



Hispanic Advocacy and Community Empowerment through Research

August 2011

Jovenes De Salud
Youth health advocates
ANSR/CLUES

2010 Evaluation for FCHPP

Prepared by:
William Ricardo Castellanos
Catalina Hotung
Rodolfo Gutierrez

About Hispanic Advocacy and Community Empowerment through Research (HACER):

HACER's mission is to provide the Minnesota Latino community the ability to create and control information about itself in order to affect critical institutional decision-making and public policy. General support for HACER is provided by the Center for Urban and Regional Affairs (CURA) and Minnesota-based philanthropic organizations.

Executive Director: Rodolfo Gutierrez

HACER
270 Appleby Hall,
128 Pleasant Street SE
Minneapolis, Minnesota 55455
(612) 624-3326
www.hacer-mn.org

Funding for this project was provided by CLUES through its Family Centric Health Promotion Program (FCHPP). The content of this report is solely the responsibility of HACER and does not necessarily represent the views of Family Centric Health Promotion Program or any of its staff members.

We are grateful to Family Centric Health Promotion Program and all who contributed to the making of this report:

HACER STAFF:

Allison Shurilla
Catalina Hotung
Silvia Alvarez
William Ricardo Castellanos
Rodolfo Gutierrez, Executive Director

Thanks also to the following persons for their support:

José William Castellanos (Director FCHPP)
Lauren Haun (Assistant FCHPP)
Jeannette Noltenius (NLTCN-TAPPINTO)
Migdalia Loyola (BlueCross/BlueShield)
Gabriela Vázquez (UMN)
Carmen Robles (Jovenes De Salud)
Amy
FCHPP Advisory Committee
FCHPP Community Health Workers

FCHPP ADVISORY COMMITTEE

Carmen Robles
Dave Mathews
Gabriela Vazquez
Patricia Baker
Rachel Hicks
Rodolfo Gutierrez

FCHPP COMMUNITY HEALTH WORKERS

Annyb Trelles-Supo
César Orjuela
Carlos Riera
Delia E. Ruiz
María Fátima Jaramillo
Gloria Liliana Rivera
Guadalupe Quintero
Laura S. Ramírez
Liliana Q. Ríos
María Elena Escoto
María Sosa
Martha Rodríguez
María Hernández
Nuria Berro
Perla Yuliana Montoya
Rossmay González Núñez
Santa Rodríguez
Soraya Hernández
Víctor Hernández
Pedro Gastón Rosado
Juan Sánchez
Oscar Ricalde
Raquel Andrade
Teresa Cruz
Teresa Manzo
Yessica Santana

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Jovenes De Salud

EVALUATION REPORT

Program Year 2010-2011

I. INTRODUCTION:

Jovenes de Salud (JdS) is a mentorship health participation outreach program centered on St. Paul high schools. The aim of this program is to help at risk youth stay in school, increase school involvement, and promote healthy lifestyles. To achieve this, the program focuses on after school meetings once a week during which the participants are encouraged and helped with school work, planning community activities, and are educated in current health topics. In addition, the participants engage the community participating in demonstrations, conferences, and training's after school and during the weekends. Through these activities, the program aims to form community leaders.

This evaluation is focused on Jovenes de Salud's program running in Harding High School (HS) and Johnson High School (JS). The purpose of the evaluation was to determine if the goals and objective of the program are being met and to assess unintended consequences that the program may have on participants. The main program components evaluated were:

- The program's effectiveness at educating students on tobacco and preventing its use;
- The program's ability to increase awareness for healthy living and the effect this has on the participants and their community; and
- The scholastic effects of the program on the participants based on their view regarding higher education.

II. METHODOLOGY:

In accordance with the primary objective to determine if the goals of the project are being met, an objective oriented evaluation approach was taken. This approach provided useful data regarding the completion of the intended goals of the program. In this way the evaluation was able to objectively judge if the goals and objectives are being met.

In order to complete the evaluation, the evaluation team first met with the program coordinator to gather information about the program. This meeting took place in September 2010. After reviewing the information, evaluation questions were formulated by the end of 2010. The drafting of an evaluation plan, was done during February 2011. The evaluation team conducted an historical review of the program during the summer to 2011 and a survey of program participants was done in May 2011. Data was analyzed by August, and the final report was written in September.

In order to assess the program areas of interest the following evaluation questions were identified:

1. To what extent does the implementation of a mentorship program impact the student's views and use of tobacco?
2. What are the outcomes in terms of the scholastic and health centric approach to mentorship?
3. What are the objectives of participants who enter the program, and what were the objectives of participants who successfully completed the program?

The program being evaluated had a relatively small group of participants who consistently attended program activities. A survey was used to gather both quantitative and qualitative information [and was administered to all available participants]. To maximize response rates, the survey was administered during the end of the year celebration. The survey included scale (1-5), yes/no, and open-ended questions, in order to provide quantitative data as well as allow space where participants could express their opinions.

Standard:

Due to the nature of this evaluation, the standard chosen is accuracy. Due to the fluid complicated nature of the program an accurate method for collecting all necessary data is of utmost importance. The program lacks a formal structure and participation in the activities is often inconsistent. These circumstances require a data collection strategy that would allow for the most possible data points at one time.

Methodological challenges:

The evaluation faced several critical methodological challenges, which can be divided into several categories: data gathering challenges, design challenges and political challenges.

The most critical data gathering challenge was gathering information from high school students in the program. Gathering enough students was challenging due to the unstable flow of students in the program. A survey was used as the sole data gathering tool. The next most critical challenge was achieving adequate response rates for the surveys given to the participants, because the number of students was relatively low, it was essential that they would answer all the questions on the survey.. The final data gathering challenge was access to participants both new to the program and participants almost done with the program. To alleviate these challenges and gather enough information the survey was given to both Johnson and Harding students participating in JdS Jovenes de Salud.

Design challenges: The selection of Harding High and Johnson High Schools and the implementation of an objective focused evaluation presented some design challenges. was a challenge in it of itself, These school sites were selected due to economic and logistical considerations, however the Jovenes de Salud program because it narrows the program, by selecting the program that had been operating at these schools for the longest amount of time. and it is These schools therefore they represent the most stable examples of the program, which poses a threat of providing the results are skewed results. However do to time, economic and logistical complications evaluating the program in Harding High and Johnson Schools was the most logical approach. The major challenge with an objective focused evaluation is the oversimplification of the program into a group of outcomes. The unintended benefits of the program may not be measured as successfully. To address this challenge the questions asked survey will include both open ended and numerical quantitative questions on the survey. Also Additionally, an historical review of the program was done in order to. That way give unintended benefits have a higher chance of surfacing.

Political challenges:

Political challenges were also considered in the evaluation design. Because several parties fund the program and the program has interaction with the legislature of Minnesota and the community, a cooperative evaluation was implemented, which allowed for the close involvement of various stakeholders in the evaluation process. Several parties involved had direct interested in the program and its performance. The perception of the program in the school also created challenges, as it had the ability to facilitate or complicate access to information, as well as influence the answers given by program participants. Additionally, program staff had a very active role in defining, narrowing and approving the evaluation plan and survey questions used.

Data Analysis

The data was collected using a survey containing 11 questions. 6 Numerical questions and 5 open ended questions. The following results are divided into Harding high school data and Johnson High school data. The information gathered using the survey was coded and standardizes. The raw data was analyzed using SPSS. A comprehensive analysis of the data gathered was done. Due to the small number of participants in the Harding High School program (N=24) the survey was also applied to Johnson High School participants. (N=16)

III. HISTORICAL REVIEW:

The historical review of Jovenes de Salud was based on publications reviewed, interviews with program staff, and other information sources.

Jovenes de Salud is directed by the Association for Nonsmokers- MN (ANSR), which promotes clean air initiatives through policy and community outreach, and is funded by a grant through the Minnesota Health Department for Ramsey and Dakota counties. The program was created to “cultivate partnerships with schools and the community at large to develop and implement anti-tobacco Latino youth groups.” The original program objectives were to:

1. Educate youth on the health harms associated with tobacco use and second hand smoke;
2. Develop peer educators for the delivery of peer to peer presentations;
3. Support academic goals and build school spirit;
4. Encourage Health Care Careers by combing academics with hands-on experiences;
5. Engage parent involvement through youth led presentations ; and
6. Cultivate the pursuit of higher educational goals by providing mentor opportunities.¹

The program employs a peer mentorship and youth apprenticeship model, which allows participants to combine academics with hands-on experiences. One component of the program is that it trains participants (youth in grades 9-12) to become “Promotores de Salud” (Community Health Workers). Since its inception in 2006, the program has expanded with funding from General Mills to include a nutritional focus and improve the eating and drinking habits, physical activity, and self-esteem of participants through the “Nutrition Bites” curriculum. Additionally, the program has evolved over the years and has become an advocacy and training vehicle for its participants and their communities. Through the active involvement in lobbying efforts, participants are being trained as community advocates with working knowledge of the legislative process and skills necessary to enact change in a community.

The program boasts a number of accomplishments for its participants. Harding High School’s “Latino HEAT” web page highlights the following milestones:

- Marched in Cinco de Mayo 2006
- Spent 10 weeks during the 2006 summer learning about the health, social and economic impact of tobacco use and dangers of second hand smoke
- Being mentored by Blue Cross Blue Shield Latino Employee Group: Fuerza Azul

¹ 2006 clues BCBS youth grant proposal.

- Featured at the first annual "Promotores de Salud Statewide Conference" held Dec. 2, 2006
- Collected more than 100 signatures (petition) for smoke-free parks and zoo policies
- Testified at the Dakota County Parks Commission on behalf of smoke-free parks policies²

Additionally, the General Mills final grant report states that participants in JdS improved their self esteem, learned proper information about nutrition, became more physically active, and became community leaders by stopping tobacco company funds from being used in the St. Paul Cinco de Mayo celebration of 2010 and encouraging the organizers adopt a no tobacco funding policy. The program also had an effect in the educational outcome of participants, reporting that a high number of participants pursued higher education after graduation. The report proclaims that "Our Jovenes de Salud are becoming educated Latino community leaders who understand their families and communities needs and help themselves and their communities to reach the American dream."³

V. FINDINGS:

. DATA ANALYSIS :

The data analysis was done using the Harding High School data set , the Johnson High School data set and it was re analyzed using both Harding and Johnson High School data sets combined. If the results differed significantly using one or both data sets this was indicated in the findings section. The correlations developed were done using the combined data sets. Classifying and counting the response based on similarity and repetition analyzed the open-ended questions. After the responses were coded they were counted and analyzed.

Combined data analysis numerical questions:

To further analyze the responses, the data for certain numerical questions was plotted and evaluated. The purpose of this analysis was to explore any meaningful trends and unintended consequence the program might display.

Figure 1 shows the strong correlation between the change in participant's views about tobacco and the effect the mentors had on changing the views of participants about healthy living.

² Excerpt from the Latino HEAT web site, http://harding.spps.org/H_E_A_T.html

³ Healthy Champions final report 2009-2010.

The analysis demonstrated a strong correlation between the two.

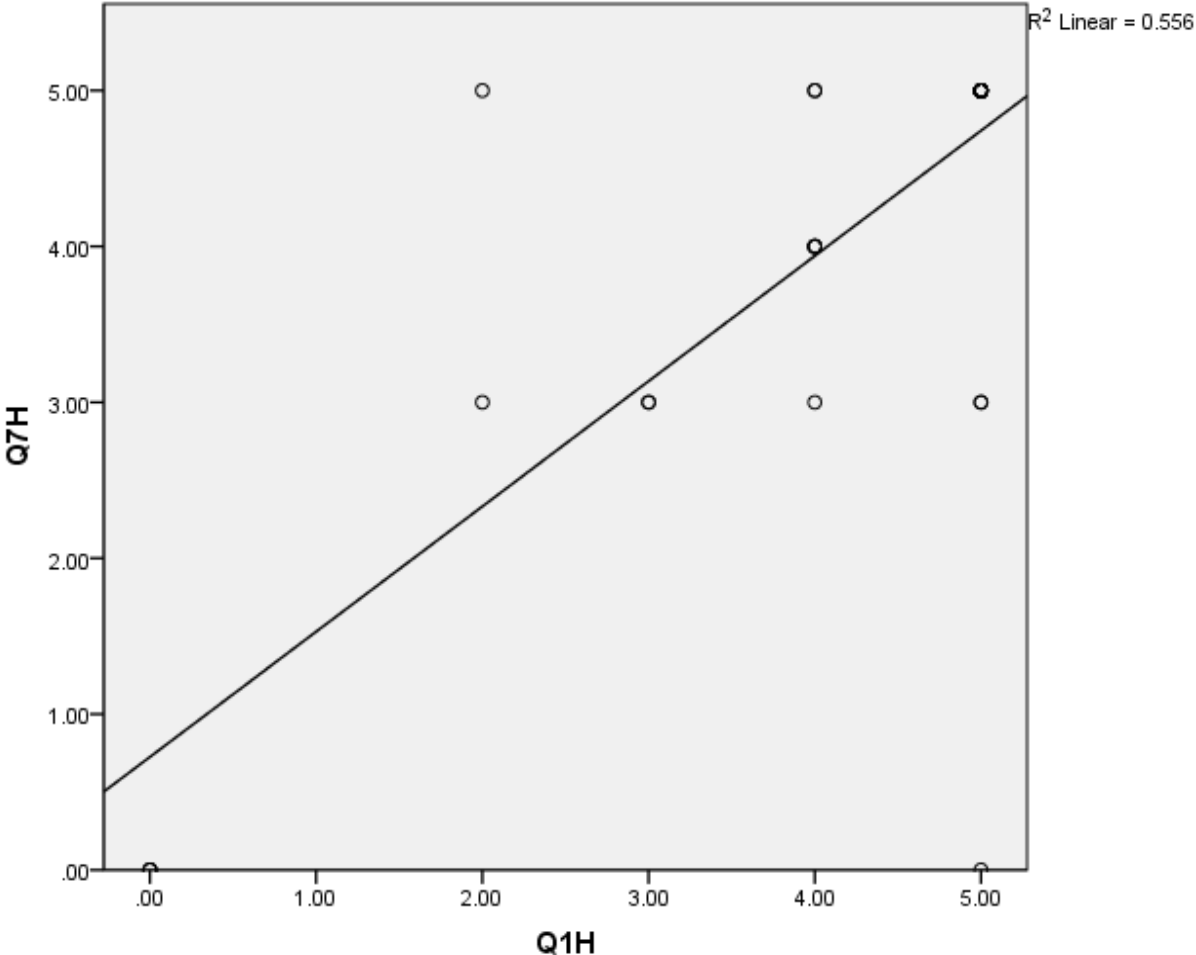


Figure 1

Figure 2 showed the effect of the mentors had a very small negative correlation with respect to the age of the participants.

Figure 2

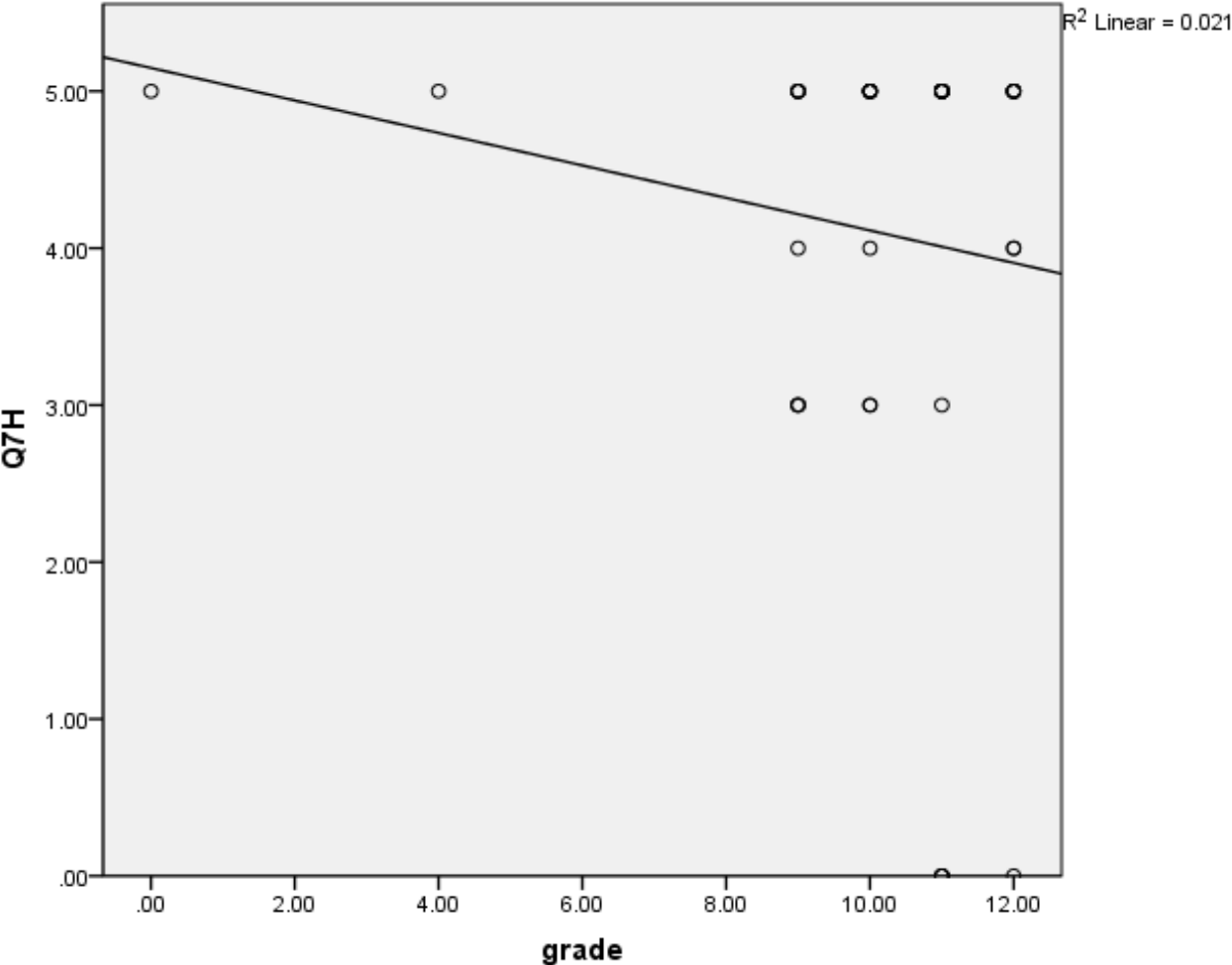
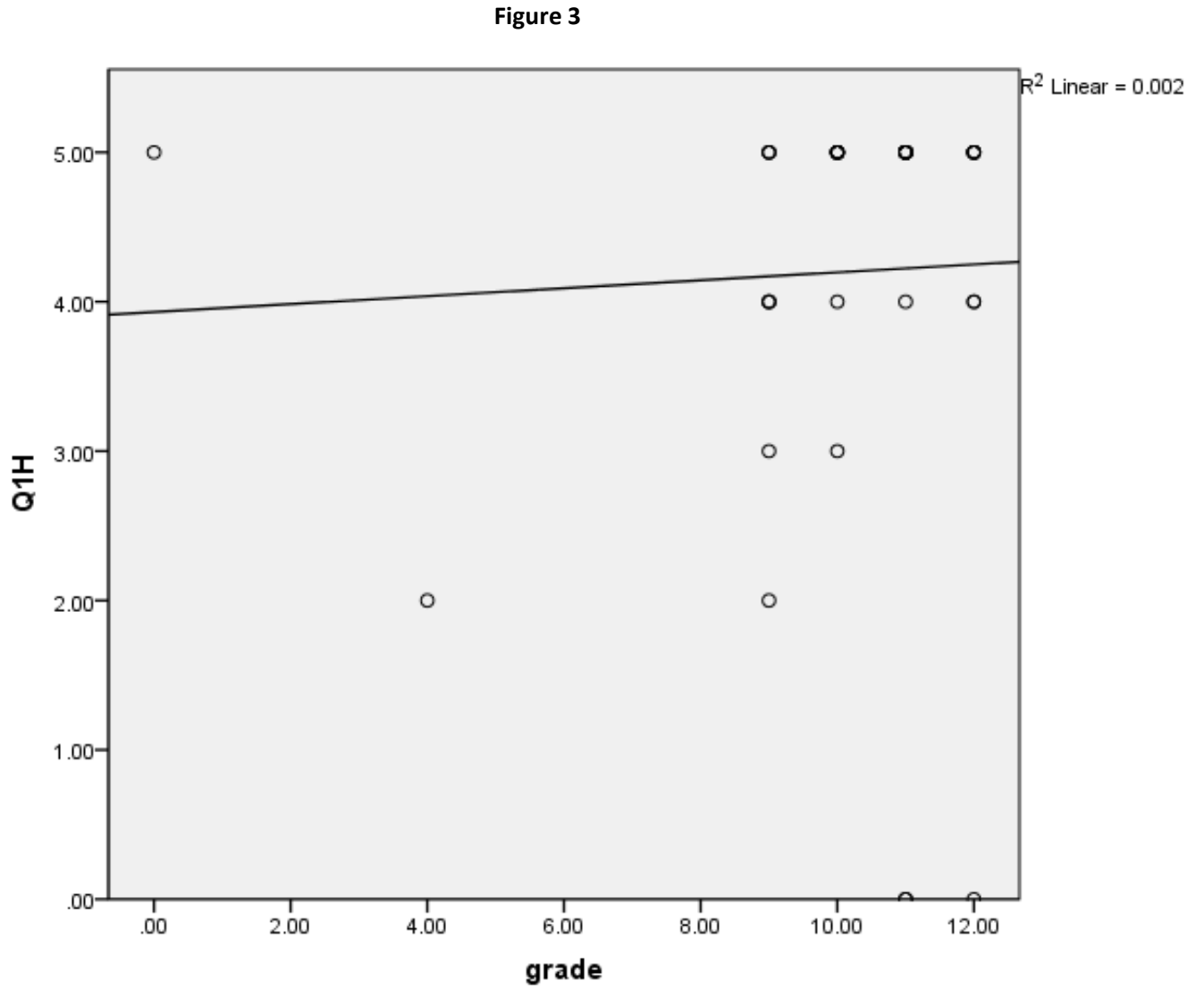


Figure 3 showed that the views of participants about tobacco changed very little relative to age.



The correlations found could be due to a very small sample size.

Summary:

The evaluation has found that JdS participants are aware of tobacco products, healthy living and community. A majority of the participant expressed a desire to get higher education; all but one participant reported no recent use of tobacco. Of seven participants that had tried tobacco only 1 used it recently. 85.7% of participant that tried tobaccos have not used recently. On average participants' views on tobacco have been changed. 92.5% of participants reported they have helped their families live healthier lifestyles. On average the mentors have helped change the views regarding healthy living. The analysis of the data by grade showed that there was a very weak negative correlation between grade and the effect mentors had on participants. It also showed a very weak positive correlation between the grade the participants were in and the effects JdS had on changing their view of tobacco. A strong correlation was found between the effect mentors had on participants and the views of participants on tobacco.

This data is a partial baseline to be used for future evaluations. Overall the participants in the program reported they would not change anything in the program and through the open ended questions showed that the program had a positive effect on their lives and the community.

As one participant responded to a question asking about how JdS has changed his or hers daily lives:

It's helped me realize we really need to focus on our health more and help our communities. We all live in this area so why shouldn't we all contribute and help out. Also changed the way with my mom about smoking.

The historical and anecdotal review revealed a program whose participants have a working knowledge of the Minnesota legislature and advocacy strategies for community improvement. It was also demonstrated that participants have received health information about tobacco product. Based on the open ended questions and the historical review, it was determined that the participants have increased their daily exercise, and are more aware of healthy eating and living habits. The participants have also developed an interest for school and higher education.

The research questions postulated at the start of this evaluation aimed to explore the fundamental components of the program, such as participant's views about tobacco, the impact of the program on health and academic performance and the impact on the future objectives of participants. The Jovenes de Salud program was successful in impacting the views of student about tobacco. The impact was a positive one, with all but one participant reporting no recent use of tobacco. Most participants reported an increased interest in school, along with an interest in advocacy or health. The participants in the Jovenes de Salud program all reported an increase in interest in post-secondary education and some reported and interest in military service. Participants also reported a change in views regarding post-secondary options available to them.

VI. CONCLUSIONS/RECOMENDATIONS:

The program JdS has according to the historical review, data collected and analyzed changed the views of participants regarding tobacco and healthy living. Of participants that had tried tobacco during some point in their lives only one had used tobacco recently. This finding alone points strongly to the effectiveness of the program in preventing tobacco use among participants. The use of mentors has shown to be effective in changing the views of participants about tobacco. The data gathered from open-ended questions suggests the program has had an effect on the perspective of participants regarding post-secondary education. With a majority of participants wanting to pursue some form of post-secondary education or training. The objective of participants when they enter and exit the program was investigated. It was shown that participants develop new expectations for themselves as they make their way through the program. Based on the data collected and analyzed Jovenes de Salud meets the goals the program had intended by educating participants about tobacco and healthy living. The program also showed that it encourages participants to pursue post-secondary education. The historical review of the program has shown that the program has increased in size, scope and impact over its history. This review also showed that the program and its participants are very active advocated for the health of their community as demonstrated by the Cinco de Mayo celebration fund raising efforts. The program is able to train and develop those who participate into community advocates and leaders. Considering the age of participants in the program this is an outstanding achievement.

It is recommended that a more formal curriculum is developed and implemented. It is also recommended that the program develops a survey to be give to participants when they first enter the program and given to them when they exit the program to track more precisely the effects of the program on participants. The program would also benefit from some guidelines specific to the activities the program develops. The guidelines would be beneficial in defining the program and expanding the approach that appears to be very successful.

Appendix 1

Evaluation Questions:

Evaluation Question	Information need to answer question	Sources of information	Data gathering strategy.
1. To what extent does the implementation of a mentorship program impact the student's views and use of tobacco?	Views of students in the program, regarding, healthy living, decision making and their lives in general.	The information would be collected from available students.	This information was collected using a survey
2. What are the outcomes in terms of the scholastic and health centric approach to mentorship?	What are the desired outcomes intended by the program and the outcomes achieved by the students	The information can be obtained from the participants in the program.	This information was collected in the first meeting with Carmen Robles and in a survey
3. What are the objectives of participants who enter the program, and what were the objectives of participants who successfully completed the program?	The goals and ideas about the program that participants have at the start of the program and at the end of the program	This information can be gathered from participants recently enrolled and those about to finish the program.	The information was collected using a survey.

Appendix 2
Survey

JOVENES DE SALUD

Grade: 7 8 9 10 11 12

Date: _____

1. How much has Jovenes de Salud changed your view on tobacco products? (1=Not at all. 5=A lot)

1 2 3 4 5

2. Have you ever used tobacco products?

Yes No

3. Have you used any tobacco products in the past 2 weeks?

Yes No

4. What were your expectations for Jovenes de Salud?

5. Since joining Jovenes de Salud you have helped your family and friends live a healthier lifestyle:

Yes No

6. How has Jovenes de Salud changed your everyday life?

7. Have the mentors helped you change how you look at healthy living? (1=Not at all. 5=A lot)

1 2 3 4 5

8. Before joining Jovenes de Salud what were your future plans? What are your plans now?

9. Do you think you will join again next year:

Yes

No

I don't know

10. What was your favorite thing about JdS?

11. What would you change about JdS?

Appendix 3
DATA

Harding high school:

Frequency of responses for non open ended questions:

Q1

How much has Jovenes de Salud changed your view on tobacco products?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	3	12.5	12.5	12.5
	2.00	1	4.2	4.2	16.7
	3.00	2	8.3	8.3	25.0
	4.00	4	16.7	16.7	41.7
	5.00	14	58.3	58.3	100.0
	Total	24	100.0	100.0	

Q2

Have you ever used tobacco products?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	20	83.3	83.3	83.3
	YES	4	16.7	16.7	100.0
	Total	24	100.0	100.0	

Q3

Have you used tobacco products in the last two weeks?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	23	95.8	95.8	95.8
	YES	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Q5

Since joining Jovenes De Salud you have helped your family and friends live a healthier lifestyle:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	4.2	4.2	4.2
	YES	23	95.8	95.8	100.0
	Total	24	100.0	100.0	

Q7

Have the mentors changed how you look at healthy living?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00	3	12.5	12.5	12.5
	3.00	3	12.5	12.5	25.0
	4.00	2	8.3	8.3	33.3
	5.00	15	62.5	62.5	95.8
	6.00	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Q9

Do you think you will join again next year?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	IDK	4	16.7	16.7	16.7
	YES	20	83.3	83.3	100.0
	Total	24	100.0	100.0	

Johnson high school:

Frequency of responses for non open ended questions:

Q1

How much has Jovenes de Salud changed your views on tobacco products?

Q2

Have you ever used tobacco products?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	13	81.3	81.3	81.3
	YES	3	18.8	18.8	100.0
	Total	16	100.0	100.0	

Q3

Have you used tobacco products in the past two weeks?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	16	100.0	100.0	100.0

Q5

Since joining Jovenes de Salud you have helped your family and friends live a healthier lifestyle?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	NO	3	18.8	18.8	18.8
	YES	13	81.3	81.3	100.0
	Total	16	100.0	100.0	

Q9

Do you think you will join Jovens de Salud next year?

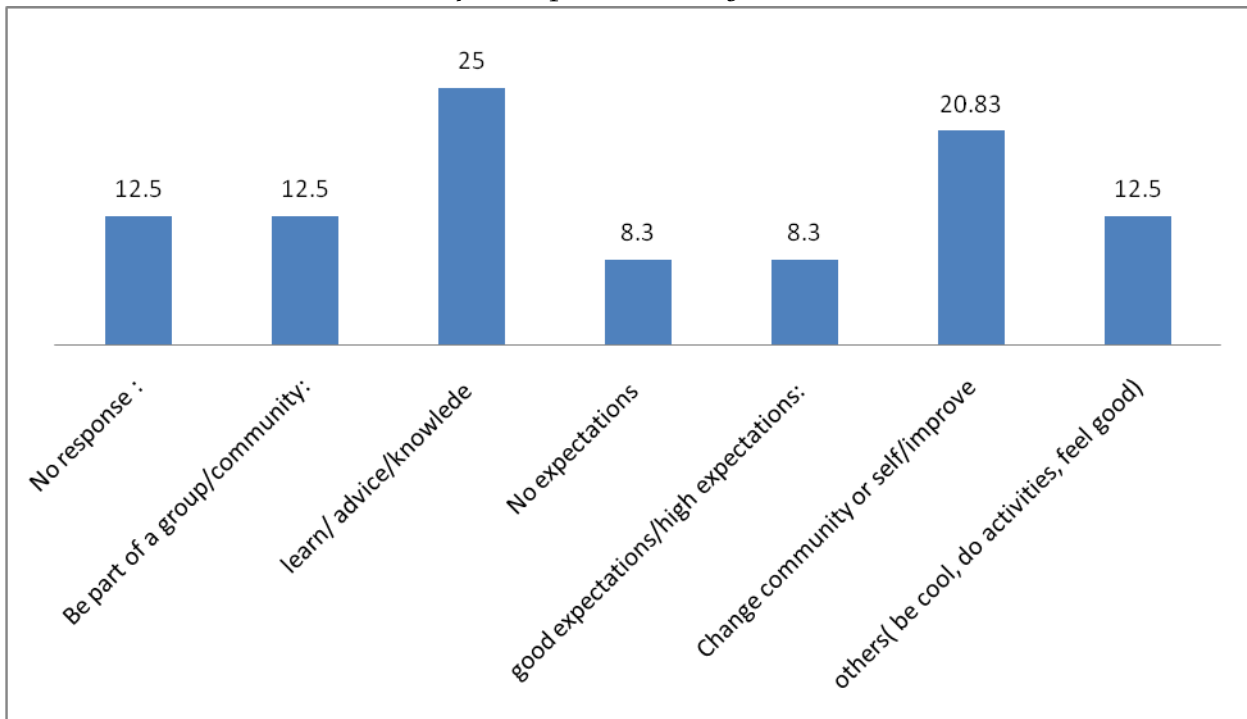
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	IDK	3	18.8	18.8	18.8
	YES	13	81.3	81.3	100.0
	Total	16	100.0	100.0	

Open ended Questions.

Harding high school:

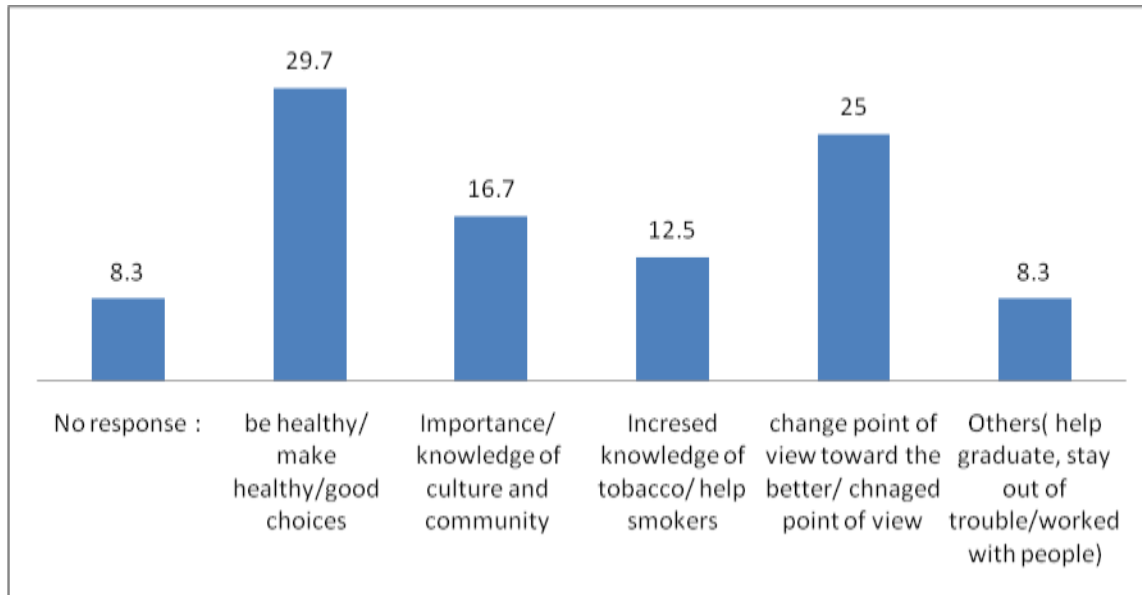
Q4

What were your expectations for Jovenes de Salud?



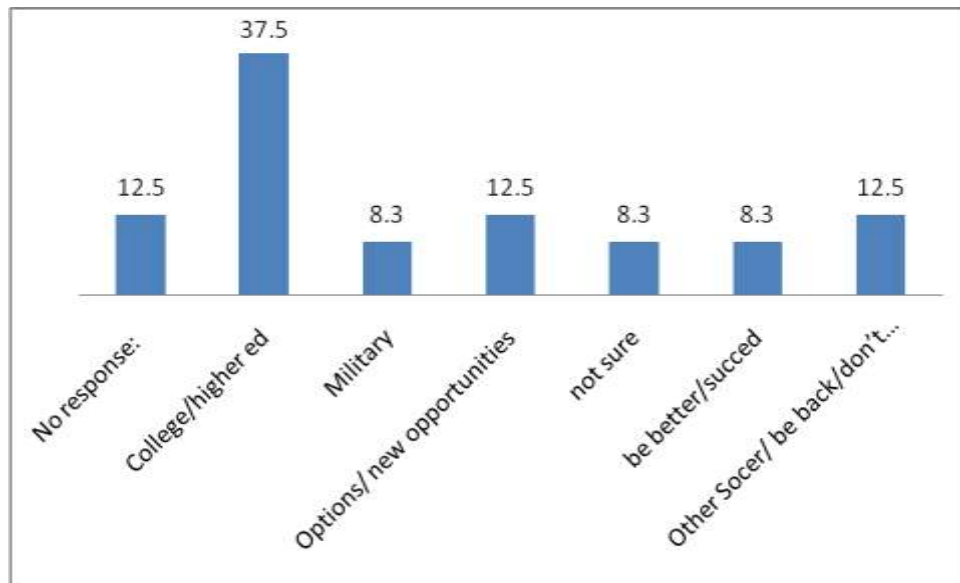
Q6

How has Jovenes de Salud changed your everyday life?



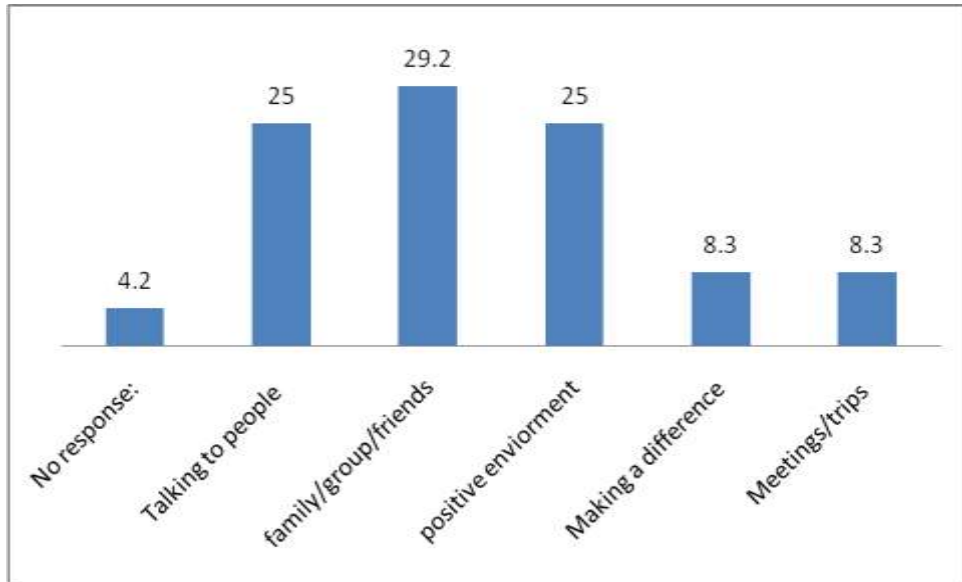
Q8

Before joining Jovenes de Salud what were your future plans? What are your plans now?



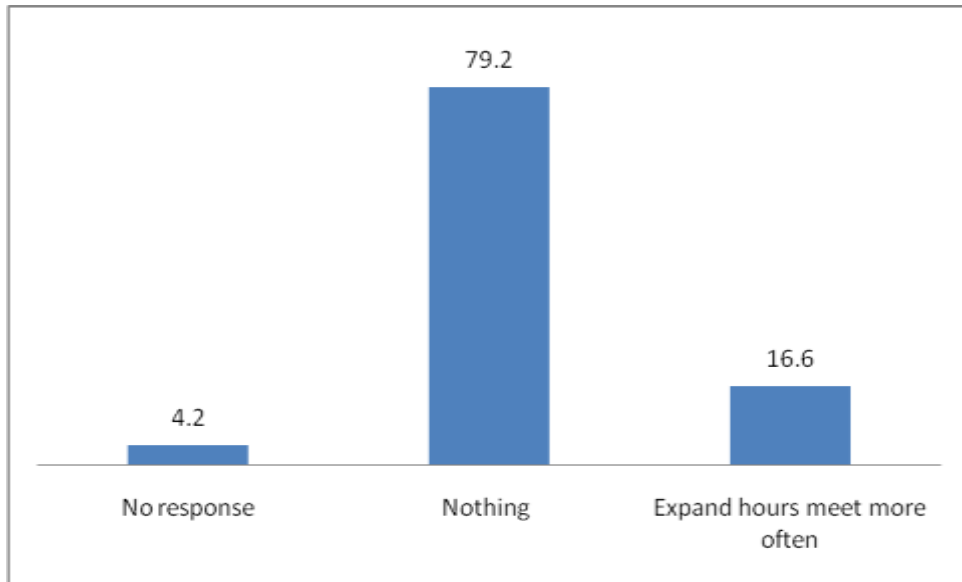
Q10

What was your favorite thing about JdS?



Q11

What would you change about JdS?

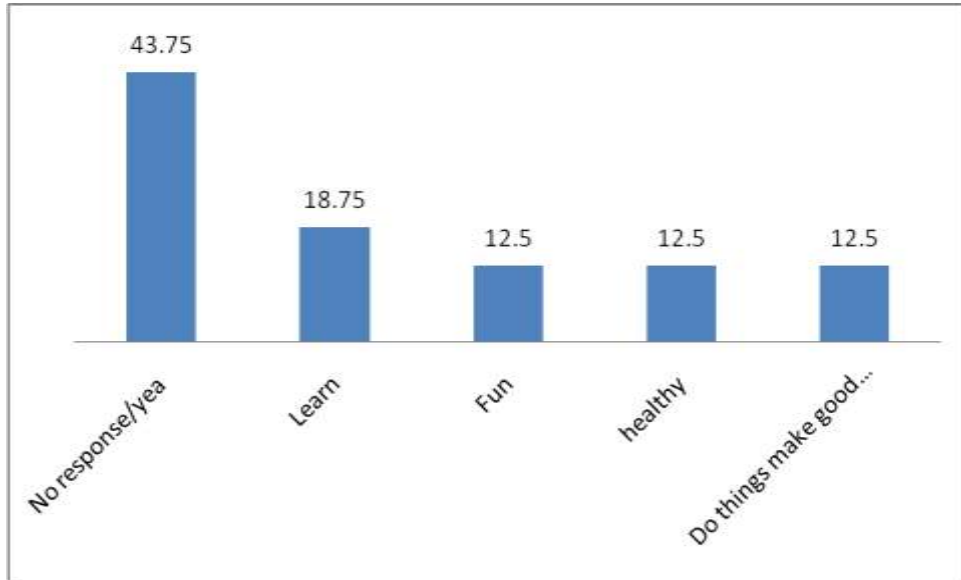


Open ended Questions.

Johnson high school

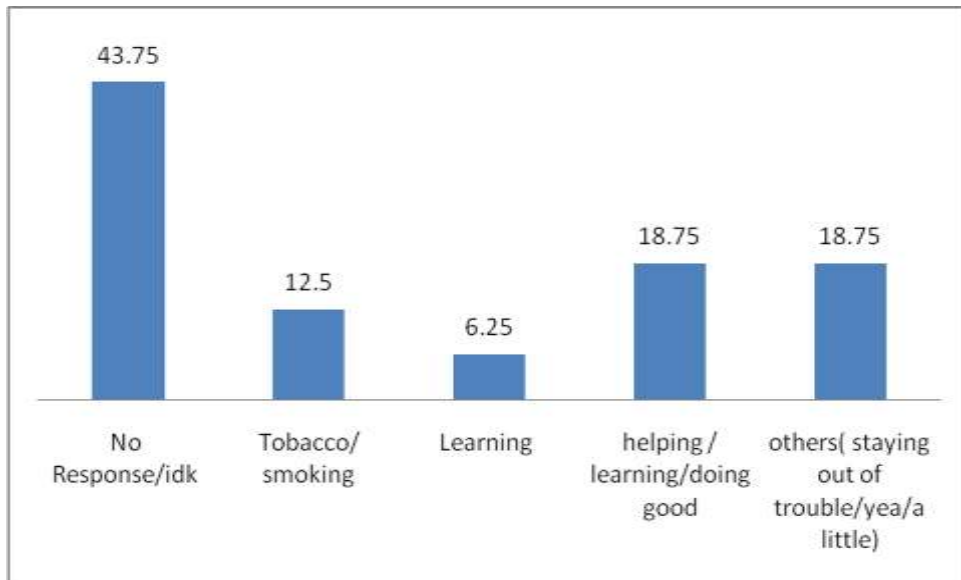
Q4

What were your expectations for Jovenes de Salud?



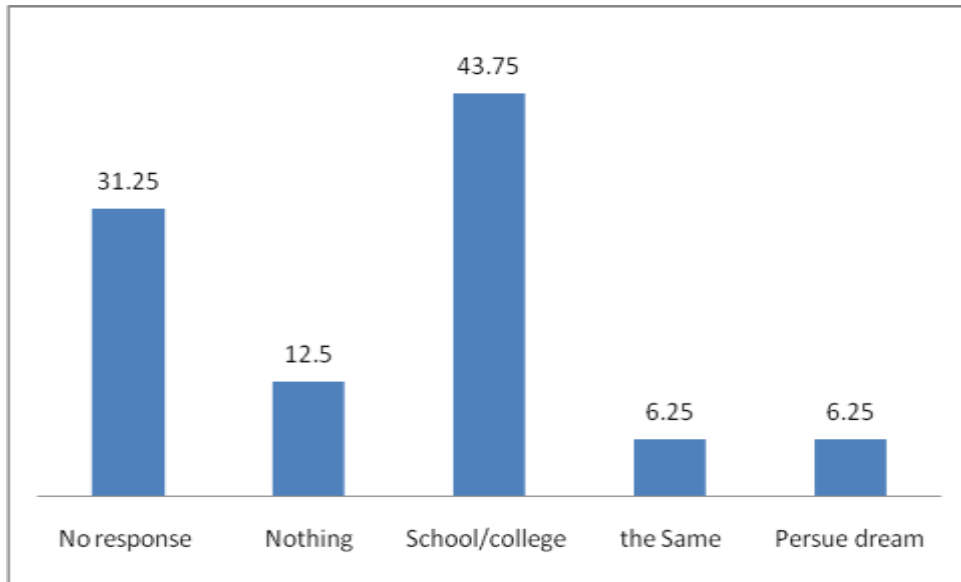
Q6

How has Jovenes de Salud changed your everyday life?



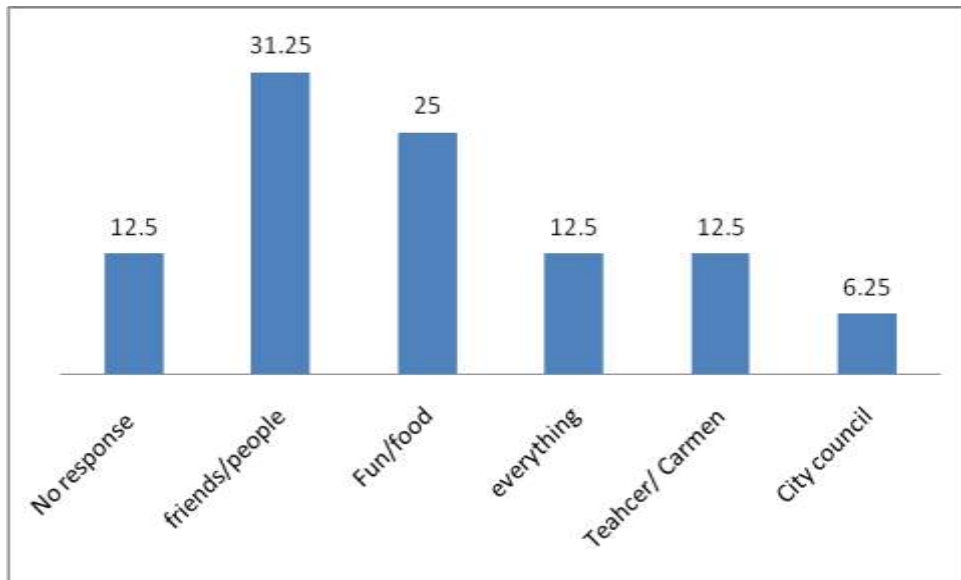
Q8

Before joining Jovenes de Salud what were your future plans? What are your plans now?



Q10

What was your favorite thing about JdS?



Q11

What would you change about JdS?

