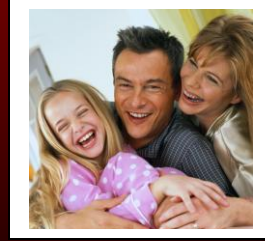


**S**trenghening  
**F**amilies  
**I**nitiative



Las Cruces, New Mexico  
Albuquerque, New Mexico

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## Healthy Marriage Demonstration

Grant # 90-FE0135

April - September, 2009

**For general information:**

Dr. Esther Devall  
(575) 646-1185  
edevall@nmsu.edu

**For research and evaluation information:**

Dr. Marcel Montañez  
(575) 646-5078  
marcel@nmsu.edu

**For information about programs:**

*Las Cruces*

Lisa Shields  
(575) 646-3560  
lshields@nmsu.edu

**Or write to us at:**

New Mexico State University  
Gerald Thomas Hall #309  
P.O. Box 30003, MSC 3470  
Las Cruces, NM 88003-8003

*Albuquerque*

Dr. Nancy Bryant  
(505) 332-3765  
nbryant@nmsu.edu



DEPARTMENT OF HEALTH AND HUMAN SERVICES  
ADMINISTRATION FOR CHILDREN AND FAMILIES

**Semi-Annual Progress Report-Cover Sheet**

*\*This cover sheet must accompany all reports submitted\**

Grant Number: 90-FE0135

Budget Period: April to September, 2009

Project Period: April to September, 2009

Grantee Name: New Mexico State University

Grantee Address: PO Box 30003, MSC 3470, Las Cruces, NM 88003-8003

Telephone Number: (575) 646-1185

Project Title: NMSU Family Wellness Program

Period Covered by Report: April 1, 2009 through September 30, 2009  
(Second Semi-Annual Progress Report)

Name of Project Director: Esther Devall (575) 646-1185

Date of Report: October 30, 2009

Report Number: 6

Federal Project Officer: Doresa Payton

Grants Management Specialist: Abangolee Caulcrick

## I. Grant Information

**Grantee Organization:** New Mexico State University, Strengthening Families Initiative  
**Grantee Number:** 90-FE0135  
**Grantee Type:** Institute of Higher Education  
**Priority:** 8 (Healthy Marriage Grants for any allowable activity)  
**Target Population:** Hispanics and Caucasians in Doña Ana County and the 5-county metro Albuquerque area, New Mexico

## II. Major Activities and Accomplishments

ALLOWABLE ACTIVITY AREA	ACTIVITY	SCHEDULE OF ACTIVITIES/EVENTS		ACCOMPLISHED ACTIVITIES/EVENTS DURING THIS REPORTING PERIOD		
		PROPOSED DATE FOR CLASS SERIES	ACTUAL DATE OF CLASS SERIES	TARGET	NUMBER SERVED	NUMBER COMPLETED
HM 4 & 5  Premarital and marriage skills training  (Cesar Chavez)	Deliver Family Wellness curriculum to single, cohabiting, and married individuals	January-March, 2009	January – April, 2009	15 adults 15 youth 720 hours	18 adults (7 married, 5 single, 6 cohabiting) 12 youth 605 hours	14 adults 10 youth
HM 4 & 5  (Edward Gonzalez)	Deliver Family Wellness curriculum	January-March, 2009	January – April, 2009	15 adults 15 youth 720 hours	14 adults (10 married, 1 single, 3 cohabiting) 17 youth 968 hours	11 adults 7 youth
HM 4 & 5  (Isleta Pueblo)	Deliver Family Wellness curriculum	January-March, 2009	January – April, 2009	15 adults 15 youth 720 hours	9 adults (2 married, 5 single, 2 cohabiting) 11 youth 463 hours	6 adults 4 youth
HM 4 & 5  (Las Cruces High)	Deliver Family Wellness curriculum	January-March, 2009	January – April, 2009	15 adults 15 youth 720 hours	7 adults (6 married, 0 single, 1 cohabiting) 9 youth 430 hours	4 adults 6 youth

ALLOWABLE ACTIVITY AREA	ACTIVITY	PROPOSED DATE	ACTUAL DATE	TARGET	NUMBER SERVED	NUMBER COMPLETED
HM 4 & 5  (Conlee)	Deliver Family Wellness curriculum	January-March, 2009	February – April, 2009	15 adults 15 youth 720 hours	10 adults (5 married, 4 single, 1 cohabiting) 19 youth 608 hours	7 adults 8 youth
HM 4 & 5  (Valley View)	Deliver Family Wellness curriculum	January-March, 2009	February – April, 2009	15 adults 15 youth 720 hours	8 adults (1 married, 4 single, 3 cohabiting) 9 youth 362 hours	4 adults 6 youth
HM 4 & 5  (Oate)	Deliver Family Wellness curriculum	January-March, 2009	January – April, 2009	15 adults 15 youth 720 hours	6 adults (0 married, 6 single, 0 cohabiting) 0 youth 164 hours	5 adults (no youth enrolled)
HM 4 & 5  (Univ. Church of Christ)	Deliver Family Wellness curriculum	June-August, 2009		15 adults 15 youth 720 hours	10 adults (8 married, 1 single, 1 cohabiting) 8 youth 295 hours	8 adults 0 youth
HM 4 & 5  (FYI)	Deliver Family Wellness curriculum	June-August, 2009		15 adults 15 youth 720 hours	25 adults (11 married, 6 single, 8 cohabiting) 13 youth 883 hours	17 adults 4 youth
HM 4 & 5  (DA office)	Deliver Family Wellness curriculum	June-August, 2009		15 adults 15 youth 720 hours	26 adults (12 married, 8 single, 6 cohabiting) 12 youth 1,053 hours	18 adults 12 youth

ALLOWABLE ACTIVITY AREA	ACTIVITY	PROPOSED DATE	ACTUAL DATE	TARGET	NUMBER SERVED	NUMBER COMPLETED
HM 4 & 5  (PRO)	Deliver Family Wellness curriculum	June-August, 2009		15 adults 15 youth 720 hours	30 adults (7 married, 15 single, 10 cohabiting) 22 youth 1,143 hours	27 adults 6 youth
HM 4 & 5  (Edward Gonzalez)	Deliver Family Wellness curriculum	June-August, 2009		15 adults 15 youth 720 hours	25 adults (5 married, 15 single, 5 cohabiting) 27 youth 968 hours	19 adults 16 youth
<b>TOTAL</b>	7 that were in process last report, and 5 new class series				116 adults 82 youth (from the 5 new classes; those in the 7 previous classes were counted in the last report)	140 adults 79 youth (from all 12 classes completed)

### III. Compliances and Assurances

#### Domestic Violence

- We have a domestic violence protocol and our staff members have been trained in the protocol. We review the protocol at the beginning of each grant year.
- The *New Mexico Coalition against Domestic Violence* provided materials in English and Spanish to distribute in the Family Wellness classes. The materials were: *How is Your Relationship Quiz*, *Personal Safety Tips*, *Characteristics of an Abusive vs. Successful Relationship*, and names and phone numbers of all domestic violence programs in New Mexico.

#### Faith Based Regulations

- No faith based materials were used during the Family Wellness classes. The curriculum is secular in nature.

## Voluntary Participation

- During the first class of each Family Wellness series, adults were informed that their participation in the classes and in the research is voluntary. The Institutional Review Board at New Mexico State University approved the research consent form. Participation in the classes was also voluntary.

## Data Collection

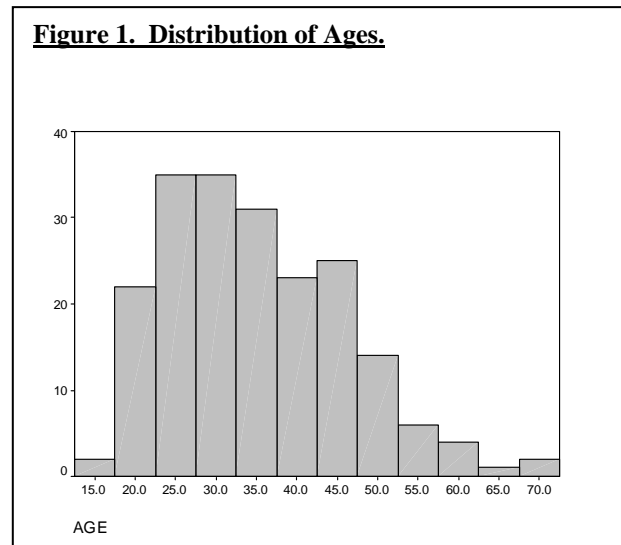
ALLOWABLE ACTIVITY AREA	UNIT	NUMBER OF UNITS PER THIS BUDGET PERIOD		NUMBER OF UNITS SINCE AWARD DATE (SEPT 2006)
		TARGET	NUMBER SERVED	NUMBER TO DATE SERVED
HM 4 & 5	Single parents, unmarried couples, married couples	270	354	827
HM 4 & 5	Children of single parents, unmarried couples, and married couples	270	269	706

## IV. Evaluation

The evaluation data that is presented is for the entire grant year, not just for this reporting period.

### Description of Participants

**Age.** The average age of participants in the sample was 37 with a standard deviation of 12 years (see Table 1). The youngest person was 16 and the oldest was 65 years old. Figure 1 shows the distribution of ages for the group.



**Table 1. Descriptive Statistics for Age.**

	N	Minimum	Maximum	Mean	Std. Deviation
AGE	200	17	69	35	11

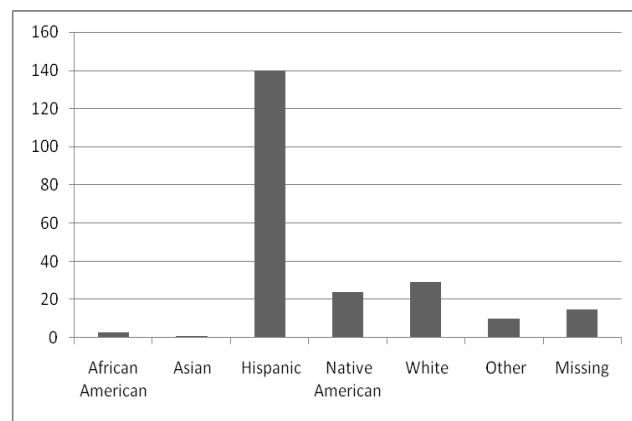
**Sex.** There were almost twice as many women in this sample than men. Table 2 shows frequency of sex of participants.

**Table 2. Number of Males and Females.**

	Frequency	Percent
<b>Males</b>	72	34%
<b>Females</b>	138	66%
<b>Total</b>	210	100%

**Ethnicity.** Figure 2 shows ethnicity of participants which was gathered by self-report. Subjects were asked to indicate what ethnic group best described them. The options were (1) White, (2) Hispanic, (3) African American, (4) Native American, (5) Mixed and (6) Other. As can be seen in Figure 2, the overwhelming majority of participants were Hispanic, followed by White. Other groups were represented minimally. Some indicated that they did not fit into any of the categories (See Table 3).

**Figure 2. Number of Participants by Ethnic Group.**



**Table 3. Ethnicity of Subjects**

	Frequency	Percent
<b>African American</b>	3	1.4
<b>Asian</b>	1	0.5
<b>Hispanic</b>	140	63.1
<b>Native American</b>	24	10.8
<b>White</b>	29	13.1
<b>Other</b>	10	4.5
<b>Missing</b>	15	6.8
<b>Total</b>	222	100

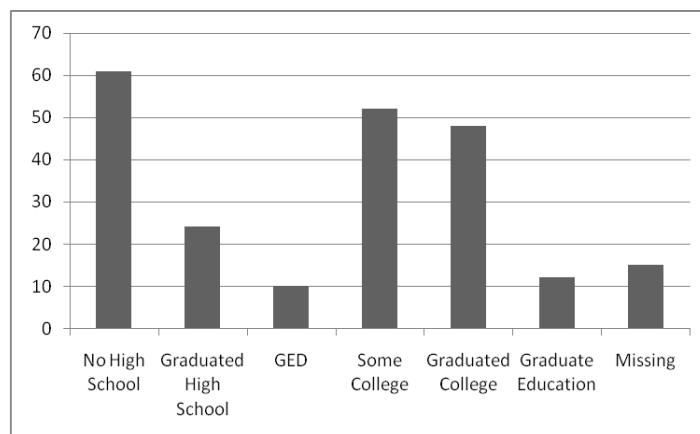
**Marital Status.** When asked to describe their relationship status, there was a variety of responses. The two largest groups indicated that they were either married or single. The third largest group consisted of those participants who were cohabitating. Fewer people indicated that they were dating and very few indicated that they were widowed (see Table 4).

**Table 4. Relationship Status**

Type of Relationship	Frequency	Percent
a. Married	85	38.3
b. Cohabitating	51	23.0
c. Dating	16	7.2
d. Single	52	23.4
e. Widowed	15	6.8
Total	222	100

**Education Level.** Participants were asked to indicate the highest level of education they received. The number of participants who did not complete a high school education was 61 (27%); 24 (11%) completed high school. The number of people who earned a GED was 10 (5%). Approximately 52 (23%) people completed some college, and 48 (22%) indicated they had finished college. Twelve indicated that they had some graduate study (12%) (see Figure 3). There were 15 (7%) people with missing data for education.

**Figure 3. Educational Status of Participants.**





**Number of Children.** Participants of the program had between 1 and 7 children, with an average of 2.3 children.

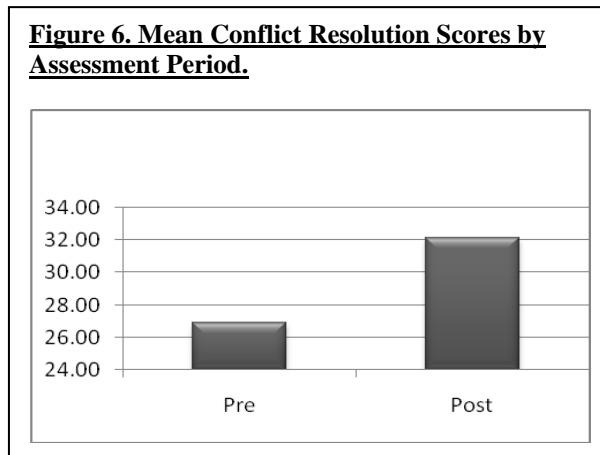
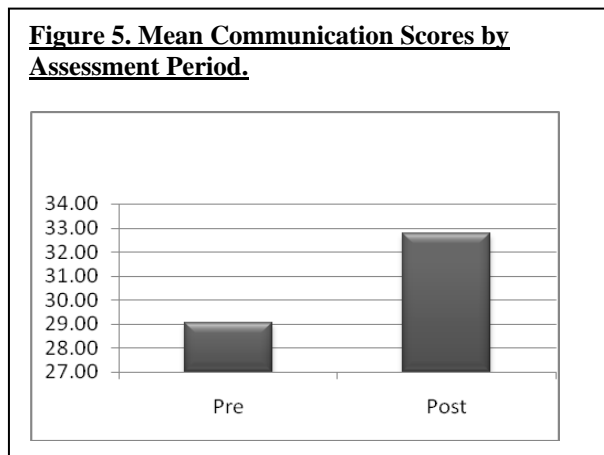
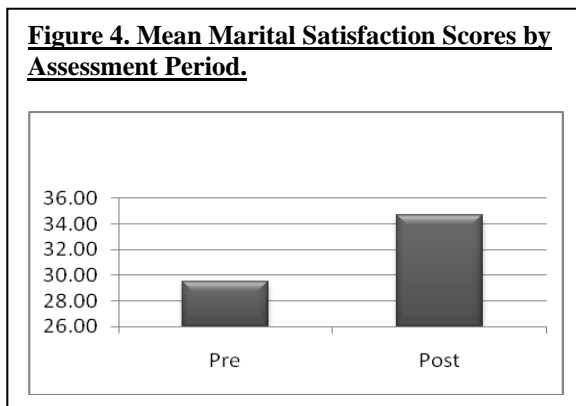
### Outcomes

The following is a statistical analysis of growth made in relationships skills, parenting skills, and overall family functioning. It is based on a comparison of pre- and post-test means.

#### Couple Relationship Outcomes

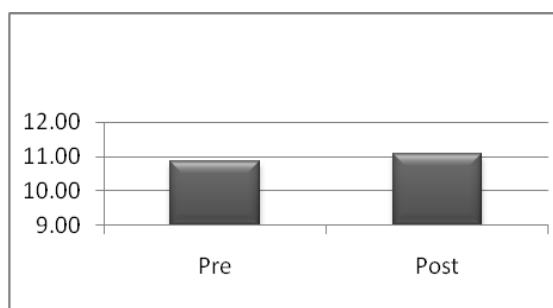
The ENRICH was used to measure marital satisfaction, couple communication, and conflict resolution. There was a significant increase in marital satisfaction for participants from pre to post ( $t=4.31$ ;  $p=.000$ ). Participants demonstrated a significant increase in communication skills ( $t=2.55$ ;  $p=.006$ ). The last component measured was conflict resolution. Participants made

significant growth in their ability to resolve conflicts in a healthy manner ( $t=4.17$ ;  $p=.000$ ). Figures 4 through 6 are a visual representation of mean scores on relationship skills measured by the ENRICH.

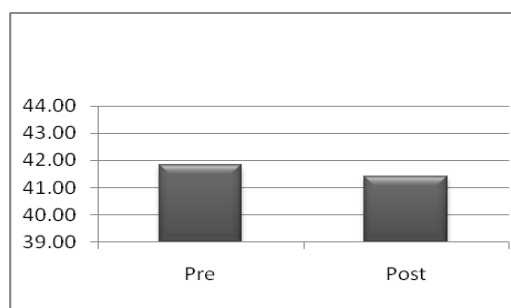


The Components of Commitment Scale was used to measure aspects of couple commitment. The CCS measured three constructs within the topic of commitment—structural, moral and personal commitment. The smallest difference in change scores was found for personal commitment. With this sample, participants may have overestimated their level of personal commitment during the pre-intervention evaluation. As was desired, a decrease was found in moral and structural commitment. These changes indicate that individuals' ideas concerning commitment to their relationship became more strongly based on internal factors than external or circumstantial factors. Figures 7 through 9 show the pre- and post-mean scores on commitment for participants.

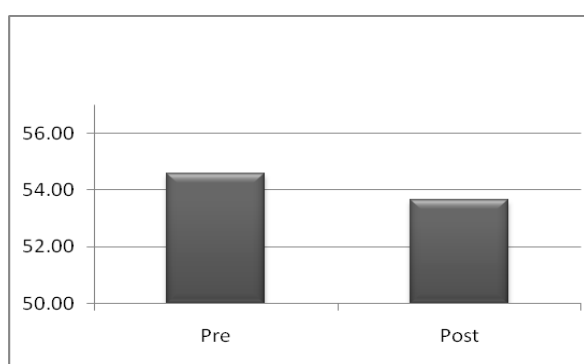
**Figure 7. Mean Personal Commitment Scores by Assessment Period.**



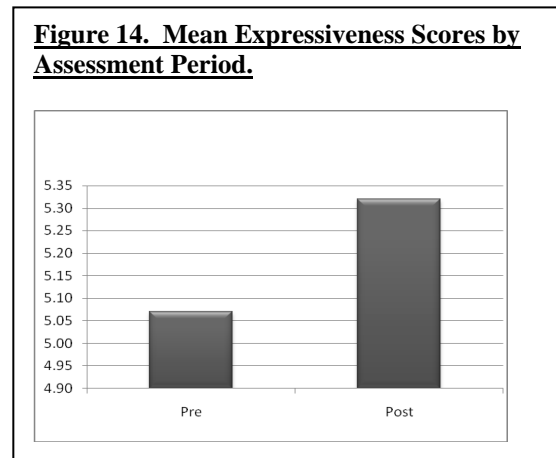
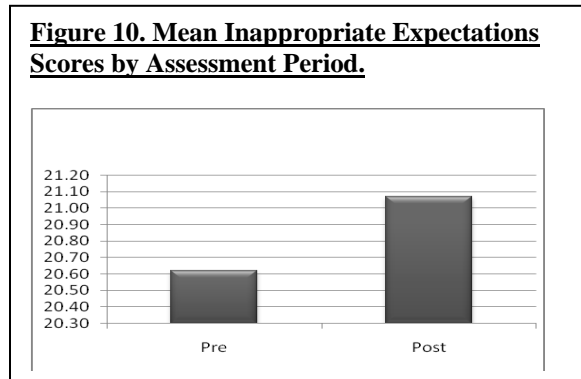
**Figure 8. Mean Moral Commitment Scores by Assessment Period.**



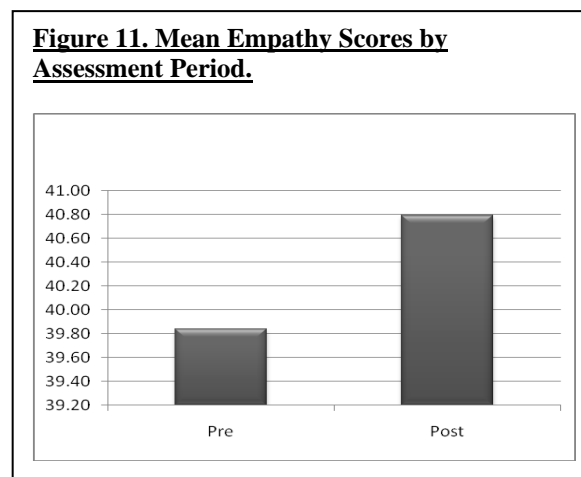
**Figure 9. Mean Structural Commitment Scores by Assessment Period.**



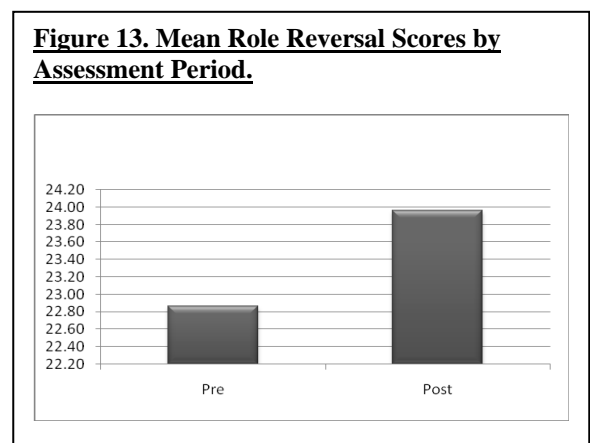
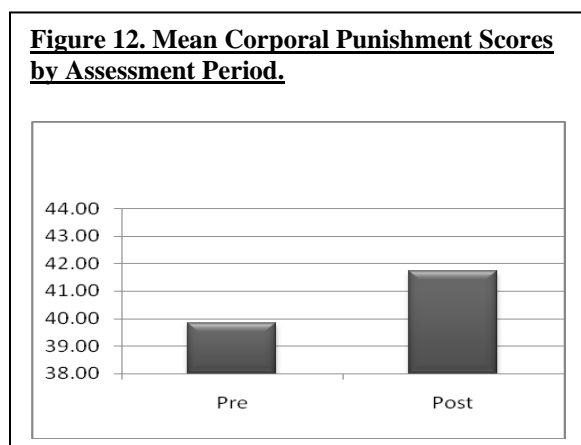
**Parenting.** The Adult-Adolescent Parenting Inventory (AAPI-2) was used to assess parents in the following areas: (a) inappropriate expectations of



children; (b) lack of empathy towards children's needs; (c) strong belief in the use of corporal punishment as a means of discipline; (d) reversing parent-child roles and (e) oppressing children's power and independence. Individual subscale scores for the constructs were computed. For each subscale, raw scores were compared for the two measurement times. Low scores indicate a high risk for abusive or neglectful parenting; high scores are desirable. In 3 of the 5 subscales, statistically



significant growth was made ( $p < .01$ ). The largest areas of growth were made in beliefs about corporal punishment and appropriate parent/child roles. After the intervention, participants were less likely to use corporal punishment and more likely to adopt developmentally appropriate parenting roles (see Figures 10-13).



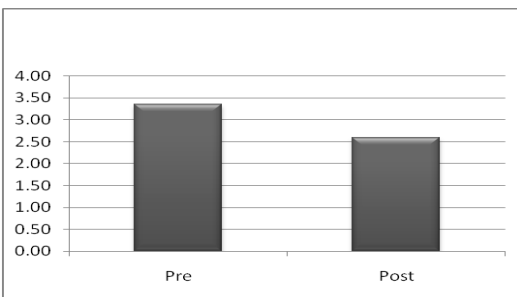
## Family Functioning

### Family Environment Scale (FES).

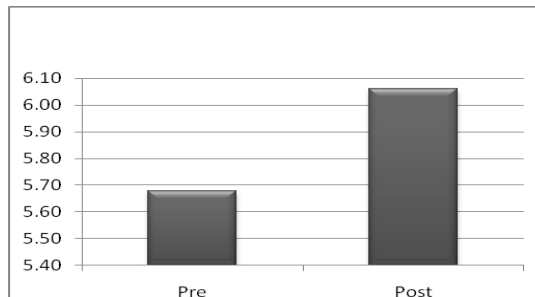
The Family Environment Scale (FES) was used to measure social and environmental characteristics of families. Expressiveness, Conflict, Independence, Organization and Control were all measured (see Figures 14-18). These subscales account for relationships and structure (organization) in families.

Because of the intervention, families showed decreased conflict ( $t=4.88$ ;  $p=.000$ ), a higher level of organization within their families ( $t=4.93$ ;  $p=.000$ ), and more independence ( $t=2.38$ ;  $p=.009$ ). Growth was also made in expressiveness ( $p<.10$ ).

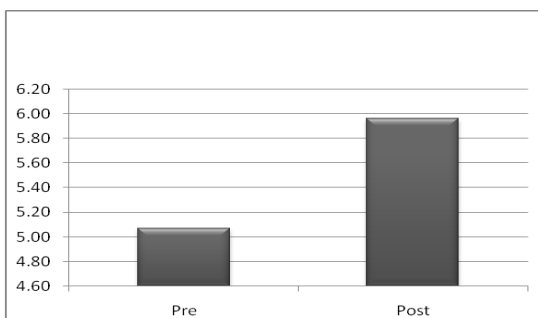
**Figure 15. Mean Conflict Scores by Assessment Period.**



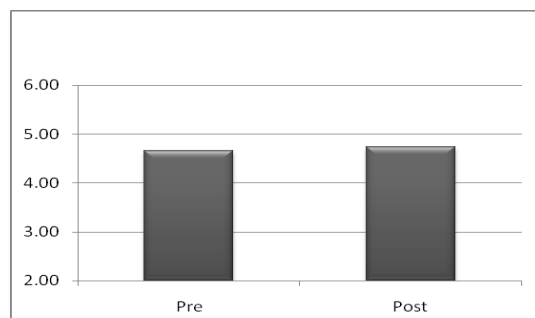
**Figure 16. Mean Independence Scores by Assessment Period.**



**Figure 17. Mean Organization Scores by Assessment Period.**

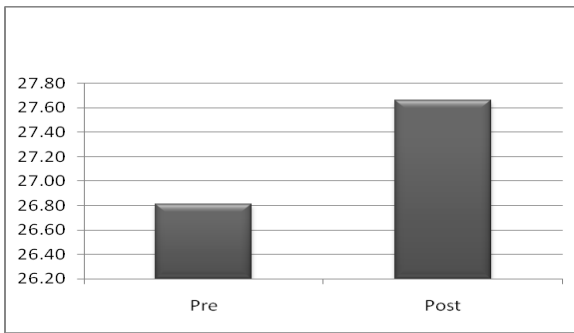


**Figure 18. Mean Control Scores by Assessment Period.**

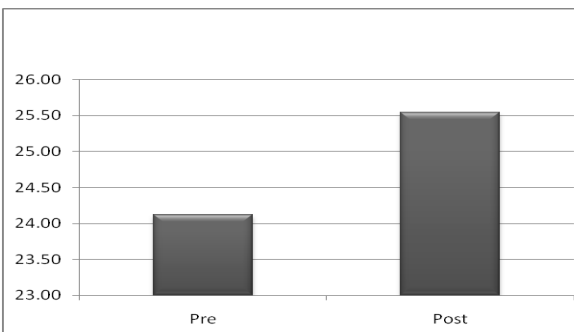


**FACES.** The Family Adaptability and Cohesion Evaluation Scale (FACES) IV was used to measure family functioning (Olson, 1986). Two characteristics of families were measured; cohesion and flexibility (see Figures 19, 20). Significant growth was made in family flexibility ( $t=4.07$ ;  $p=.000$ ) and family cohesion ( $t=1.75$ ;  $p=.041$ ).

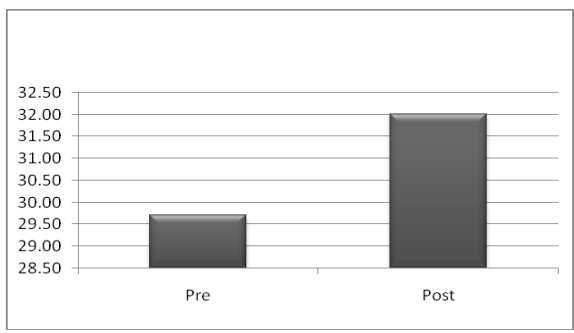
**Figure 19. Mean Cohesion Scores by Assessment Period.**



**Figure 20. Mean Flexibility Scores by Assessment Period.**



**Figure 21. Mean Reframing Scores by Assessment Period.**

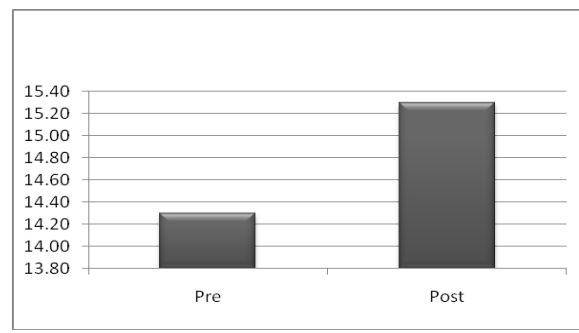


### **Family Crisis Oriented Personal Evaluation**

#### **Scales (F-COPES).**

The Family Crisis Oriented Personal Evaluation Scales (F-COPES) was used to assess problem-solving and behavioral strategies. The current evaluation had two of the five subscales: reframing and mobilizing the family to acquire and accept help (see Figures 21, 22). Significant growth was found in ability to reframe a crisis ( $t=4.32$ ;  $p=.000$ ) and ability to mobilize and move towards solving problems ( $t=3.23$ ;  $p=.001$ ).

**Figure 22. Mean Mobilization Scores by Assessment Period.**



## Summary

- 354 individuals (with 269 children) were served.
- Growth was made in 13 of the 20 subscales, and across all three areas:
  - Significant growth was made in Couple Relationship Skills.
  - Significant growth was made in Parenting Skills.
  - Significant growth was made in Family Functioning.

**Table 5. Pre- and Post-Test Mean Scores for All Measured Outcomes.**

Scale	Pre Mean (Sd)	Post Mean (Sd)	t-value	p-value
<b>Couple Relationship</b>				
Marital Satisfaction	29.5 (12.7)	34.7 (7.5)	4.31	.000*
Communication	29.0 (12.9)	32.8 (9.1)	2.55	.006*
Conflict Resolution	26.9 (11.7)	32.2 (8.0)	4.17	.000*
Personal Commitment	10.9 (3.1)	11.1 (2.5)	.99	.162
Moral Commitment	41.8 (9.3)	41.4 (8.2)	.76	.225
Structural Commitment	54.6 (16.1)	53.7 (13.7)	.81	.211
<b>Parenting Skills</b>				
Inappropriate Expectations	20.6 (4.8)	21.1 (3.9)	1.40	.082
Empathy	39.8 (7.8)	40.8 (5.6)	1.77	.039*
Corporal Punishment	39.8 (8.3)	41.7 (6.8)	3.54	.001*
Role Reversal	22.9 (5.6)	24.0 (4.7)	3.27	.001*
Oppressing Children's Power	19.1 (3.7)	19.5 (3.0)	1.46	.073
<b>Family Functioning</b>				
Expressiveness	5.1 (2.0)	5.3 (2.1)	1.41	.081
Conflict	3.4 (2.5)	2.6 (2.3)	4.88	.000*
Independence	5.7 (1.7)	6.1 (1.6)	2.38	.009*
Organization	5.1 (2.4)	6.0 (2.3)	4.93	.000*
Control	4.7 (1.9)	4.7 (1.6)	.46	.324
Cohesion	26.8 (6.6)	27.7 (5.4)	1.75	.041*
Flexibility	24.1 (6.1)	25.5 (5.5)	2.90	.002*
Reframing	29.7 (7.0)	32.0 (4.9)	4.32	.000*
Mobilization	14.3 (4.0)	15.3 (3.0)	3.23	.001*

\* Indicates statistical significance

## **VI. Stories of Impact**

The following are statements from participants who attended the Family Wellness program.

### **Couple Relationship**

- I learned that we should appreciate our partners more and dedicate more time to them.
- I liked that I got to view others' relationships because it helped with my relationship.
- I feel as though the Family Wellness has opened my eyes to some new ideas and communication skills that are very rusty and need to be used more often.
- The Family Wellness program has helped me in my relationship with my husband by teaching me how to be a better listener.
- This class gave me ways to better our relationship and how to stay strong and united.
- We talk to each other more now about our problems.
- Family Wellness has helped me to see my anger. I tend to raise my voice when we argue, but now I think about it first.
- Even though I don't have a relationship right now, I will remember to try to use better communication skills.
- We (husband and I) are more patient with each other and value our time together.
- I learned that we should appreciate our partners more and dedicate more time to them.
- I have learned different skills and methods to work on our relationship.

### **Parenting**

- The classes have taught us how to set rules and chores and how to stick to what is right for all of us.
- I like that I can get different parent's opinions on personal subjects.
- This program helped me to watch what I do in front of my daughter: "Monkey see Monkey do."
- It has helped me with my kids, in finding new ways to deal with little things that usually irritate me. I have learned to be more patient or at least try to be.
- It's helped me become a better mother to my kids and be stronger for them.
- It has helped define structure and consistency of our family unit, and helped me become more aware of my own parenting habits.
- It has made me evaluate how I run my household. Being a single parent or just a parent in general, you tend to just continue down the same path, not taking the time to really look at the situation.
- It opened our eyes and helped us realize we as the parents are a team and we need to work together with our children and with each other as well.
- My daughters seem to be more open with me and my husband; we can actually talk about "sex"!
- It has helped me communicate with my son.
- The program has helped me work harder to understand my kids and their problems.
- I liked the advice on setting boundaries and starting a routine for bedtime.

### **Family Functioning**

- There has been a lot of useful practical information that has helped with many matters within our household. Many of the strategies and ideas seem so basic, but this has allowed me to use many of them.
- The program has shown me how to have a more productive family and apply appropriate rules and consequences.

- Family Wellness has helped my family’s communication and how to solve personal problems without arguing as much.
- The Family Wellness program has helped my family by teaching me new ways to handle different situations.
- Helped us to understand the complexity of family dynamics especially with a new stepfamily.
- Made me stop and think about the strengths and good qualities in my family.
- The class has helped us define our roles and what each of those roles entails. Communication, listening is required of everyone in the family.
- I discovered that I was not thinking about what I wanted from my family before talking to them.

## VII. Implementation Issues and Concerns

- We anticipated an average of 15 adults per class series. Our classes this term ranged from 6 to 30 adults, with an average enrollment of 10 adults. We continue to work on recruitment.
- Our target for the year was to offer 18 classes, and to serve 270 adults and 270 youth. We exceeded our target, offering 23 classes to 354 adults and 269 youth.
- For this reporting period, we had a graduation rate of 72% so we met our goal of 70%. For the year, our graduation rate was 64% (55% the first period, and 72% this period). We will continue to work on strategies for retention.

## VIII. Collaborations, Presentations, and Staff Development

COLLABORATIONS					
<i>COMMUNITY PARTNER</i>	<i>SPACE FOR CLASSES</i>	<i>RECRUITMENT AND REFERRAL</i>	<i>FOOD</i>	<i>CHILDREN’S PROGRAM</i>	<i>OTHER</i>
2 <sup>nd</sup> Engineer Batallion WSMR		X			
Anthony Tresco TOTS, Inc.		X			
Aprendamos Intervention Team		X	X	X	• Networking
Ben Archer Health Center		X		X	
Children’s Garden Daycare		X			
COLLABORATIONS					
<i>COMMUNITY PARTNER</i>	<i>SPACE FOR CLASSES</i>	<i>RECRUITMENT AND REFERRAL</i>	<i>FOOD</i>	<i>CHILDREN’S PROGRAM</i>	<i>OTHER</i>
Community Action Agency of SNM		X			



Conlee Elementary	X	X		X	
Desert Trails Elementary	X	X	X	X	<ul style="list-style-type: none"> <li>• Marketing</li> <li>• Incentives</li> <li>• Janitorial Staff</li> </ul>
Desert View Elementary		X			
Diersen Charities	X	X	X		<ul style="list-style-type: none"> <li>• Beverages</li> <li>• Security</li> </ul>
Doña Ana County Human Services		X			
Dream Center of Las Cruces		X			<ul style="list-style-type: none"> <li>• Marketing</li> </ul>
ENLACE	X	X			
Families & Youth, Inc.	X	X	X	X	<ul style="list-style-type: none"> <li>• Networking</li> <li>• Kitchen Facilities</li> <li>• Security</li> <li>• Coordination</li> <li>• Marketing</li> </ul>
Gadsden (GISD)		X			
HELP-NM		X			
Interagency Council		X			
Juvenile Probation and Parole		X			<ul style="list-style-type: none"> <li>• Networking</li> </ul>
La Pinon		X			<ul style="list-style-type: none"> <li>• Networking</li> </ul>
Las Compañeras		X			<ul style="list-style-type: none"> <li>• Networking</li> </ul>
Las Cruces Municipal Courts		X			
<b>COLLABORATIONS</b>					
<i>COMMUNITY PARTNER</i>	<i>SPACE FOR CLASSES</i>	<i>RECRUITMENT AND REFERRAL</i>	<i>FOOD</i>	<i>CHILDREN'S PROGRAM</i>	<i>OTHER</i>
Las Cruces Public Schools, Administration		X			

Las Cruces Public Schools, Special Education Dept.	X	X		X	
M.E.C.A		X	X	X	• Networking
Mesilla Park Elementary	X	X		X	
Mesquite Elementary		X			
Mesquite Learning Center		X			
NM Children, Youth, and Families Department	X	X	X	X	<ul style="list-style-type: none"> <li>• Kitchen</li> <li>• Networking</li> <li>• Facilities</li> <li>• Security</li> <li>• Coordination</li> <li>• Marketing</li> </ul>
NM Department of Health		X			
NM Works		X			
NMSU HHS-Domestic Violence Program					• Presentations for adolescent on DV.
Oñate High School	X	X			<ul style="list-style-type: none"> <li>• A/V Equipment</li> <li>• Technical Assistance</li> </ul>
Pic-Quick Convenience Stores		X			
Pre-Prosecution Diversion Program	X	X	X	X	<ul style="list-style-type: none"> <li>• Security</li> <li>• Educational</li> <li>• Presentations</li> <li>• Beverages</li> <li>• Networking</li> </ul>

<b>COLLABORATIONS</b>					
<i>COMMUNITY PARTNER</i>	<i>SPACE FOR CLASSES</i>	<i>RECRUITMENT AND REFERRAL</i>	<i>FOOD</i>	<i>CHILDREN'S PROGRAM</i>	<i>OTHER</i>
Riverside Elementary		X			
Santa Teresa Elementary		X			
Southern Transition Team		X			
Sunland Park Elementary		X			
Tresco Tots, Inc.		X	X	X	<ul style="list-style-type: none"> <li>• Marketing</li> <li>• Networking</li> <li>• Screenings</li> </ul>
University Church Of Christ	X	X	X	X	<ul style="list-style-type: none"> <li>• Storage</li> <li>• Kitchen</li> <li>• Technical Equipment</li> </ul>
Vado Elementary	X	X	X	X	<ul style="list-style-type: none"> <li>• Marketing</li> <li>• Janitorial Staff</li> </ul>
White Sands Missile Range, Elementary & Middle Schools	X	X	X	X	<ul style="list-style-type: none"> <li>• Janitorial Staff</li> </ul>
WSMR, Army Community Service		X			

<b>DATE</b>	<b>PRESENTATIONS</b>	<b>LOCATION</b>
09/29/09	NM Works Collaboration Meeting	Las Cruces, NM
09/26/09	Barnes and Noble Hispanic Heritage Celebration	Las Cruces, NM
09/24/09	Special Quest Quarterly Meeting MECA Therapies	Las Cruces, NM
09/16/09	Calvary Baptist Church	Las Cruces, NM
09/18/09	Head Start Staff Meeting La Clinica de Familia	Las Cruces, NM
09/10/09	Families and Youth, Inc.	Las Cruces, NM
09/09/09	Las Montañas High School	Las Cruces, NM
09/08/09	NM Children Youth and Families Department	Las Cruces, NM
09/08/09	La Compañeras Resource Meeting First Step Clinic	Las Cruces, NM
08/20/09	Concilio Presentation	Las Cruces, NM
08/12/09	University of Christ	Las Cruces, NM
08/05/09	Vado Elementary	Vado, NM
08/06/09	Family Readiness Group Meeting	WSMR, NM
08/01/09	Kids Kindness Day	Las Cruces, NM

DATE	PRESENTATIONS	LOCATION
07/14/09	NM Children's Youth and Families Department	Las Cruces, NM
07/07/09	White Sands Missile Range, Army Community Service	WSMR, NM
07/02/09	White Sands Missile Range 2 <sup>nd</sup> Engineer Battalion	WSMR, NM
06/11/09	Concilio Campesino de Sudoeste	San Miguel, NM
06/10/09	Interagency Council Meeting	Las Cruces, NM
06/05/09	Tresco Tots, INC.	Anthony, NM
06/05/09	Southern Transition Team Meeting	Anthony, NM
05/21/09	Special Quest Community	Las Cruces, NM
05/20/09	Collaboration Meeting, Doña Ana County Early Intervention Agencies	Las Cruces, NM
05/11/09	White Sands Missile Range Elementary & Middle School	WSMR, NM
05/08/09	Mesilla Park Elementary	Mesilla Park, NM
05/07/09	Desert View Elementary	Anthony, NM
05/07/09	Las Cruces High School	Las Cruces, NM
05/04/09	ENLACE LCHS Parent Center	Las Cruces, NM
04/18/09	Building Blocks Conference	Las Cruces, NM
04/17/09	Diersen Charities	Las Cruces, NM
04/15/09	John Paul Taylor Symposium	Las Cruces, NM
04/13/09	White Sands Missile Range, Site Council	WSMR, NM
04/07/09	Mesilla Park Elementary	Mesilla Park, NM

DATE	STAFF DEVELOPMENT	LOCATION
09/22/09	<u>Cross Cultural Practice, Cultural Diversity &amp; Ethical Boundaries: Freedom from Stereotypes</u> , Healthcare Training Institute.	Distance Learning
08/07/09	<u>Strengthening Families Initiative Retreat</u> , NMSU Extension Home Economics Department.	Socorro, NM
07/6-8/09	<u>Family Wellness Facilitator Training</u> , Family Wellness Associates.	Orlando, FL
06/23/09	<u>Responsible Fatherhood in the Context of Marriage: Promoting Healthy Marriage Activities with Couples or Single Fathers</u> , National Responsible Fatherhood Clearinghouse Technical Assistance Webinar.	Online
06/19/09	<u>Responding to Environmental Risk: Strategies for Supporting Healthy Outcomes for Children and Families</u> , Family & Youth, Inc. and Peanut Butter and Jelly Family Services.	Las Cruces, NM

DATE	STAFF DEVELOPMENT	LOCATION
06/02/09	<u>Special Quest</u> , La Vida Institute.	Las Cruces, NM
06/02/09	<u>Native American Programs</u> , New Mexico State University, Counseling Educational Psychology.	Las Cruces, NM
05/13/09	<u>One Thing Leads to Another: At-Risk Behavior in Youth</u> , 7 <sup>th</sup> Annual Southwest Regional Substance Abuse Collaborative Symposium.	Deming, NM
05/07/09	<u>Looking Back, Moving Forward</u> , Las Cumbres Early Childhood Mental Healthy Training Institute.	Santa Fe, NM
04/14-16/09	<u>Justice for Youth</u> , 2009 J. Paul Taylor Social Justice Symposium.	Las Cruces, NM
04/02/09	<u>Analyzing a Request for Proposal</u> , NMSU Teaching Academy.	Las Cruces, NM