

2015-2016 Evaluation Report for **ENLACE COMUNITARIO**

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Introduction

Enlace Comunitario, an organization that serves the Latino community in Albuquerque, New Mexico, promotes healthy Latino families through comprehensive Intimate Partner Violence (IPV) intervention and prevention services and programs. Their Youth Leaders Program is an important prevention initiative. The Youth Leaders program works with Latino youth, ages 12 through 20, who may or may not have witnessed domestic violence in their homes or previously received intervention services. Through four, two-hour long training sessions at Enlace Comunitario, the Youth Leaders Program helps develop a Latino youth's leadership skills, while helping him or her understand intimate partner violence and healthy relationships. Trained Youth Leaders educate their peers in the local community about healthy relationships by conducting workshops in schools, community centers, and partner organizations.

Each Youth Leader conducts a minimum of five workshops per year. Some partner organizations and schools have allowed Youth Leaders to present multiple times per year in the same classrooms, which helps the Youth Leaders build rapport with the class and build knowledge overtime. For example, Cien Aguas International School has the Youth Leaders present once per month for the entire school year. When the Youth Leaders present multiple times in the same classrooms, the presentations build off one another so students use what they learned in the previous presentations.

Objective

In this report, we review the process, findings, and recommendations of the NM Evaluation Lab's evaluation of the Youth Leaders Program at Enlace Comunitario. Our evaluation sought to find support for the following goals/questions:

- The impact of Enlace Comunitario's Youth Leaders Program on the Youth Leaders themselves as a result of their training and participation in the program,
- The impact of the Youth Leaders Program on the schools, other youth, and the communities where Youth Leaders present throughout Albuquerque, and
- The Youth Leaders' and partner organizations' ideas on how the program may improve, grow, and expand.

Evaluation Approach

The evaluation consisted of the following activities:

- Review of evaluation forms from Youth Leaders presentations,
- Review of the program curriculum,
- Focus group with the Youth Leaders,
- Brief survey of the Youth Leaders who participated in the focus group, and
- Survey of some of the program's partners.

The different activities allowed us to evaluate the program from various angles and perspectives. The focus group provided the main data for the evaluation. Since the current Youth Leaders meet twice monthly, Enlace Comunitario staff selected the present cohort of Youth Leaders to participate in the focus group. We designed the questions for the focus group in collaboration with Enlace Comunitario staff and a Youth Leader representative. In compliance with NM Evaluation Lab and Enlace Comunitario regulations, prior to participation, Enlace Comunitario staff obtained the Youth Leaders' signed parental consent. The focus group lasted 2 hours. Enlace Comunitario staff provided food, transportation, and a small cash incentive. Because of the age range of our participants, we designed the focus group to allow for maximum movement and interaction. The Youth Leaders answered questions in groups of two, four, and as a whole. Participants in both the survey and the focus group understood that they would not be identified as respondents.

Interactive Focus Group

The Youth Leaders Program curriculum uses many interactive lessons to prepare the Youth Leaders for their public presentations. Because of these interactive lessons and the lively presentations the Youth Leaders are used to performing, we configured our focus group to be as interactive as possible (please see the script/outline for the focus group in Appendix A). We had the youth work in groups of two, three, and as a whole. The structured activities allowed the youth to voice their opinions in many ways and work together, as well as individually, in order to elicit the highest quality feedback possible.

After a quick ice-breaker where we asked for each youth's name, year in program, and expectation for the focus group, we moved on to the first activity. The first activity, the *Speed-Dating* Activity, grouped students into pairs and had them conversing for just over a minute with a question to spark the conversation. Partners took notes on color-coded index cards and then taped them to the board under the appropriate question so that after a series of three questions, youth approached the lists of answers and could see what their peers had said and add any new ideas that may not have been mentioned. As Table 1 shows, the questions in this activity pertained to two of our three evaluation goals.

The second activity organized students into slightly larger groups of three. This was a simple list-making activity. We asked youth to approach the board at three separate locations and make a list pertaining to two different questions: one with regards to our first evaluation question and the other with regards to the third evaluation goal (see Table 1). Youth Leaders were initially given three (which eventually expanded to five) minutes on each list and were asked to switch lists after that time so they could again review what others had listed and add

any new ideas. This activity seemed to really get the Youth Leaders working together to generate ideas.

The third activity had students in two larger groups. This was the Youth Leaders’ favorite activity in the focus group process. This activity had students approach a pre-drawn gingerbread person and add any characteristics or attributes that make the Perfect Youth Leader. This activity was directly correlated to our first evaluation goal and this is the activity that solicited the most interaction among Youth Leaders (see Table 1).

The final activity had the youth working individually to answer two questions about improvements they would like to see to the Youth Leaders Program. Youth Leaders wrote their ideas on color-coded index cards so they would not lose their train of thought when sharing their ideas with the group. This last activity was created to ensure we fulfilled the request of our Evaluation Coordinator who wanted to know how long the Youth Leaders wanted to be a part of the program and what improvements they wanted to see, which was evaluation goal three (see Table 1).

Table 1. Focus Group Activities, Questions, and Goals Addressed by each

Activity	Questions/Instructions	Evaluation Goal/s
Speed-Dating: Youth Leaders in pairs answer questions quickly and jot down notes on index cards for display on board.	<ul style="list-style-type: none"> • In which grades do you feel you get the greatest participation as a Youth Leader and why? • What is the most important thing this training as a Youth Leader has taught you? • What is the biggest change you have seen in the schools where you have done your presentations? Think about the first presentation you ever did in comparison to the most recent one. 	<ul style="list-style-type: none"> • One: The impact of Enlace Comunitario’s Youth Leaders Program on the Youth Leaders themselves as a result of their training and participation in the program. • Two: The impact of the Youth Leaders Program on the schools, other youth, and the communities where Youth Leaders present throughout Albuquerque.
List-Making: Youth Leaders in three groups making lists on flip chart paper.	<ul style="list-style-type: none"> • You have three minutes in these groups to list the skills you have mastered as a Youth Leader (skills you are very good at, or have bettered through Youth Leader training). • In these same groups, you have three minutes to list 	<ul style="list-style-type: none"> • One: The impact of Enlace Comunitario’s Youth Leaders Program on the Youth Leaders themselves as a result of their training and participation in the program. • Three: The Youth Leaders’ ideas on how the program

	all the skills you wish you had. This is your wish list. What are some skills that could help you meet your own personal goals or the goals of the Youth Leader program better?	may improve, grow, and expand.
Gingerbread Person: Youth Leaders in two larger groups working together to draw.	<ul style="list-style-type: none"> • Approach the gingerbread person and add characteristics to make him or her the perfect Youth Leader 	<ul style="list-style-type: none"> • One: The impact of Enlace Comunitario’s Youth Leaders Program on the Youth Leaders themselves as a result of their training and participation in the program.
Written Individual Responses: Youth Leaders individually writing down responses and then sharing their ideas with the group.	<ul style="list-style-type: none"> • What is one improvement you would like to see for the Youth Leaders Program? • How much time should a Youth Leader get to spend in the program? 6 months? One year? Two years? Unlimited? Why? 	<ul style="list-style-type: none"> • Three: The Youth Leaders’ ideas on how the program may improve, grow, and expand.

To close the focus group, we had the Youth Leaders help us evaluate ourselves. We asked if we had met each one of the expectations that they had mentioned at the start of the focus group and then asked for any pros or cons of the focus group.

Nine Youth Leaders participated in our focus group. We observed that all the Youth Leaders appeared to know and be comfortable with each other: talking, joking, and laughing. The youth eagerly filled out a short survey (see Appendix A). We noticed the youth commenting on the gender question and how to answer it. At the beginning of the group some of the Youth Leaders appeared quiet but soon engaged in the activities, appeared confident, answered all the questions, and fully participated.

The more interactive parts of the focus group elicited the most enthusiasm and participation, as well as a bit of competition among the participants. When asked to reflect upon what they had written on the board, the youth answered thoughtfully adding ideas that were missing and coming up with suggestions for enhancing the program.

We also noted that the youth struggled a great deal with how to spell or write out what they were trying to say. While all seemed to be confident public speakers, most of them lacked confidence in their written communication skills. This was especially evident when Youth Leaders were asked to write on the board.

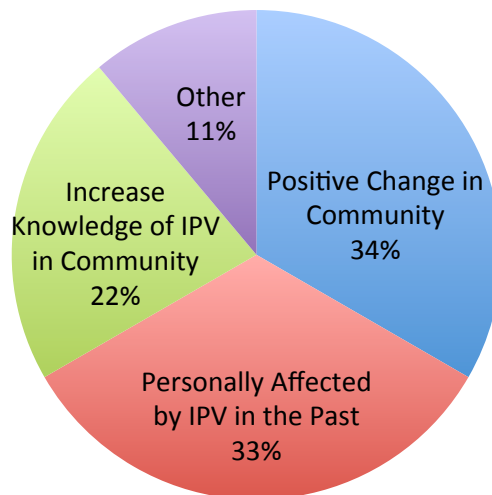
Overall the variety of activities (speaking, writing, and drawing, working alone, in dyads, in two groups and as a large group) allowed the youth to participate in different ways and the facilitators to capture everybody's voices and opinions. The Youth Leaders stated that they also learned different activities they may use in their future presentations.

Overview of Focus Group Participants

The brief survey (see Appendix A) of the focus group participants allowed us to learn a bit more about the present cohort. The nine Youth Leaders participating in our focus group ranged from 16 to 21 years of age; the average age was 18. Of the nine Youth Leaders, 4 were students from Atrisco Heritage Academy, 2 from Highland High School, 1 from Manzano High school, 1 from UNM, and one withheld the answer or was not a student. Most of the Youth Leaders were juniors in high school. There were 3 females and 6 males in attendance. The length of time in the program for each Youth Leader varied between 1 and 4 years, with an average of 2 years. The Youth Leaders participating were mostly first or second generation immigrants, with only 1 being third generation, and no one fourth generation or higher.

The survey asked one open-ended question about Youth Leaders' motivations for joining the program. 33% of participants claimed they were motivated to join the Youth Leader Program because of personal history with Intimate Partner Violence (IPV). Other notable motivations were wanting to increase knowledge of IPV in the community (22%) and have a positive impact on the community (34%). Most Youth Leaders were inspired or motivated to participate in the program so they could see a [positive change in their community](#) or because they were [personally affected by IPV in the past](#) (See Figure 1.).

Figure 1. Motivations for Participation in the Youth Leaders Program



Created using results from the survey of Youth Leaders participating in the focus group.

Lessons Learned from the Focus Group

Evaluation Goal 1: Impact of the program on Youth Leaders themselves as a result of their training and participation in the Youth Leaders program.

The biggest impacts of the program on themselves the Youth Leaders reported were on their own attitudes and skills. We utilized Wordle™, a tool for generating “word clouds” from text provided that gives greater prominence to words that appear more frequently in the source text (www.wordle.net), to illustrate the Youth Leaders’ responses. With the responses we gathered from the third question in the Speed-Dating activity, the first question in the list-making activity, and the characteristics drawn in the gingerbread persons in the third activity (see Image 1 and Image 2), we created a Wordle™ to illustrate the skills Youth Leaders associate with their participation in the program (see Figure 2).

Image 1. Gingerbread Person One

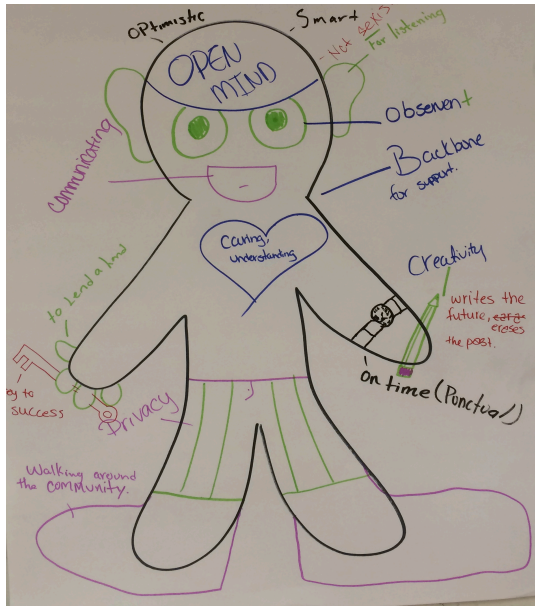


Image 2. Gingerbread Person Two

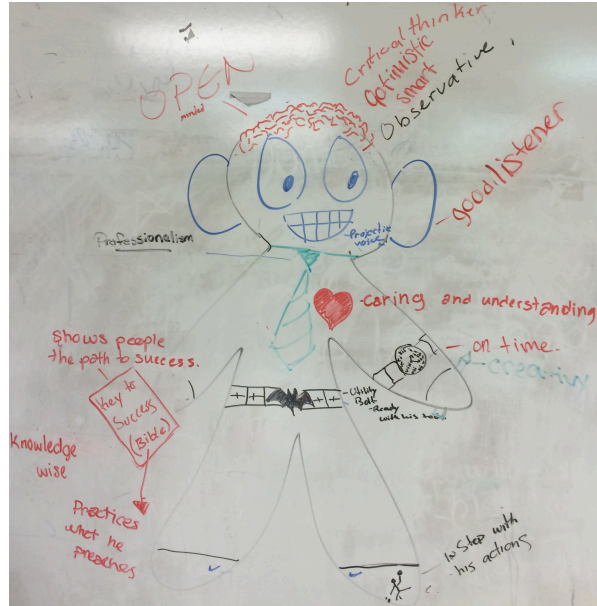


Image 1 and 2 created by the Youth Leaders in two groups for the third focus group activity.

Figure 2. Skills Youth Leaders Associated with their Participation in the Program

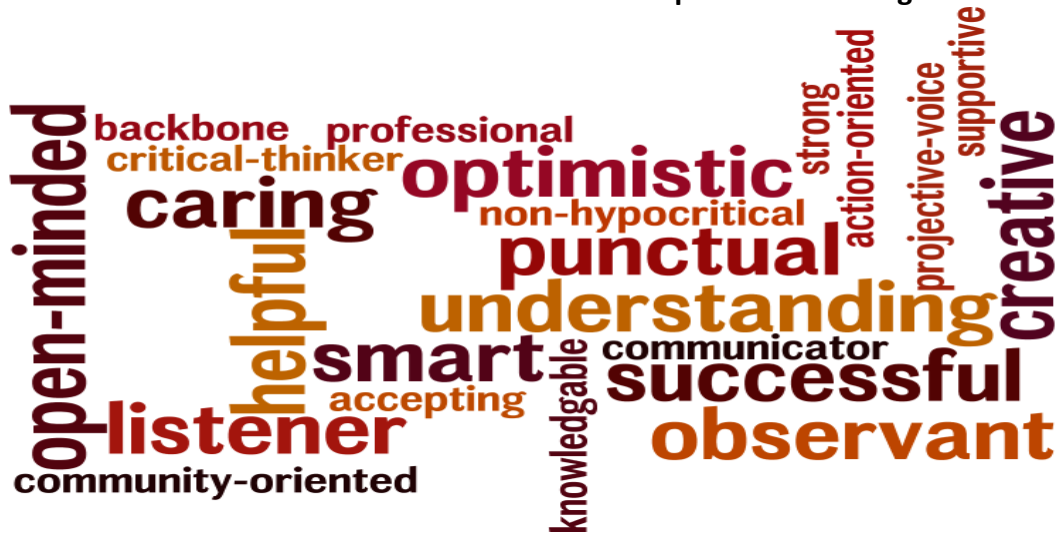


Figure 2 developed with responses to gingerbread person activity in activity three

According to the Youth Leaders' responses to the second Speed-Dating question, "What is the most important thing this training as a Youth Leader has taught you?", the program has taught them to recognize the unhealthy behaviors or warning signs for dating violence and introduced other useful skills such as: public speaking/presentation skills, confidence, communication, improvisation, leadership skills (outspoken, not shy), reflection skills, and patience with themselves and their peers. Through the list-making and gingerbread person activities, more than recognizing the signs of dating violence, the Youth Leaders state that the program has also taught them the meaning of leadership, how to be a leader in their communities, to treat everybody equally, to be prepared, to communicate, to recognize abuse and respond thoughtfully/carefully, and to reflect on their own lives.

Evaluation Goal 2: Impact on the schools, other youth, and the communities.

From the responses in the first and third questions in the Speed-Dating activity, Youth Leaders reported they have the greatest impact on eighth grade and high school students who are more mature and take the presentations seriously. The Youth Leaders also find that students understand their presentations more over time. Some Youth Leaders have the opportunity to visit the same classrooms for multiple presentations throughout the year, which they reported allows for greater understanding of the material. One of the added ideas that came from the Youth Leaders reviewing everyone's responses in the first activity was that more presentations equate to greater respect, ability to identify abuse and respond appropriately. One Youth Leader reported that over time "the students learn how to be more respectful, not only towards us, but also towards each other," working more respectfully in groups and in activities during the Youth Leaders' presentations.

Also revealed by the third question in the Speed-Dating activity, the Youth Leaders have noticed that awareness of Intimate Partner Violence has increased in the classrooms they have visited regularly and recognition of abusive situations has improved. During presentations, Youth

Leaders ask students to identify unhealthy behaviors in many different activities, describing why scenarios are unhealthy and what could be done differently. In terms of the increase of awareness in their environments, Youth Leaders reported seeing more anti-abuse posters and signs in the schools where they present. One Youth Leader mentioned that “more people know about Enlace Comunitario and Youth Leaders and the principal asks for us to present more because he received good feedback from students.”

Evaluation Goal 3: Youth Leaders’ ideas on how the program may improve, grow, and expand.

Through the list-making activity, and in the individual written responses, when asked to express how the program should improve, grow or expand, the Youth Leaders had lots of ideas. The Wordle™ below shows that the Youth Leaders want **more** from the program. More efficient transportation was a very popular suggestion. Youth Leaders are also looking to have a presence online via social media platforms and to expand their program to other areas outside of Albuquerque. They want to be more involved with community projects and are also interested in receiving longer training in internet safety, sexual safety, and media deconstruction.

Figure 3. Improvements Youth Leaders want to see to the Youth Leaders Program



Figure 3 created using responses to question two in the list making activity

Enlace Comunitario has struggled to determine the length that Youth Leaders should stay in the program. Originally they designed the program to allow the same leaders to participate for one year only. The youth, however, asked to be allowed to continue after the first year. We asked the Youth Leaders to answer individually, in writing, how long they should be allowed to remain in the program. Overall, the Youth Leaders felt that they should be allowed to be Youth Leaders for more than just one year. Youth Leaders felt that one year was not enough time to have as much impact as desired and some felt that the program should keep Youth Leaders “until [they] are of age”. Table summarizes the youth responses.

Table 2. Summary of Most Notable Responses to Length of Stay in Program

More than 1 Year	Until 18
“I think we should be a Youth Leader for as long as we want. We do this because it is our passion so why limit our passion?”	“You should be able to be a Youth Leader until 18 so it can be teens so when we speak to teens and they will feel more comfortable and understand better. But if they are older and if they want to help out, they should be able to.”
“It should be until you want to leave. Unlimited time. Cause what if you learn more stuff and cause maybe they want to help other people.”	“I think you can be a Youth Leader until you're of age because a Youth Leader takes time to mold and make. 1 year or 6 months isn't nearly enough.”
“I think we should be able to be a Youth Leader for up to 3 or 4 years, because people think you're more reliable.”	“If there is a limit it should be till you think you don't want to do it anymore. Or you aren't young enough.”
“It should be multiple years, at least two. Sometimes it's better to have more experience and opportunities to learn more.”	
“Does being a leader have an expiration date? No, because it's up to the person and how long they want to keep helping out.”	

Responses from question two in the written response activity

Lessons Learned from a Survey of Partners and Supporters

Through email, we contacted five partners of the Youth Leaders Program (schools, another youth program in the community, and a counseling center) selected by staff at Enlace Comunitario and asked them to complete a survey through SurveyMonkey (see full survey in Appendix B). The three partners who responded said they were satisfied with the Youth Leaders program and were either likely or highly likely to recommend the Youth Leaders presentations to a partner or colleague. When asked if they would like more involvement with the Youth Leaders Program, all responded in the affirmative and mentioned that they would like to see the Youth Leaders present to more diverse audiences, more frequently, and at more community events.

The desire for Youth Leaders’ presentations to expand to other venues corresponds to the wishes expressed by the Youth Leaders in the focus group. One respondent states,

I think that this is an amazing program with real potential to grow Youth Leaders within our community. Based on my experience with the Youth Leaders, I would say that it takes time for the youth to become polished speakers. The Youth Leaders that have been involved for several years do amazing work, but some of the newer Youth Leaders may need more time in the program to refine their

skills. This is to be expected, and overall, the Youth Leaders Program trains and prepares them well.

This remark further supports the current Youth Leaders' arguments that they should be allowed to serve for more than one year and all of their comments about the public speaking skills they are gaining.

Lessons Learned from a Review of the Youth Leaders Curriculum

The Youth Leaders Program curriculum breaks training into four, two-hour sessions. The first session is designed to introduce peers and develop trust. In the first session, Youth Leaders learn about their roles and responsibilities as Enlace Comunitario Youth Leaders. The second session trains Youth Leaders to recognize unhealthy behaviors, intimate partner violence, how to engage in healthy relationships, and provides an introduction to presenting in public. The third session allows Youth Leaders to strengthen their oral presentation skills by giving mock presentations with comments and suggestions from their fellow Youth Leaders, some of whom have many years of experience. The fourth session is reserved for self and peer evaluations on what everyone has learned in the training. This session reiterates what it means to be a Youth Leader at Enlace Comunitario and allows for more presentation practice.

Each session includes activities, videos, readings, examples, and real-life scenarios that help with developing leadership skills, increasing self-esteem and personal power, and better understanding how to prevent and respond to unhealthy relationships and IPV. The Youth Leaders learn to identify abuse, gendered stereotypes, and the reoccurrence of abuse and why it happens. The training allows the Youth Leaders to practice reaching out to the victim and the abuser in hypothetical situations. It is within these workshops that the Youth Leaders are able to discover their power and the impact of their role as community leaders. By the fourth training session, the Youth Leaders create an action plan to become change agents in the community regarding the issue of Intimate Partner Violence.

Lessons Learned from a Review of the Current Presentation Feedback Forms

Enlace Comunitario collected and digitally stored information in the form of Youth Leaders Presentation Evaluation page (see form in Appendix C) after every Youth Leader presentation since 2012. We were able to pull that data into STATA software in order to analyze overall satisfaction with the presentations between the years 2012 and 2015. Figure 4 in Appendix C shows how people answered the questions about having fun, knowledge and preparation of presenters, and learning about abuse. The responses to these questions were overwhelmingly positive. Further analysis showed that the only distinguishable difference in the responses throughout the years was that the audience seemed to have more fun watching the presentations after 2012 (Figure 5). While it was helpful to know that the audience was satisfied with the presentations, Enlace should consider collecting information that would be more informative, such as: what specifically the audience learned, whether there is a difference in what is learned in relation to who is presenting, whether or not learning led to behavior changes, etc.

Concluding Remarks and Recommendations for Future Evaluation

The Youth Leaders appeared invested in the success of their program. They were passionate and confident about the difference they are making in the lives of their peers and in their communities. Additionally, the Youth Leaders noted the impact the program has had on their own well-being. Aside from the skills they've acquired and the relationships they've built, some of the Youth Leaders also mentioned their uneasy pasts and the healing component that comes along with educating others (and oneself) about Intimate Partner Violence and healthy relationships. Our evaluation clearly shows that Enlace Comunitario is meeting the goals and objectives of the Youth Leaders program when it comes to developing leadership and other skills in the participants, as well as developing in them a sense of their value as youth and community leaders.

The Enlace Comunitario partners (a school and two community agencies) that responded to the survey agreed that the Youth Leaders Program is successful and they would readily host more presentations to their and other community organizations. The partners stated that the program is teaching the youth skills that will prepare them for future success and to continue to make a difference in their communities. These responses coincide with our findings from the focus group.

Youth Leaders and partners alike agree that the program should extend for more than one year, allowing participants to remain involved for many years until they deem adequate (or reach the age of maturation).

The goals of the Youth Leaders curriculum are to teach participants about identifying abuse, gendered stereotypes, and the reoccurrence of abuse and its causes. The training allows the Youth Leaders to practice reaching out to a victim and an abuser in hypothetical situations. The training sessions highlight the Youth Leaders' power and their role as community leaders. In this evaluation, the impact the training has had on individual Youth Leaders has become evident in their testimonies and responses to focus group questions and in the partners' comments. Because the training prepares the Youth Leaders so well for public speaking, one recommendation we have is to include more training in written communication. Through the focus group, we were able to see that the Youth Leaders were very confident in speaking and sharing their ideas out-loud, but many lacked confidence in spelling and sentence structure when asked to write. More resources and school support was also one of the requested changes the Youth Leaders wanted to see in their program. Therefore, we recommend perhaps using an additional training session that focuses on writing skills and perhaps offering tutoring to the Youth Leaders as well.

Another recommendation, as suggested above, is that Enlace Comunitario revise the Youth Leaders Presentation Evaluation page to highlight what audience members learn from the Youth Leaders, whether there is a difference in what is learned in relation to who is presenting, whether or not learning led to behavior changes, etc.

Future evaluation could seek more detail about how the graduated Youth Leaders are doing in their lives after the program and could seek to employ a pre and post evaluation before the

new cohort of Youth Leaders get started so that the program impacts can be displayed more clearly.

Enlace Comunitario is also interested in evaluating their Healthy Relating course for adults (another of their preventive services) and their intervention services to demonstrate that they are implementing trauma-informed practices. Both of these are viable options for future evaluation with the NM Evaluation Lab.

APPENDIX A**Part 1. Script for Focus Group with Youth Leaders at Enlace Comunitario (Friday, Feb 12, 4-5:25pm)**

3:30 pm	<p>Arrive and begin setting up chairs and tables to better facilitate the speed dating activity.</p> <p>Materials needed: Flip Chart papers, Markers, Pens/pencils, Survey Sheet, draw gingerbread person, flashcards for Speed-Dating, food</p>
4:00 pm	<p>Welcome/Brief Survey/Collect consent forms/Verbal Assent</p> <p>Charla introduces the purpose of the focus group, thanks everyone for their participation, reminds everyone how valuable the evaluation of the program will be for gaining funders and continuing the program, explains that this is a safe environment to share and the main goal is to provide feedback on what is working/not working for the Youth Leaders program.</p>
4:05 pm	<p>Sonia introductions/ice breaker</p> <p>Has everyone say their <u>name</u>, <u>how long they've been a Youth Leader</u>, and <u>one expectation they have for the focus group (in a few words)</u>. Starts with us (Charla, Melissa, Sonia) so we can give an example of what we mean by expectations.</p> <ul style="list-style-type: none"> • Charla's: finding out how each Youth Leader has been impacted by the program • Sonia's: that everyone will give us their best thinking/thoughts so we can improve the program • Melissa's: to see how everyone has been impacted <p>Sonia explains that the expectations will be used to guide the focus group and will be revisited at the end to make sure we covered everything.</p> <p>Materials needed: one piece of flip chart paper, Melissa writes expectations on flip chart paper as Youth Leaders respond</p>
4:20 pm	<p>Charla introduces Speed Dating Activity</p> <p>Count off Youth Leaders (1, 2), hand out notecards, explain that "ones" will answer first, and will have up to one minute to answer, and then "twos" will do the same, also with up to one minute to answer. During the first minute, twos will take notes of their partners answers. During the second minute, ones will take notes. At the end, Melissa will collect the answers and arrange them on the board by question so we can review them. Any questions?</p> <p>Materials needed: flashcards, writing utensils, tape, timer (phone)</p>
4:25 pm	<p>Charla: Question 1 – In which grades do you feel you get the greatest participation as a Youth Leader and why?</p> <p>[Evaluation Goal: Impact on the schools and other youth]</p>

Materials needed: flashcards, writing utensils, tape, timer (phone)

4:30 pm **Sonia:** Question 2 – What is the most important thing this training as a Youth Leader has taught you?
 [Evaluation Goal: Impact of the program on Youth Leaders themselves as a result of their training and participation in the Youth Leaders program]
Materials needed: flashcards, writing utensils, tape, timer (phone)

4:35 pm **Charla:** Question 3 – What is the biggest change you have seen in the schools where you have done your presentations? Think about the first presentation your ever did in comparison to the most recent one.
 [Evaluation Goal: Impact on the schools and other youth]
Materials needed: flashcards, writing utensils, tape, timer (phone)

4:40 pm **Sonia** has Youth Leaders huddle around the board and take 30 seconds to review answers. Ask 1.) What’s missing? 2.) Do you have any reactions or comments?

4:45 pm **Charla** breaks Youth Leaders into two groups (of four or five) by having them count off.
 Question 4 – You have three minutes in these groups to list the skills you have mastered as a Youth Leader (skills you are very good at, or have bettered through Youth Leaders training).
 Mention that these are amazing lists of skills and that the leaders should feel so proud!
 [Evaluation Goal: Impact of the program on Youth Leaders themselves as a result of their training and participation in the Youth Leaders program]
Materials needed: flip chart paper, markers, tape, timer (phone)

4:50 pm **Sonia:** Question 5 – In these same groups, you have three minutes to list all the skills you wish you had. This is your wish list. What are some skills that could help you meet your own personal goals or the goals of the Youth Leaders program better?
 [Evaluation Goal: Youth Leaders’ ideas on how the program may improve, grow, expand]
Materials needed: flip chart paper, markers, tape, timer (phone)

4:55 pm **Charla:** Question 6 – Approach the gingerbread person and add characteristics to make him or her the perfect Youth Leader (give example from RA experience: (e.g. big ears for good listening)
 Should take about 5 minutes to draw and 5 to discuss/add anything that is missing (can ask everyone to reflect for a minute and go add something if there is something missing)

[Evaluation Goal: Impact of the program on Youth Leaders themselves as a result of their training and participation in the Youth Leaders program AND Youth Leaders’ ideas on how the program may improve, grow, expand]

Materials needed: flip chart paper, markers, gingerbread person (drawn during set up)

5:05 pm Charla: Returns all Youth Leaders to their seats and distributes index cards. Asks Youth Leaders two questions:
 Question 7—What is one improvement you would like to see for the Youth Leaders Program?
 Question 8—How much time should a Youth Leader get to spend in the program? 6 months? One year? Two years? Unlimited? Why?
 [Evaluation Goal: Youth Leaders’ ideas on how the program may improve, grow, expand]

Materials needed: flashcards, writing utensils, tape, timer (phone)

5:15 pm **Sonia:** Explains how happy we are with everyone’s participation. Thanks youth for the feedback and revisits the original ice breaker expectations. Questions – did we cover everything? Have students reviewed all the flip chart papers/lists/drawings. Is there anything else we should know about the program? How would you improve it/What would you do differently?
 [Evaluation Goal: Youth Leaders’ ideas on how the program may improve, grow, expand]

Materials needed: Original list of ice breaker expectations

**If we have time we can ask them how they felt about our focus group: what would they do differently/what did they like/not like/etc.

5:25 pm Turn it over to Virginia to introduce the Youth Leader Coordinator candidate.

Part 2. Survey for the focus group participants

Tell us about you!

- 1.) Date of birth _____
- 2.) Grade _____
- 3.) School attending _____
- 4.) Gender (circle the one you most associate with) M F T
- 5.) How long have you been a Youth Leader? _____ months/years (circle one)
- 6.) Immigration Generation (circle one)
 - a. Immigrated to U.S. as a child
 - b. Born in U.S.; parents immigrated
 - c. Born in U.S.; parents born U.S.; grandparents immigrated
 - d. Born in U.S. with ancestors who immigrated more than three generations ago
- 7.) Please tell us about what motivated/inspired you to join the Youth Leaders Program at Enlace Comunitario.

APPENDIX B

Survey for Partners

Enlace Comunitario's Youth Leaders and Your Organization!

Enlace Comunitario is working with the NM Evaluation Lab at the University of New Mexico to evaluate the Youth Leaders Program. The NM Evaluation Lab helps organizations improve their programs. Enlace Comunitario is interested in understanding how clients and partners experience its programs, and your participation in this survey will provide valuable information for the program.

If you agree to participate, please answer the following survey questions to the best of your ability. The survey will take up to 15 minutes to answer. Please understand that your participation is voluntary, and you can decide to stop the survey at any time.

We may share your feedback with Enlace Comunitario and we may include it in written reports. We, however, will de-identify the information to maintain confidentiality.

There are no known risks in this study, but some people may experience discomfort when asked questions. If you would like more information about this evaluation project, or the Evaluation Lab, please feel free to call Melissa Binder at (505) 277-3548.

1. What is the name of your agency?
2. What is your name and title?
3. How often did you interact with Enlace Comunitario's Youth Leaders in the past year?
 - a. Not at all
 - b. 1-4 times
 - c. 5-8 times
 - d. 9-12 times
 - e. 13 or more times
4. Please describe the role of Youth Leaders in your organization.
5. Please describe your/your organization's role in the Youth Leaders Program (ex. contribute curriculum materials, solicit presentations, etc.).
6. Please rate the Youth Leaders' work with your organization using the following scale.
 - a. Very unsatisfied
 - b. Unsatisfied
 - c. Neutral
 - d. Satisfied
 - e. Very satisfied
7. How likely is it that you would recommend a Youth Leaders presentation to a partner organization or colleague?
 - a. High unlikely
 - b. Unlikely
 - c. Neither unlikely nor likely

- d. Likely
 - e. Highly likely
8. Would you like to see more involvement from the Youth Leaders or the Youth Leaders Program in your organization?
- a. Yes
 - b. No
9. If you answered "yes" to question 8, please explain how you would like to see the Youth Leaders contribute more to or get more involved with your organization.
10. Is there any other comment or feedback you'd like to leave? If so, please write it here. If you need more space than what is available, you may also email your feedback to Charla Henley at cehenley@unm.edu.

APPENDIX C

Youth Leader Presentation Evaluation

Presenter's Name

Location of Presentation/Event Name

On a scale of one to five (five being "strongly agree), to what extent:

1. did you have fun?
2. did the presenter know his or her topic?
3. was the presenter prepared?
4. did you learn about abuse?

What did you especially like about the presentation?

What didn't you like?

What would you change about the presentation?

Other comments?

Results

Figure 4. Audience Agrees or Strongly Agrees with the Statements:



Figure 5. Audience Agrees or Strongly Agrees with Having Fun during the Presentation

