

2016-2017

Outcomes of the  
Relaciones  
Saludables Program  
for Enlace  
Comunitario

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Prepared By:

**Charla Henley, M.A.**

Latin American Studies, Senior Lab Fellow

**Jaen Ugalde, M.A.**

MA Candidate, Language, Literacy, & Sociocultural Studies,  
Lab Fellow

**Sonia Bettez, Ph.D.**

RWJF Senior Fellow  
NM Evaluation Lab Associate Director & Mentor

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NM EVALUATION LAB  
University of New Mexico





## EXECUTIVE SUMMARY

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**The Enlace Comunitario evaluation focused on determining the short and long-term outcomes of the Relaciones Saludables program.** The evaluation addressed two main evaluation questions: **(1) Are program participants absorbing the information they learn in class?** and **(2) Do they find it useful and applicable within their culture as they live within their communities?** After two interviews with facilitators of the program, a focus group with program alumni, and quantitative and qualitative review of the pre/post tests and letters written by participants at the completion of the program, **the evaluation team reports overwhelmingly positive impacts. Some of the main findings include increased self-esteem and self-worth, including major improvements in relationships and quality of life. Recommendations include longer class sessions, consideration of a follow-up course, incorporating course materials and content in English, and expanding outside of Enlace and Albuquerque.**

The evaluation team also assessed the effectiveness of the instruments currently in use—a pre/post- test and an open-ended letter—to collect data about what participants learn throughout the Relaciones Saludables program. **The main finding was that participants show more improvement in the pre/post tests when the questions are asked in the *fill in the blank* or *matching with word bank* styles.** The main recommendation was to alter some *multiple-choice* style questions to fit one of the aforementioned styles so overall improvement in test scores may better represent what program participants are learning. **The team also determined that a more consistent introduction to the “open-ended letters” by the facilitators would enable better comparisons of letters from one course to another.**



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# 1. Introduction

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Enlace Comunitario (EC) is dedicated to serving Latino Immigrant communities in Albuquerque, New Mexico. The organization began offering services in 2000 in response to a need for culturally appropriate and Spanish language services for Latino families affected by domestic violence. EC advocates for social justice among Latino/a women, men and youth to prevent and eliminate domestic violence and promote healthy communities and relationships. According to the organization's website, EC offers "comprehensive domestic violence intervention services in Spanish, preventative community education, policy advocacy and leadership development." All the programs at EC respond to community needs and are developed with community input and participation.

The Relaciones Saludables (Healthy Relationships) course, introduced in 2010, is one of Enlace Comunitario's preventative community education initiatives. Relaciones Saludables grew from client suggestions to have community education sessions that included a mixture of themes introduced in other EC programs. Prior to the creation of this course, EC staff reported that clients frequently asked what healthy relationships look like and how to communicate better in their relationships. The Executive Director at the time asked staff member Ana Lopez to respond to these requests by creating a course that focused on healthy communication. Ana Lopez, who remains on staff at EC and holds a Bachelor's degree in Psychology, developed the curriculum based on responses to the results of a survey she designed and conducted for EC clients. Initially, it was difficult to recruit participants. Now the program graduates up to 20 participants per semester, with a waiting list of about 20 people.

The program takes a holistic approach that incorporates topics pertinent and culturally appropriate to the community. Participants attend weekly 2-½ hour sessions for 13 weeks and learn about maintaining a healthy sense of self-esteem, LGBTQ issues, sexual assault, and mutual sexual pleasure, among other topics. (See Appendix A for the course schedule and content.) The sessions are facilitated by EC staff members along with men and women who have successfully completed the class. Though no age requirements are specified, the average attendees tend to be women and men ages 21-40. At its inception, Relaciones Saludables was held at Encuentro, a partner organization of Enlace Comunitario, so that it would be received and attended by the community at large (and not only clients of Enlace Comunitario). Encuentro also helped with marketing for the program. Due to the growth of the program, Relaciones Saludables is now offered at Enlace Comunitario because there is a larger conference room available there.

The continued development of the Relaciones Saludables curriculum is intertwined with the common needs of the participants. Participants ask for what they need to learn, and EC staff respond. Based on feedback collected through course evaluations by students, and from conversations with previous Relaciones Saludables

participants, EC continues to improve and adjust the course contents. Enlace Comunitario's staff expect that as program participants learn and grow (gaining more self-esteem, healthy relationships, better communication skills, and knowledge of what goes on in their communities), they will engage more fully and successfully with their partners, in their families, and in their jobs. As they learn to express their voices more clearly, program participants will teach their children and others, seek more information and knowledge, and become more active in their neighborhoods and communities. In this process, the Enlace Comunitario community becomes stronger and more united.

Staff encourage civic engagement by inviting all attendees to local events that inform Latinos about their civil rights. According to EC staff, civic engagement has helped build participants' confidence in speaking up, allowing them to feel more connected to the community and more confident in advocating for themselves and their families. This civic engagement is visible in Relaciones Saludables alumni who choose to participate in EC's partner organization El Centro de Igualdad y Derechos.

The Relaciones Saludables program aims to meet the following objectives in the Latino Immigrant community:

- Decrease domestic violence
- Build leadership capacity
- Increase gender equality within all relationships
- Unify the community around important issues

The team developed the evaluation plan based on these four goals with the primary focus of determining both the short and long-term outcomes of the program on its participants. The team sought to answer two main evaluation questions: Are program participants absorbing the information they learn in class? and Do they find it useful and applicable within their culture as they live within their communities? The details about evaluation activities pertaining to these questions are provided in *Knowledge Evaluation* (Section 2) below.

The team also decided to evaluate the utility of the instruments currently in use to collect data about what participants learn throughout the Relaciones Saludables program. EC staff currently use a pre/post test as well as an open-ended letter to collect information about participant knowledge acquired throughout the program. The details about evaluation activities pertaining to the instruments are provided in *Instrument Evaluation* (Section 3) below.

Our evaluation team was composed of seven individuals. Three individuals represent the University of New Mexico (UNM) Evaluation Lab: Jaen Ugalde, a graduate student and first year fellow; Charla Henley, a recent graduate of UNM and senior fellow; and Sonia Bettez, PhD, the Associate Director of the Evaluation Lab and team mentor. Enlace Comunitario is represented by four individuals: Juliann Salinas, Associate Director of Administration, Ana Lopez, Co-director of Prevention and founder and original instructor of the program, Sandro Anguiano,



and Esteban Machado-Galaviz, each of whom have varying levels of experience with the Relaciones Saludables program.

## 2. Knowledge Evaluation

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### 2.1 Work Performed

We chose to perform four evaluation activities to gain insight on the information participants are learning from their participation in the Relaciones Saludables program and how they are using it.

1) **Analysis of pre- and post- tests from Fall 2012 to Spring 2016 (9 semesters – 139 observations).** After enrollment, EC staff ask each participant to take a test before the start of the Relaciones Saludables program. (Appendix B contains the test). The participants who complete the Relaciones Saludables program take the test again at the end of the program. We used STATA software to automate the process of averaging responses per respondent, semester, and theme.

2) **Analysis of participant letters from Fall 2015 to Fall 2016 (3 semesters – 43 observations).** Participants are asked to write about what they learned at the end of the semester. To analyze the letters, we coded them manually and found themes to tell the story of what the participants learned and how the class impacted their lives and relationships.

3) **Staff interviews with two of the key Relaciones Saludables facilitators** who discussed their experiences as leaders of the group and what they have observed and experienced overtime. (Appendix C contains the interview protocol.) Because the EC staff associated with the Relaciones Saludables program mentioned their observations of significant changes in participants from the beginning to the end of the course, we proposed interviews with them as another measure of overall impact. Two UNM evaluation team members conducted the interviews in Spanish, recorded, transcribed them, and translated important quotes to English. We coded the interview transcriptions manually, finding themes to tell the story of how Relaciones Saludables has impacted the lives and relationships of the participants.

4) **Focus group with 8 alumni from the program**, both women and men, to find out whether they are internalizing the lessons they learned in the Relaciones Saludables class. (See Appendix D for focus group protocol.) Two members of the UNM evaluation team conducted the interactive focus group in Spanish, recorded the group conversations, transcribed and translated them. Some activities in the

focus group did not need to be transcribed because they involved a written component. Those activities produced written material that we then typed, coded and analyzed.

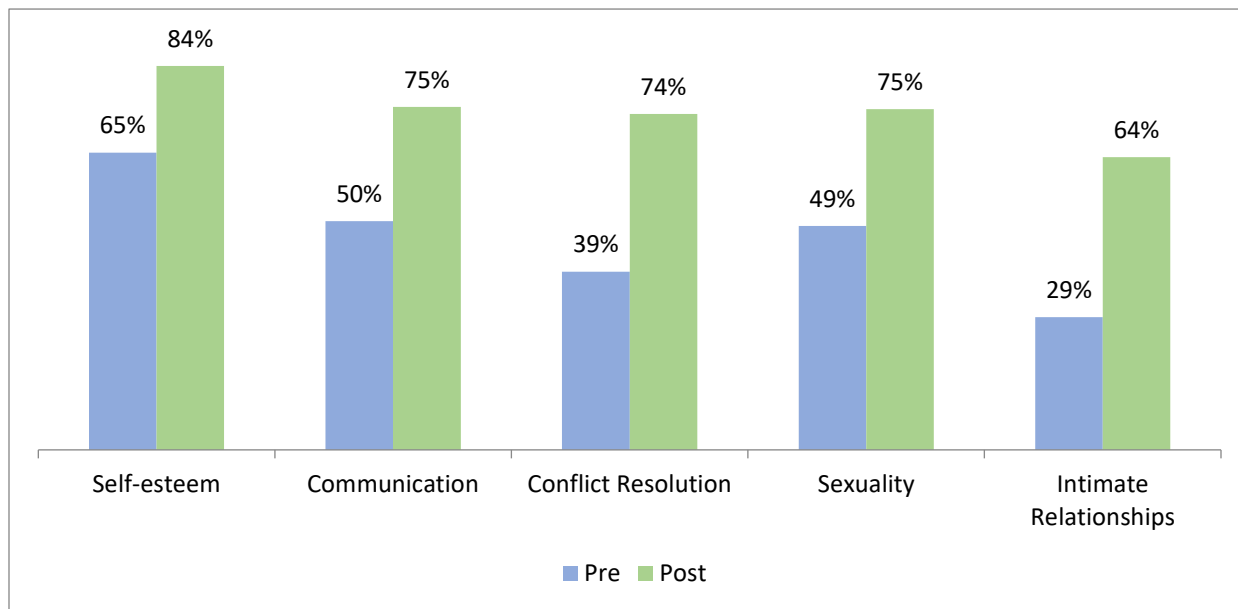
**Note:** One EC staff member and one partner of the Relaciones Saludables program alumna who had not attended the course were present for the duration of the focus group. They participated in some activities, offering input to questions posed to the group. The team decided to omit the staff member's responses from the analysis, because his presence may have influenced the participants, and to minimize contamination of the data. Upon analysis, it was difficult to ascertain whether the data had been impacted by the staff member's participation but we decided to err on the side of caution. Participants openly shared responses and suggestions, although other responses may have been offered had the staff member not been present.

## 2.2 Data Analysis

Overall, findings about the Relaciones Saludables program were positive across all the evaluation activities performed.

The data from the pre-and post tests over all semesters show positive changes in scores in all themes. The knowledge improvements by the end of the course are evident, with the largest improvements coming from the themes of Conflict Resolution and Intimate Relationships, which each show 35 percentage point improvements. (See Figure 1). Questions in the Conflict Resolution theme are *fill in the blank* and *multiple-choice* style. The theme of Intimate Relationships is represented by a *multiple-choice* question on the pre/post test as well. This question asks participants to select the most common problem in a relationship. The full 16-question pre/post test is available in Appendix B.

**Figure 1. Percent Scoring Correctly on Pre-and Post Questions, by Theme**



Note: Data collected through pre- and post- tests for 139 Relaciones Saludables students for nine semesters from year to year.

The letters highlight different ways the program has affected the lives of the participants, mainly referring to the enhanced self-knowledge and self-awareness they have experienced. One participant wrote:

*A mi en lo personal me ha servido como terapia porque me ha ayudado a conocerme, amarme, valorarme como ser humano y a entender a mi propia familia y a otros a adquirir conocimientos personales para mi vida diaria como el trato a mi pareja y a los que conviven a diario conmigo y que ahora veo la vida diferente. Un cambio total en mi vida.*

*(To me personally, it [Relaciones Saludables] has been like therapy because **it's helped me to know myself, love myself, value myself as a human being and understand my own family** and others to acquire personal knowledge for my daily life like how my partner, I, and those that live with me daily, treat each other and **now I see life differently. A complete change in my life.**) [emphasis added, translated by evaluation team].*

“... [Relaciones Saludables] has been like therapy because it’s helped me to know myself, love myself, value myself as a human being and understand my own family and others...”

Many respondents also noted the increase in their patience and tolerance, with themselves, their families, and people they don't know. Another popular theme was the ability to deal with and conquer past experiences of pain and hurt in healthy ways, by talking about them and understanding them. Throughout the 43 letters analyzed, the following themes emerged:

- Personal gain (in work, families)
- Self knowledge (self control, self esteem, self value, self confidence)
- Communication (understanding, compassion, patience, listening more than talking, conflict resolution)
- Anger awareness
- Self awareness
- Self expression (learn to express what they feel and what they want)
- Forgive and forget (compassion, forgive and move on or you can get stuck, learn to ignore offenses)
- Conflict resolution (with spouses, with children, at work, and with friends)
- Conquering past experiences (Domestic Violence, learning to be compassionate even when past experiences tell you not to)
- Transformation (transformative learning) (not being walked all over, not being disrespectful, learning from mistakes)
- Tolerance (non-judgmental, tolerant, accepting of other ideas)
- Desire for continuation of the Relaciones Saludables course

As the last bullet indicates, there were many participants who asked for a continuation of the Relaciones Saludables course. Additionally, though it did not necessarily emerge as a theme in the letters, we also noted that participants want the course to be promoted more in their communities so that more people take it:

*A mi me gustaria que siguieran los cursos; porque ayudan bastante. Que si se podria tener el curso de Relaciones Saludables 2. Hacer mas promocion de estos cursos, porque la comunidad necesita mucho estos cursos.*

*(I would love it if the courses continued; because they help so much. If possible, to have a Relaciones Saludables 2. **There needs to be more promotion of these courses, because the community needs these courses a lot.**)* [emphasis added, translated by evaluation team].

“There needs to be more promotion of these courses, because the community needs these courses a lot.”

The interview data highlight profound transformations the facilitators witnessed in some participants. The interviews also helped clarify just how participants of the Relaciones Saludables program become so involved in their communities. For instance, one facilitator noted that a man sent to the Relaciones Saludables course from intervention services began as a quiet participant and by the end of the program, he was involved in other organizations in the community like Encuentro, an organization with the mission “to transform New Mexico into a thriving community for all of its residents...by engaging Latino immigrant families in educational opportunities that build skills for economic and social justice.” Now he is on the board of directors for the Center for Rights and Equality, “a grassroots, Latino immigrant led organization based in Central New Mexico that works with Latino immigrant communities and allies to defend, strengthen, and advance the rights of [the] community,” and continues to help the community with his work (paraphrase from interview 2).

The other facilitator mentioned a similar case with a participant who was invited to attend the course semester after semester. Finally, he joined the program and throughout the weeks, he became a champion of the program, donating funds and offering to volunteer. He now volunteers with English classes and other classes at Encuentro and continues to help his community (paraphrase from interview 1).

One facilitator also mentioned the transformation of one student to volunteer and then to facilitator. He started helping after finishing the program, preparing the food and drinks and helping get set-up for the courses, and now he facilitates the course so well that he could do it on his own (paraphrase from interview 2). Community involvement after participant graduation from Relaciones Saludables emerged as the major theme throughout the two interviews, as evidenced by the examples provided above.

Finally, data from the focus group show individual cases of how participants implemented new knowledge from the course in their daily lives. Though participants ranged from graduates of Spring and Fall 2014 all the way to the most recent Fall 2016 semester, most participants were able to easily identify all the themes the program covers, most of the sub-themes, and a number of topics included in discussions during each theme. When asked to list one important thing they learned in each theme throughout the program, common items include communication, respect, how to listen, and how to “like myself.” We entered these responses into Wordle, a program that creates a cloud of words from text, where repeated words appear larger than the others (Wordle.net). Figure 2 below illustrates the cloud created by Wordle.

Figure 2. Something New I Learned in Relaciones Saludables.



Figure 2: Created with wordle.net.

We also learned a lot from the list of positives elicited in the focus group, where many echoed their appreciation for the provision of food and child care during the classes. Most of the participants mentioned that, since they came straight from work, if food were not available, they would not have been able to eat until after 8 pm, and how difficult it would have been for them to focus when hungry.

Participants also appreciate the individual phone calls the facilitators make each and every Wednesday to remind them of the course taking place. Participants mentioned these calls in the letters as well, which demonstrates the importance of those reminders.

The most inspiring findings came from the answers to the question about how participants use what they learned in their daily lives. One participant stated that the Relaciones Saludables program, along with other Enlace programs, helped her overcome suicidal feelings and move forward in her life.

*A mi en lo particular me ha ayudado muchísimo porque en mayo cuando llegue yo me quería suicidar, yo no quería... yo pensaba que mi vida se me había ve acabado...pero yo siento que esta clase más aparte los otros servicios que enlace presta, ó sea gracias a ellos estoy aquí ahorita. Ya estoy estudiando inglés. Pues, este empecé una relación hace unos meses que a la fecha va muy bien este y ya no también yo digo si*

*funciona en un futuro va funcionar si no pues ya el futuro también lo decidirá ya no estoy pensando, sin él se me va acabar la vida.*

*(To me personally, [the class] helped me a lot because back in May when I arrived, I wanted to kill myself, I didn't want... I thought my life was over... **but I feel that this class, in addition to the other services that Enlace offers, in other words, thanks to them, I am here now.** Studying English. And, I started dating someone a few months ago and up until now it's going very well...if it works in the future, it will work. If not, still the future will decide. Now I'm not thinking that without him my life will end.) [Emphasis added, translation by evaluation team].*

Respondents also mentioned how thankful they are for the renewed ability to speak with their children. One participant explained that the course helped him or her identify and correct destructive parenting behaviors:

*A mí lo en lo personal me ayudó bastante para aprender a entender el transcurso de mi vida, yo erróneamente descargaba mis frustraciones con mis hijos. Entonces eso me ayudó a entender a que ellos no tenían que pagar las culpas de mis frustraciones....Entonces llegó el tiempo, tuve que enfrentarme a pedirle perdón a mis hijos....Eso es realmente lo que aprendí a que no lo aprendí totalmente pero estoy en ese cambio que dicen mis hijos "pues has cambiado en cierta manera."*

*(To me personally, [the course] helped me immensely to learn and understand that in the course of my life, I mistakenly discharged my frustrations on my children. That helped me understand that they don't have to pay for my frustrations....**Then came the time when I had to put myself out there and ask my children to forgive me....**That is really what I learned and that I didn't learn totally but I am in this change and my children tell me "You've changed somehow.") [emphasis added, translations by evaluation team].*

Aside from asking forgiveness, this passage also illustrates the participant's growth in communication and self-awareness, two themes we also noted in the analysis of the letters.

Another comment made during the focus group reiterated comments made in the letters and focused on the need to retake the course, not to relearn the material, but because the participant feels strongly about how much she learned from the other participants.

*Quisiera volver a retomar [la clase de RS] porque...uno no aprende sólo de ellos, uno aprende y escucha y entiende las perspectivas de las otras personas y eso es lo que hace que se enriquezca la clase. Porque cada año pueden ser los mismos temas, pero son diferentes personas y aprendes algo nuevo....Te rodeas de personas que quieren ser mejor. Entonces todo eso cambia, cambia tu manera de buscar esas amistades*

*o con quién te relacionas y te ayuda más todavía. Porque cada día estás aprendiendo sigues conviviendo y te rodeas de personas que te van hacer crecer. [Audiencia: Exacto]. Entonces, es muy, muy buena la clase las personas y el programa ó sea todo lo que es Enlace.*

*(I would like to take the class again because...one doesn't just learn from them [the facilitators], one learns and listens and understands the perspectives of the other people and that is what really enriches the class. Because each year, the themes can be the same, but with different people you learn something new.... You are around people who want to be better. Consequently, all of that changes, changes your way of looking for friendships or relationships and that helps you more still.*

***Because everyday you are learning to continue living and surround yourself with people that will help you grow. [Group: Exactly]. Therefore, it's a very very good class, the people, the program, in other words, all that is Enlace.) [emphasis added, translations by evaluation team].***

“Because everyday you are learning to continue living and surround yourself with people that will help you grow.”

The above passage is very important because it shows that participants are learning to surround themselves with positive influences so they can continue to make positive choices in their lives. All of these quotes show that the Relaciones Saludables program has caused positive impacts in the lives of the participants, regardless of whether they took the course three years or just one semester earlier.

### 2.3 Recommendations

In the letters and the focus group responses, a number of recommendations came up to help improve the Relaciones Saludables program. Participants frequently asked for a continuation course and a second semester of classes, potentially with activities or more depth in each theme. Participants also brainstormed ways to help carry the topics of the Relaciones Saludables program outside of Enlace Comunitario: some suggested a radio show once or twice per week or making it digital, others suggested training facilitators to take the material over to other organizations like Encuentro or community centers. Aside from expanding the location of the course, participants also recommended offering the course in English and to a variety of demographics, children included. One participant thought more detail on *how* to really love oneself would be appreciated.

As a note, the evaluation team also noticed an obvious negative reaction when the facilitator read the consent form out aloud. In the future, for focus groups, consent forms should be shorter and use friendly wording to appear less frightening. See Appendix E for consent form.

Some participants recommended expansion of the class meeting time so each class meets for longer. In the past two years, EC staff have already lengthed the course



meeting time twice (from 1.5 hours to 2 hours and then from 2 hours to 2.5 hours). It now meets weekly for 2.5 hours so extending it anymore could be a challenge. One participant recommended bringing in people with specializations or professionals to talk about different themes. This was not to say that the facilitators don't do the job, the participants said this would help offer even more depth to each theme. The evaluation team recommends that if this suggestion is followed, perhaps it could supplement but not substitute the typical curriculum. Given the comments on the large influence of the class communications and interactions, the evaluators think an outside perspective may change the dynamic of the interactions and alter the overall atmosphere of the class.

Finally, in the future, we recommend focus groups be solely comprised of participants who fit the predetermined criteria. In this case, facilitators failed to ask non-Relaciones Saludables alumni to exit the room, which may have impacted the quality of responses recorded. Focus group facilitators in the future should feel confident in politely asking those who don't meet the criteria to leave.

## 2.4 Next Steps

Participants in the focus groups as well as the two facilitators interviewed had much to report about the positive impacts Relaciones Saludables has had on their lives. The next step in continuing the Knowledge Evaluation may include more interviews or focus groups to collect as many detailed quotes as possible to document the immense impact this program has had on so many people. It may be advisable to have a similar exit interview as EC has with the Promotoras, where an EC staff member that does not facilitate the course takes every graduate aside and asks them a number of questions to see how their semester in Relaciones Saludables has changed them.

It may also be possible to follow up on some of the changes past participants mentioned wanting to see, such as expansion via alumni-trained facilitators.

The biggest suggestion we have for a next step is for the organization to continue collecting the data they already collect and to make sure they are using it to get to where they want to go.

# 3. Instrument Evaluation

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## 3.1 Work Performed

In the section above, the team analyzed what we could learn about participant knowledge through the pre/post tests and letters. To evaluate the instruments, we analyzed what the tests and letters left out or what we could not learn from them.

For the **pre/post tests**, we used STATA to determine which questions were commonly answered correctly prior to the start of the program. We also asked ourselves what makes a successful question type by comparing which **type** of

question was frequently answered incorrectly before the start of the program and then correctly at the end (multiple choice, short answer, fill in the blank, matching).

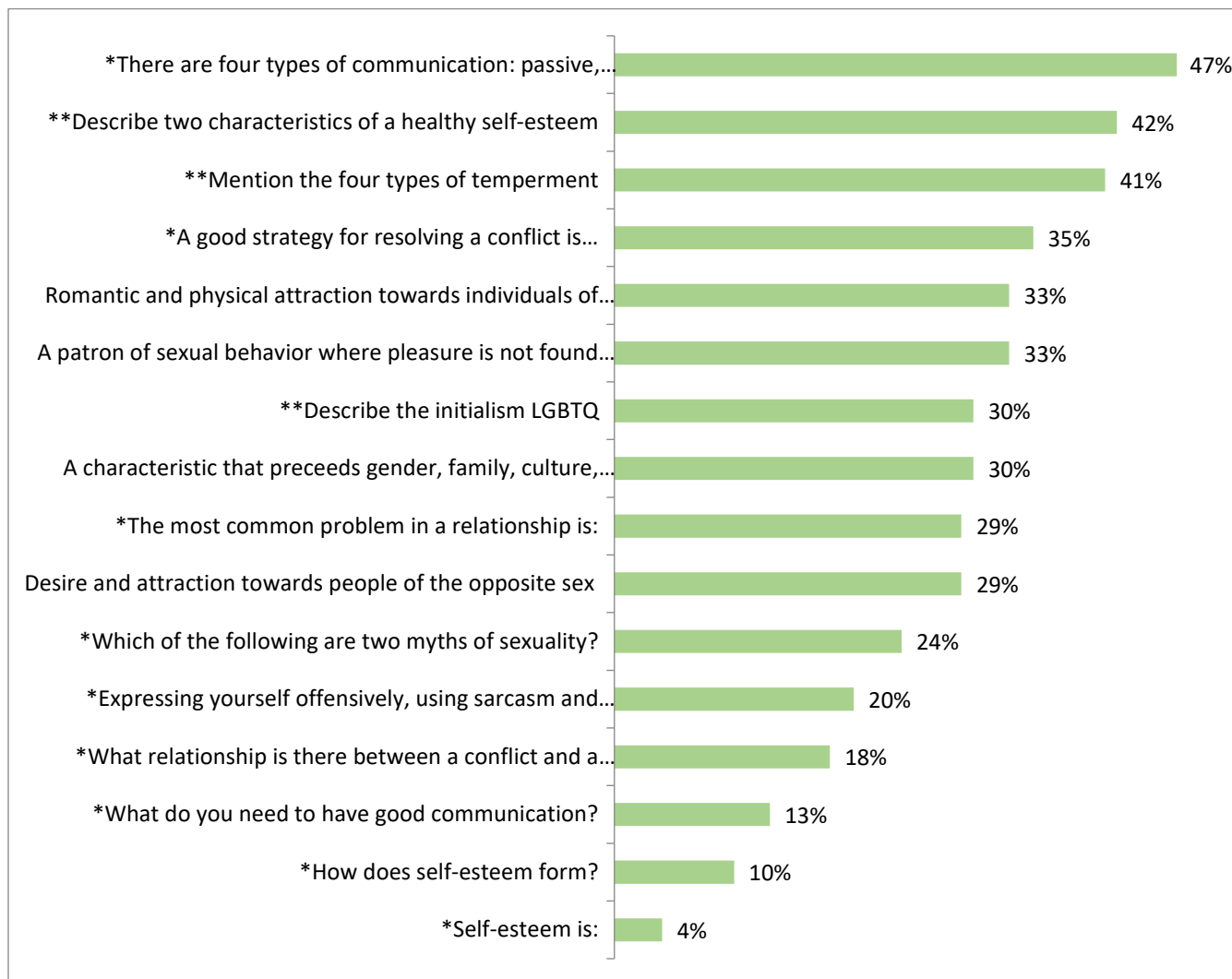
With regard to the **letters**, we compared the answers between semesters to see what differences existed in the way the participants responded. Were some letters longer? More negative? Were some focused on themes and others on impacts? To do this, we used the themes we developed after manually coding the letters and compared between semesters.

### **3.2 Data Analysis**

Overall, both the pre/post tests and letters succeed as instruments in data collection.

Regarding the pre/post tests, we isolated the responses to each question to see how frequently participants answered them correctly on both. In Figure 3, we see the questions with the highest percent of improvement listed first down to the lowest percent of improvement. The largest improvements over 9 semesters can be seen in the first 4 questions. The least amount of improvement is seen in the question that elicits a definition of self-esteem. Considering the constant discussion of improved self-esteem in the focus group and the same responses in the letters, we don't think this is because the participants aren't improving in the self-esteem topic. Instead we think the multiple-choice question type may allow the participants to choose the right answer based on common sense.

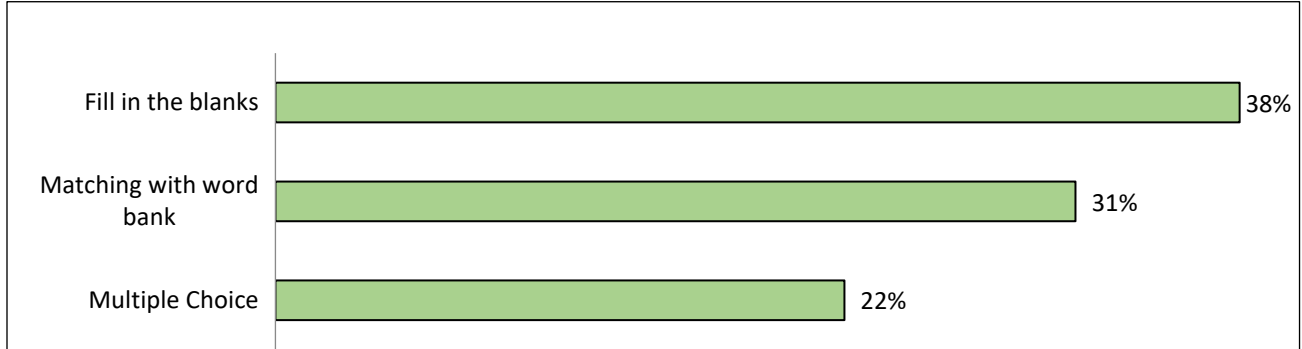
**Figure 3. Percentage Point Change in Questions Answered Correctly at Start and End of Course**



Note: Questions marked in the figure with a single asterisk (\*) represent the *multiple choice* style. Questions marked with two asterisks (\*\*) represent the *fill in the blanks* style. Those without any asterisk represent the *matching with a word bank* style.

We then investigated the relationship between improved score and type of question. Participants improved by an average of 38 percentage points for *fill in the blanks* questions, 31 percentage points for *matching with word bank* questions and only 22 percentage points for *multiple-choice* questions. (See figure 4).

**Figure 4. Average Percentage Point Change in Questions Answered Correctly at Start and End of Course, by Question Type**



Note: Data represent the improvement in the post-test over the pre-test for 9 semesters.

While a 22-percentage point improvement between pre-and post tests is still large, the *multiple-choice* questions are showing smaller improvement in comparison to their *fill in the blanks* and *matching with word bank* counterparts.

Considering the letters, we noticed that the respondents seem to change the focus of their answers each semester. For example, in one semester the responses are geared more towards thanking the facilitators while in another, they highlight the most important thing they’ve learned throughout the program. We concluded that there may not be a set script for the facilitators when they introduce the letters and this may be impacting the type of data collected through this means.

### 3.3 Recommendations

Both the pre/post tests and the letters are collecting good data on new knowledge participants acquire throughout the program. However, there are some small changes we might recommend to make data collection even more useful.

For the pre/post tests, the majority of the questions record useful and meaningful change in participants from pre-to post. Therefore, it seems reasonable to change some of the lower improving questions to a *fill in the blanks* or *matching with word bank* style question. This could be beneficial with the following questions that are currently asked in the *multiple-choice* style:

- Self-esteem is:
- How does self-esteem form?
- What do you need to have good communication?
- What relationship is there between a conflict and a crisis?
- Expressing yourself offensively, using sarcasm and intimidation is called...
- Which of the following are two myths of sexuality?

Regarding the letters, we recommend a clear script that is used every time. At the very least, the question the participants respond to should be the same. This will take some discussion amongst facilitators to decide what it is they want to hear about. Having one set letter prompt will help provide continuity in the data received.

### **3.4 Next Steps**

Enlace Comunitario is already making great strides in data collection and digitization. The fact that the pre/post test scores from the past 9 semesters and the letters collected from the past 3 semesters were available in excel is outstanding. The next step would be to make sure EC staff work with the data whenever possible, whether it be in excel or STATA or some other software, as available.

Access to computers and the internet can be troublesome, but another suggestion might be to start collecting the pre/post test data via a Google form. Google forms collect the data into real-time updated visuals (like the graphs above) so facilitators could easily see how the class performed before and after. This would save staff time on entering each individual test result and on the data visualizations that are necessary afterwards.

We don't recommend making too many changes to the instruments, since what is currently being used does seem to be very valuable overall. We do, however, recommend continuously sharing the information gathered using these two instruments, especially quotes, to the rest of the EC staff, to help fine-tune the instruments, show progress towards agency outcomes, and be especially important when seeking funding and other types of support.

## Appendix A: Calendario de Relaciones Saludables

Calendario de Relaciones Saludables  
(Calendar for Healthy Relationships)  
Otoño 2016  
(Fall 2016)

<b>Fechas (Dates)</b>	<b>Temas (Themes)</b>	<b>Semana (Week)</b>
9/14/2016	Orientación y Registración/Bienvenida y Autoestima I (Orientation and Registration/Welcome and Self-Esteem I)	1
9/21/2016	Autoestima II (Self-Esteem II)	2
9/28/2016	Autoestima III (Self-Esteem III)	3
10/5/2016	Comunicación I (Communication I)	4
10/12/2016	Comunicación II (Communication II)	5
10/19/2016	Resolución de Conflictos I (Conflict Resolution I)	6
10/26/2016	Resolución de Conflictos II (Conflict Resolution II)	7
11/2/2016	Sexualidad I (Sexo-Genero, LGBTQ, Preguntas) Frida y Alejandra (Sexuality I (Sex-Gender, LGBTQ, Questions) Frida and Alejandra)	8
11/9/2016	Sexualidad II (Comunicación e Intimidad) Hunter y Tatiana 6:30 a 8:30 (Sexuality II (Communication and Intimacy) Hunter and Tatiana 6:30-8:30)	9
11/16/2016	Sexualidad III (Parafilias y Violencia Sexual) Casa Fortaleza 7-8:30 pm (Sexuality III (Paraphilia and Sexual Violence) Casa Fortaleza 7-8:30 pm)	10
11/23/2016	Semana "Acción de Gracias" No hay clase (“Thanksgiving” Week No class)	11
11/30/2016	Relación de Pareja I (Intimate Relationships I)	12
12/7/2016	Relación de Pareja II (Intimate Relationships II)	13
12/14/2016	Post Test / Evaluaciones / Celebración / Diplomas (Post Test/Evaluation/Celebration/Diplomas)	14

## Appendix B: Pre/Post Test

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Pre      Post

Nombre/Name: \_\_\_\_\_

Fecha/Date: \_\_\_\_\_

### **Instrucciones/Instructions:**

Este **NO** es un examen para obtener una calificación. Sus respuestas nos ayudarán a mejorar esta clase. Por favor responda a las declaraciones según cómo se siente AHORA. Escoja una respuesta por cada pregunta (excepto en la número doce donde se elijen dos respuestas por la pregunta)./This is **NOT** an exam for a grade. Your responses will help us to better this class. Please respond to the following statements as you feel NOW. Choose a response for each question (except in number 12 where you choose two responses to the question).

**1. Autoestima es/Self-esteem is:**

- a) Tener la razón para sentirse bien/Having the right to feel good
- b) Tener buena apariencia física/Having good physical appearance
- c) Sentirse bien consigo mismo/Feeling good about yourself
- d) Lo que piensan los demás de usted/What everyone else thinks about you

**2. ¿Cómo se forma el Autoestima?/How does self-esteem form?**

- a) Por cómo me tratan/By how others treat me
- b) Por cómo me ven/By how others see me
- c) Por cómo me expreso/By how I express myself
- d) Por cómo me desarrolle/By how I grew up

**3. ¿Describe dos características de una autoestima saludable?/Describe two characteristics of a healthy self-esteem.**

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**4. Existen cuatro tipos de Comunicación: Pasiva, Agresiva, Pasiva Agresiva y/There are four types of communication: passive, aggressive, passive aggressive and**

- a) Telefónica/Telephonic
- b) Corporal/Corporal
- c) Asertiva/Assertive
- d) Oral/Oral

**5. Al expresarse ofensivamente, utilizando sarcasmo e intimidación se le llama.../Expressing yourself offensively, using sarcasm and intimidation is called...**

- a) Baja Autoestima/Low Self-esteem
- b) Autoestima Inflada/Inflated Self-esteem
- c) Comunicación Agresiva/Aggressive Communication

d) Comunicación Asertiva/Assertive Communication

**6. ¿Que se necesita para tener una buena comunicación?/What do you need to have good communication?**

- a) No tener problemas para hablar/No problems with talking
- b) Tener la misma opinión/Have the same opinion
- c) Dialogar y escuchar activamente/Dialogue and listen actively
- d) Oír y Hablar/Listen and speak

**7. Una buena estrategia para resolver un conflicto es.../A good strategy for resolving a conflict is...**

- a) Ignorar lo sucedido/Ignore what happened
- b) No expresar tu enojo/Don't express your anger
- c) Tener empatía con el otro/Have empathy with each other
- d) Una parte natural de una relación/A natural part of a relationship

**8. ¿Qué relación hay entre un conflicto y una crisis?/What relationship is there between a conflict and a crisis?**

- a) Ambas son iguales/They are the same
- b) Una crisis y el conflicto no afectan la relaciones/Crisis and conflict don't affect relationships
- c) Un conflicto puede convertirse en una crisis/A conflict can become a crisis
- d) No tienen solución/They don't have solutions

**9. Menciona los cuatro tipos de temperamento/Mention the four types of temperment**

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**10. El problema más común en una pareja es:/The most common problem in a relationship is:**

- a. La falta de confianza/Lack of confidence
- b. La distancia física/Physical distance
- c. La sexualidad/Sexuality
- d. Las altas expectativas/High expectations

**11. Describe las siglas LGBTQ/Describe the initialism LGBTQ**

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**12. Cuáles de las siguientes son dos mitos de sexualidad?/Which of the following are two myths of sexuality?**

- a. Se puede tener relaciones sexuales durante el embarazo/You can have sex while pregnant
- b. La sexualidad solo da placer a los hombres/Sexuality only gives pleasure to men
- c. No se habla durante la relación sexual/Don't talk during sexual relations
- d. Se puede tener relaciones sexuales aun estando enojados/You can have sexual relations even when your angry



**Escribe la respuesta en la línea en blanco/Write the answer on the blank line.**

13. \_\_\_\_\_ Atracción física y/o romántica hacia individuos de ambos sexos/Romantic and physical attraction towards individuals of both sexes
14. \_\_\_\_\_ Es un proceso donde anteviene el género, la familia, la cultura la personalidad y se desarrolla a lo largo de la vida/A characteristic that precedes gender, family, culture, personality, and develops throughout life
15. \_\_\_\_\_ Deseo y atracción hacia personas del sexo opuesto/Desire and attraction towards people of the opposite sex
16. \_\_\_\_\_ Es un patrón de comportamiento sexual en donde le placer no se encuentra en la copula, sino una desviación/A patron of sexual behavior where pleasure is not found in intercourse but in a deviation
- a) **Parafilia/Parafilia**
  - b) **Bisexual/Bisexual**
  - c) **Heterosexual/Heterosexual**
  - d) **Orientación Sexual/Sexual Orientation**

**¡Gracias por su participación!/Thank you for your participation!**

## Appendix C: Interview Protocol

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### Interview Protocol

**Overall goal for interviews:** To supplement information from the letters (since we only had 3 semesters) and the pre/post tests (since we only had 9 semesters).

Welcome! As you know, we are working with the UNM Evaluation Lab in order to conduct an evaluation of the Relaciones Saludables program. What we want to do is talk with you in order to understand the impact of the program in your lives and in the Latino community. Enlace Comunitario will use this information to improve the program and demonstrate the effectiveness of the program to other organizations that can potentially provide funding. Anything that you share with us will remain anonymous and your name will not be tied to any quotes we use. Though the evaluation report may contain information you provide to us, we will not share what you say with any of the Enlace Comunitario staff or clients. Do we have your consent to continue?

Introduction and Question # 1: Remind us of how long you have been involved in Relaciones Saludables (since year to year) and what has been your role/roles (include data work/analysis)?

Question # 2: Describe a change you and/or your colleagues have made in the program and why?

Question #3: Have you witnessed other unique experiences of transformation as a facilitator of the Relaciones Saludables program? Tell us about one in particular.

Question #4: To your knowledge, have any graduates from the program moved into leadership roles within the community or EC itself? If so, give us examples.

Question #5: To your knowledge, have alumni of the program become more involved in the EC community and in their communities? If so, describe how.

Question #6: Have any EC programs or groups developed from alumni engagement? Please describe.

Question #7: To your knowledge, have any graduates from the class come back to EC for intervention services? If so, describe.

Question #8: Is there anything about Relaciones Saludables that you would like to change? Why?

Question #9: Is there anything else you would like to add to our interview that may be important?

## Appendix D: Focus Group Protocol

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### Focus Group Protocol

#### Focus Group Script for February 8th, from 6pm to 8pm with Alumni of the Relaciones Saludables Program

**6:00 pm**            **Saludos y Comida** (**Ambos**): Saludar a cada persona que entra y dirigirlos a la comida. Creen que sera bueno tener “name tags”?

**6:30-6:35 pm**        **Bienvenida** **Jaen**: Bienvenidos! Estamos trabajando con Ana, Esteban, Sandro, y Jules como parte de un equipo de evaluación del programa Relaciones Saludables. Lo que queremos hacer es hablar con ustedes para entender el impacto del programa en sus vidas y en la comunidad Latina. Enlace usara esta informacion para mejorar el programa, y demostrar a organizaciones que proporcionan fondos que tan efectivo es.

**6:35-6:45 pm**        **Introducción y Expectativas** **Charla**: Empecemos con introducciones. Por favor, cada uno comparta su nombre, el año y semestre en que participo en el programa de Relaciones Saludables, y cual es su expectativa para hoy. Yo primero: Yo soy Charla, no participe en el programa pero vine a una clase el semestre pasado, y yo quiero que todos tengan la oportunidad de compartir sus experiencias en el programa y el impacto que ha tenido en sus vidas. **REMEMBER: Write what participants say, in their own words, not yours! If it is not clear, ask speakers to clarify.**

**Jean**: Soy Jaen, participe en el programa en 2015 y mi expectativa es que todos se sientan cómodos a compartir con nosotros y tener un grupo interactivo. [Dejamos tiempo para tener las expectativas de todos escritos en una lista]

**MATERIALS**: Masking tape, flipchart page , markers, paper with title: Name, date of participation in RS, One expectation. Remember that red and green are hard to read. Use dark color markers. Write legibly since, at the end, you will refer to this list again.

**6:45-7:00 pm**        **Temas** **Charla**: Ahora vamos a recordar los temas del programa Relaciones Saludables. Por favor, parense y acerquense a este tablero. Aquí tenemos cinco círculos, y cada uno contiene un tema del programa. Recuerdan ustedes los temas? Cuáles son? [Charla escribe el nombre de las sesiones bajo cada círculo, Jaen habla con los participantes, poniendo subtítulos dentro de los círculos (i.e si alguien menciona LGBTQ, lo escribe dentro de

el circulo acerca de sexualidad)]. Jaen y Charla ayudan a llenar los circulos si es necesario con preguntas como: “Hablaron de .... En esta sesion? Al final, prgunten si algo importante falta, y escribanlo en donde pertenezca.

**MATERIALS:** Masking tape, markers, - use bright colors for the circles, dark for writing. Tape 4 flipchart pages together to make sure the circles are big enough to accommodate the 5 themes and the subthemes you will write into each circle, or however you decide to do them (name inside, themes outside also works). Draw the circles beforehand.

**7:00-7:20 pm**

**Ejemplos (grupos pequeños) Jaen:** La siguiente actividad nos ayudara a entender qué cosas nuevas aprendieron a través del programa. Como ven, a la izquierda esta la lista de los temas, y a la derecha van a escribir lo que aprendieron. Por ejemplo, en autoestima, “Aprendi a ser mas asertiva pero no agresiva”. En dos grupos (pueden contar 1,2,1,2, y los 1s van a un tablero y los 2s van al otro). Acerquense a l tablero y escriban. Cada uno puede escribir, o uno escribe mientras los demas dictan. [Dejamos tiempo para llenar las listas, y al final preguntamos si algo importante falta y lo escriben].

**MATERIALS:** Masking tape, markers, prepared flipchart paper with columns, themes, and enough soace for everyone to write for each theme.

**7:20-7:35 pm**

**Cambios Positivos e Impactantes o transformativos (en grupos de cuatro cada uno) Jaen:** Ahora, queremos que ustedes mezclan en dos grupos nuevos. Vamos a investigar el impacto de lo que aprendieron. Vamos a sentarnos, y cada uno, en dos minutos, nos va a contar una experiencia que demuestra como aplicaron algo nuevo que aprendieron en el programa. La idea es que cada uno comparta un ejemplo de una cosa importante que aprendió en la clase RS y como le ha ayudado en su vida diaria. Dos minutos para compartir. Listos? Es importante tener una hoja que le anuncia a cada uno cuando le queden 30 segundos para que terminen su historia.

**MATERIALS:** Tape recorder. Make sure it is recording before you start.

**7:35-7:45 pm**

**Positivos y Cambios del Programa de Relaciones Saludables Charla:** Que bueno es trabajar con ustedes. Muchas gracias. Ahora vamos a reunirnos todos y crear una lista de positivos y cambios sobre el programa. Me gustaría si todos

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comparten algo, si se sientan cómodos. [Jaen me ayuda a escribirlos].

**MATERIALS:** Masking tape, flipchart pages, one with “+s” and one with “Changes”

**7:45-7:55 pm**      **Revision de las expectativas** **Jaen:** Bueno, se nos está acabando el tiempo pero antes de salir, queremos revisar las expectativas para ver si cubrimos todo lo que ustedes esperaban.

**7:55-8:00 pm**      **Gracias y despedida** **Ambos:** Gracias por venir y les agradecemos mucho por ayudarnos a evaluar este programa tan importante. Si quieren ver nuestro reportaje final, Ana y Esteban lo van a tener a finales de marzo. Mil gracias!! Que les vaya bien!

### NOTES:

Remember to have a notebook or paper where you record observations, when possible. At the end make sure to take photos of each page, number the pages to remember the order, roll and keep. Check on each other's observations and add if you missed something.

## Appendix E: Informed Consent

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### NM EVALUATION LAB @ UNM Informed Consent for Focus Groups Spring 2017

Para leer en voz alta a los participantes:

Hola, Mi nombre es [estudiante] y soy un/a estudiante [universitario/a de postgrado] en el programa de [que carrera] en la Universidad de Nuevo Mexico.

Trabajo con Enlace Comunitario como parte del NM Evaluation Lab @ UNM. El laboratorio de evaluación ayuda a organizaciones a mejorar sus programas. Enlace Comunitario está interesado en entender el tipo de experiencia que sus clientes y voluntarios tienen con sus programas, y por esa razón estamos conduciendo este grupo/entrevista.

Voy a hacerles unas preguntas, por ejemplo, cómo se involucraron con Enlace Comunitario y que les parece lo más útil a ustedes como participantes en Enlace Comunitario.

El grupo de enfoque tomará más o menos una hora.

Su participación es voluntaria, y usted puede decidir dejar de participar en cualquier momento. No tiene que contestar todas las preguntas. Está bien decir “paso” o decirnos que no tiene nada que decir sobre una pregunta.

Vamos a tomar notas y grabar la discusión para asegurarnos de que entendemos todo lo que dicen, pero no vamos a guardar sus nombres. Tampoco compartiremos la grabación con Enlace Comunitario. Una vez que revisemos la grabación para asegurar que nuestras notas son precisas, la destruiremos. Si alguien prefiere que no hagamos la grabación, no la haremos!

No hay riesgos en este estudio, pero algunos pueden estar incómodos cuando les hacemos preguntas.

Escribiremos un reportaje sobre nuestra discusión para ayudar a Enlace Comunitario a entender las varias perspectivas compartidas. Enlace Comunitario puede publicar el reportaje por Internet o distribuir copias en papel. Los reportajes puede tener palabras que Ustedes dijeron, pero el investigador no incluirá sus nombres en los reportajes.

Si alguien tiene alguna pregunta sobre este proyecto de investigación, por favor llame a Melissa Binder a 505-277-3548. Tengo aquí su tarjeta si alguien la quiere. Hay alguna pregunta?