



THROUGH THE LENS OF FAMILY

Promoting Positive Family Interaction
Demonstration Project—Year 1 Evaluation





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POISE FOUNDATION

VISION AND MISSION

We envision a Pittsburgh Region in which all members of the Black community are empowered and self-sufficient.

This vision is the core of the Foundation's philosophy and approach to its work.

Our mission is:

To assist the Pittsburgh Region's Black community in achieving self-sustaining practices through strategic leadership, collective giving, grantmaking, and advocacy.

WHO ARE WE

POISE Foundation began in December of 1980 as the first public foundation in the state of Pennsylvania organized and managed by African Americans. The purpose of the Foundation is to develop and enhance the participation of Black philanthropists in the economic and social development of the Black community. For 36 years, the Foundation has been supporting programs that add value to the quality of life of Black Pittsburgh and its surrounding regions; and has expanded its services to impact Black families and their communities across the US. This was the vision of our founder Bernard H. Jones, Sr., of an empowered community, able to take care of itself.

POISE Foundation employs collective giving to enable donors to realize their philanthropic goals, pooling resources to provide funding to worthy organizations and causes. Donors may give to the Foundation's general unrestricted endowment, where funds are pooled to make a greater impact on the Pittsburgh Region. Donors may also start their own individual endowment funds to support their specific charitable interests and organizations throughout the United States. As of December 2015, the Foundation manages more than 160 funds with a balance of over \$6,500,000.

Collective giving enables POISE to provide grants to programs and projects that primarily benefit the Black Community. The Foundation's grants are typically small, yet over its grantmaking history; POISE has impacted the Greater Pittsburgh Region and beyond with more than \$10,000,000 of direct financial support to organizations assisting our most underserved populations. The Foundation currently focuses its unrestricted endowed funds on programs and services that aim to Strengthen Black Families.

C R E D I T S

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A Few Words From **POISE FOUNDATION**

We are pleased to share this first-year evaluation report for our Promoting Positive Family Interaction (PPFI) Demonstration Grant. The report provides an overview of lessons learned by POISE Foundation, grantee organizations, and participating families.

This past year has been one of tremendous learning and growth for the Foundation, as we wrestled with traditional paradigms of how foundations intentionally collaborate with organizations using a developmental evaluation approach. This evaluation method highlights our dedication to co-create, with our grantees, meaningful programming that is designed to equip families with innovative tools and resources for self-empowerment.

From the beginning of this journey nearly four years ago, we have been committed to documenting and sharing the evolution of our thinking and practice. We offer this report as the beginning of a promising strategy that we hope will have an indelible impact on Black families.

This report and our experience thus far, validate our belief that families are a core social institution and play a critical role in the community. We hope that, after you read this report, you are encouraged to incorporate a family-centered lens in your own organization or grantmaking portfolio.

As we continue this work, we look forward to maximizing the collective impact in supporting the institution of family.

*Karris Jackson
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THROUGH THE LENS OF FAMILY
YEAR 1 EVALUATION

PPFI Demonstration Project

BACKGROUND AND OVERVIEW

The Promoting Positive Family Interaction (PPFI) Demonstration Project is a grantmaking focus of POISE Foundation; it is also a key component of the Foundation's broader Strengthening Black Families grantmaking strategy. Through the PPFI Project, POISE supports programs that aim to, among other things:

- Improve family interactions and communication
- Increase the quantity and quality of time family members spend together (through family dinners, family nights, family outings, etc.)
- Encourage family civic engagement
- Strengthen family resilience

In October 2013, the Foundation released its first Request for Proposals (RFP) for the PPFI Project. In July 2014, after an eight-month RFP process, POISE awarded grants of \$20,000 each to four organizations, as well as year-round technical assistance to support the adoption of a family-centered approach in their work.

Over the course of the first year, grantees:

- Implemented their PPFI projects
- Aligned other programs and practices with this family-centered approach, as appropriate
- Engaged in a continuous learning process that supported innovation and increased organizational capacity in the area of family-centered practice

This report provides a high-level synopsis of year one outcomes. It includes a brief description of the PPFI evaluation process; an overview of PPFI projects and participating families; a summary of the most salient themes that emerged, at both the organizational and family levels; and a critical discussion of the findings.

THE PPFi EVALUATION

APPROACH

A developmental approach was used to evaluate the first year of the PPFi Demonstration Project (see Appendix A for the evaluation overview). Developmental evaluations allow evaluators to track the trajectory of innovation and engage in rigorous and continuous learning alongside program developers and participants.

The process of evaluation, in this case, is comprised of a continuous cycle of innovation, testing, critical reflection and evolution (See Figure 1). Evaluation is treated as a part of the work itself, in which questioning, learning and action happen simultaneously. Data are used to develop a knowledge base and inform further action.

The adoption of a developmental approach allowed POISE to lead with the type of strategic learning and innovation it sought in its new grantmaking strategy. It also allowed the Foundation to track outcomes over time on at least two levels: organizational (the adoption of family-centered practices) and familial (individual and relational outcomes). Thus, findings presented in this report represent not only participant experiences and outcomes, but also the path taken and lessons learned along the way by the organizations involved.



FIGURE 1

METHODOLOGY

Data from a variety of sources—self-report questionnaires, focus groups, interviews, project documents, session observations and process recordings—were used in the data analysis process. Organizations administered self-report instruments (See Appendix B for examples) to document participants' experiences and outcomes. POISE's evaluator also conducted at least one participant focus group for each PPFi project, and engaged in ongoing critical reflection and planning dialogues within and across grantee organizations to capture key insights and outcomes. The evaluator also conducted an in-depth review of project documents. Lastly, the evaluator, who was also embedded throughout the process as a participant-observer, compiled key insights and process notes over time.

Data collection and analysis occurred simultaneously, and emerging findings were used to inform the future stages of work and the evaluation process. Collected data were triangulated during the data analysis process as a way to check for emerging themes. These themes were also checked at various points in the data collection process via dialogue with Foundation staff, grantees and project participants.





The PPFi Demonstration Project

AT A GLANCE

THE PPFi COHORT

In year one, the PPFi Project brought together a cohort of four organizations:

1. Amachi Pittsburgh
2. Melting Pot Ministries
3. The Center that C.A.R.E.S.
4. University of Pittsburgh School of Medicine, Department of Family Medicine

Each project (see Appendix C for project descriptions) identified creative and catalytic ways to incorporate a family lens into pre-existing programs. While projects differed slightly in their approaches, all PPFi projects primarily worked with multiple families in a group setting. Activities included multi-family psycho-educational groups and multi-family outings. Two projects also offered individual sessions for families—in one case mentoring sessions, in the other, counseling sessions.

The degree to which children participated in psycho-educational sessions depended on the age of the child and the design of the program. For example, PPFi projects that engaged families with young children often provided child care while adults participated in group sessions; however, children were included, as appropriate, in multi-family sessions that provided structured family time and relationship-building activities (e.g., the creation of family mission statements). In at least one project, pre-adolescent and adolescent children actively participated in multi-family group sessions on a regular basis. In another project, project staff worked with separate groups of parents and children, after which family members were brought back together for activities as family units. Across all projects, however, all family members participated in multi-family outings.

While each PPFi project approached the goal of promoting positive family interaction slightly differently (see Table 1), all of them sought, in some way, to increase:

- Family members' sense of a shared identity (e.g., their togetherness or relationship to one another)
- The quantity and quality of time family members spent together
- Healthy family behavior (e.g., healthy communication, acts of tenderness, etc.)
- Individual and family coping skills (e.g., stress management, problem solving and mutual support)

Table 1

Number of Families and Individuals Participating in PFI Projects	
Amachi Pittsburgh: Strengthening Black Families	9 families 11 adult members 13 child members
Center that C.A.R.E.S: Family Time	5 families 8 adult members 6 child members
Melting Pot Ministries: Family Matters	34 families 42 adult members 80 child members
University of Pittsburgh: Teen Mom, Young Dads Program	2 young couples 4 young adult members 3 young child members (children did not participate in project activities)

Key Project Activities

Project Focus

<p>Monthly multi-family groups (skill development; role playing; psycho-education)</p> <p>Multi-family outings (included both parent-only and parent-child outings)</p> <p>Family meal time</p>	<p>Family values and priorities (family mission statements)</p> <p>Family coping and resilience</p> <p>Family support</p> <p>Family time</p> <p>Healthy communication</p> <p>Healthy parent-child relationships</p>
<p>Weekly multi-family groups (skill development; role playing; psychoeducation)</p> <p>Multi-family outings</p> <p>Family meal time</p> <p>Family savings plan</p>	<p>Family identity ("Let us _____ together"; family vision statements)</p> <p>Family planning (activities, responsibilities, goals)</p> <p>Family problem solving</p> <p>Family time</p> <p>Family support</p> <p>Healthy relationships</p> <p>Healthy communication</p>
<p>2 family retreats</p> <p>3 parent education workshops</p> <p>1 family vacation (day trip)</p> <p>3 Teen Center psychodrama sessions</p> <p>Family meal time</p>	<p>Healthy communication</p> <p>Healthy parent-child relationships</p> <p>Family coping and stress management</p> <p>Parenting tools</p> <p>Family time</p> <p>Family affection (acts of tenderness, etc.)</p>
<p>Six-week psycho-educational program for couples</p> <p>Family meal time</p>	<p>Healthy relationships</p> <p>Healthy communication</p> <p>Family planning (contraception)</p> <p>Career readiness</p> <p>Self-care (stress management and depression awareness)</p> <p>Spirituality</p>

Each PPFI Project also used creative family-centered activities that promoted healthy family interaction. These included role plays and, in one project, psychodrama¹ (See Figure 2). It also included interactive relationship-building activities (e.g., a ball-of-yarn activity to illustrate teamwork and the concept of “it takes a village”²) and experiential activities (e.g., the family



FIGURE 2



FIGURE 3

-
- ¹ A therapeutic technique that uses spontaneous dramatization, role playing and dramatic self-presentation to investigate and gain insight into people's lives.
 - ² In this activity, people stand in a circle. One person holds the end of a ball of yarn, then tosses the ball to someone else across the circle. People toss the ball back and forth to one another, letting the yarn unwind, until a single interconnected web has formed.

S.W.O.T. Analysis (see Appendix D for examples). In two of the projects, families also crafted vision and/or mission statements (see Figure 3).

PPFI FAMILIES

A total of 50 families and 164 individual family members (65 adults and 99 children) participated in this first year of the PPFI Demonstration Project. Thirty-five of these families

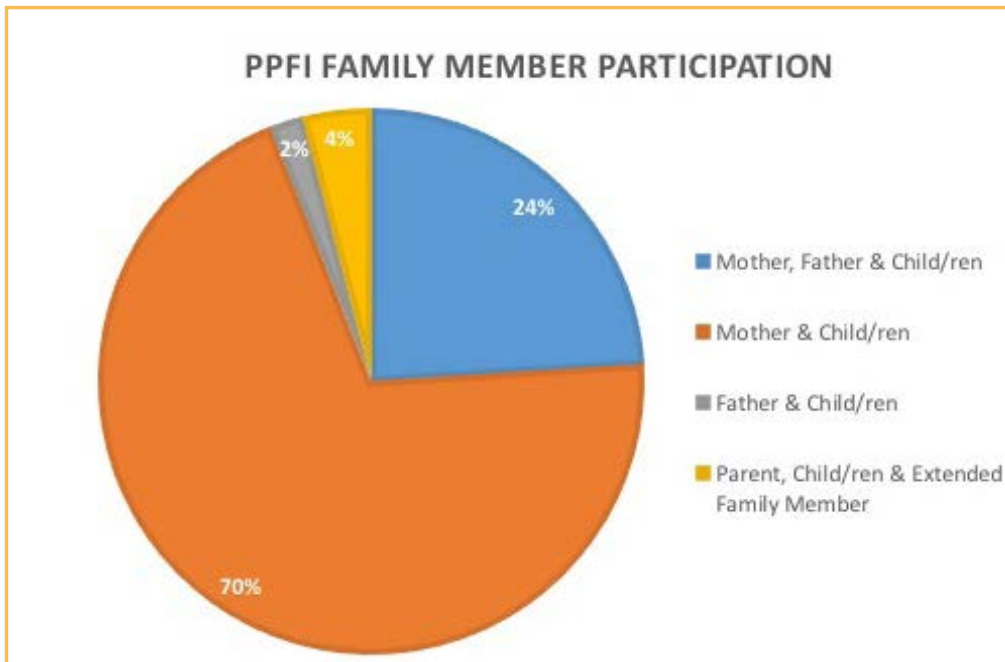


FIGURE 4

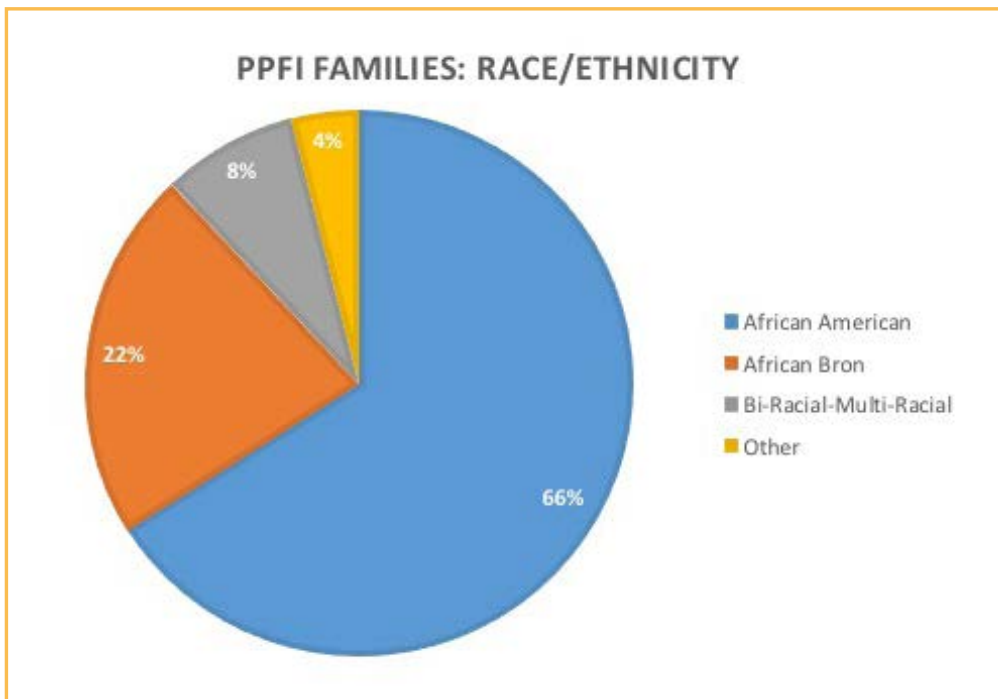


FIGURE 5

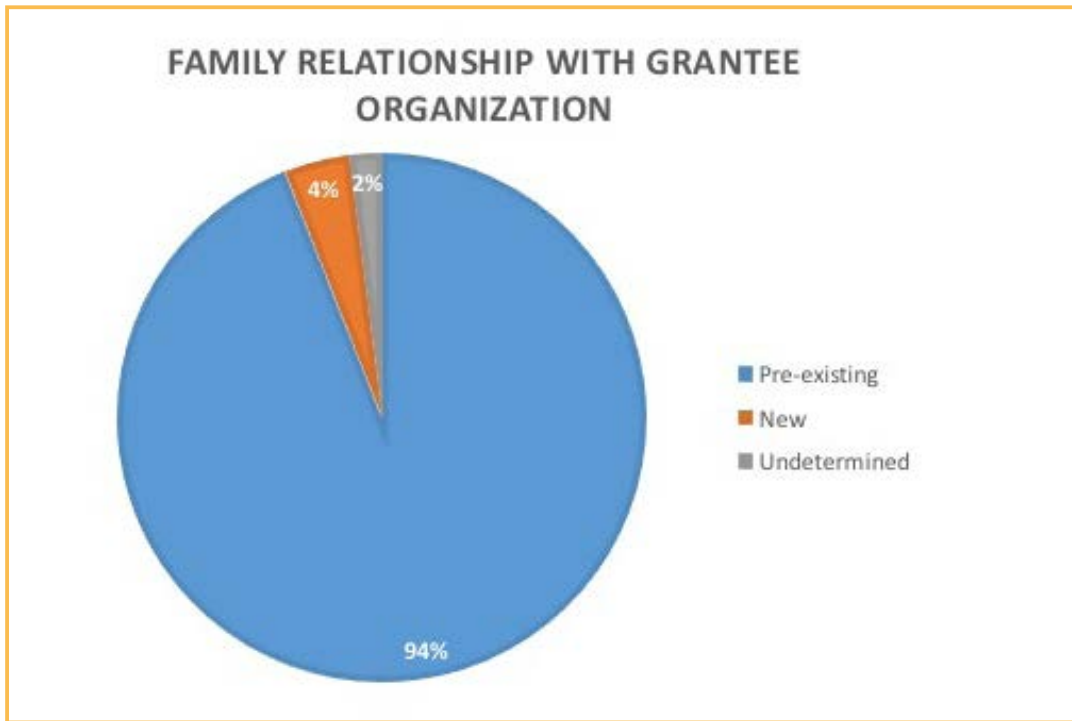


FIGURE 6

consisted of a mother and at least one child; 12 included a mother, a father, and one or more children; one included a father and his children; and two included at least one parent, at least one child, and an extended family member—e.g., a grandparent or aunt (see Figure 4). (Some grantee



organizations encouraged families to invite extended family members and/or other people they considered family.)

Sixty-six percent of these families were African American (see Figure 5); 22% identified as African born; 8% were bi-racial; and 4% identified as other. All participating families were low income; some had one or more employed adults, and some did not.

Ninety-four percent of these families had pre-existing relationships with their grantee organizations (e.g., a child participating in a program, employment with the organization, or a community relationship) before the start of the project (see Figure 6). These pre-existing relationships were important in the recruitment and initial engagement process, as well as in the organization’s ability to build deeper relationships with the families over time. Flyers and other “cold” recruitment efforts did not result in participation in most projects.

PPFI PRELIMINARY FINDINGS

PRELIMINARY ORGANIZATIONAL FINDINGS: SHIFTING OUR NARRATIVES AND PRACTICES

The family-centered approaches described above emerged from a deliberative process, which led to shifts in how POISE and grantee organizations considered, engaged and supported families in philanthropic, community and practice settings. Both the Foundation and grantees had to intentionally examine and transform their thinking and practice using a family-centered lens.

POISE'S JOURNEY


Very early on in the RFP process, POISE realized that “shifting the paradigm” genuinely meant “shifting the paradigm”: creating and facilitating fundamental changes in how organizations worked with families. POISE staff also recognized the limited and restrictive ways in which Black families were typically understood, supported and engaged with.



“SHIFTING THE PARADIGM”
GENUINELY MEANT
“SHIFTING THE PARADIGM”

For instance, out of the 26 letters of interest POISE received for PPFI Demonstration Project grants, few explicitly lifted up or addressed the relational aspect of family life—e.g., family processes, rituals and time together. Many focused on the parent-child relationship, and most involved interventions with individual parents or children. Almost none focused on the entire nuclear and/or extended family unit.

At this same time, the Foundation began to identify existing paradigms that it needed to contend with—and, in some cases, upend—in order to be effective in this work. One such paradigm—which still dominates the fields of early childhood education, child development and youth development—goes by the phrases child and family or working with children and families. In practice, these terms generally translate to child-centered approaches, not family-centered ones.



POISE recognized that its success would be linked to its ability, and the ability of grantee organizations, to shift their thinking and practice. Staff found themselves asking: So what does it really take to do this work? POISE also needed to become clearer about what it meant by “strengthening Black families” and “promoting positive family interactions.” This led to an explicit focus on (1) the relational aspect of family and (2) family as a core social institution.

At the time, it was equally important for POISE to consider and institute ways to introduce potential grantees to its emerging thinking in the area, as well as to equip them to submit proposals that aligned with this thinking. To help build the capacity of potential grantees to do family-centered work, and to move their thinking and practice in that direction, steps were added in the RFP process. For example, the Foundation:

1. Hosted a half-day working session to offer consultation and technical assistance in the grant-writing process.
2. Included interviews as a part of the grant review process to help potential grantees better understand POISE’s thinking around family-centered practice.
3. Offered coaching and technical assistance throughout the RFP process to increase organizational knowledge and skills in family-centered practices.

Organizations selected as PPFi grantees were those whose projects showed the most promise—in values, thinking and practice—for using and leveraging a family-centered approach.

GRANTEES’ JOURNEYS

As potential PPFi grantees walked alongside POISE in the RFP process, each organization needed to move from something to something, so that it could better uplift and support Black families. Many organizations had to move from a children-and-families paradigm to a family-centered paradigm.

For example, one organization whose primary focus was youth had to move from seeing youths’ families as the problem to seeing each youth as a part of a family that wants to be a part of that young person’s life. As one staff member recalls:

[I’ve always said] I’m only going to work with children...but I [realized] I also have parents and they are this family unit...Don’t separate people...As much as I love “M,” she is a part of a family.

The other thing I noticed is that I was actually underestimating my parents. I feel badly about that, because I’ve been so focused on their children and their issues. I actually saw parents as...I’m not saying I demonized them...but I saw bad grades and I saw a whole lot of bad behavior and I wanted to know, what kind of people

are these that let...? Then when I met mom—in a different way—I realized that mom was in need...

Every staff member of this organization had their own experience in which they recognized a need to adopt a more family-centered approach. In one such experience, a participating child had earned a reward during the course of the day at summer camp. Later that evening, a camp staff member saw the child and her mother in the grocery store. The child was still holding the reward in her hand. Her mom, who normally had a very mild demeanor, seemed excited about her child's accomplishment.

The staff member was deeply moved to see how proud mom and daughter were in that moment:

But that moment, her (mom's) energy matched "B" and that was the moment that made me say, "I need 'B' and her mom."

**AND THAT WAS THE MOMENT THAT MADE ME SAY,
"I NEED 'B' AND HER MOM."**

-PROJECT STAFF MEMBER

Similar viewpoint shifts led to changes in practice in other grantee organizations as well. For example, one organization whose core issue was parental incarceration moved from a child-centered lens to viewing parental incarceration as a family issue. This meant understanding how incarceration affects individual family members, family relationships and the family's relationship with the community. This approach was more reflective of the family's lived experience. It also underscored the importance of one of the organization's key activities, multi-family groups, which help to build a support network for families with incarcerated members. (Such families are often socially and emotionally isolated.)

In another example, one organization worked primarily with children after school and during the summer, and had included adults only in closing events and field trips. As part of its PPF1 project, it created a space in its community center that was safeguarded for family time. This space not only promoted togetherness, but organized family units under the rallying cry of "Let us _____" (e.g. plan, serve, play, grow) on an ongoing basis.

In reflecting on this change in practice, a staff member observed:

We have found that this [created space] allows for individual members to share things that are happening in their lives. You would be surprised at the lack of an opportunity for a platform. At Family Matters, we do not take this for granted.

As one project applied a family lens in its work, a more complex and nuanced reality of family life emerged, and proposed interventions had to be modified to support this reality. As one project staff explained:

WE HAVE FOUND THAT THIS [THE CREATED SPACE] ALLOWS FOR [PARTICIPANTS] TO SHARE THINGS THAT ARE HAPPENING IN THEIR LIVES.

-PROJECT STAFF MEMBER

Although you have research that drives it [the intervention], the participants will take you where they want to go.

Another wrote:

An important insight garnered was simply to be open, understanding and accepting of our young families and their distinct situations. These days, nuclear families are no longer the norm, and family life is complex. A young person's relationship may be a work in progress, but we must accept both parties' commitment to their relationships and try to meet them where they are in terms of providing guidance. It is our hope that helping these couples build healthy relationship habits now will help them in their future.

In these examples, we can see shifts in frame around:

1. Beliefs and perspectives held about families
2. How core issues are understood
3. The engagement of families in community spaces
4. Organizations' conceptualizations and framing of family life
5. The need to respond to the distinct situations of individual families

These shifts in frame led to practice decisions that were more inclusive of families, and to practices

that better addressed the relational aspects of family. It also allowed grantee organizations to build more authentic and valuable relationships with families.

Each organization, regardless of its focus, also began to reframe core competency areas using a family lens. For example, one grantee began to view teen pregnancy through the lenses of family formation (e.g., the formation of a nuclear family unit); the development of a healthy intimate relationship between romantic partners; and the development of a healthy co-parenting relationship between parents.

Ultimately, each grantee organization began to lift up families and leverage their strengths. In at least two organizations, it also helped them to further engage key stakeholders, including funders, in discussions that highlighted the importance of family-centered practice in their work. As a result, both organizations wrote successful grant proposals to help them deepen or broaden their reach within families. One received \$45,000, the other \$87,000 (in a combination of two grants).

I THINK I SAW VALUE ADDED TO [THE ORGANIZATION] FOR THE FIRST TIME BECAUSE POISE HAD ENOUGH SENSE TO UNDERSTAND THAT BY GIVING A CONSULTANT TO ME YOU WERE LITERALLY...YOU WERE ACTUALLY GIVING ME ANOTHER EAR AND ANOTHER RESOURCE.

-PROJECT ADMINISTRATOR

THE COHORT JOURNEY

This work couldn't have happened without the ongoing consultation and coaching that POISE provided to grantee organizations. As one staff member of one PPF grantee noted:

I first thought it was too much work for the little bit of money, but then I started thinking...if you do this thing...the way that they want...because they provide you with a consultant to help you...

She paused to reflect on the mentoring she had received in the startup phases of



her own organization, how much she missed it, and how much this experience reminded her of it. Then she added,

...then when they brought you in [as a consultant]...I realized that your value was more than the money that they gave us, but the value was...I finally had somebody who gets it, who understands what it is we are dealing with...

I think I saw value added to [the organization] for the first time because POISE had enough sense to understand that by giving a consultant to me you were literally...You were actually giving me another ear and another resource.

Organizations valued the time they spent together as a cohort. They quickly recognized the value of working together, rather than as individual organizations, and leveraged this opportunity, actively sharing and learning during the quarterly cohort meetings and the bi-monthly check-in calls. This led to cross-project sharing and joint planning.

As a result, a common interest emerged among cohort organizations to promote family-centered approaches in their respective fields. This interest was the impetus for a Strengthening Black Families Symposium held in November 2015. The symposium engaged about 125 practitioners from a wide range of fields in a shared learning experience. During the symposium, participants learned about and explored promising paradigms and approaches that support, uplift and leverage Black families in practice and community settings. As part of this event, POISE and PPFI grantees had an opportunity to share their journeys toward a more family-centered approach, and to engage with others around applying that approach within their respective fields.

The Strengthening Black Families Symposium also reflected another key outcome of the cohort process: it deepened the Foundation's ongoing relationship with grantees and the work, and enabled them to become peers in the learning process.

This interaction allowed for real-time feedback that supported refinements at both the Foundation and grantee level. For example, as POISE learned more about one organization's journey, it became keenly aware of the time it would take for that grantee to make lasting internal shifts to support the work. As a result, POISE shifted its commitment from a one-year grant to a multi-year grant. Similarly, organizations started to think about their work over time, and the deeper organizational shifts they could make to institutionalize what they were learning and developing.

PRELIMINARY FINDINGS FOR PPF I FAMILIES: MY FAMILY, YOUR FAMILY, OUR FAMILY

This shift in thinking and practice for both POISE and grantee organizations—and the value of that shift—were clearly reflected in the experiences of participating families. Five salient family-based themes emerged over the course of the year:

- The value of a place where people can be and do family
- Taking what happened in the program sessions out into the world
- Creating a community of mutual learning and support
- The approach is working
- Families reached the brink of substantive change

These themes capture the essence of participant experiences; reflect expected outcomes outlined by POISE and grantee organizations; and reflect some insights regarding family-centered practices that could have implications for future work.

THE VALUE OF A PLACE WHERE PEOPLE CAN BE AND DO FAMILY


The home is the primary stage on which family life takes place; it is where families carry out their primary functions as a unit; and it is where relationships are developed and strengthened. However, preliminary findings suggest that, for nearly all PPF I families, the home had become little more than a pass-through for family members as they managed the competing demands of life (e.g., work, school, after-school activities, friendships, illness, etc.).

Across projects, PPF I-sponsored programs became places where family members could reconnect with one another, both to be (e.g., to reestablish a shared identity and a sense of togetherness) and do (e.g., engage in normal family processes). These shared spaces allowed and encouraged families to be together, to share and to learn things. Family members felt more attentive and connected in these time-limited spaces, and were able to catch up with each other in them.

As one mother observed:

...a lot of things that came out that was going on in your house, you didn't even realize what was going on.

Like certain situations you didn't know...Like, I didn't know my daughter was



going through something...You know what I mean...I'm thinking, "We're close, she tells me everything," but that was one thing she felt like she couldn't share with me. You know what I mean? So...yeah, cause she had lost a friend...but she couldn't really talk to me. I didn't know that she was scared to go to school...Different things like that really hit home.

The catching up wasn't just around tough issues. The ability to come together to simply have fun—in spite of whatever else was going on—also resonated with many families. Here is what three different mothers had to say about the Family Retreat:

- 1. It was something none of us probably would have done...swim or sit there...because we all got so much stuff to do....So that was that day. It was like you got to relax. You got to stay here...*
- 2. It was fun because my son and I don't get that extra, you know, that extracurricular time, that extracurricular activity like we need to get, like we used to, especially when I wasn't working....So playing a game was fun, to be able to watch back and look at the fun we were having brought a big smile to my face...*
- 3. I just thought...see, I work a lot but my husband is always home with my kids, and he spends the most time with them. So I'm jealous—like, I want to be with my kids. I just can't be there all the time. So it was nice just to be with them....no matter if they were standing next to me or over there doing something. Just there and feeling their happiness.*

Family members also had the opportunity to have meaningful conversations with one another and to engage in problem solving. One mother noted:

It was from both perspectives, like us being adults, and the kids were able to address the issues that they had with us [parents]..."I'm not going to get mad; be honest—what do I do that you don't like, that you would like for me to change?"

Another mother had this to say about a skit performed during the retreat:

It was very eye awakening...Actually brought tears to my eyes because they did a little skit....Cause I have a daughter as well...who is 18 and ended up getting pregnant. And they did a little skit, and it was very helpful because you don't see things until after somebody else you know really shows you....Just to show you your end of it...because a lot of the kids were complaining about....At home there was

more conflict or...you should be doing this instead of doing that, or you should listen. So the skit was with the daughter being involved with this guy, but she couldn't tell her mom.

Multi-family outings also provided meaningful opportunities that many of the families would not have had otherwise—and they created lasting family memories. One mother observed:

My family, I don't drive, so we really don't go on vacations. We'll go to Chicago every once in a while to see my family, but we don't really go too many places, so stuff like that kind of gives us the opportunity to go different places...Cause our life is very routine...scheduled...Nice to be able to get away and to learn stuff to better yourself and your kids...

TAKING WHAT HAPPENED IN THE PROGRAM SESSIONS OUT INTO THE WORLD

The connections family members made in program sessions did not end there; they often carried over into other areas of family life. One mother described her surprise when an activity planned during a session translated into a family-time activity in her home:

We had dinner together...around the table!


My daughter said we were going to have Sunday dinner together and we [were] all going to sit together.

[It] started with an in-session activity that we had to write down. I thought once we wrote it down, once we left, that was it. [She laughs.] Then on Sunday...she even had it timed...I couldn't start cooking early...It was a time to start cooking cause the dinner would be done at 6...

...and when she pulled out the silverware and set the table, I was like, okay, my baby is really serious...We getting ready to do this...Okay, ya'll, we're going to do it.

Now everybody grabbed their plate...eat when they get ready. You're on the couch, you might be in your room...but we done it as a family.

Even in cases where one parent was incarcerated and unable to attend the sessions, knowledge and insights from the sessions rippled outward. One mother explained how her family—including her incarcerated husband—discussed information outside of the sessions:



I know we do, because he knows when we come to our monthly meeting for the workshop, when we leave he calls...He's like, how was the meeting yesterday? Well, what happened at the meeting? Did you have homework? Oh, what kind of homework? Then we go over it and he's like, next time do this or do that...He gives us his input.

Children also reported seeing changes in their parents' behavior as a result of program sessions. As one participating daughter observed:

You know how they [parents] feel—you get insight, how they feel about you...My mom explains...You get to find out how they really feel—they express their issues.

A son in one of the PPFi programs had this to say:

Ever since the Family Matters, my mom has been on me...It makes me feel that she cares more, but then it gets annoying.

Both parents and children reported seeing positive changes in parent-child relationships around house rules and chores:

The cleanliness of my house, what I expected as far as when I come home, a certain way that I like things to be...So that helped out a lot. (A mother)

He changed...Now his friends know what to do. (A mother, speaking of her son)

I have to do my chores first before I play the game. (A son)

CREATING A COMMUNITY OF MUTUAL LEARNING AND SUPPORT

In pre-test and intake materials, many participants said that their families had limited support networks or needed greater support; some expressed a specific need for more support in their roles as parents. Later, in focus group conversations, participants noted and discussed the important role the PPFi multi-family groups had played in their family lives. Participants saw the groups not only as places to improve their family relationships, but also as places to connect with other families, and to receive and offer support during difficult times. Families began to see other families as surrogate extended family that could provide support and resources.

In one project, participants discussed the occurrence of multiple deaths across families in the group in a short period of time. In the exchange below, they talked about the value of the group for them:

Participant 1: Like, it was crazy. (Group laughter and agreement.)

Participant 2: Yeah, we was up, we was down, we was up, we was down. (Group laughter.)

Participant 3: So we kept coming. (Multiple voices agree.) It didn't keep us from meeting every Tuesday....That's support....That's support.

Participant 1: Cause, you know, when we got here, our support was right here.

Participants also shared their experiences of assisting others in the group during difficult times. One father who had experienced the violent deaths of two sons was able to support the daughter of another family during the loss of her friend. The girl's mother reflected:

So then, when my daughter was talking about that, he was able to give her a little talk, you know what I'm saying? Like we were all able to help each other at some point in some way, even if it was just a hug or whatever..

This was a big change for many families, who in the past would not have reached out for support. Being connected to the group made it easier to share and seek support.

Across projects, participants also saw the multi-family groups as safe places to open up. One mother explained:


And, like, I hold a lot of things in, so it was like there was a time where I just opened up and everybody was like, wow...We didn't even know...I walk around with this big smile on my face...but deep down, I'm really going through something..

Participants were asked what made their group safe for them. Here are some of their responses:

To me, it was like the environment and then the people. We was comfortable around the people. Like wasn't nobody looking down on nobody, everybody was going through their own thing. We were able to actually, like, lift each other up. [Two other people voice their agreement.] We were able to hold each other down.

We had already bonded. We had bonded so quickly it was like our extended family... like our Tuesday family. [Others in the room voice their agreement.]

We're all kind of going through the same thing. I mean, there are different families,



but we're all going through the same thing, meaning whether it is teenager, pre-teen, you know what I mean....It's hard.

I guess it is so common, you know what I mean, it's like everyone knows somebody that's in jail, so it's so common to talk about, and when you are around people who could relate...[it's] like easy to let things out, you don't have to hold back, you don't feel embarrassed or anything like that.

Right, literally one of us could tell a story and the other one could just be like, been there, done that, got the t-shirt, keychain and hat for it, too.

Families also felt that they learned things from each other in these group settings. As one parent observed:

I learned a lot from my peers....They taught me how to calm down, stay calm, don't react to everything....I was the snappy one....I learned from my elders, they let me know, "Calm down, we got this"...It's good to know that people still got your back.

Parents in other projects had similar experiences:

It helped me realize that I'm not the only one that went through those problems. There were so many other moms that were going through some of the same problems that I was going through. Because my kids are still little. I have a two year old and a seven year old. And then hearing the feedback of "I did this with my child, I did that with my child" help me learn how to divide my time between both of my kids and, like I said, realize that I'm not the only one either dealing with that problem now or what I have to look forward to later, so I like the program.

It's just nice to get each other's feedback....A way she does something may not be the same way I do something, but we learn from each other.

It's nice to hear how other people try things, but you can try it that way, and [it] may not work, but then it may work.

Just the ability to be in the room with other parents who say they can hear you and support you...to say, "We went through that."

Families felt a shared purpose, not only for themselves, but for their community. As one parent explained:

We are definitely focusing on our children first...We're focusing on our children so that our children can then work on the community...that it could spill over into the community.

THE APPROACH IS WORKING

Family members overwhelmingly said that the PPFi project had an overall positive impact on their personal and family lives. The process was new for many of them, and at first they didn't know what to expect, but they embraced it and appreciated it. Here is how some participants described their overall experience:

It's been great...We've shared a lot, cried a lot...

It was fun, too.

It brought us a little closer together, because we didn't...[My son] really didn't talk to me about things...He wouldn't come to me, but now he's more open.

I communicate better with mine. I have twin girls, seventeen. It opened me up to talk to them because I wouldn't even talk to them.

Therapeutic...It was therapeutic...I was able to open up...Nice to have people to listen and not judge you. You are not alone.

[It helped me understand] the importance of supporting our children in their growth—physical and mental—and supporting our incarcerated family to help keep them motivated and the family positive.

I liked it...Spending time together—having fun, conversations that you don't always have at home...To see life portrayed back to you through the eyes of someone else...Wait a minute, there are some things we should think about.

I actually added another thread to the blanket I'm weaving to support my family.

FAMILIES REACHED THE BRINK OF SUBSTANTIVE CHANGE

These PPFi projects met a need that wasn't being met in other places—and participants expressed a strong desire to continue. In fact, one of the projects, which started out with a time-limited design, shifted to an open-ended approach because the families did not want to stop attending at



the end of the eight weeks. As one mother explained,

We are really at that brink of communicating...We're at the beginning of our strength...Don't want to go back to our routine...

In other projects, families expressed an interest in longer family retreats, opportunities for more parent-child interaction (a request made by parents and teens alike), and more mentoring or counseling sessions with individual families. Families were also interested in engaging other families and bringing what they had learned out into the broader community. They saw themselves as key stakeholders and essential partners in the engagement of other families in PPF1 projects. For many of them, this was just the beginning of a longer journey.



Analyzing the Findings:

WHAT IT MEANS

POISE set out to accomplish two primary goals through the PPF project:

1. Shift the paradigm of non-profit organizations and encourage them to strengthen Black families by uplifting, supporting and leveraging families in practice and in community settings.
2. Support programs that lead to improved family relationships (e.g., improved family communication, increased family time, etc.) for Black families.

Preliminary findings suggest that both of these aims were met in year one.

Participating organizations demonstrated increased knowledge and skills in family-centered practice, as evidenced by their:

- Successful implementation of projects that engaged families and led to promising outcomes for program participants.
- Critical thinking about how they might engage families in everyday practice in culturally and contextually appropriate ways.
- Ability to communicate the importance of a family-centered approach to key stakeholders, including board members, funders and peer organizations.
- Successful organizational shifts that support and sustain family-centered practices, such as family-focused evaluation tools, family engagement at multiple levels of programming, etc.

Participating families also reported improvement in their family relationships and their relationships with grantees. Changes include:

- Increased knowledge and skills in parenting, communication, problem-solving and planning as a family.
- Greater connection within the family—as well as with other families.
- Feeling more valued, appreciated and connected to their grantee organization. (This was a new experience for many families.)

Findings also revealed some unintended outcomes and insights. These will help guide the future work of practitioners, funders, researchers and evaluators.

For example, these projects played a unique and important role in participants' family lives. The power of the multi-family group, and the multiple needs it can meet for families, needs to be explored in greater depth. There is also room to better understand the promise of spaces outside of the home that intentionally promote healthy family interaction. This is particularly

important, because PPFi approaches differed from traditional approaches of family engagement in these settings, which have historically focused on large group recreational outings, educational approaches (e.g., parenting classes), or clinical interventions (e.g., individual mentoring sessions with families). The data suggest that it is equally important to better understand the nature of family engagement and interaction within community spaces.


Full participation in these programs was the result of multiple factors. On the one hand, some families faced multiple barriers to participation, including competing demands and the transient nature of family life in their communities. On the other, the support or engagement of just one trusted person (a child, a friend or an elder) encouraged many families to participate.

Another reality is that most participating families aren't accustomed to being deeply engaged in many of these settings. And, even when they are engaged, they don't intentionally focus on family life. Thus, grantees learned that it was necessary to spend a significant amount of time building relationships and orienting family members to this new approach.

Given the demonstration nature of this project, the number of families engaged was relatively small. Nevertheless, this actually shed light on a few things that will be of importance as the work moves forward.

First, it became clear that engaging a relatively small number of families in an intensive group process over an extended period of time actually contributed to the success of PPFi projects in year one. Thus, any attempt to bring this work to scale (without increasing staffing and funding at the same scale) may thin out relationships and reduce the overall quality and effectiveness of these programs. The larger the group, the more difficult it will be to have the intensive engagement provided in PPFi projects.

It also became clear that it is critical to embed a subject matter expert/evaluator throughout the course of the work. First, the year-round consultation and technical assistance provided to both the Foundation and grantees created an ongoing opportunity to think critically about their work through a family-centered lens, and to ensure that their practices supported the major tenets of family-centered approaches. The conceptual shifts made from the initial grant proposals to the end of year one were due to this intensive coaching, learning and technical assistance. Second, the strategic focus on evaluation, as well as the ongoing engagement of the evaluator across all stages of the work, provided an opportunity for the Foundation and grantees to engage in a rigorous learning process that refined and strengthened projects over time. These real-time shifts based on lessons learned were instrumental to the success of the demonstration project in year one.



There also appears to be great value in creating a close relationship between grantees and the Foundation throughout the entire process. This closeness gave the Foundation, as well as grantee organizations, access to ongoing real-time feedback, so that necessary adjustments could be made to refine and improve each program. This relationship also allowed both the Foundation and organizations to jointly influence the broader field. However, as in a family, this closeness also created some challenges and issues. These will need to be examined, explored and addressed going forward.

Some key insights also emerged in the area of evaluation. Clearly, this is new territory, and new territory requires new ways of capturing valuable information. Year one provided invaluable insights regarding new evaluation questions, and new methods for obtaining and triangulating data.

Because PPF projects collected family-level data, organizations needed to harvest the perspective of more than one member of each family on each issue. Yet family researchers often face challenges in collecting data that is representative of an entire family unit. For example, when collecting responses from a group, it is important to make sure that survey data reflect multiple perspectives, rather than the perspective of one dominant family member.

Another challenge was finding natural ways to incorporate the evaluation questions in the start-up phase of the project. Project staff had to work to find the right balance between building relationships with participants and collecting the data needed to track outcomes. POISE's consultant worked with grantee organizations' staffs on this issue. The goal was to engage families in the evaluation process in a way that both staffs and families would find useful in their work together.

Lastly, the evaluation process highlighted the importance of using multiple data sources and triangulating data in order to understand family experiences. If grantees had only used survey data collection methods, they (and POISE) would have run into two big issues in the data analysis process. First, there would have been the potential issue of missing data, since all family members were not always present at the administration of pre- and post-participation surveys. Second, there would have been reliability issues, because (1) the time between the pre- and post-participation surveys varied from project to project, and (2) there were variations in how the project leads administered the survey (e.g., the protocol was dependent on participants' comfort levels, literacy levels, ages, etc.). Finally, each post-participation survey provided a snapshot in time rather than an ongoing perspective of family change. This last point is important, because many of the post-participation surveys revealed minimal change—yet findings from family focus groups, process notes, and organizational reflections and focus groups tell a much more positive story of the impact on families.

In the future, it will continue to be important to collect multiple types of data from multiple sources in multiple ways, based on specific participants, contexts and project designs.



THE TAKEAWAY

The Promoting Positive Family Interactions (PPFI) Demonstration Project accomplished its primary goals in year one. Preliminary findings suggest positive outcomes and improvements at both the organizational and family levels. In addition, some important lessons have been learned that can shape future directions in the field.

As POISE Foundation and its PPFI grantees begin year two, lessons learned in year one will serve as the impetus for strengthening and refining projects going forward.



APPENDIX A: PPFi EVALUATION OVERVIEW

POISE Foundation

Promoting Positive Family Interactions (PPFi) Demonstration Project

Evaluation Overview

Approach

POISE will use a developmental evaluation approach. This approach reinforces the process of innovation in an organization and its activities. It is particularly useful in supporting:

- Early stage innovations, where exploration and development are important
- Innovations that drive transformational changes
- Innovations that are outcome-oriented, but occur within situations where the outcomes are fluid and emergent
- Developmental processes that are dynamic in nature
- Capacity building for organizations that are interested in, and committed to, fostering a culture of innovation, but which are currently limited in their capability to do so.³

Developmental evaluations provide real-time feedback for continuous learning and development by integrating the evaluator into the design and development process. The evaluator uses data and evidence to build a knowledge base and inform action. The process is built around a continuous cycle of innovation, testing, critical reflection and evolution (see Figure 7). Evaluation is treated as part of the work itself. Questioning, learning and action happen simultaneously.

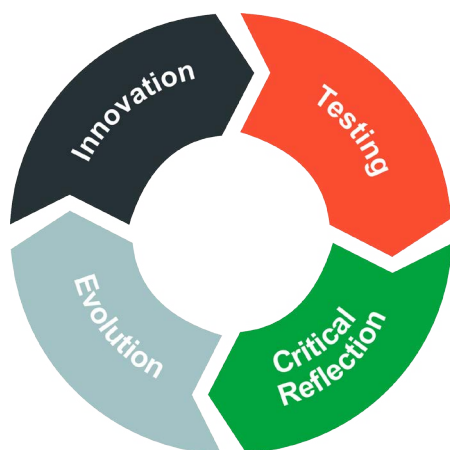


FIGURE 7

This approach will prove highly useful for the PPFi Demonstration Project. In its new grantmaking strategy, POISE has set out to fund projects that make Black families strong and healthy, and to support organizations that adopt innovative family-based approaches in their work. This new strategy calls for a shift in paradigm and approach—not only for POISE, but also for potential grantees.

The innovative nature of the PPFi Demonstration Project requires that an emphasis be placed on strategic learning throughout the project. Thus, it is important that the evaluation not only consider potential outcomes for program participants, but also capture the overall development of the project and

³ Adapted from Gamble, J.A.A. (2008). A Developmental Evaluation Primer. The J.W. McConnell Family Foundation



emerging interventions associated with it. Such an approach allows POISE to document change and innovation at both the organizational and family levels over time.

Goals

The primary goals of the PPFi evaluation are to:

- Document the development and implementation of the PPFi Demonstration Project.
- Explore emerging process and outcome-oriented insights, learnings and impacts. These can inform future program development for nonprofit organizations; for future grantmaking for POISE and its philanthropic partners; and for future PPFi evaluation efforts.

Methodology

This type of evaluation is emergent in nature. At minimum, however, the evaluative process will track and document the initial conceptualization of the new grantmaking strategy; the RFP and grantmaking process; the design and implementation of projects proposed by potential grantee; and the cohort-based⁴ element of the demonstration project as a whole.

It will also pay attention to family outcomes that the proposed projects have been designed to address—e.g., family communication, family support, family time (both quality and quantity), family connectedness, family cohesion, family resilience, family bonding, etc.

Though it may be difficult to establish a clear line of cause and effect between an intervention and outcomes in this early phase of project development, outcome data will nevertheless be reviewed. At the very least, it will be important to contemplate and develop mechanisms for better outcome measurement for future evaluation.

Potential data collection methods could include interviews (grantees); focus groups (grantees, family members); observation; document review (emails, agendas, notes that track development); questionnaires (grantees); and self-report family measures (family members).

Data will be both qualitative and quantitative and will be analyzed accordingly. Evaluation participants will include representatives from grantee organizations, family members, POISE staff and partnering institutions, as appropriate. The evaluator will coordinate and facilitate evaluation activities for the project.

⁴ Grantees will participate in a continuous learning process that fosters collaborative learning and innovation.

APPENDIX B: EXAMPLES OF EVALUATION TOOLS

Family Functioning Style Scale

Angela G. Deal, Carol M. Trivette & Carl J. Dunst

Used by all PPFi Projects

How is your family like the following statements:	Not at all like my family	A little like my family	Sometimes like my family	Usually like my family	Almost always like my family
How is your family like the following statements:	Not at all like my family	A little like my family	Sometimes like my family	Usually like my family	Almost always like my family
1. We make personal sacrifices if they help our family.	1	2	3	4	5
2. We usually agree about how family members should behave.	1	2	3	4	5
3. We believe that something good always comes out of even the worst situations.	1	2	3	4	5
4. We take pride in even the smallest accomplishments of family members.	1	2	3	4	5
5. We share our concerns and feelings in unusual ways.	1	2	3	4	5
6. Our family sticks together no matter how difficult things get.	1	2	3	4	5

How is your family like the following statements:	Not at all like my family	A little like my family	Sometimes like my family	Usually like my family	Almost always like my family
7. We usually ask for help from persons outside our family if we cannot do things ourselves.	1	2	3	4	5
8. We usually agree about the things that are important to our family.	1	2	3	4	5
9. We are always willing to pitch in.	1	2	3	4	5
10. We find things to do that keep our mind off our worries when something upsetting is beyond our control.	1	2	3	4	5
11. We try to look "at the bright side of things" no matter what happens in our family.	1	2	3	4	5
12. We find time to be together even with our busy schedules.	1	2	3	4	5
13. Everyone in our family understands the "rules" about acceptable ways to act.	1	2	3	4	5
14. Friends and relatives are always willing to help whenever we have a problem or concerns.	1	2	3	4	5
15. Our family is able to make decisions about what to do when we have a problem or crisis.	1	2	3	4	5

How is your family like the following statements:	Not at all like my family	A little like my family	Sometimes like my family	Usually like my family	Almost always like my family
16. We enjoy time together even if it is household chores.	1	2	3	4	5
17. We try to forget our problems or concerns for a while when they seem overwhelming.	1	2	3	4	5
18. Family member listen to "both sides" of the story during a disagreement.	1	2	3	4	5
19. We make time to get things done that we all agree are important.	1	2	3	4	5
20. We can depend upon each other to help out when something unexpected happens.	1	2	3	4	5
21. We usually talk about the different ways we deal with problems and concerns.	1	2	3	4	5
22. Our family's relationships will outlast out material possessions.	1	2	3	4	5
23. We make decisions like moving or changing jobs for the good of all family members.	1	2	3	4	5
24. We can depend upon each other to help out when something unexpected happens.	1	2	3	4	5
25. We try not to take each other for granted.	1	2	3	4	5



Strengthening Black Families Survey

First Name: _____

Last Name: _____

Date: _____

Did you do the homework assignment? Yes _____ No _____

If yes, did you find it helpful in strengthening your families' bond?

Yes _____ No _____

What did you learn from this month's session? _____

What topics do you feel would be most beneficial to your family? _____

Where do you feel your family may need some additional support?

- Financial
- Housing
- Therapy (adult)
- Therapy (child)
- Education and job training
- Other _____

How long have you been involved with us?

- Less than 1 month
- 1-6 months
- 6 months-1 year
- 1-2 years
- 2-4 years
- More than 4 years

What types of activities are you more likely to bring your kids to? (check all that apply)

- Skating trips
- Sporting events
- Museum trips
- Zoo trips
- Educational workshops
- Arts & Crafts activities
- Other _____

Would you recommend our services to your friends or family? Yes _____

No _____ If no, why not? _____

What types of events/activities would you like to see offered to parents only other than a Parent Support Group? _____

MELTING POT MINISTRIES

PARENT-CHILD RELATIONSHIP SURVEY

	Never	Seldom	Sometimes	Often	Always
COMMUNICATIONS					
1. I say more positive words to my child than negative	1	2	3	4	5
2. I give clear directions on instructions to my child	1	2	3	4	5
3. I spend time talking to my child (one-to-one) on a regular basis	1	2	3	4	5
4. I am available to answer my child's questions about any topic	1	2	3	4	5
CONFLICT					
5. Most arguments in the home involve more than one family member or adult flicts in the home usually lead to yelling, name-calling or insults	1	2	3	4	5

	Never	Seldom	Sometimes	Often	Always
6. Most arguments in the home involve more than one family member or adult	1	2	3	4	5
7. As a parent, I am effective in resolving conflicts in the home peacefully	1	2	3	4	5
8. I try not to argue with other family members or adults in front of my child	1	2	3	4	5
RESPECT					
9. I generally support my decisions.	1	2	3	4	5
10. I try to be aware and supportive of my child's hopes and dreams.	1	2	3	4	5
11. I feel that my child shows respect towards me.	1	2	3	4	5
OVERALL					
	Poor	Fair	Good	Excellent	
How would you rate yourself as an effective parent?					

FETZER INSTITUTE RELATION SATISFACTION SCALE
 USED BY UNIVERSITY OF PITTSBURGH

	Low				High
1. How well does your partner meet your needs?	1	2	3	4	5
2. In general, how satisfied are you with your relationship?	1	2	3	4	5
3. How good is your relationship compared to most?	1	2	3	4	5
4. How often do you wish you hadn't gotten into this relationship?	1	2	3	4	5
5. To what extent has your relationship met your original expectations?	1	2	3	4	5
6. How much do you love your partner?	1	2	3	4	5
7. How many problems are there in your relationship?	1	2	3	4	5

APPENDIX C: OVERVIEW OF PPF PROJECTS

Amachi Pittsburgh – Family Strengthening Project supports families experiencing parental incarceration. New programming transitions the organization from its previous focus on the impacts of parental incarceration on children to treating it as a family issue that impacts everyone. Previous programs promoted mentor-to-child interactions, while new programming expands to a co-partnering model that includes both the child and parents, thus providing support for all family members. Various multi-family recreational activities address common family issues associated with parental incarceration. They also explore ways, as appropriate, to increase family contact and to improve relationships with an incarcerated parent. Activities include, but are not limited to, family strength-building exercises, family goal setting, and the creation of family mission statements that include values and ideals.

Melting Pot Ministries – Family Matters is a series of psycho-education and psychodrama sessions offered to families. Psychodrama allows participants to use dramatic role play to gain insight into their family interactions. This is an initiative of the Family Konnections program, which is Melting Pot’s comprehensive strategy for increasing parental involvement in their children’s lives. Families explore topics related to healthier communication—e.g., tenderness and compassion, stress management, coping and narrative reframing. During the series, families create a family communication tool kit and, at the end, celebrate their accomplishments in a multi-family group outing. Recent changes include inviting parents into the program and doing home visits, in order to work with families in their natural environments.

The Center that C.A.R.E.S. – Family Time is a family-centered series that engages family members in joint activities. These (1) encourage positive interaction; (2) help family members develop skills that support healthier family relationships and functioning; and (3) improve the quality and quantity of family time. Families are invited to participate in at least six two-hour weekly sessions, which focus on family togetherness, unity and sharing. C.A.R.E.S. encourages the participation of multiple generations; families are permitted and encouraged to self-define their family units. The goals are to help each family establish its family identity, and to determine how that identity dictates their interactions with each other and the broader community. During each session, new themes are added to the concept of “Let’s _____ together” (e.g., move, connect, plan, play, serve, share, etc.). This encourages the normative behavior of a family doing activities together as one unit.

University of Pittsburgh School of Medicine, Department of Family Medicine – Teen Mother, Young Father Program is a new psycho-educational family component of the former Maikuru Teen Pregnancy Prevention Program. Its aim is to incorporate young fathers into already-established activities for teen mothers. This encourages parents to improve communication and problem-solving skills, and helps empower them in making decisions and in interacting with the people and systems around them. In group sessions, under the guidance of experienced facilitators, teen mothers and young fathers discuss personal dilemmas and solve problems. Young mothers and fathers are assigned tasks, based on group-session discussions, to practice after each session. Fathers enrolled in the program are invited to participate in three male-only group sessions before joining the group sessions with the teen mothers.



APPENDIX D: EXAMPLES OF PPFi ACTIVITIES

FAMILY MATTERS: SWOT ANALYSIS

Strengths ▪ Weaknesses ▪ Opportunities ▪ Threats

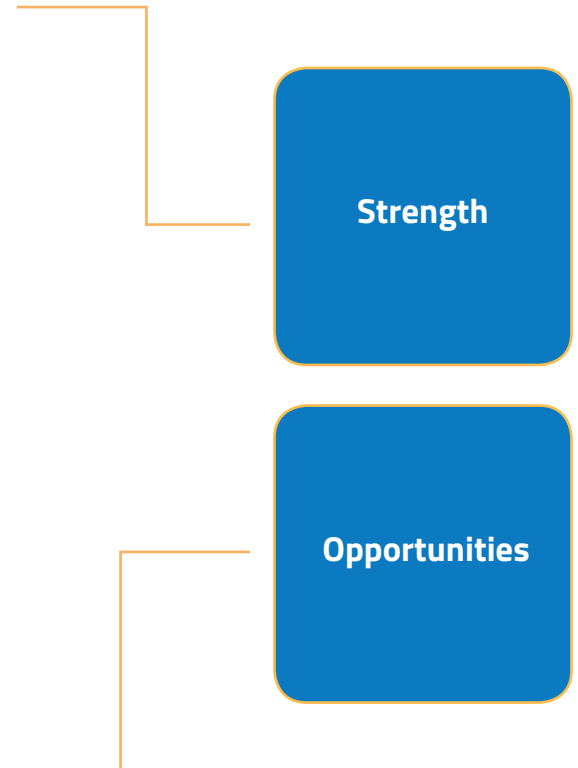
One of the most valuable tools for progress is knowledge of self. Understanding all of the aggregate components of ourselves is key to mapping out a plan for success that is based on a comprehensive personal review. This exercise takes honest, effort, and commitment.

Be honest – Be brave – Be bold

On sheet of poster board or a notebook, or on your personal computer, complete the following exercise. Make 4 categories: Strengths, Weaknesses, Opportunities, and Threats

When done as a family, everyone MUST feel comfortable expressing their perspective, thoughts, and feelings*. It is best to allow members to be respectfully candid and honest while doing this exercise. Keep in mind that the goal is to become a stronger family that is fully aware of its characteristics. As the family seeks to meet the challenges and opportunities with which it is presented,

Strengths are the assets, internal and external that you have at your disposal, that give you an edge or advantage



Opportunities are those things that could be leveraged to your benefit

Weaknesses represent those habits, emotions, traits that limit our progress or place us at a disadvantage

Weaknesses

Threats

Threats are those things in the environment that could harm progress or damage the overall condition of an effort

understanding the family atmosphere will equip you with the necessary tools for success.

**If necessary, family members can complete this exercise by filling out the categories in private (but on a shared poster board, notebook, or personal computer) and come together once each member has completed the exercise. At this point, discuss the outcomes and how to address the manner in which the family will move forward.*

FAMILY MATTERS

A Project of the Center That CARES

Family: a group of people united by certain convictions or a common affiliation

Write the vision and make it plain....that they may run and not faint

In this exercise, we are going to look at ourselves and look at our families in order to develop a vision about the things we will enhance, create, or change in order to be a better member of the family and to create a stronger family.

Three things that we are going to consistently do as a family:

1. _____

2. _____

3. _____

Three things that I am going to do independently to be a better member of the family:

1. _____

2. _____

3. _____

One thing that I can sacrifice to help out the entire family.

1. _____

Finish this statement:

In three years, we will _____



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