Celebrating Families! Tools for Measuring Outcomes

Introduction

Celebrating Families! (CF!) provides a wide range of interventions that strengthen family recovery, improve family functioning and increase healthy living skills. The following pages contain tools that help sites in the following ways:

1. Improve effectiveness by:
   - Preparing participants for the main concepts presented during each session.
   - Giving facilitators insight into participant knowledge and understanding.
   - Providing guidance on lesson pacing and re-teaching.

2. Provide evaluation results for funders by:
   - Giving sites with no formal evaluation instruments a way to collect and process evaluation data.
   - Enriching or complimenting any existing agency instruments sites may already be using.
   - Collecting data that could be used in a cross-site comparison.

The following tools (questions, instruments, and websites) have been identified to assist sites in developing their own evaluation of Celebrating Families!. They are only suggestions. It may be helpful to use them with your existing agency instruments or perhaps instead of them. Each site has specific qualities or program emphasis important to them, so choose what works best for your site.

The tools included in this supplement are:

**Tool #1: Weekly Assessments.** These questions/statements are directly connected to the CF! curriculum and can be used:
   - To prepare participants to discuss the main concept of the session.
   - For program leaders own information and guidance.
   - As a pre/post instrument.

**Tool #2: Basic Pre and Post Program Assessments.** These assessments provide information as to how well participants are retaining information. The responses can be valuable to help you enrich your program and to document its success.

**Tool #3: On-Line Resources.** These instruments are nationally recognized with proven reliability and validity. Although they are not specific to CF!, they do relate to CF! program content.

**Tool #4: Evaluation CD.** The included CD contains Formal Evaluation Instruments developed specifically for CF! sites. These may be helpful for sites desiring to do more in-depth evaluation.
Tool #1: Weekly Assessments

Questions Providing Quality Assurance

Information for Use:

1. **Use as assessment of participant knowledge and understanding.** The questions or statements provided are specific to each session. They can help focus participants on the content of the session and give program leaders information about what the participants may already know. When asked at the end of the session, they provide information about what participants have learned. If a large number of participants have not learned the concept, re-teaching or reiterating a point may be necessary.

2. **Use as a pre/post instrument.** When using these questions/statements at the beginning of a session, do not discuss or provide answers to participants except for clarification. As you have not yet taught the information, it is appropriate for them to be unsure about the answers. Simply move on, presenting the curriculum. Then, assess participant learning by using the same question/statement at the end of the session or the beginning of the next session. After collecting the follow-up responses, it is important to give the right answer to reinforce participants’ learning and understanding.

3. **Collecting responses.** To collect participant responses, print (in full capital letters using dark, not black, ink) the question/statement on a flip chart page. Responses can be recorded on the same page in one of two ways:
   - By a show of hands and then recording the number of responses on the flipchart page, or
   - By having participants write their responses on a Post-It note and adding them to the flip chart page. **Note:** the advantage of using Post-It notes to collect responses is that the notes can be removed and the flip chart page saved to use again whenever you choose to follow-up. You might even laminate the question page and save it for use in other program cycles.

Remember: Do not discuss the answers at this point. Assure participants that they will learn the answers during the session.

4. **Question Codes.** Each Question is to be administered to the proper age-groups according to the following codes. If there are two questions, you may ask your group both of them or choose the one you feel is most appropriate for your group.

   - [C] Children
   - [PA] Pre-Adolescents
   - [A] Adolescents
   - [P] Parents
VOLUME 1 QUESTIONS/STATEMENTS

SESSION 1: ORIENTATION AND GETTING STARTED
MAIN CONCEPT: YOU ARE NOT ALONE

[C] THERE ARE LOTS OF OTHER CHILDREN LIKE ME WHOSE PARENTS DRINK OR USE DRUGS TOO MUCH.

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[PA] WHAT PERCENT (%) OF CHILDREN LIVE IN A HOME WITH A PARENT WHO SMOKES, DRINKS HEAVILY OR HAS A PROBLEM WITH ALCOHOL OR OTHER DRUGS?

[P] DIRECTIONS FOR THIS QUESTION. WRITE THE % ON A POST IT AND POST IT UNDERNEATH A PERCENTAGE ON THE FLIPCHART PAGE

25%  40%  50%  60%  MORE

(ANSWER: 50%)

SESSION 2: HEALTHY LIVING
MAIN CONCEPT: THERE ARE FOUR PARTS TO HEALTHY LIVING

[C] I CAN MAKE CHOICES THAT KEEP ME HEALTHY.

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[PA] HEALTHY LIVING INVOLVES ONLY PHYSICAL HEALTH.

[A] YES  NO  DON'T KNOW

SESSION 3: HEALTHY LIVING -- NUTRITION
MAIN CONCEPT: HEALTHY EATING IS IMPORTANT

[C] AN IMPORTANT PART OF KEEPING MY BODY HEALTHY IS MAKING GOOD CHOICES ABOUT WHAT I EAT AND DRINK.

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[PA] WHAT I EAT AND DRINK CHANGES THE WAY MY BRAIN WORKS.

[A] YES  NO  DON'T KNOW

SESSION 4: COMMUNICATION
MAIN CONCEPT: LEARNING HOW TO USE “I” MESSAGES & ACTIVE LISTENING.

[C] IN MY FAMILY WE TAKE TIME TO LISTEN TO EACH OTHER.

[PA] NEVER  VERY RARELY  RARELY  ABOUT HALF THE TIME  FREQUENTLY

[A] VERY FREQUENTLY  ALWAYS

[P] WHEN WE ARGUE, MY FAMILY LISTENS TO BOTH SIDES OF THE STORY.

NEVER  VERY RARELY  RARELY  ABOUT HALF THE TIME  FREQUENTLY

VERY FREQUENTLY  ALWAYS
VOLUME 2 QUESTIONS/STATEMENTS

SESSION 5: FEELINGS AND DEFENSES
MAIN CONCEPT: ALL FEELINGS ARE IMPORTANT.

[ALL] I AM ABLE TO TALK ABOUT MY FEELINGS.

NEVER  VERY RARELY  RARELY  ABOUT HALF THE TIME  FREQUENTLY
       VERY FREQUENTLY  ALWAYS

SESSION 6: ANGER MANAGEMENT
MAIN CONCEPT: ANGER CAN BE EXPRESSED SAFELY.

[C] I KNOW HOW TO EXPRESS MY ANGER SAFELY.
[PA] NEVER  VERY RARELY  RARELY  ABOUT HALF THE TIME  FREQUENTLY
      VERY FREQUENTLY  ALWAYS

[P] WHEN I DISCIPLINE MY CHILD, I loose CONTROL.
      NEVER  VERY RARELY  RARELY  ABOUT HALF THE TIME  FREQUENTLY
      VERY FREQUENTLY  ALWAYS

SESSION 7: FACTS ABOUT ALCOHOL, TOBACCO AND OTHER DRUGS (ATOD)
MAIN CONCEPT: ATOD AFFECT OUR BODIES, MINDS AND EMOTIONS.

[C] DRINKING ALCOHOL OR USING DRUGS CHANGES THE WAY PEOPLE FEEL, THINK
    AND ACT.

    YES  NO  DON'T KNOW

[PA] A CAN OF BEER, A BOTTLE/CAN OF FLAVORED ALCOHOLIC BEVERAGE, A GLASS
[A] OF WINE, AND A SHOT OF HARD LIQUOR ALL CONTAIN ABOUT THE SAME AMOUNT
[P] OF ALCOHOL.

    YES  NO  DON'T KNOW

[ALL] IT IS GOOD TO HAVE HIGH TOLERANCE (BEING ABLE TO DRINK WITHOUT SHOWING IT.)

    YES  NO  DON'T KNOW

SESSION 8: CHEMICAL DEPENDENCY IS A DISEASE
MAIN CONCEPT: PEOPLE WITH BLOOD RELATIVES WHO HAVE THE DISEASE OF CD ARE AT HIGH RISK TO BECOME ADDICTED THEMSELVES IF THEY DRINK OR USE.

[C] I CAN HELP MY PARENTS STOP DRINKING OR USING IF I TRY HARD ENOUGH.

    YES  NO  DON'T KNOW

[PA] PEOPLE WITH BLOOD RELATIVES WHO HAVE THE DISEASE OF CD ARE AT HIGH
[A] RISK TO BECOME ADDICTED THEMSELVES IF THEY DRINK OR USE.
[P] YES  NO  DON'T KNOW
VOLUME 3 QUESTIONS/STATEMENTS

SESSION 9: CD AFFECTS THE WHOLE FAMILY
MAIN CONCEPT: IF ONE MEMBER OF A FAMILY IS CHEMICALLY DEPENDENT, ALL FAMILY MEMBERS ARE AFFECTED.

[C] WHEN PARENTS DRINK OR USE DRUGS, IT HURTS THE KIDS.

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SESSION 10: SETTING A GOAL
MAIN CONCEPT: LEARN THE STEPS OF SETTING AND ACHIEVING A GOAL.

[C] SETTING GOALS CAN HELP ME WORK TOWARD MY HOPES AND DREAMS.

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SESSION 11: MAKING HEALTHY CHOICES
MAIN CONCEPT: HOW TO MAKE HEALTHY CHOICES.

[C] IT IS ALWAYS SAFE TO TALK TO AN ADULT ABOUT MY PROBLEMS.

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SESSION 12: HEALTHY BOUNDARIES
MAIN CONCEPT: MY BODY BELONGS TO ME!

[C] IT IS OK FOR ME TO SAY “NO” TO A RELATIVE OR ANOTHER ADULT WHO IS MAKING ME FEEL UNCOMFORTABLE.

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[PA] IF MY CHILDREN TALK TO OTHER ADULTS, THEY ARE LESS LIKELY TO BECOME ADDICTED.

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[PA] CHILDREN ARE THE ONLY ONES IN THE FAMILY WHO NEED TO LEARN HOW TO SAY “NO”.

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SESSION 13: HEALTHY FRIENDSHIPS AND RELATIONSHIPS
MAIN CONCEPT: IDENTIFICATION OF FRIENDS AND PARTNERS WHO ARE SAFE AND TRUSTWORTHY.

[ALL] I HAVE A SAFE PERSON WHO WILL LISTEN WHEN I NEED TO TALK ABOUT MY PROBLEMS.

STRONGLY DISAGREE  MOSTLY AGREE  SLIGHTLY DISAGREE  NEUTRAL
SLIGHTLY AGREE  MOSTLY AGREE  STRONGLY AGREE

[P] IF MY CHILD IS BEING BULLIED, I WOULD TELL SOMEONE TRUSTWORTHY AT THE SCHOOL.

STRONGLY DISAGREE  MOSTLY DISAGREE  SLIGHTLY DISAGREE  NEUTRAL
SLIGHTLY AGREE  MOSTLY AGREE  STRONGLY AGREE

SESSION 14: HOW WE LEARN
MAIN CONCEPT: RECOGNIZING INDIVIDUAL LEARNING STYLES

[C] PEOPLE LEARN IN DIFFERENT WAYS, DO YOU KNOW HOW YOU LEARN BEST?

YES  NO  DON’T KNOW

[PA] [A]

[P] I KNOW HOW TO HELP MY CHILD LEARN.

STRONGLY DISAGREE  MOSTLY DISAGREE  SLIGHTLY DISAGREE  NEUTRAL
SLIGHTLY AGREE  MOSTLY AGREE  STRONGLY AGREE

SESSION 15: OUR UNIQUENESS
MAIN CONCEPT: I AM UNIQUE AND SPECIAL!

[C] THERE IS NO ONE LIKE ME.

YES  NO  DON’T KNOW

[PA] [A]

[P] PROVIDING RULES AND LIMITS HELPS MY CHILDREN BUILD THEIR SELF ESTEEM..

YES  NO  DON’T KNOW
Tool #2: Basic Pre and Post Program Assessments

This tool contains two assessment instruments for use with parents/caregivers (see Tool #4 for other instruments to use with children and youth). These instruments collect information about how well participants are retaining information. The responses can be valuable to help you enrich your program and document its success.

Information for Use:

1. **Informed Consent.** Most organizations require Informed Consent Forms signed by parents and Assent Forms signed by their children for this level of assessment. Your organization may have policies and procedures already in place to protect the confidentiality of families attending Celebrating Families! Check with your Program Administrator or Evaluator as they may have forms they wish you to use. This is particularly true if you are planning to take photographs. The next two pages contain sample forms. A better copy for printing is included on the CD (see Tool #4). It is important to know what is required by your organization and any funder of the program regarding confidentiality of evaluation information.

   **NOTE:** If you are using photographs, be aware that posting them on the internet (YouTube, Facebook, etc.) or including them in a PowerPoint/Electronic Presentation for use at conferences or in other public setting requires a separate signed release! You cannot protect the confidentiality of participants’ identity when their pictures are used in these public displays. You could be putting some participants in danger.

2. **Use of names or codes.** For purposes of confidentiality, you may choose to give participants a code instead of using their names. Check with your Program Administrator or Evaluator.

3. **Collecting responses.** Copy all questionnaires on colored paper. In group, distribute the questionnaires and read each question out loud, allowing time for all participants to answer before moving on to the next question. Collect the completed questionnaires. Review them yourself first, taking note of any questions that may need to be re-taught. Then submit them to your Program Administrator or Evaluator.

4. **When to use these Assessments:**
   - **Questionnaire A:** If used, this Assessment is given as a Pre-Assessment in Session 2.
   - **Questionnaire B:** This Assessment is given at the end of Session 15.
GROUP LEADERS: REMEMBER TO MAKE COPIES ON COLORED PAPER. READ ALL FORMS OUT LOUD WITH THE GROUP.

SAMPLE: ADULT CONSENT TO PARTICIPATE

_________________ is conducting an evaluation to make sure that families we serve are benefitting from Celebrating Families! It will also help us learn what we are doing well and where we can improve. Part of the evaluation involves asking you to complete a survey about how our services affect you and your families.

All information is confidential and anonymous. Your privacy will be protected. Instead of your name on the questionnaire you will be given a code number. Answering questions will not make information about you or your family public. Information will only be used in summaries with information from other participants.

We hope you will help us by participating. If you agree now, you can still withdraw from the study at any time. If there are questions you don’t want to answer, you may skip them. No matter what you decide you are still welcome in Celebrating Families!

We would also like permission to photograph you and your family. Photos may be used in trainings and presentations about the program. They will not be available on a website or the internet.

You may revoke either consent in writing at any time. However, to the extent that action has already been taken, we are unable to remove your information from the combined data. Please talk with your group leader, if you have any questions.

___ I agree to participate in the evaluation by completing the surveys.
___ I choose not to participate at this time.
___ I agree to have my children participate. ___ I do not agree for my children to participate.
___ I agree to be photographed. ___ I do not agree to be photographed
___ I agree to have my children photographed. ___ I do not agree to have my children photographed.

Date: ___________ Signature of Participant ______________________________

Date: ___________ Agency Representative: ______________________________

THANK YOU!

GROUP LEADERS: IF PARTICIPANT DECLINES ONE OR MORE ASPECTS OF THIS CONSENT, PLEASE CROSS IT OUT AND INITIAL.

Copy to participant and agency
GROUP LEADERS: REMEMBER TO MAKE COPIES ON COLORED PAPER. READ ALL FORMS OUT LOUD WITH THE GROUP.

SAMPLE: YOUTH/CHILD ASSENT TO PARTICIPATE

________________ IS ASKING YOU AND YOUR PARENTS TO HELP US IMPROVE Celebrating Families! BY COMPLETING A NUMBER OF FORMS. YOUR PARENT OR CAREGIVER IS SIGNING A FORM LIKE THIS ONE. WE WOULD LIKE YOUR AGREEMENT AS WELL.

IF YOU JOIN IN THE STUDY, WE WILL ASK YOU QUESTIONS ABOUT Celebrating Families! AND HOW YOU ARE DOING. ANSWERING THE QUESTIONS WILL NOT MAKE INFORMATION ABOUT YOU OR YOUR FAMILY PUBLIC. ALL YOUR ANSWERS WILL BE KEPT CONFIDENTIAL. YOUR NAME WILL NOT BE USED. EVEN YOUR PARENTS WILL NOT BE ABLE TO SEE YOUR ANSWERS. WE WILL USE THE INFORMATION YOU PROVIDE ONLY IN SUMMARIES WITH DATA FROM OTHER PARTICIPANTS, NEVER ABOUT YOU INDIVIDUALLY.

IF THERE ARE QUESTIONS YOU DON’T WANT TO ANSWER, YOU MAY SKIP THEM.

WE HOPE YOU WILL HELP US BY PARTICIPATING. IF YOU AGREE NOW, YOU CAN STILL WITHDRAW FROM THE STUDY AT ANY TIME.

NO MATTER WHAT YOU DECIDE ABOUT BEING IN THE STUDY, YOU ARE STILL WELCOME IN Celebrating Families!.

PLEASE TALK WITH YOUR PARENTS OR GROUP LEADER, IF YOU HAVE ANY QUESTIONS.

___ I AGREE TO PARTICIPATE IN THE STUDY

___ I CHOOSE NOT TO PARTICIPATE.

___ I AGREE TO BE PHOTOGRAPHED.

DATE: ___________ SIGN HERE: ________________________________

PARENTS LAST NAME IF DIFFERENT: _________________________

DATE: ___________ AGENCY REPRESENTATIVE: ________________________________

THANK YOU!

GROUP LEADERS: IF PARTICIPANT DECLINES ONE OR MORE ASPECTS OF THIS CONSENT, PLEASE CROSS IT OUT AND INITIAL.

Copy to participant and agency
GROUP LEADERS: MAKE COPIES ON COLORED PAPER. READ ALL QUESTIONS OUT LOUD WITH THE GROUP.

QUESTIONNAIRE A: PRE ASSESSMENT

IF USED, TO BE GIVEN TO PARENTS/CAREGIVERS IN SESSION 2

DATE: ___________ NAME/CODE: ___________________ M/F: ____ GROUP LOCATION:______________

THIS QUESTIONNAIRE ASKS YOU TO US ABOUT YOUR INTERACTION WITH YOUR CHILDREN BEFORE PARTICIPATING IN CELEBRATING FAMILIES! (CF!). FOR EACH QUESTION, THINK BACK TO ABOUT 3 MONTHS AGO. USE THE FOLLOWING SCALE TO ANSWER:

1=NEVER  2=VERY RARELY  3=RARELY  4=HALF THE TIME  5=FREQUENTLY  6=VERY FREQUENTLY  7= ALWAYS

1. IN ONE WEEK, WE ATE TOGETHER AS A FAMILY.
   1 2 3 4 5 6 7

2. I TALKED WITH MY CHILDREN ABOUT THEIR SCHOOL DAY.
   1 2 3 4 5 6 7

3. WHEN I DISCIPLINED MY CHILD, I LOST CONTROL.
   1 2 3 4 5 6 7

4. I READ TO MY CHILD.
   1 2 3 4 5 6 7

5. I HAD OTHERS WHO LISTENED TO ME WHEN I NEEDED TO TALK ABOUT MY PROBLEMS.
   1 2 3 4 5 6 7

6. IN ONE WEEK, I HELPED OTHERS.
   1 2 3 4 5 6 7

7. WHAT IS ONE THING YOU HOPE TO LEARN AS A RESULT OF BEING IN CF! ?

THANK YOU FOR PARTICIPATING!
GROUP LEADERS: MAKE COPIES ON COLORED PAPER. READ ALL QUESTIONS OUT LOUD WITH THE GROUP.

QUESTIONNAIRE B: POST ASSESSMENT
TO BE GIVEN TO PARENTS/CAREGIVERS AT THE END OF SESSION 15

DATE: ___________ NAME/CODE: __________________ M/F: ___ GROUP LOCATION: ____________

THIS QUESTIONNAIRE ASKS YOU TO TELL US ABOUT SOME OF YOUR ACTIVITIES AFTER PARTICIPATING IN CELEBRATING FAMILIES! (CF!). FOR EACH OF THE FOLLOWING QUESTIONS, CIRCLE THE NUMBER THAT BEST DESCRIBES YOUR ANSWER, USING THIS SCALE:

1=NEVER   2=VERY RARELY   3=RARELY   4=HALF THE TIME   5=FREQUENTLY   6=VERY FREQUENTLY   7=ALWAYS

1. WHEN I DISCIPLINE MY CHILDREN, I loose control.  
   1  2  3  4  5  6  7

2. I PRACTICE CENTERING DURING MY WEEK.  
   1  2  3  4  5  6  7

3. I EAT BALANCED MEALS.  
   1  2  3  4  5  6  7

4. I PRACTICE ACTS OF KINDNESS.  
   1  2  3  4  5  6  7

5. I NOTICE WOW MOMENTS.  
   1  2  3  4  5  6  7

6. I TALK WITH MY CHILDREN ABOUT THEIR SCHOOL DAY.  
   1  2  3  4  5  6  7

7. IN ONE WEEK, WE EAT TOGETHER AS A FAMILY:  
   1  2  3  4  5  6  7

8. I READ TO MY CHILD.  
   1  2  3  4  5  6  7

FOR THE NEXT QUESTIONS, CIRCLE YOUR ANSWER USING THIS SCALE:

1=STRONGLY DISAGREE   2=MOSTLY DISAGREE   3=SLIGHTLY DISAGREE   4=NEUTRAL   5=SLIGHTLY AGREE
6=MOSTLY AGREE   7=STRONGLY AGREE

9. I HAVE OTHERS WHO WILL LISTEN WHEN I NEED TO TALK ABOUT MY PROBLEMS.  
   1  2  3  4  5  6  7
10. **My family eats foods with less sugar.**
   1 2 3 4 5 6 7

11. **I now know how to get help from the school for my children.**
   1 2 3 4 5 6 7

12. **Our family has prepared a safety plan.**
   1 2 3 4 5 6 7

13. **Having a blood relative who is addicted to drugs or alcohol increases the risk for me to become addicted.**
   1 2 3 4 5 6 7

14. **A can of beer, a bottle CAN of flavored alcohol beverage, a glass of wine and shot of hard liquor all contain about the same amount of alcohol.**
   1 2 3 4 5 6 7

15. **It is good to have high tolerance.**
   1 2 3 4 5 6 7

16. **Circle the percentage of children who live in a home with a parent who smokes, drinks heavily or has a problem with alcohol or other drugs.**
   25% 40% 50% 60%

17. **Describe one new way you have learned to express your anger safely.**

18. **List two things you have you learned about being a parent.**
   A.
   B.
19. List two new ways you have learned that help you communicate (talk with others and listen to them).

A. 

B. 

20. What is one important thing you have learned to do as a result of attending CF!?

21. What suggestions do you have that would make CF! stronger?

22. Would you recommend CF! to a friend?  YES  MAYBE  NO

Thank you for participating!
Tool #3: On-Line Resources

The following list contains websites where you can find nationally recognized instruments with proven reliability and validity. Although these instruments are not specific to CF!, they do relate to CF! program content.

- Friends National Resource Center for Community Based Child Abuse Prevention. [http://www.friendsnrc.org/index.htm](http://www.friendsnrc.org/index.htm). Under the tab Outcome Accountability, is another tab, Evaluation Toolkit. Under that tab is the Compendium of Annotated Tools. Most of the instruments indicate psychometric properties and languages in which the instrument is available.


**Measures**

The measures identified are suggestions of instruments that are used by many programs and projects for both program evaluation and clinical purposes.

**Child**


- Child Behavior Checklist. The internalizing (e.g., cries a lot, worries) and externalizing (e.g., argues a lot, disobedience at home) broadband scores from the Child Behavior Checklist (CBCL; Achenbach, 1991a) were used to determine parents’ perceptions of their children’s problem behavior. The CBCL has high internal consistency, test–retest reliability, and concurrent validity with other measures of child problem behaviors (Dutra et al., 2004). T-scores, which correct for child age and gender, were used in the analyses reported herein. Instrument available in Spanish. [http://shop1.mailordercentral.com/aseba/products.asp?dept=19](http://shop1.mailordercentral.com/aseba/products.asp?dept=19)
Family
- List of the many family oriented instruments from McCubbin, Thompson and McCubbin. Instruments available in Spanish are indicated. [Link](http://libraries.uta.edu/helen/test&Meas/Table%20of%20contents/McCubbinThompsonMcCubbin1996.htm)


- Family Adaptability and Cohesion Evaluation Scales (Faces IV). Spanish version available. [Link](http://www.facesiv.com/)


- Measure of Family Well-Being [Link](http://www.friendsnrc.org/download/outcomeresources/toolkit/annot/mfwb.pdf)

Parenting

- Parenting Stress Index (PSI) Spanish translation version is available. [Link](http://www4.parinc.com/Products/Product.aspx?ProductID=PSI)

Resilience
- Protective Factor Survey (Friends) [Link](http://www.friendsnrc.org/outcome/pfs.htm)

- California Healthy Kids Survey. Spanish version available. [Link](http://www.wested.org/cs/chks/print/docs/chks_home.html)
Tool #4: Evaluation CD

The enclosed CD contains more Formal Evaluation Instruments that were developed specifically for CF! sites. These may be helpful for sites desiring to do more in-depth evaluation.

Contents of the CD:

Informed Consent:
- Informed Consent Procedures
- Adult Consent Form
- Child/Youth Assent Form

Evaluation Forms:
- Child Satisfaction (4-7 year olds)
- Child Satisfaction (8-10 year olds)
- Child Cognitive (8-10 year olds)
- Youth Satisfaction (11-17 year olds)
- Youth Cognitive (8-17 year olds)
- Parent/Caregiver Satisfaction
- Parent/Caregiver Self-Assessment
- Site Coordinator Information
- Parent/Family Skills Observation (filled out by Group Leader)
- Child/Youth Skills Observation (filled out by Group Leader)

Fidelity Site Visit Forms
- Fidelity Instructions
- Site Visit Forms (for all Sessions)