

Lead4Tomorrow Family Hui Year 2 Evaluation Report

This report presents key findings from the Year 2 (2017-18) Family Hui evaluation. Overall, findings show that participants in Family Huis gained valuable opportunities to grow as parents and build community with other families. The report provides an overview of successes and challenges, and concludes with recommendations for strengthening implementation of Family Huis going forward.

Data sources for this report include Family Hui participant surveys (n=109); key stakeholder interviews with Family Hui leadership, parent leaders, and partners (n=10); and program reports from July 1, 2017 through September 30, 2018.

Background

The Family Hui Program

A family-centered program focused on strengthening families that originate from traditional Hawaiian culture, the concept of Family Huis emphasize the importance of community in raising children. Funded by the California Office of Child Abuse Prevention and led by Lead4Tomorrow, the Family Hui program targets families who are underserved by local services and would benefit from additional support in their family life. Since launching in 2016-17, the program has reached families across California, many of them low-income, Spanish-speaking communities; in Year 2 (2017-18), the program expanded to reach Afghani refugee and tribal communities.

Family Huis follow a 12-week curriculum focused on strengthening families by addressing trauma, teaching about child development, and empowering parents. Parent leaders as well as staff from partner organizations lead 90-minute workshops for groups of 6-10 families with children ages 0-5. Each session is structured to allow participants space for learning about child development, doing hands-on projects, and building community with other parents. Now translated into Spanish and Dari/Farsi, the Family Hui curriculum was adapted to the California context with the help of experts in child development, psychology, public health, resilience, and other topics.

Family Hui partner organizations include county-based child welfare agencies, First 5s, and community-based organizations, among others. Lead4Tomorrow Family Hui leadership works with staff from partner organizations to implement the Family Hui program as an option for parenting support and development.

Evaluation Methods

Since its implementation in 2016, Lead4Tomorrow has worked with Harder+Company Community Research to lead the Family Hui evaluation. The Year 1 (2016-17) evaluation report showed positive responses to Family Huis in the three Colusa County locations where participant data was collected. Parents in Year 1 developed positive relationships with group leaders, felt supported as parents, and built strong relationships with other participants including those who spoke other languages.

Similar to Year 1, the Year 2 Family Hui evaluation employed mixed methods of data collection, including surveys of parents who participated in Family Huis (n=109) and

"It takes a Hui to raise a child"*

In Hawaiian, a hui (hoo-ee) is a group of people working together toward a shared goal. The Family Hui program builds and expands upon the Baby Hui program in Hawaii, which is more than 30 years old. Goals of Family Huis in California include:

- Empowering parents with knowledge of child development and tools for coping with stress and trauma;
- Building communities of parents supporting one another;
- Providing leadership opportunities for peer facilitators; and
- Connecting parents to community resources.

* Source: www.familyhui.org

interviews with parent leaders, partners, and Family Hui program leadership (n=10). The evaluation also draws upon a review of four Office of Child Abuse and Prevention (OCAP) quarterly reports covering the period between July 1, 2017 and September 30, 2018.

The evaluation is guided by the following questions:

- How was the Family Hui program implemented in Year 2?
- What impact has the Family Hui had on parents, partners, and communities?
- What opportunities exist for Family Hui moving forward?

This evaluation report begins with an **overview of Family Hui implementation** in, including information about the number of Family Huis offered and the characteristics of the families served. Next, the report presents **key findings** regarding the establishment of new Family Hui partnerships, training, and communication. Findings on how Family Huis have **impacted** participating families, parent leaders, and communities are presented next, **with special emphasis on stories** and anecdotes that illustrate participants' experiences. Finally, the evaluation report concludes with **recommendations** for improving implementation of Family Huis. An appendix with detailed findings from the Family Hui participant survey is also provided for reference.

Overview of Family Hui Implementation in Year 2

In a year of growth and expansion, parents participated in Family Huis held at school sites, family resource centers, and other locations.

Since beginning Family Hui, the program has grown steadily, reaching more families each year. Through word-of-mouth along with the efforts of Family Hui leadership, partners and parent leaders, participation in Family Huis has also grown more diverse culturally and economically. To date, Family Huis have taken place in Sacramento, Colusa, San Diego, and Imperial Counties. Family Hui leadership indicates potential for growth in additional counties around the state, including Alpine, Shasta, Siskiyou, and Ventura Counties. In Year 2, the Family Hui program expanded significantly in Afghani refugee communities in Sacramento and San Diego Counties, as well as Spanish-speaking immigrant communities in Imperial and Colusa Counties. Family Hui leadership is also working to launch a tribal Hui with the Quechan Tribe Council.

Participants in Family Huis were recruited through word-of-mouth and the efforts of local partner agencies. In Year 2, child welfare agencies also made referrals to the program.

To recruit families for participation in Family Huis, partner agencies worked to identify peer leaders, who then recruited families through local networks and word of mouth. Agencies "often find somebody who's dynamic, who sparkles, and really has [the] talent and time...then, once [they] find those leaders [they] ask them to find women in their community they would like to bring together, [and] those women bring together women, and so on and so on." Family Hui leadership provided flyers for partner agencies to post, but primarily left recruitment efforts to local leaders. Recruitment took place through existing networks of parenting programs, schools, and word-of-mouth. In Year 2, some participants also came from the child welfare system and participated in Family Huis as part of a requirement to try to regain custody of their children. These parents tended to be hesitant about Family Huis at first, but as a partner shared, "once [they] get into the curriculum, they really enjoy it."

Characteristics of Family Hui Participants in Year 2

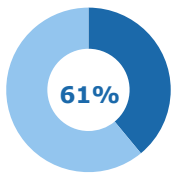
The following provides an overview of demographic characteristics for the 109 participants who completed the participant survey.

- Almost two-thirds (61 percent) of survey participants were Asian, and 24 percent were Latino.
- Nearly half (47 percent) primarily spoke Farsi/Dari at home, while 22 percent spoke Spanish. Another 21 percent identified as multilingual.
- A large portion of participants (39 percent) did not have a high school diploma, but there were also many from the refugee community with graduate degrees (21 percent). Twelve percent had a high school diploma and 11 percent had completed some college. Similarly, 11 percent had an Associate degree or equivalent, and 9 percent had a Bachelor degree.
- The majority of participants (66 percent) had 2-3 children and 11 percent had more than three children.
- Over three quarters of families (76 percent) participated in Family Huis for almost all of the sessions (11-12 times).

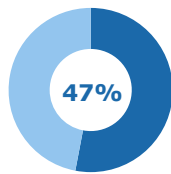
A diverse group with various needs for support, Year 2 Family Hui participants spoke Dari/Farsi (47 percent) and Spanish (22 percent) and had a wide range of educational backgrounds.

The Family Hui program aims to reach low-income families who are underserved by local services in their area. Survey results show the program reaching a growing diversity of families in Year 2. Nearly two-thirds of survey participants were Asian, most from Afghani refugee families. A large portion of participants did not have a high school diploma, but many from the refugee community were also highly educated with graduate degrees. Over three quarters of families participated in Family Huis for almost all of the sessions.

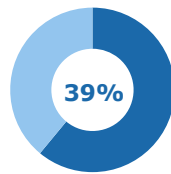
61% of participants were Asian



47% of participants spoke Farsi or Dari



39% of participants did not have a high school diploma



Family Hui participants come from communities with complex strengths and needs, and the Huis were a place to meet these needs and grow through community. For refugee parents, the Family Huis offered a chance to connect with others and gain a better understanding of American culture. “We have refugee women [who] come from really hard places, and they want to learn about the culture, about the rules they don’t know,” said one parent leader from Sacramento County.

In Imperial County, partners described Family Huis as meeting the needs of parents from unskilled backgrounds, many of them Spanish-speaking immigrants. “Our community needs Family Hui,” a partner shared, “it’s kind of a very difficult community because the crime is rising, deportation is rising...we need Family Hui to educate our parents in our community.” Agency and parent leaders of the Family Hui program appreciated how the Hui curriculum informs and educates parents in a way that respects their culture and background. A caseworker explained, “a lot of parents [in our area], they have these issues [of unemployment, drugs, people being undocumented and being deported, domestic violence, and] if they’re informed about these issues and why they’re acting a certain way as parents then they can reprogram...they can retrain themselves and parent differently.”

Local partner organizations chose the Family Hui curriculum due to its supportive and empowering model of peer-led groups.

Partner organizations mainly chose the Family Hui curriculum as an alternative or additional option for their menu of parenting groups. Organizations that served families described having a need for supportive parenting curricula, and learning about Family Huis through the outreach efforts of Family Hui leadership as well as First 5 Commissions and word-of-mouth. As a case manager explained, “we do parenting groups for families [and] we have done parenting groups using The Incredible Years, and the First 5 Commission wanted us to try to see if we could do the Family Hui parenting group.” Another shared that she “wanted something different to provide parents because [they] were continuing to do the Nurturing Parenting Program.” The art projects piqued this partner’s interest, because of their potential “to get the participants to open up a little more...to get along and share with each other.” Still another partner described her strong belief in supporting and empowering parents, noting that “Family Hui is that program that provides that support and empowers parents.” She also liked that it was bilingual and that it had the peer-leadership model of parents leading other parents.

“[To lead Huis, agencies] often find somebody who’s dynamic, who sparkles, and really has [the] talent and time...then, once [they] find those leaders [they] ask them to find women in their community they would like to bring together, [and] those women bring together women, and so on and so on.”

–Family Hui Director

Overall, organizational partners had positive experiences interacting with Family Hui program leadership and liked the trainings and materials.

Partners appreciated how often Family Hui leadership checked in with them and felt they were getting what they needed to implement the program. “[The Director of Family Hui] was very good about following up with me. That was very helpful” said one partner from Imperial County. Another Imperial County partner described the Director as “very kind-hearted, very professional.” At the same time, the training binders met expectations, as did the training activities. In general, partners and parent leaders liked that trainings “went through the binder and went through the actual activities,” and that they were not “just lectures, [but] also hands-on.” One participant described the training as “a nice, simple, easy introduction into the program,” that had both clarity and depth to it. A parent leader said she liked the bibliography provided in the training binder, finding it a very helpful resource for deepening her knowledge of childhood trauma and the developmental needs of children ages 0-5. Partners liked that the trainings were trauma-informed, and available in English, Dari/Farsi, and Spanish. Having the training take place in two sessions was also helpful.

Participants reported that the Family Hui program is accessible and culturally responsive.

As shown in Exhibit 1, participants were satisfied with the Family Hui program. Parents reported that they trusted the group leader, that the program was respectful of their culture, and that the hours and location made it easy for them to participate.

Exhibit 1. Parent satisfaction with Family Hui

| Percent of parents who agree that... | % Agree |
|---|---------|
| The Family Hui was respectful of my culture. | 100% |
| The Family Hui group leader communicated with me in a language I feel comfortable with. | 100% |
| I trusted the Family Hui group leader. | 100% |
| My ideas as a parent were welcomed and included | 100% |
| The Family Hui’s hours and location made it easy for me to participate. | 100% |
| I would recommend the Family Hui to a family member or friend. | 100% |

Partners shared some implementation challenges, including difficulty recruiting families and managing group dynamics; however, all were able to solve implementation challenges and remained positive about the program overall.

While partners were satisfied with the Family Hui program overall, they did share some challenges they encountered with implementing it in their local communities. A common challenge across locations was recruiting and enrolling families. “Just getting the word out and getting the families to participate [is hard]” shared one partner, “[this year] was the first time and the whole concept was kind of different.” Another partner described it being “really difficult to get people on board,” making it important to allow for time to familiarize people with the program. She went on, “when we started telling [people] about Family Hui, it took quite a lot for them to really understand [that] it was not the typical parenting class.” In sum, partners saw

“[The family Hui training is] a nice, simple, easy introduction into the program, but yet, the simplicity had a lot of depth to it...it surprised me.”

–Partner

the participatory, peer-led structure as setting the Family Hui model apart, but found it took effort to communicate this to potential participants and help them see it as different from more “typical” parenting programs that were less participatory.

Other implementation challenges partners brought up included managing group dynamics (e.g., the group getting too large, participants preferring one facilitator over another), paying for additional printouts to add to binders when needed, finding locations to hold Huis, and paying for snacks for participants on limited budgets. The structure of Huis when parents participated as a result of probation or Child Protective Services requirements was also a challenge at first, because parents did not always come at the beginning of sessions. A partner from Colusa County facing this challenge related that she solved it by having the parents who had already gone through the chapters go over the content already covered. In general, local partners solved implementation challenges in creative ways that worked for their parent communities and organizational partners. Across counties and organizational types, partners felt positively about their Family Hui implementation despite any challenges they had faced initially. For partners, the meaningful impact of the program on families and communities – as described in the following section – proved far more important than any challenges faced with early implementation efforts.

“Just getting the word out and getting the families to participate [is hard]...[this year] was the first time and the whole concept was kind of different.”

–Partner

Impact of Family Huis on Parents, Communities, and Partners

Family Huis built community among parents, taught participants about child development and the impacts of early trauma, and provided an important space for learning to manage the stresses of raising children.

Participants in Family Huis had overwhelmingly positive responses to the program, as shown in Exhibit 2. Parents felt more connected with other families, more knowledgeable about child development, and more confident in themselves as parents. These results held true across language groups and education levels.

Exhibit 2. Effects of Participation in Family Hui

| Percent of parents who agreed that... | Parent examples of the effects of participation in Family Hui |
|---|---|
| I feel more connected with other families. | “Attending this program made us learn new things, make friends, and meet new people.” |
| I have a better understanding of how adverse childhood experiences (ACEs) can impact brain development, health, and parenting. | “[It helped me to] be more empathetic towards my children/family and the community.” |
| I am more confident in myself as a parent. | “I learned how to value myself and my kids.” |
| When my child is upset, I can better identify the problem and potential solutions. | “I learned when my children are angry how to be calm and treat them in a good way.” |
| I have a better understanding of what skills/behaviors are appropriate for my child's age. | “[I learned] to educate my children, to know...what activities/tasks they can do depending on their age.” |
| I learned about available programs and services. | “It connected me with community resources, and gave me a space and time to have adult conversations.” |

Interviewees shared many stories of the impacts and successes they were seeing with parent who participated in Family Huis.

“The parents were really enthusiastic,” shared a partner from Colusa County, “we had one parent that attended [and] liked it so well and was feeling benefits from the program, talking to other people, and getting that social support [she needed].” Similarly, an Imperial County parent leader described the growth in confidence she saw among participating parents:

“[The parents] really liked that we were doing this program, because they were feeling that their lives were improving. You can see the difference in their face and the way they were talking. At the beginning, they were a little bit shy, not expressing themselves. Then at the end, they have to be taking care of their family because we were running out of time and they want us to still be there.”

Each interviewee had stories like this to share, of participating parents benefiting in meaningful ways, of trust being built, of participants who participated and shared, and of sessions scheduled to last an hour that went an hour and a half. In the words of another partner, also from Imperial County:

“The parents opened up. They opened up about their fears, they opened up about their experiences in life, all the family situations that they have had in the past...we tried to just make them feel comfortable that everything was confidential, and we thanked them for being very active participants.”

Likewise, in Colusa County, a partner described the changes she saw in a mother who was having a difficult time at home:

“Through the program, I could see where she was making steps towards improvement and feeling better about herself...her personal, physical appearance was improved. Her general attitude [improved], instead of like wanting to be on her phone all the time, she was participating, was talking as a parent, and listening to what her children were doing.”

In sum, the evidence from surveys and interviews is clear: Family Huis across counties are attaining the goals of building community among parents and helping them learn tools for coping with stress and trauma. In the next section, findings show how the goal of providing leadership opportunities for peer facilitators was also being met.

Peer parent leaders of Family Huis also benefited from the experience, gaining knowledge and growing in confidence.

The Family Hui program aims to provide opportunities for leadership development among peer leaders, and findings show this goal being met as well. To lead new Huis in Year 2, partner organizations chose parents who had already participated in the program, or who had led other programs (such as the Migrant Education Program) as peer leaders. Parent leaders went through trainings, and were supported by Family Hui leadership in their first weeks of implementation. Parent leaders led sessions in local languages, and found that having materials in their own language (Dari/Farsi and Spanish) helped them support community and learning.

Respondents who were parent leaders, or partners who worked with them, felt the program was a positive opportunity to develop leadership skills. Parents from the same communities as participants participated in trainings and worked hard to prepare for Huis. “This program really helped me,” shared a mother from Imperial County who led the first Hui in her community. “It was a great opportunity for me, and I’m very thankful for that.” She went on to describe her home community as an

“The parents opened up. They opened up about their fears, they opened up about their experiences in life, all the family situations that they have had in the past.”

–Partner leader

“This program really helped me. It was a great opportunity for me, and I’m very thankful for that.”

–Parent leader

isolated one where cell phones don't work, there is no Internet, and even the television sometimes doesn't work. Having the opportunity to learn and create a supportive experience that helps other parents in her community was very meaningful for her. "I like to become a parent leader because it's a way that I can give back to my community," she said.

Another parent leader from Sacramento County, who worked with the Afghani refugee community, also valued the opportunity to be a peer leader. The Family Hui program has "really helped the other [parents]" she said. She appreciated how the Huis allow participants to share their own experiences, "not just read books." As a participant herself, this parent leader had valued the chance to talk and learn. "I just wanted to start a new group [as a] leader [so] I can teach other women that need this...that's why I became a leader."

For partnership organizations, the Family Hui program brought new resources, connections, and opportunities to strengthen supports for families.

Partner organizations compared the Family Hui program to other parenting programs with which they had experience, and valued many aspects of the Hui approach. Partner organizations serving immigrant populations, for example, found the relationship-building aspects of Family Huis especially helpful in serving these communities. "Sometimes we do have some families that are moving, immigrant [families], and they don't have the support system," related a partner from Imperial County, which borders Mexico. The tribal element of Huis, with its emphasis on shared responsibility for child-rearing, also resonated with many immigrant communities participating in Huis. Partnership organizations also liked the combination of program structure and room for adapting to local contexts in the Hui curriculum. With local language materials and the flexibility to adapt the program, partner organizations felt the program was adaptable to many different communities of parents.

For partner organizations where Family Huis were just one of many programs, such as the family resource centers, Huis became an entry point for participation in other programming. A partner from a school-based parent and community engagement center shared: "The parents that were involved with the Family Hui, they're becoming very involved with other trainings that we are having here in our center. So that makes a difference because they're more involved and empowered."

Conclusion

While the evaluation shows positive experiences overall, the evidence also points to ways of improving the Family Hui program, including more support for recruiting, help working with school districts, and tweaks to program materials and training.

As described throughout this report, responses to the Family Hui program have been very positive, and most interview and survey respondents would recommend the program to others. Nonetheless, when asked, partners and parent leaders did have recommendations for improving the Family Huis. Analysis of participant survey data also indicated possible ways to refine implementation and strengthen the Family Hui program as it grows and expands.

- **Partners would like additional supports for recruiting parents to participate in Huis.** Partners in Year 2 continued to seek more help reaching parents. They found some ways that worked, such as explaining how the Family Hui program is different from other parenting programs, but wanted more ideas. Additional structures or materials that help partners explain what the Family Hui program is and how it can support parents would

"The parents that were involved with the Family Hui, they're becoming very involved with other trainings that we are having here in our center. So that makes a difference because they're more involved and empowered."

–Partner

help partners reach more community members.

- **Partners would also like more support working with school districts, or other similar partners.** The work with school districts was new in Year 2, and the structures for approval, availability of materials and space, and norms for communication all proved different than those experienced with other partners. School districts, and school-based parenting centers, are excellent sites for Huis, but going forward, partners would appreciate additional help working out logistics with them ahead of time.
- **Partners suggested changes to parent leader trainings and materials.** Recommended changes to materials and the structure of trainings included more information about the evidence base of Family Huis; going through all the activities instead of a sampling; and ensuring adequate time for training (for instance, making the training a full-day experience).
- **Parent participants also had ideas for improving materials and the structure of Huis.** Respondents to the participant survey made a number of suggestions for improving materials and the structure of Huis (for a more complete list, see Appendix 1.) Participants suggested more visuals in the binders, copies of the materials to read at home, as well as more activities to do at home. Some parents also wanted parenting advice for all ages, not just young children.
- **Parent participants were interested in additional topics.** Some participants in the Family Huis suggested adding other topics to the materials and sessions, such as job search and readiness. Reflecting the large number of immigrant parents who spoke other languages, other ideas included more support for learning English as a Second Language.

Appendix A:

Family Hui Parent Post Survey

A total of 109 parents completed the Family Hui participant survey in Year 2. Each person answered each question, except where otherwise noted. The number of respondents are provided in parentheses. Respondents completed the survey between January and September 2018, following their participation in the Family Hui program.

Exhibit 1. Race/ethnicity (n=102)

| | % | N |
|----------------------------------|-----|----|
| Black/African American | 1% | 1 |
| American Indian/Alaska Native | 0% | 0 |
| Asian | 61% | 62 |
| Hispanic/Latino | 24% | 25 |
| Native Hawaiian/Pacific Islander | 0% | 0 |
| White | 9% | 9 |
| Other* | 9% | 9 |

* Seven individuals chose “other ethnicity” and wrote in “Afghan.”

Exhibit 2. Education (n=90)

| | % | N |
|--|-----|----|
| Grade 12 or less, no high school diploma | 39% | 35 |
| High school diploma or GED | 12% | 11 |
| Some college | 11% | 10 |
| AA/AS degree or vocational school | 7% | 7 |
| BA/BS degree | 9% | 8 |
| Graduate degree | 21% | 19 |

Exhibit 3. Zip code (n=97)

| | % | N |
|-------|-----|----|
| 92019 | 6% | 6 |
| 92233 | 13% | 13 |
| 95364 | 1% | 1 |
| 95605 | 4% | 4 |
| 95608 | 4% | 4 |
| 95670 | 5% | 5 |
| 95691 | 8% | 8 |
| 95821 | 28% | 27 |
| 95825 | 13% | 13 |
| 95864 | 1% | 1 |
| 95865 | 1% | 1 |
| 95932 | 6% | 6 |
| 95987 | 7% | 7 |
| 95989 | 1% | 1 |

Exhibit 4. Primary language spoken at home (n=105)

| | % | N |
|--------------|-----|----|
| English | 4% | 4 |
| Spanish | 22% | 23 |
| Dari/Farsi | 47% | 49 |
| Pashto | 7% | 7 |
| Multilingual | 21% | 22 |

Exhibit 5. Frequency of participation in Family Hui (n=100)

| | % | N |
|-------------|-----|----|
| 1-2 times | 5% | 5 |
| 3-6 times | 6% | 6 |
| 7-10 times | 13% | 13 |
| 11-12 times | 76% | 76 |

Exhibit 6. Effects of participation in Family Hui

| Since participating in Family Hui, | % Agree | % Somewhat Agree | % Somewhat Disagree |
|--|---------|------------------|---------------------|
| I have a better understanding of how young children learn through play and hands-on experience. (n=109) | 95% | 5% | 0% |
| I have a better understanding of how adverse childhood experiences (ACEs) can impact brain development, health and parenting. (n=91) | 92% | 8% | 0% |
| I have a better understanding of what skills/behaviors are appropriate for my child's age. (n=108) | 94% | 5% | 1% |
| I feel more connected with other families. (n=107) | 95% | 5% | 0% |
| I learned about available programs and services. (n=108) | 94% | 5% | 1% |
| I am more confident in myself as a parent. (n=109) | 93% | 7% | 0% |
| I can better manage the stresses of raising a child. (n=107) | 91% | 9% | 0% |
| I am better able to enjoy my relationship(s) with my child(ren) and family. (n=91) | 97% | 3% | 0% |
| When my child is upset, I can better identify the problem and potential solutions. (n=90) | 94% | 6% | 0% |
| Art of Parenting Activities helped me better understand myself and my relationship with my family. (n=89) | 94% | 6% | 0% |

Exhibit 7. Satisfaction with Family Hui

| | % Agree | % Somewhat Agree | % Disagree |
|---|---------|------------------|------------|
| The Family Hui’s hours made it easy for me to participate. (n=107) | 95% | 5% | 0% |
| The Family Hui was respectful of my culture. (n=108) | 98% | 2% | 0% |
| My ideas as a parent were welcomed and included in the Family Hui. (n=107) | 98% | 2% | 0% |
| The Family Hui group leader communicated with me in a language I feel comfortable with. (n=107) | 99% | 1% | 0% |
| I trusted the Family Hui group leader. (n=107) | 99% | 1% | 0% |
| I would recommend the Family Hui to a family member or friend. (n=107) | 99% | 1% | 0% |
| The Family Hui’s location made it easy for me to participate. (n=107) | 100% | 0% | 0% |

Exhibit 8. Benefits of participating in Family Huis

Participants had many positive responses to the Family Hui programs and some described its benefits for them and their families in the open-ended questions at the end of the survey. The following provides a sample of quotes, organized into groups by type of benefit.

Family Huis benefited participants’ social connectedness:

- Strengthen our social relationships with others.
- Attending this program made us learn new things, make friends, and know new people. Now we can share suggestions among each other and help each other.
- Relations with families and have families with neighbors and also it is better for the family capacity building.
- Created a network of support with other mothers. Be more patient with my children. Help other families. Have empathy.
- It helped to me see that many times my worries are the same as those of other mothers.
- Attending Family Hui was very useful for me and it strengthened our relationships with our families.
- Share experiences with other parents.
- It connected me with community resources, gave me a space and time to have adult conversations.
- It gave me a chance to talk with other adults about daily struggles and get good suggestions on how to deal with them.

Parents learned about child development:

- I learned [good] things in these sessions. These sessions taught me how to feed my child and how to spend time with my child.
- Help and understand my children, in response to their ages.
- I learned new things regarding raising my kids. I also learned how to take care of my kids.
- I learned that after 3 years old, my children grow better and it is the most important age. I learned how to manage my anger.
- Attending this program was useful for me. This program covered useful topics about taking care of children. I learned good things about kids' nourishment and learned to feed and take care of my children in better ways.
- To educate my children, to know their necessities and what activities/tasks they can do depending on their age.

Parents learned new coping skills:

- I learned how to control my anger and act toward my children.
- I learned how to control my anger and how to act better to my children. I learned how to understand my children so I could treat them better.
- I learned how to speak with my daughter and be patient.
- I learned ways to manage my stress.
- It helped me with my son, to have more options for responding when he has a tantrum.
- I learned to control my anger. How to act to my children in a good way. I am acting better toward my children.
- I learned when my children are angry how to be calm and treat them in a good way. I learned how to help my children in those situations.
- Being more conscious of how to react with children in situations that can be stressful.
- It helped me talk about my problems.

Family Huis helped parents feel better and more confident:

- I have more confidence and trust as a family and parent should.
- I feel calmer.
- I learned to be a better person.
- I learned from this program how to value myself and my family.
- I learned how to value myself and my kids and how to give priority to myself and my kids.

- Value my family more. Be more conscious of my actions.
- I understand better how to be a more positive mother.
- A very great program with important topics for families. It was useful and valuable for me and had a positive impact on me.

Exhibit 9. Suggestions for changing Family Huis

Participants offered suggestions for changing Family Huis. The following provides a sample of quotes, organized by type of suggested change.

Update materials and/or content:

- The only thing that I would like is for all the binders/materials to have the same information and content. There were some that were incomplete or did not have the same materials.
- I would like more activities and a more visual binder, because it's often a lot of information without any images.
- I liked the crafts.
- I request you print the material of this training and provide a copy to the participants to read them at home as well.
- That the materials include more community programs.

Additional topics and/or content:

- Job searching.
- More training and topics.
- We want additional trainings.
- It will be good if you add English in the program.
- Making ESL classes in each workshop.
- More interaction and activities.
- More clear information for mothers with images, not only text and so much reading.

Change length of classes/activities:

- A shorter class. I'd like us to do more activities that we can do at home with our children.
- Do less activities that take a lot of time.
- I want the time of the class to be longer, but everything else was good.
- We want tailoring courses.
- The only thing that could be added is doing some activities in some weeks since guests are interested in doing some class activities.

- We need advice for all ages, especially for when children become adolescents.

Other suggestions:

- I would have liked to meet the program directors from the beginning to help understand the goals of the program.
- Childcare for moms that participate, since we were only given childcare the last 3 meetings.