SD |
| 15. My child smiles at me much less than I expected. | SA | A | NS | D | SD |
| 16. Sometimes I feel my child doesn't like me and doesn't want to be close to me. | SA | A | NS | D | SD |
| 17. My child is very emotional and gets upset easily. | SA | A | NS | D | SD |
| 18. My child doesn't seem to learn as quickly as most children. | SA | A | NS | D | SD |
| 19. My child doesn't seem to smile as much as most children. | SA | A | NS | D | SD |
| 20. My child is not able to do as much as I expected. | SA | A | NS | D | SD |
| 21. It takes a long time and it is very hard for my child to get used to new things. | SA | A | NS | D | SD |
| 22. I feel that I am: (Choose a response from the choices below.) | 1 | 2 | 3 | 4 | 5 |
| 1. a very good parent. | | | | | |
| 2. a better-than-average parent. | | | | | |
| 3. an average parent. | | | | | |
| 4. a person who has some trouble being a parent. | | | | | |
| 5. not very good at being a parent. | | | | | |
| 23. I expected to have closer and warmer feelings for my child than I do, and this bothers me. | SA | A | NS | D | SD |
| 24. Sometimes my child does things that bother me just to be mean. | SA | A | NS | D | SD |

SA = Strongly Agree A = Agree NS = Not Sure D = Disagree SD = Strongly Disagree

- 25. My child seems to cry or fuss more often than most children. SA A NS D SD
- 26. My child generally wakes up in a bad mood. SA A NS D SD
- 27. I feel that my child is very moody and easily upset. SA A NS D SD
- 28. Compared to the average child, my child has a great deal of difficulty in getting used to changes in schedules or changes around the house. SA A NS D SD
- 29. My child reacts very strongly when something happens that my child doesn't like. .. SA A NS D SD
- 30. When playing, my child doesn't often giggle or laugh. SA A NS D SD
- 31. My child's sleeping or eating schedule was much harder to establish than I expected. SA A NS D SD
- 32. I have found that getting my child to do something or stop doing something is:
 (Choose a response from the choices below.) 1 2 3 4 5
 - 1. much harder than I expected.
 - 2. somewhat harder than I expected.
 - 3. about as hard as I expected.
 - 4. somewhat easier than I expected.
 - 5. much easier than I expected.
- 33. Think carefully and count the number of things which your child does that bothers you. For example, dawdles, refuses to listen, overactive, cries, interrupts, fights, whines, etc. (Choose a response from the choices below.) 1 2 3 4 5
 - 1. 1-3
 - 2. 4-5
 - 3. 6-7
 - 4. 8-9
 - 5. 10+
- 34. There are some things my child does that really bother me a lot. SA A NS D SD
- 35. My child's behavior is more of a problem than I expected. SA A NS D SD
- 36. My child makes more demands on me than most children. SA A NS D SD

Please do not write in this area.

Appendix D: Pre-Post Assessment for Crianza con Cariño

CIRCLE ONE: PRE POST MONTH AND YEAR: _____

INITIALS: _INITIALS: _____

AGE: _AGE: _____

HOW MANY YEARS OF FORMAL EDUCATION DO YOU HAVE? _____

EMPLOYED: _____ UNEMPLOYED: _____

AGES OF KIDS IN THE HOME: _____

HOW LONG HAVE YOU BEEN LIVING IN THE U.S.? _____

There are situations that should be handled in private.

True

False

Praising your child for doing something well/good is raising him/her poorly.

True

False

A time out, when used appropriately, can be an effective form of discipline with young children.

True

False

There are occasions when we have so much stress that we don't attend to the needs of our children.

True

False

When we are or have been in an abusive relationship, it's normal NOT to want to talk about it.

True

False

Why is it important to speak with our children about domestic violence?

A. The children will feel safer

B. They learn that the violence is not their fault

C. They learn that the violence is not a good way to solve problems

D. They feel taken care of and understood

E. All of the above

The behavior of the parents in a house where there is domestic violence, effects the children.

True

False

Time outs only work for adults.

- True
- False

The way that you speak to your child affects the behavior of your child.

- True
- False

It's possible to let your child resolve their own problems/conflicts.

- True
- False

The consequences for bad behavior should be consistent.

- True
- False

We can make limits for our children in a respectful way.

- True
- False

In a situation where physical contact is not desired, it's important that our children know that they should be respected.

- True
- False

It's important to hear and believe our children when they tell us something relating to sexual abuse.

- True
- False

Spanking for bad behavior, is not appropriate.

- True
- False

The relationship between mother and child gets better with positive experiences.

- True
- False

It's not necessary to make a security plan with your child.

- True
- False

Analysis:

The evaluation team compared the matched pre- and post- responses from 39 participants who completed this assessment. We found that while changes between

the pre- and post- responses were small in most cases, some questions showed large improvements. For example, only a little more than half (52%) of the participants reported spanking as an inappropriate behavior before, whereas 73% reported spanking as inappropriate after participating in the program. There was a similar boost in understanding why it is important to speak to children about domestic violence (56% correct to 73% correct). Questions where growth was assessed are marked in light green for small growth (less than 10 percentage points) and dark green for major growth (11 or more percentage points) in Table 2 below.

In a few cases, the evaluation team found that questions were answered incorrectly more after the program than before it. For example, before the program, 73% of the participants thought punishments should be consistent. However, after the program, only 37% answered that punishments should be consistent. Questions that show retrogression are in yellow for small negative changes (less than 10 percentage points) and red for larger negative changes (11 or more percentage points) in Table 2 below.

Table 2. Percent Answering Correctly in Pre- and Post- Program Assessment for Crianza con Cariño
 Green Highlights Indicate Improvement
 Yellow and Red Highlights Indicate Regression

Survey Question [Correct Answer]	Pre-	Post-
There are situations that should be handled in private. [TRUE]	79%	91%
Praising your child for doing something well/good is raising him/her poorly. [FALSE]	88%	91%
A time out, when used appropriately, can be an effective form of discipline with young children. [TRUE]	81%	74%
There are occasions when we have so much stress that we don't attend to the needs of our children. [TRUE]	88%	88%
When we are or have been in an abusive relationship, it's normal NOT to want to talk about it. [TRUE]	74%	91%
Why is it important to speak with our children about domestic violence? [All of the above.]	56%	73%
The behavior of the parents in a house where there is domestic violence, affects the children. [TRUE]	97%	97%
Time outs only work for adults. [FALSE]	100%	83%
The way that you speak to your child affects the behavior of your child. [TRUE]	83%	90%
It's possible to let your child resolve their own problems/conflicts. [FALSE]	60%	62%
The consequences for bad behavior should be consistent. [TRUE]	73%	37%
We can make limits for our children in a respectful way. [TRUE]	91%	97%
In a situation where physical contact is not desired, it's important that our children know that they should be respected. [TRUE]	91%	97%
It's important to hear and believe our children when they tell us something relating to sexual abuse. [TRUE]	97%	97%
Spanking for bad behavior is not appropriate. [TRUE]	52%	73%
The relationship between mother and child gets better with positive experiences. [TRUE]	88%	97%
It's not necessary to make a security plan with your child. [FALSE]	94%	94%

Note: Data represent matched survey responses from 39 participants between 2015-2017.

Appendix E: Crianza con Cariño Final Evaluation

Enlace Comunitario
Crianza Program
Final Evaluation

Please don't put your name

Date_____

In each question, circle a number between 1 and 5 to mark your opinion. (1 is the lowest or most negative and 5 is the best or most positive)

- Think about the first time we contacted you to tell you about the program. You felt...

	Not at all				Very Much
Heard?	1	2	3	4	5
Treated with respect?	1	2	3	4	5
Received the information you were looking for?	1	2	3	4	5
The program details were explained well?	1	2	3	4	5

- During the group you felt...

	Not at all				Very Much
Comfortable?	1	2	3	4	5
Accepted?	1	2	3	4	5
Treated with respect?	1	2	3	4	5
Valued as part of the group?	1	2	3	4	5
Identified with the problems of others?	1	2	3	4	5
Supported by the group?	1	2	3	4	5

- What is your opinion of the facilitators of your class...

	Not very good				Very good
They provided clear rules and guides	1	2	3	4	5
The managed uncomfortable situations well	1	2	3	4	5
They kept the group focused on topic	1	2	3	4	5
They created a comfortable environment for the group	1	2	3	4	5
They taught the concepts well	1	2	3	4	5

- What is your opinion of the facilitators of the children's group...

	Not very good				Very good
They created a safe and caring environment	1	2	3	4	5

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They made the kids feel welcome	1	2	3	4	5
They offered training sessions	1	2	3	4	5
They taught the concepts well	1	2	3	4	5
They handled conflicts well	1	2	3	4	5

- Before the Crianza program, you...

	Not at all				Very much
Used physical punishment like spanking, etc.?	1	2	3	4	5
Used emotional or verbal punishment like bad looks, insults, humiliation, or indifference?	1	2	3	4	5

- After the program, note what you use less...

	Not at all				Very much
Physical punishment?	1	2	3	4	5
Emotional or verbal punishment?	1	2	3	4	5

- Since the start of the program, you feel that you've improved in the form of....

	Not at all				Very much
You're a better listener to your children?	1	2	3	4	5
You use the discipline techniques you learned?	1	2	3	4	5
You better understand your children?	1	2	3	4	5
You manage your anger better?	1	2	3	4	5
You manage your problems better?	1	2	3	4	5
You take better care of yourself?	1	2	3	4	5

In your opinion:

What was the best part of the Crianza program? What was the worst?

Do you have any suggestions for changes to the program?

Would you recommend the program to your friends or family? Yes___ No___

Thank you very much for sharing your time and your opinions with us.
Good luck in your future!

Appendix F: Follow-Up Survey

Survey for the Enlace Comunitario Family Program

1. I feel closer to my children now than I did before I received services at Enlace Comunitario.
 - a.) I agree
 - b.) I disagree
 - c.) I am not sure

2. I feel my capacity to resolve conflict with my children has...
 - a.) Gotten better
 - b.) Gotten worse
 - c.) Stayed the same

3. I feel that my aggressiveness (hitting, screaming, strong words) towards my children has...
 - a.) Diminished
 - b.) Increased
 - c.) Stayed the same

4. I feel that my relationship with my children has...
 - a.) Gotten better
 - b.) Gotten worse
 - c.) Stayed the same

5. Now I feel...
 - a.) Happy
 - b.) Mad
 - c.) Sad
 - d.) Depressed
 - e.) Scared
 - f.) Stressed
 - g.) Confused
 - h.) Worried
 - i.) Hopeless
 - j.) Enthusiastic
 - k.) Hopeful
 - l.) Excited

6. Would you like to share your opinion about how your participation in the Family Program at Enlace Comunitario has helped or hurt you?

7. Your suggestions of how we can better our services for you and your family are much appreciated. Please share.