

Strengthening El Pueblo's Sexual and Reproductive Health Program for Latino/a Youth in North Carolina

Capstone Summary Report

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List of Acronyms

AE	Abstinence-only Education
AFY	Advocates for Youth
APPCNC	Adolescent Pregnancy Prevention Campaign of North Carolina
CDC	Center for Disease Control and Prevention
CRR	Comprehensive Risk Reduction
DsF	<i>Nuestros Derechos sin Fronteras</i> (Our Rights Have No Borders)
EBI	Evidence-based Intervention
HB	Health Behavior
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
MPH	Master of Public Health
NC	North Carolina
RECAPP	Resources Center for Adolescent Pregnancy Prevention
SRH	Sexual and Reproductive Health
STI	Sexually Transmitted Infection
TPPI	Teen Pregnancy Prevention Initiatives
UFE	Utilization-Focused Evaluation
UNC	University of North Carolina – Chapel Hill
YRBSS	Youth Risk Behavior Surveillance System

Abstract

Background: Latinos/as in the United States face significant sexual and reproductive health (SRH) disparities; the rapidly growing Latino/a population in Wake County, North Carolina is no exception. El Pueblo, Inc. is a nonprofit agency that aims to bridge the gap between the needs of the Latino/a community and available resources in Wake County. One way in which El Pueblo achieves this is through a youth SRH education program called *Nuestros Derechos sin Fronteras* (DsF), or Our Rights Have No Borders. During the 2011-2012 academic year, a Capstone team from the Health Behavior Department at the UNC-Chapel Hill Gillings School of Global Public Health partnered with El Pueblo to complete a project aimed at strengthening the DsF program.

Methods: The Capstone team conducted informal community engagement and formal assessment activities, including 15 in-depth interviews with El Pueblo staff and four focus groups with youth who have participated in DsF, and their parents. The Capstone team conducted a qualitative analysis of interview and focus group summary reports, the results of which were used to develop four major deliverables aimed at strengthening the DsF program. The Capstone team additionally conducted a literature review and resource scan to supplement engagement and assessment findings.

Results: The results from *community engagement* emphasized the key factors of upmost importance to the Latino/a community and El Pueblo; these included cultural values, structural discrimination against immigrants, and bi-cultural and generational challenges for Latino/a youth. The results from *assessment* activities provided direct feedback regarding the DsF program; findings included an emphasis on funding and evaluation challenges, the importance of holistic SRH education for Latino/a youth, an increased need for synergy across El Pueblo programs, and an emphasis on male involvement. *Sustainability* findings place an emphasis on institutionalization of DsF within El Pueblo and capacity building for program continuation. These findings were all addressed through the four deliverables produced by the Capstone team.

Discussion: The Capstone project's findings and subsequent deliverables add value to El Pueblo's SRH programming and provide significant benefits to Latino/a youth in North Carolina. These deliverables will lead to improved knowledge and skills among youth participants, and enhanced program sustainability, which will ultimately lead to improved SRH outcomes for Latino/a youth in North Carolina. Specific limitations and challenges are acknowledged, and are accompanied by recommendations regarding the use of project deliverables and next steps in order to ensure that maximum benefits are achieved.

Major Deliverables

1. Revised DsF Curriculum for El Pueblo's Youth SRH Program
2. Strategic Plan for El Pueblo's Youth SRH Program
3. Funding Toolkit for El Pueblo's Youth SRH Program
4. Community Report, a Written Brief on Project Findings for the Community and Stakeholders

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Introduction

During the 2011-2012 academic year, a team of five Master of Public Health (MPH) students from the Department of Health Behavior (HB) at the UNC-Chapel Hill Gillings School of Global Public Health conducted a Capstone project with local partner organization El Pueblo, Inc. The Capstone program is a two-semester field experience in which teams of students, under the mentorship of faculty advisors and a community partner, draft a work plan and produce a set of deliverables in partnership with a local organization (Linnan et al., 2010). The aim of this Capstone project was to address sexual and reproductive health (SRH) issues among Latino/a youth in Wake County, North Carolina and its surrounding counties.

El Pueblo is a statewide non-profit organization dedicated to serving and empowering the growing Latino community in North Carolina (El Pueblo, 2012), with a service area concentrated in Wake county and neighboring Orange, Durham and Chatham counties (see map in Appendix I). North Carolina has one of the fastest growing Latino/a populations in the United States, and Wake County is among the top North Carolina counties for Latino/a population growth (U.S. Census Bureau, 2010). Between 1990 and 2000, the Latino/a population increased 595% (Tatko & Manson, 2002) and currently comprises 9.8% of the Wake County population (U.S. Census Bureau, 2010). As recent immigrants, many Latinos/as in North Carolina face linguistic, cultural, financial and educational barriers to healthcare, and most are uninsured (North Carolina Institute of Medicine, 2003). El Pueblo provides the Latino/a population with information and resources on immigrant rights, advocacy, education, and public safety. It also fosters community-building through both state-wide and local multi-cultural events (El Pueblo, 2012).

Nuestros Derechos sin Fronteras (DsF), or Our Rights Have No Borders, is a youth SRH educational program run by El Pueblo. It was developed as a collaborative effort between El Pueblo and Ipas, a global non-governmental organization dedicated to local and international reproductive rights. The concept of DsF was birthed in 2008, stemming from an existing reproductive health

program for adult lay health workers (*promotores*) that had been sponsored by the two organizations. An Ipas youth advocate approached representatives of El Pueblo suggesting the need for a youth reproductive health program and thus, the partnership between Ipas and El Pueblo expanded to include DsF.

This Capstone team was the second group of MPH students to work with El Pueblo on its youth SRH program; the first evaluation and adaptation of the existing DsF program came as a result of the 2010 Capstone project and their work with El Pueblo during the 2009-2010 academic year (Bilheimer, Gieselman, Kruse, & Thanel, 2010). After implementing the previous Capstone team's work, El Pueblo identified additional program needs and challenges, leading to the request for a follow-up Capstone project. The goal of this latest Capstone project was to strengthen DsF by improving program performance and responsiveness to the needs of the target population, strengthening program capacity, and providing a framework for program sustainability.

This summary report begins with a Background section, which includes a literature review detailing the current status of Latino/a SRH, state-level resources affecting SRH and Latino/a youth, and evidence-based interventions to inform the Capstone team's deliverables. The Methods section introduces a logic model that illustrates the Capstone project's planned work and intended outcomes; a description of the engagement and assessment activities used to complete project deliverables; and a justification of the deliverables selected. The Results section presents findings related to project sustainability, community engagement, and formative assessment, and provides a summary of the final deliverables created. Finally, the Discussion section considers the strengths and limitations of the Capstone team's approach, the potential impact and benefits of the project, the lessons learned and challenges, and recommendations for sustainability of the project work, concluding with recommended next steps for El Pueblo.

Background

Literature Review

Prior to carrying out the Capstone project, the team reviewed the literature to establish the need for the project, assessed existing services, and informed project deliverables based on other evidence-based programs addressing similar health issues and target populations.

The Problem: Latino/a Youth and Sexual and Reproductive Health

National, state, and county-level epidemiological data show that Latino/a youth experience disparities related to SRH outcomes, specifically regarding teenage pregnancy and HIV/AIDS and other sexually transmitted infections (STIs), in comparison with their non-Hispanic White peers (Centers for Disease Control and Prevention, 2011; Pew Hispanic Center, 2011; North Carolina State Center for Health Statistics, 2011). Consequently, public health efforts must address this need by establishing and promoting improved access to SRH information and services for Latino/a youth.

Latino/a Youth and SRH Outcomes

When discussing health outcomes for the Latino/a community, it is important to first consider the larger structural factors that affect this population. The Latino/a community in North Carolina is rapidly growing, currently representing over 8% of the state population. The Latino/a population is younger than the general population; the median age for North Carolina Latinos/as is 23, whereas it is 40 for non-Hispanic Whites and 33 for African Americans. Latinos/as in North Carolina also tend to have larger households, averaging 3.7 persons compared to the statewide average of 2.5 persons per household. In addition, Latino/a households are also more likely to be low-income, especially those with Latino/a youth. Forty percent of Latinos/as age 17 years or younger live in poverty compared to 35% of African Americans and 12% of non-Hispanic Whites (Pew Hispanic Center, 2011).

North Carolina Latinos/as have a disproportionately higher rate of teen pregnancy as compared to non-Hispanic Whites and African Americans. In 2009, Latinos/as accounted for 16% of all births in the state, but 23% of all births among mothers under age 17 (North Carolina State Center for Health Statistics, 2011). This teen pregnancy rate was almost four times the rate of non-Hispanic Whites and almost twice the rate of African Americans (NC DHHS Division of Public Health State Center for Health Statistics, 2010). With regards to the STI rates in Latinos/as, between 2004 and 2008, the rate of chlamydia infections among Latinos/as was 3 times the rate of infection among non-Hispanic Whites, and the rate of syphilis infections among Latinos/as was almost 2.5 times the rate of infection among non-Hispanic Whites (NC State Center for Health Statistics & Office of Minority Health and Health Disparities, 2010). Similarly, HIV prevalence has been increasing rapidly among Latinos/as in North Carolina. In 2009, the HIV prevalence for Latinos/as was nearly 4 times the rate for non-Hispanic Whites (NC DHHS Division of Public Health State Center for Health Statistics, 2010; NC State Center for Health Statistics & Office of Minority Health and Health Disparities, 2010).

Wake County, the main setting for this Capstone project, follows the state trends for pregnancies and STIs. Latinos/as in Wake County accounted for about 30% of all pregnancies occurring among girls under the age of 17 years in 2009 (North Carolina State Center for Health Statistics, 2010). Neighboring counties also follow similar or more alarming trends. For example, in 2009, Chatham County reported that Latina girls younger than 17 years old accounted for 66% of all pregnancies in their age group (North Carolina State Center for Health Statistics, 2010).

Latino/a Youth and Behavioral Risks

Behavioral risk factor data may help explain some epidemiological trends for SRH among Latino/a youth. According to the national 2009 Youth Risk Behavior Surveillance System (YRBSS), which measures risk behaviors among 9th through 12th graders, lower percentages of sexually active Latino/a youth used contraceptive methods as compared with Black and non-

Hispanic whites. Specifically, the 2009 YRBSS reports that 89.2% of sexually active Latino/a youth did not use birth control pills, 45.1% did not use condoms, and 96.5% did not use the recommended combination of hormonal and barrier methods. This compares with 73.2%, 36.7%, and 88% respectively for sexually active non-Hispanic Whites (CDC, 2009). In North Carolina, Latino/a youth were 1.27 times as likely as non-Hispanic White youth to ever have had sexual intercourse and female Latina youth were 4.2 times as likely as non-Hispanic White youth to have had sexual intercourse for the first time before the age of 13 years (U.S. Department of Health and Human Services & Centers for Disease Control and Prevention, 2009).

Resources in the State of North Carolina for Sexual and Reproductive Health

Understanding the current status of SRH services and resources in the state and at the county level was critical to the successful completion of the Capstone project. The Capstone team reviewed existing state and county resources, as well as existing gaps in those resources. This revealed that North Carolina has a range of resources, although few specifically address Latino/a youth or have a reproductive rights focus.

Statewide Resources

Outside the school system, several statewide governmental and non-profit organizations provide SRH health services geared towards both the population at-large and youth. The North Carolina Communicable Disease Branch manages programs that offer free STI testing and treatment. These programs are also responsible for educating the public about STIs, including the costs and consequences of the diseases and how to best prevent transmission (North Carolina Department of Health and Human Services, 2011). The state of North Carolina also offers the Teen Pregnancy Prevention Initiatives (TPPI), developed to reach youth with prevention information and support programs for youth parents (NC Division of Public Health, Women's and Children's Health Section, 2010; North Carolina Division of Public Health, 2011). However, coverage of these programs is

inconsistent throughout the state; Chatham and Orange Counties have access to these programs while Wake and Durham Counties do not (North Carolina Division of Public Health, 2011).

Another resource is the Adolescent Pregnancy Prevention Campaign of North Carolina (APPCNC), which is a state-level initiative to prevent pregnancy among youth in North Carolina. APPCNC advocates for effective policies to support pregnancy prevention at the state level, and also works with schools and communities to implement evidence-based strategies for pregnancy prevention in North Carolina (APPCNC, 2009). However, neither of the state-wide programs have a Latino/a youth focus.

Planned Parenthood, a national non-profit organization, is also widely known for their SRH services. In North Carolina, these services include abortion referral, birth control, pregnancy testing & services, STI testing, treatment and vaccines, and other services. The Central North Carolina Planned Parenthood office also provides education and training to youth, including the *Joven a Joven* (Youth to Youth) program, which is specifically targeted toward Latino/a youth. The program is offered to Durham, Orange, and Chatham County high school students and is geared toward preparing youth to be peer health educators (Planned Parenthood of Central North Carolina, 2011b). Although *Joven a Joven* aims to serve a similar purpose as the DsF program, *Joven a Joven* does not have follow up activities for participants after they have completed the training; DsF aims to have participant follow-up and continue engaging DsF participants after graduation. Additionally, participant space in the popular *Joven a Joven* program is very limited and does not meet the need for SRH health programming for the burgeoning Latino/a population in the area.

County Resources

There are few youth SRH resources that are offered at the county level. In Wake County, the Club CHOICE program offers a series of health and wellness seminars for adults and children ages 5–17 years old. These seminars, conducted in both English and Spanish, include stress management,

healthy relationships, healthy habits, and life planning (Wake County Human Services, 2011). The only youth program offered in Orange County targets tobacco prevention and smoking cessation (Orange County Health Department, 2011). The Chatham County Health Department runs the Chatham Coalition for Adolescent Health, which provides youth parenting classes, SRH educational presentations, and a peer education program focusing on STIs, HIV/AIDS, teen pregnancy, contraception, abstinence, refusal skills, sexual decision-making, and other topics (Chatham County, North Carolina, 2011). None of these programs specifically target Latino/a youth.

School-Based Interventions

North Carolina's public school sexual health education curriculum recently underwent some changes. From 1995 to 2010, North Carolina public school health education was controlled by the state's Abstinence Until Marriage Education Law. The law demanded that students be taught that a "mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS" (House 88, 2009). The Healthy Youth Act 2009, or House Bill 88, became effective in the 2010-2011 academic year, impacting health education instruction of students in 7th through 12th grades. SRH instruction now reinforces what was promoted under the Abstinence Until Marriage Law by encouraging youth to remain abstinent until they are married, but expands on existing instruction by also requiring the inclusion of information about the effectiveness and safety of FDA-approved contraceptive methods, local resources for STI testing and treatment, and more thorough lessons on sexual abuse and assault. (House 88 Ratified Bill, 2009; Understanding the Healthy Youth Act, 2009).

Under the Healthy Youth Act, individual schools have been tasked with developing and implementing their own SRH curriculum. Minimal guidance is given to these schools on what the curriculum should include or how it should be implemented. Furthermore, schools are not provided with recommendations of exemplary curricula to utilize, other than that curricula must be non-biased and based on peer-reviewed, scientific research (House Bill 88, 2009). Schools are mandated

to provide parents with access to the selected curriculum and materials 60 days prior to the start of the class, giving parents the choice to withdraw consent for their child's participation. Given the great variation in curriculum selection and implementation across North Carolina schools, as well as the lack of a formal mechanism to enforce the inclusion of comprehensive SRH information, it is difficult to assess what knowledge and skills youth are gaining through school-based health education statewide. Additionally, since these curricula are required to be non-biased, it is likely that they are not tailored to Latino/a youth.

The identified state and local-level services and resources informed the Capstone project in various ways. First, it revealed organizations both statewide and in Wake County that are doing work in SRH, including some that focus on Latino/a youth. Strategic collaboration with these organizations can and should be an integral part of any long-term program strategy (Mittenhal, 2002). Second, the process highlighted current coverage gaps in the provision of comprehensive youth SRH education in North Carolina. Specifically, the resource identification process revealed a lack of tailored SRH education programs for Latino/a youth. Given El Pueblo's mission to strengthen the Latino/a community, this information emphasizes El Pueblo's potential role in filling the resource gap.

Evidence-Based Youth Sexual and Reproductive Health Interventions

In recent years, the field of public health has increasingly moved towards elevating the scientific rigor of program evaluation; in 1996, the Task Force on Community Preventive Services was formed to synthesize scientific information about the effectiveness of health interventions in a variety of topics, including SRH (Anderson et al., 2005). Given that many successful SRH programs already exist, the team reviewed these evidence-based interventions (EBIs) to determine how they might inform El Pueblo's approach to youth SRH programming.

It is important to note that it was not a goal of this project to identify a specific EBI for El Pueblo's use. At the outset of this assignment, El Pueblo staff expressed their preference to

continue using their current model rather than introducing a new program, given that DsF has already been well-received by the community. Additionally, procuring and implementing EBIs with fidelity would present a significant strain on limited organizational resources. Keeping this in mind, the Capstone team reviewed EBIs addressing youth SRH in order to identify general strategies that could be adapted and employed by El Pueblo in their DsF program.

Comprehensive Risk Reduction Interventions

One approach to preventing HIV/AIDS, STIs, and pregnancy among youth is through group-based comprehensive risk reduction (CRR) interventions. CRR interventions use group-based curricula to promote and educate participants on risk-reducing behaviors related to pregnancy and the transmission of HIV/AIDS and STIs (Chin et al., 2012). Based on a meta-analysis of 62 studies, the CDC Task Force on Community Preventive Services (2009) recommends the CRR approach. The meta-analysis found CRR to be effective in reducing a number of self-reported risk behaviors as well as self-reported or clinically documented incidence of STIs, though there was limited direct evidence of effectiveness in reducing pregnancy and HIV. These interventions are similar to the current DsF program because they target youth, are delivered in group settings in schools or communities, are led by adult or peer educators, and may be implemented as single or multi-component programs. The content of such programs may include discussions of abstinence, but are characterized by the promotion of sexual risk reduction strategies. The Task Force does not recommend abstinence-only education (AE) programs, as a similar meta-analysis found insufficient evidence to determine the effectiveness of such strategies for preventing pregnancy, HIV, and other STIs (CDC Task Force on Community Preventive Services, 2009).

Sexual and Reproductive Health EBIs for Latino/a and Latina Youth

Although the Task Force Report identified a large number of EBIs addressing SRH, many of these EBIs do not target Latino/a youth specifically. Based on unique cultural characteristics, such

as level of acculturation for youth of immigrant families (Lee, 2010) and cultural beliefs around family and gender roles (Mueller, 2009), as well as the increased risk for negative SRH outcomes for Latino/a youth, many agencies that serve this population prefer to implement programs that are specifically designed for Latinos/as. In 2008 and 2009, the US-based non-profit Advocates for Youth (AFY) reviewed published evaluations of programs working to prevent teen pregnancy, as well as HIV and STI transmission. AFY identified 26 programs that met their criteria for effectiveness, all of which had been included in the Task Force Report (Alford et al., 2008) and then determined that 15 such programs had demonstrated effectiveness with Latino/a participants (Alford et al., 2009). Three of these 15 programs are community-based (as opposed to school or clinic-based), making them most relevant to El Pueblo's work: *¡Cuidate!* (Take Care of Yourself), *Poder Latino/a* (Latino/a Strength), and *Carrera Adolescent Pregnancy Prevention Program*.

These Latino/a youth SRH programs were proven to lead to a variety of improved health outcomes, including increased knowledge of sexual health issues, delayed initiation of sexual intercourse, increased ability to refuse sex, reduced frequency of sexual intercourse, reduced number of sexual partners, reduced incidence of unprotected sex, and decreased rates of teen pregnancy (Villarruel, Jemmott, & Jemmott, 2006; McGraw et al., 2002; Philliber, Kaye, Herrling, & West, 2002). Each program included key components that informed the Capstone team's approach to working with DsF. These key takeaways are included in Table 1:

Table 1. Key Takeaways from Evidence-Based SRH Interventions for Latino/a Youth

Curriculum	Key Components	Relevance to DsF
<i>¡Cuidate!</i>	Incorporates family expectations, gender roles, and attitudes that are common in Latino/a culture	Emphasizes salient aspects of Latino/a culture that intersect with SRH
<i>Poder Latino/a</i>	Includes a health communications component and social marketing component that supplements peer education approach	Peer education as a source of capacity building for its programs and communities.
<i>Carrera Program</i>	Incorporates career exploration, academic tutoring, and art and sport activities into a more holistic approach to SRH education	El Pueblo of integrating youth self-development throughout its programming.

Curricula and Other Resources Used in Deliverables

Given the challenges associated with procuring proprietary curricula associated with evidence-based interventions, the team also reviewed portions of over 30 additional curricula, resources, and youth programs in order to inform the Capstone project and deliverables. These resources were focused on activities ranging from youth development and communication to SRH and human rights, and were primarily procured through Ipas, Advocates for Youth, and the Resources Center for Adolescent Pregnancy Prevention (RECAPP). Although these materials are not recognized as being evidence-based in their entirety, each curriculum reviewed does utilize evidenced-based strategies. The table presented in Appendix II provides a further description of each curriculum that was reviewed, along with a description of specifically how and why they were used in the Capstone project.

Literature Review Conclusions

Based on the findings presented in this Literature Review, it is clear that (a) Latino/a youth in North Carolina experience disproportionately poor SRH outcomes, (b) local and state organizations are currently doing some work in this area, but the needs of the Latino/a community are not fully being met, and (c) evidence-based interventions addressing Latino/a youth sexual and reproductive health exist and capitalize on cultural characteristics, peer education, health communication and behavioral theories, and other strategies to improve SRH outcomes. The Capstone team's work was grounded in these literature findings, providing a more comprehensive understanding of DsF's role within the larger context of other SRH programs and the Latino/a population. Upon completing the literature review, the Capstone team then proceeded with formative research and engagement with the local Latino/a community and El Pueblo stakeholders.

Methods

Logic Model

The El Pueblo Capstone team used a logic model to help “create [a] shared understanding of and focus on program goals and methodology, relating activities to projected outcomes” (W.K. Kellogg Foundation, 2004). Logic models are valuable tools as they provide a pictorial and systematic representation of the connection between a program’s planned work and its intended results. The planned work includes inputs and activities, and the intended results include outputs, outcomes, and the expected impact. A variety of resources contributed to the project activities and inputs, including the team members’ training in mixed methods research skills from the HB MPH program, mentorship and expertise from community partners at El Pueblo, HB faculty and staff and experts on-call, as well as the time investment of all persons involved in the progress of the project. Monetary resources included funding support from El Pueblo and \$100 provided by the HB Department for Capstone purposes. Finally, documents such as the El Pueblo Capstone summary reports from 2010 and 2011, the current DsF Curriculum, El Pueblo internal publications, other SRH curricula, along with current focus group and interview guides, helped to support the assessment activities of the project.

In order to improve youth SRH programming for El Pueblo, the Capstone team first completed the following activities: developed a work plan, performed several observations at community events, participated in and assisted with the organization’s programming, developed a plan for project sustainability, established initial ties with El Pueblo’s funding partners, gained permission from the University of North Carolina’s Institutional Review Board (IRB) to proceed with the project without a full review, and performed a literature review. The team followed the initial community engagement activities with the completion of program assessment activities. The assessment activities included interviews with the El Pueblo staff and focus groups with youth DsF

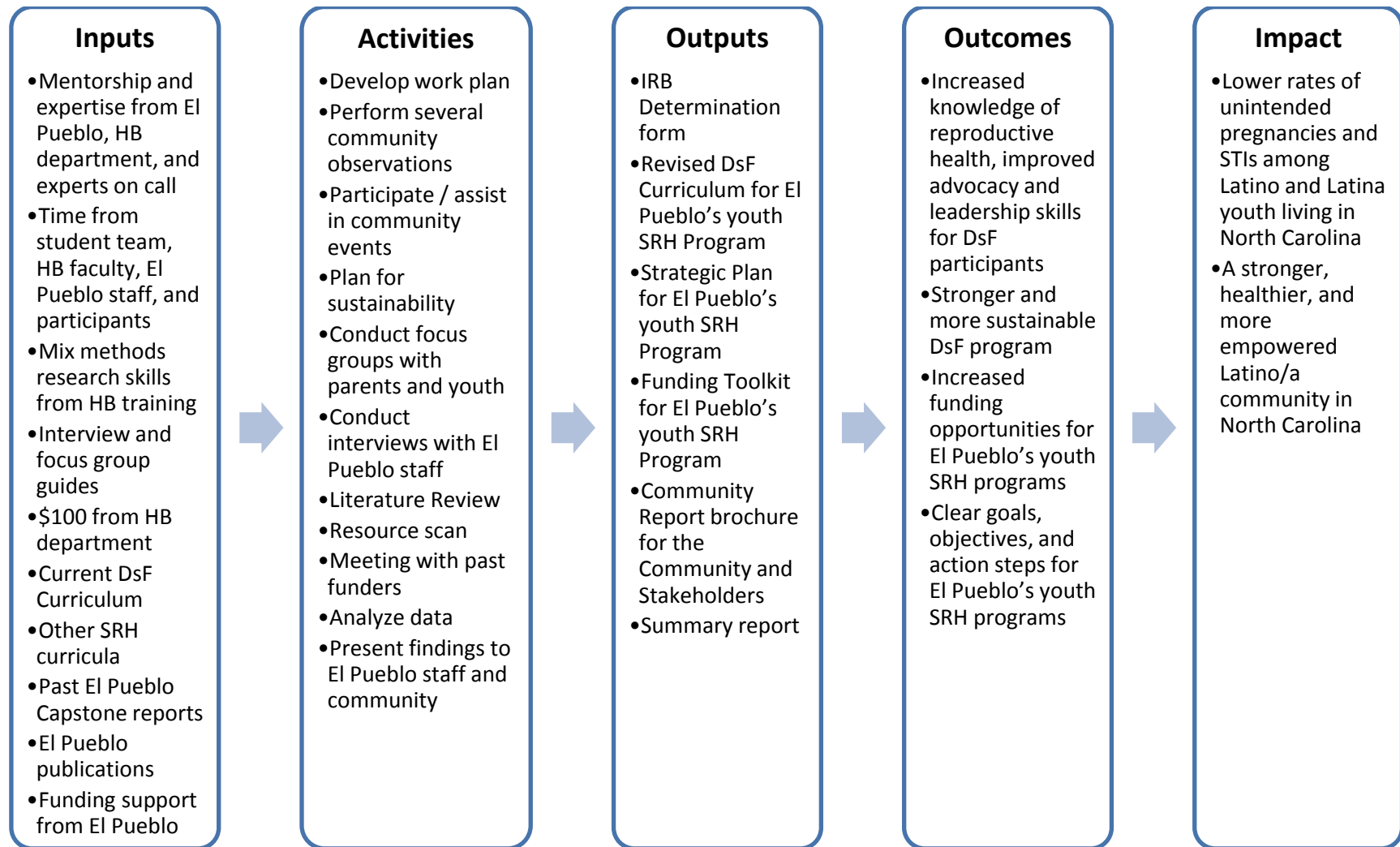
participants and their parents. After gathering data, the team analyzed data using memos, matrices, and summary reports. Then, the team presented findings to El Pueblo and the community.

Once these activities were completed, the team was able to produce the following deliverables (project outputs): a revised DsF Curriculum for El Pueblo's youth SRH program, a Strategic Plan for El Pueblo's youth SRH program, a Funding Toolkit for El Pueblo's youth SRH program, and a Community Report brochure for El Pueblo's community members and stakeholders. In addition to the project deliverables, this Summary Report also serves as an additional project output.

These outputs will ultimately lead to a number of project outcomes and impacts. Although the outcomes described here have not yet been formally measured, evaluation is built in to the Strategic Plan and Curriculum, and will be carried out by El Pueblo staff and the next Capstone team, which has been selected for the 2011-2012 academic year. These outcomes are as follows. The revised DsF Curriculum deliverable will lead to an increase in Latino/a youth SRH knowledge, improved advocacy and leadership skills for program participants, and a stronger DsF program grounded in stakeholder and participant input. The Funding Toolkit will lead to increased funding opportunities for DsF, which along with the Strategic Plan will contribute to the long term sustainability of the program. The Strategic Plan will do this through establishing clear goals, objectives, and action steps for DsF.

The anticipated long-term impact of these benefits for both the community partner and DsF participants is a reduction in rates of unintended pregnancies and STIs among Latino/a youth living in North Carolina who participate in DsF and other El Pueblo SRH programs.

Figure I: El Pueblo Capstone Logic Model



Engagement Activities

As listed in the Activities section of the logic model, one of the early steps in the Capstone process was to engage with the Latino/a community in North Carolina with specific attention to Latino/a youth involved in El Pueblo's programs and their parents. Entering a community with the intent to elicit positive behavior change, demands preparatory engagement to set the stage for effective relationships with intended beneficiaries and stakeholders. The goals of community engagement are to build trust, enlist new resources and allies, create better communication, and improve cultural sensitivity on the part of outsiders in interactions with the intended beneficiaries (McCloskey et al., 2011). From August 2011 to January 2012, the Capstone team interacted with a variety of stakeholders to obtain a more comprehensive understanding of Latino/a youth SRH issues and programs at the interpersonal, organizational, and community levels of the Socio-Ecological Framework (Sallis, Owen, & Fisher, 2008). The team took on community engagement through a diversity of venues, which fostered substantial learning from the different partners involved (Ross, 2010). The goal of engagement was twofold: (1) to elicit a better understanding of the overall experience of those associated with the DsF program, and (2) to combine knowledge obtained from the literature and from interactions with the community to bring cultural sensitivity to the project deliverables. These efforts intended to enhance SRH programming for Latino/a youth and ultimately to contribute to sustainable improvements in their overall health outcomes (McCloskey et al., 2011).

The following sections describe the Capstone team's engagement with three main stakeholder groups: (1) the broader North Carolina Latino/a community, (2) the El Pueblo staff and Board of Directors, and (3) youth and parents who have participated in El Pueblo programs. Please reference the El Pueblo Capstone Community Engagement and Assessment Timeline in Appendix III

for a detailed chart of the team's engagement and assessment activities over the course of the academic year.

Engagement Activities with the North Carolina Latino/a Community

When the Capstone project first began, it was important for team members to become familiar with the Latino/a community in North Carolina. The first community-level engagement event was El Pueblo's Latino/a cultural festival, La Fiesta del Pueblo 2011 at Moore Square in Raleigh, North Carolina in September. The team observed interactions between attendees, particularly Latinos/as, introduced themselves to El Pueblo youth volunteers, spoke with representatives from community groups participating in the event, and simply enjoyed the festivities.

The Capstone team also attended and participated in community events held at the El Pueblo office in Raleigh, North Carolina. The first of these took place in October, during a celebration for recently graduated DsF participants, and included a compelling talk by Nayely Perez-Huerta, El Pueblo's former Advocacy Officer, to parents about the immediate need for community-wide organization against the ever-worsening political climate for undocumented immigrants in North Carolina and its implications on discrimination against Latinos/as at large. Another community event attended was an SRH forum called "*Mi Sexualidad al Otro Lado de la Frontera*" (My Sexuality on the Other Side of the Border) in which El Pueblo's adult SRH *promotores*, or lay-health advisor group, led a discussion of men's involvement in SRH decision-making, addressing and reframing *machismo*, and experiences around immigration. The forum hosted two speakers, a researcher from Mexico and a documentarian from Uruguay, and the forum attendees included female and male Latino/a adult health advisors from programs in North Carolina, El Pueblo staff members, community members, and students and faculty from the University of North Carolina. As this event took place in January 2012 after the completion of most assessment

activities, it also provided an opportunity for the Capstone team to present initial project findings to the community, receive feedback, and engage in discussion.

Engagement Activities with El Pueblo

In addition to engaging with the Latino/a community at large, the team also engaged with El Pueblo itself. The team attended two staff events in September in order to better understand the organizational structure, programming planning process, potential gaps in resources, and available resources and allies. The Capstone team first attended an El Pueblo staff meeting to introduce the project, meet to staff members, and to learn about current projects and the organizational culture. The team also participated in planning meetings for Youth Links, a youth SRH conference. Youth Links is a collaborative effort by various local organizations including: APPCNC, Ipas, Planned Parenthood of Central North Carolina, Inside Out, El Vínculo Hispano, El Centro Hispano, Chatham County Together, Mujeres Mejorando el Futuro, Latijam, NC Health Start Foundation, and El Pueblo. Attending this meeting allowed the Capstone team to observe El Pueblo's working relationship with its partners and to meet and build relationships with representatives from these organizations.

Engagement Activities with Latino/a Youth and their Families

The Capstone team engaged with Latino/a youth involved with El Pueblo's programs, as well as their parents. Given the sensitive nature of the topics that were to be discussed in focus groups, including immigration, health disparities, and SRH education, it was important to first and foremost build relationships and trust. The team interacted with DsF youth and their families on four separate occasions.

To obtain a clearer understanding of El Pueblo's SRH programming, the Capstone team participated in two SRH education activities with youth. Three members of the Capstone team facilitated two modules from the DsF Curriculum with a group of six youth in Chapel Hill, gaining familiarity both with the target population and the program itself. The team also assisted at the

Youth Links conference, held at Camp New Hope outside of Chapel Hill in early November. The team facilitated an educational activity on reproductive anatomy, shared a meal with youth, and participated in a documentary screening and discussion about sexual identity. This allowed the team to achieve a greater level of rapport with the youth and to better understand their discourse around SRH.

Capstone team members also had the opportunity to interact with members of El Pueblo's Youth Committee at a planning meeting for Youth Links in September. The Youth Committee is comprised of youth leaders, some who have participated in the DsF program. In addition to observing the Youth Committee plan certain segments of Youth Links, Capstone team members used this meeting to introduce the well-received idea of conducting focus groups with DsF graduates and their parents in the future.

The final community engagement activity involved attending a celebration meal for DsF graduates and their parents. This meeting provided an opportunity for the team to introduce themselves and the project to youth and parents, share a meal and casual conversation, discuss focus group recruitment, and learn more about immigration issues.

Assessment Activities

The team conducted multiple qualitative assessments with key stakeholders that would inform the key deliverables, including in-depth interviews and focus groups. Participants in these assessments included El Pueblo staff members, DsF facilitators, DsF youth participants, and parents of DsF participants. To begin the assessment process, the team first met with the community partner and the faculty advisor to discuss the goals of the assessments. Based on feedback from this meeting, the team developed consent forms, interview guides for the staff interviews, focus group guides for parents, focus group guides for youth, and demographic surveys for all focus group

participants. These guides and surveys were written in both Spanish and English so that they could be conducted in the participants' preferred language, and are available in Appendix IV.

The next step in the assessment process was the recruitment of staff to participate in interviews. Staff members were recruited either during the El Pueblo staff meeting described above, or with the help of the community partner. The team conducted nine in-depth interviews with general staff members at the El Pueblo office in October and November. Additionally, three staff members who have served as DsF facilitators (the current DsF Program Coordinator and two additional facilitators) were each interviewed twice: once for their overall perspective (using the interview guide in Appendix IV), and a second time for specific suggestions for DsF Curriculum revisions (using targeted questions about each existing curriculum module).

El Pueblo Staff Interviewed

- **Advocacy Officer**
- **Director of Health Programs**
- **DsF Program Coordinator**
- **DsF Facilitators (2)**
- **Financial Manager/Board Member**
- **Health Program Coordinator**
- **No Fumo Youth Program Coordinator**
- **Office Manager/Logistics & Marketing Coordinator**
- **P.A.R.E. Program Coordinator**
- **Public Safety Director**
- **Youth Program Coordinator**

Interviews with staff members lasted between 45 minutes and two hours, and were conducted by one or two Capstone team members. All participants were informed about the project and consented before the session began, and all sessions were audio recorded with participant permission. Following each interview, the interviewing Capstone team member reviewed the audio file and wrote a summary of the main points expressed. After the majority of staff interviews were completed, the team held a discussion about these interviews and developed a matrix to organize the relevant data that was collected.

Next, El Pueblo assisted the team in recruiting youth who had previously participated in DsF and their parents for guided focus group discussions. Once youth and parents had been recruited, the team conducted two initial focus groups in December, one with members of the most recent group of DsF graduates and one with their parents. All participants were informed about the

Capstone project and signed a consent form written in their preferred language. Youth and parent focus groups were held concurrently in separate rooms at the El Pueblo offices. After discussing initial findings, the team revised focus group guides to follow up on issues that were identified in the next round. El Pueblo staff and program facilitators again helped with the second round of youth and parent recruitment. This round of focus groups was held in January and again consisted of one youth and one parent focus group.

Each of the four focus groups was moderated by a member of the Capstone team while another team member took notes. Focus groups lasted approximately one and a half hours. After the focus groups were completed, the moderator and the note taker independently reviewed the audio files and wrote a summary of the focus group. The goal of the summary was to provide the rest of the team with an understanding of the participants’ opinions and perspectives as well as key themes that emerged during the discussion.

Youth and Parents Participating in Focus Groups			
	Focus Group Round 1	Focus Group Round 2	Total
# Youth	11	5	16
# Parents	10	7	17

Each team member then individually reviewed all staff interview summaries, staff matrices, and all focus group summaries. The team then discussed the data cohesively, which elicited major themes that cut across all the assessments and stimulated action steps and topics associated with the deliverables. These topics and action steps were then categorized and presented to the community partner and faculty advisor for further review.

Sustainability Plan

Given this Capstone team’s strong investment in community engagement and assessment, creating a sustainable youth SRH program was a vital pillar of this Capstone project. Sustainability is increasingly reflected in public health research and practice; in an article synthesizing existing ideas about sustainability in public health programming, Shediak-Rizkallah and Bone (1998) point

out that while definitions of sustainability may vary, most definitions focus on the continuation of a program itself and/or a program's health benefits over a certain period of time, as well as financial self-sufficiency. Early planning for sustainability is important because premature discontinuation of an effective public health program reduces the health benefits of the program as well as decreases community trust regarding that particular program or organization, or even of public health work as a whole.

According to Shediak-Rizkallah and Bone (1998), there are three main lenses through which program sustainability can be operationalized: "(1) maintaining health benefits achieved through the initial program, (2) continuation of the program activities within an organizational structure, and (3) building the capacity of the recipient community." Given the nature of the four specific project deliverables, the Capstone team concentrated on two of these lenses in particular: the continuation and institutionalization of DsF program activities within El Pueblo's organizational structure and building El Pueblo's capacity to maintain the DsF program. Based on the information collected through the interviews and focus groups, all four interconnected deliverables were developed to have direct implications to the sustainability of DsF by incorporating long-term goals and financial feasibility into the project.

Work Plan Deliverables

The deliverables for this Capstone project serve a collective purpose of improving the capacity of El Pueblo to provide culturally relevant SRH programming to the Latino/a youth they serve in North Carolina. The Capstone team, faculty advisor, and community partner identified four deliverables to best assist the organization in achieving this goal. These deliverables were: (1) a revised DsF Curriculum for El Pueblo's Youth SRH program, (2) a Strategic Plan for El Pueblo's youth SRH program, (3) a Funding Toolkit for El Pueblo's youth SRH program, and (4) a Community Report, which is a written brief on project findings for the community and stakeholders. The team

selected the aforementioned deliverables as an appropriate method to enhance the existing SRH program. These products connect the evaluation of the youth and parents' experiences with the DsF curriculum, discover applicable funding options to maintain programming with program staff input, and cultivate an action plan based on the alignment of the future goals of youth SRH programs with the needs of the Latino/a youth as identified by DsF participants and parents.

Results

After completing all community engagement and assessment activities, the Capstone team used the findings to inform all four of the project deliverables. The following section presents findings as they relate to engagement, assessment, and sustainability, then provides the major findings of project deliverables.

Engagement Findings

Engagement with the North Carolina Latino/a Community

Opportunities to engage with the North Carolina Latino/a community gave the team insight into the resources, interests, and ideas that the community prioritizes and finds important. This engagement presented two sides of the North Carolina Latino/a experience: the ability to share and express pride in the richness and diversity of Latino/a culture, and the political challenges associated with the immigrant experience. At the first community event, La Fiesta del Pueblo, Latinos/as had a venue to proudly showcase the diversity of their culture, history, and language amongst themselves and to the larger Raleigh community. This event also reflected the great heterogeneity within the Latino/a population, which can present a challenge in reaching out to the community as a whole.

At the second community event, the youth and parent meeting at El Pueblo, the team learned about current and proposed North Carolina anti-immigrant policies and the role of community organization. As Advocacy Officer Ms. Perez-Huerta reiterated the value of organizing

Latinos/as and their allies to end discrimination in the state, the contrast of these two events gave the Capstone team a reminder that the Latino/a community is in a state of flux and immigration is often the most salient and primary issue. The team became even more aware of the challenges that Latinos/as in North Carolina face in terms of limited rights, discrimination, and economic struggles. The immigration situation, therefore, at times may supersede other issues as it affects all facets of life, including health, education, transportation, safety, acculturation, and family life.

Engagement with El Pueblo

Through engagement with the organization, the Capstone team learned about El Pueblo staff's strong commitment to their work and to the Latino/a community. The organization is a recognized educational resource; a point of reference for Latinos/as with questions regarding immigration, health and college opportunities; and a central venue for Latino/a cultural events. Staff members are very generous with their time, often working long hours and weekends to serve the community needs. Staff members willingly and openly collaborate with outside groups. However, the challenge of limited resources is ever-present, as the organization must constantly work to secure and keep funding. El Pueblo has also found it difficult to achieve and maintain a strategic focus to guide its work overall, possibly due to this financial strain as well as the broad needs experienced by the Latino/a community. Capstone student engagement highlighted these assets and challenges, which greatly informed subsequent project work.

Engagement with Latino/a Youth

Capstone team interactions with Latino/a youth demonstrated that participants involved with DsF have a strong sense of culture, passion for learning, and call to leadership. At the same time, these youth and their families face numerous barriers to education, transportation, employment, and other important factors that affect both their overall quality of life and their SRH. Youth face challenges in addressing the bi-cultural experience of living in the United States in the context of the immigrant experience. The discovering of one's personal identity is inextricably

linked to sexual and reproductive health and, in the case of the youth participating in DsF, requires navigating a cross-cultural experience (El Pueblo staff member, personal interview, 2011). The Capstone team observed that the youth with whom they engaged, were committed to continued learning about these processes and sharing this information with others.

Assessment Findings

Through the described assessment activities, the Capstone team was able to gain a better understanding of the needs and concerns of the community, as well as the strengths and areas for improvement in the DsF program. Below, the specific findings for each stakeholder group are presented, followed by a description of overarching themes that connected to project deliverables.

Assessment with El Pueblo Staff

Among the fifteen staff interviews conducted, funding was a primary issue that arose repeatedly; El Pueblo's programs depend on funding, and financial instability frequently affects ability of the youth programs to address youth needs. For example, although multiple staff interviews highlighted the need for support related to higher education and immigration issues, funding is not available to develop programming around such topics. Thus, goals and objectives of existing programming are affected.

Staff also expressed that although evaluation is conducted for all programs as required by funder, these evaluations are focused on short-term interests that may or may not support the long-term needs for strategic evaluation. Facilitators identified that the curriculum must be more focused with clear goals that emphasize peer education, as well as SRH in the context of life with a bi-cultural identity, and that these aspects longer-term strategic goals of the program should be evaluated as well.

Staff and facilitators also mentioned several strengths of the existing DsF program. The staff members feel supported by parents of DsF graduates who have expressed their desire to return to

programs with their younger children. Staff identified existing resources, including *promotores*, who can help support the needs of the curriculum. The *promotores* may especially be able to address the needs of the parents of youth participating in DsF. Staff also identified increasing male involvement, especially fathers, as a key focus area.

Assessment with DsF Parents

The first parent focus group had 10 participants, including nine mothers and one father, and most had learned about DsF through friends or family members involved in El Pueblo. The second parent focus group had seven parents, which included six mothers and one father, most of whom were *promotores* who serve as lay health advisers in El Pueblo's adult health program.

Parents from both focus groups indicated that they trust El Pueblo as an organization and value the impact that the DsF program has on the lives of their children. Parents are proud of their children and their children's ability to teach their peers about SRH. They are especially cognizant that the theme of the program, SRH, is a topic that they as parents often do not discuss with their children due to cultural and generational issues. Parents often identified challenges in raising children in a different cultural context than that of their own, and again were appreciative of El Pueblo's role in supporting this process. Parents expressed a broad range of needs depending on comfort level, previous experience, and confidence in their ability to discuss SRH issues with their children.

Thus, parents identified a need for more information both about SRH and about how to speak with their child regarding the topic. Parents are increasingly interested in teaching their youth about gender and sexuality. Potential topics include machismo, gay males, and successful masculinity.

Assessment with DsF Youth

Eleven youth ranging in age from 10 to 14 years old participated in the first youth focus group, and the second group consisted of five youth ranging from 11 to 17 years old. Although youth focus groups varied by age and time of participation, youth were able to provide overarching themes regarding strengths and areas for improvement in the DsF Curriculum. The specific needs expressed by the youth included methods to address challenges in generational and acculturation issues when dealing with SRH. They valued the knowledge and the experience they obtained as participants in DsF. Furthermore, youth expressed the desire to move beyond SRH knowledge into areas such as community involvement and advocacy. Older youth were more aware of the value of expanding the program than younger participants. Youth were overwhelmingly satisfied with the facilitators and respected them as young role models, but also identified needs such as the inclusion of male facilitators. Youth appreciated the opportunity to address issues beyond that of basic SRH such as gender, body image, media, and healthy relationships. Finally, they preferred the manner in which the program was facilitated as compared to experiences in their school systems' SRH curricula, as El Pueblo's program was much more engaging rather than being didactic.

Overarching Assessment Findings

After reviewing the assessment data, the Capstone team developed two analytic products, which can be found in Appendix V. These products take the form of Venn diagrams that visually display syntheses of key project findings. The first diagram in Appendix V presents the major themes that emerged from each group of constituents described above, and also indicates where themes overlapped across informants. This product highlighted the areas in which priorities of various stakeholders were either similar or different, and allowed the team to consider the needs of each stakeholder in the development of project deliverables. In turn, in order to ensure that those priorities ultimately mapped on to the major deliverables, the Capstone team created the second

analytic product to organize findings into their relevance for the Curriculum, the Strategic Plan, and the Funding Toolkit.

Sustainability Findings

Continuation and Institutionalization of Program Activities

Throughout the project, and especially during the development of project deliverables, the team took the findings and critically considered how they could effectively promote program sustainability for DsF. While early implementation of DsF has been promising, the engagement and assessment revealed that DsF is not fully institutionalized as a program within El Pueblo. Since this institutionalization is key to the future sustainability of the program, working toward fully establishing the program became a part of the overarching goals that guided the production of the Capstone deliverables. For example, the main goals of the Strategic Plan are to situate DsF within the larger context of El Pueblo's work in the North Carolina Latino/a community and to arrive at a common vision for the program in order to increase buy-in from all staff and stakeholders, including those who are not currently involved in DsF. Additionally, the DsF Curriculum revisions aim to capture feedback from staff and participants, including adaptations and details not originally included in the written curriculum, so that the program can be delivered consistently and effectively in the future.

An anticipated potential setback to the institutionalization of DsF is the uncertainty of funding. In the past, DsF has been funded through grants secured by Ipas. This year, however, El Pueblo will be responsible for finding and providing full funding for the program, with networking support from Ipas in this search for funders. With anticipated budget cuts for minority health outreach services in North Carolina (Brokaw, 2011), El Pueblo is seeking funds from private sources as opposed to state funds. This situation places a high level of importance on the Funding Toolkit produced by the Capstone team. The Funding Toolkit seeks to create a stable source of

funding for DsF within El Pueblo, independent from El Pueblo's larger organizational funding, in order to ensure programmatic funding that is not contingent on the organizational budget.

Capacity Building

While program continuation and institutionalization is the primary sustainability focus, capacity building is a secondary sustainability goal. Capacity building, which builds on the existing strengths and problem solving skills of a community, is particularly important when the definition of the "recipient community" referred to in Shediak-Rizkallah's (1998) third operational lens is expanded to include community organizations such as El Pueblo.

Currently, youth participants are recruited for DsF through El Pueblo's existing community networks, mostly gleaned from the children of *promotores*, younger siblings, and family friends. Seven groups of youth have completed DsF sessions in the program's three years, each adding to the learning process on optimal implementation. Since the beginning of DsF, youth participants have been encouraged to undertake a strong level of leadership in DsF and other local SRH-related programs. Many of them have expressed interest in peer education or have taken on leadership roles as members of El Pueblo's Youth Committee. This committee is comprised of graduates of DsF who advocate for youth SRH, disseminate information amongst their peers and within their communities, and contribute to El Pueblo's youth projects in a variety of capacities. This empowered group of elementary to college-aged youth brings a strong element of sustainability and capacity building of the DsF program through their ongoing involvement and time investment. The next step is for El Pueblo to decide how to best channel the energy and passion of these youth into structured roles that directly contribute to the overall mission of El Pueblo's youth programs – a topic that is addressed in the Strategic Plan.

Building El Pueblo's capacity to carry out youth SRH programs was partner organization Ipas's original motivation for involvement in DsF, and with the phase-out of Ipas funding, El Pueblo is preparing to take full responsibility for all aspects of program management. This change is

occurring at a time of leadership transition, as after some time without an Executive Director, El Pueblo recently hired Angeline Echeverría to oversee all programs and guide the organization towards its vision. As new leadership prepares to lend greater institutional support, both the Strategic Plan and Funding Toolkit address some of the existing gaps in program capacity. Fortunately, El Pueblo already has strong roots in the Latino/a community and DsF is closely linked, both in terms of its participants and its mission, to other programs within the organization. Through community empowerment and capacity, these community connections provide promising elements of sustainability despite the current leadership transition.

Summary of Deliverables:

Using the information that the Capstone team collected during the engagement and assessment activities, as well as support from the community partner, faculty advisor, Capstone Teaching Team, and the El Pueblo community, the Capstone team produced the following four deliverables for El Pueblo's youth SRH program: (1) a revised DsF Curriculum; (2) a Strategic Plan; (3) a Funding Toolkit; and (4) a Community Report. The following tables provide a summary of each deliverable, and include each respective deliverable's purpose, timeline, methods, and key findings.

Deliverable 1: Revised DsF Curriculum for El Pueblo's Youth SRH Program

Purpose: The revised DsF Curriculum is a product of the community assessment aimed to improve the existing DsF SRH curriculum. The revised DsF Curriculum will improve experiences of the youth and the parents participating in the program, and facilitate El Pueblo's ability to address participant needs through the program.

Timeline:

September 2011 – January 2012: Community engagement/assessment conducted

February 2012: Data analysis conducted

March 2012: Curriculum revisions written

April 2012: Feedback from community partner incorporated

April 18, 2012: Final deliverable completed

April 25, 2012: Deliverable presented to the HB Department

Methods	Key Findings
<ul style="list-style-type: none"> • Relevant community assessments: <ul style="list-style-type: none"> ○ 2 youth focus groups ○ 2 parent focus groups ○ 9 face-to-face staff interviews ○ 6 face-to-face interviews with 3 program facilitators (2 in-depth interviews each) • Data analysis: <ul style="list-style-type: none"> ○ Group discussion ○ Consulting faculty advisor and community partner ○ Creation of analytic products (matrices, Venn diagrams) • Review of other youth SRH curricula • Writing and restructuring current DsF Curriculum • Frequent check-ins with community partner to ensure relevance of changes 	<p>Focus groups and interviews highlighted the following areas for curriculum improvement:</p> <ul style="list-style-type: none"> • Increased parent involvement • Reorganization of the modules • Stronger emphasis on gender • Additional skill-building activities and advanced modules for DsF graduates to participate in after completing the program • Strengthening of advocacy components • Increased use of popular media • Increased participatory and engaging teaching methods and activities • Creation of a facilitator's guide to make curriculum more user-friendly <p>The final deliverable incorporated these changes into a new DsF curriculum, which will be implemented for the next group of youth.</p>

Deliverable 2: Strategic Plan for El Pueblo's Youth SRH Program

Purpose: The Strategic Plan is a document for El Pueblo's youth SRH program to assist in guiding programming decisions with measureable objectives based on existing resources and community and stakeholder feedback.

Timeline:

September 2011 – January 2012: Community engagement/assessment conducted

February 2012: Data analysis conducted

March 2012: Strategic Plan written

April 2012: Feedback from community partner incorporated

April 18, 2012: Final deliverable completed

April 25, 2012: Deliverable presented to the HB Department

Methods	Key Findings
<ul style="list-style-type: none"> Relevant community assessments: <ul style="list-style-type: none"> 2 youth focus groups 2 parent focus groups 9 face-to-face staff interviews Data analysis: <ul style="list-style-type: none"> Group discussion Consulting faculty advisor and community partner Creation of analytic products (matrices, Venn diagrams) Synthesis of stakeholder priorities Drafting vision, mission, goals, and action steps for the program Writing Strategic Plan Frequent check-ins with community partner to ensure relevance and feasibility of Strategic Plan 	<p>Overarching strategic goals addressed by the Strategic Plan include:</p> <ul style="list-style-type: none"> To increase the reach of DsF with a specific aims of encouraging male participation and disseminating DsF statewide To increase knowledge and improve behaviors related to SRH and rights with Latino/a youth participants in DsF To build youth peer education and advocacy skills To evaluate the efficacy of the DsF activities and curriculum To establish a structured path for El Pueblo youth to stay involved and continue developing as peer leaders To increase parent involvement in DsF, with a special focus on fathers and male guardians To increase synergy between DsF and other existing programs at El Pueblo <p>The Strategic Plan includes the above listed goals (in addition to a number of others), as well as action steps and timelines towards achieving those goals.</p>

Deliverable 3: Funding Toolkit for El Pueblo's Youth SRH Program

Purpose: To develop a Funding Toolkit for youth SRH programming that includes a rubric for funding opportunities and written sections that can be inserted into grant applications. The Funding Toolkit utilized information from community assessment and aligned funding priorities with goals and in the Strategic Plan.

Timeline:

September 2011 – January 2012: Community engagement/assessment conducted

February 2012: Data analysis conducted; Funding opportunities researched

March 2012: Funding Toolkit written

April 2012: Feedback from community partner incorporated

April 18, 2012: Final deliverable completed

April 25, 2012: Deliverable presented to the HB Department

Methods	Key Findings
<ul style="list-style-type: none"> Relevant community assessments: <ul style="list-style-type: none"> 2 youth focus groups 2 parent focus groups 9 face-to-face staff interviews Data analysis: <ul style="list-style-type: none"> Group discussion Consulting faculty advisor and community partner Creation of analytic products (matrices, Venn diagrams) Research local and national funding opportunities Gather information about grant requirements and deadlines Development of Funding Toolkit 	<p>Key factors addressed in the Funding Toolkit include:</p> <ul style="list-style-type: none"> Detailed funding opportunities and the respective requirements for 2012 and 2013 Illustrative quotes to demonstrate community buy-in stakeholder investment in DsF Highlights from program successes for future funding opportunities Discussion of program goals and measureable outputs as aligned with the Strategic Plan Express a community-based interest and need for the DsF program Create standard language tools to aid in grant writing

Deliverable 4: Community Report, a Written Brief on Project Findings for the Community and Stakeholders

Purpose: The written brief is a product for the community partner and members of target population, and its aim is to disseminate project findings regarding Latino/a youth SRH to the community partner organization and members of target population.

Timeline:

September 2011 – January 2012: Community engagement/assessment conducted

February 2012: Data analysis conducted

March 2012: Executive Summary written

April 2012: Feedback from community partner incorporated

April 18, 2012: Final deliverable completed

April 23, 2012: Deliverable presented to El Pueblo staff

April 25, 2012: Deliverable presented to the HB Department

May 17, 2012: Deliverable presented to El Pueblo youth and parents

Methods	Key Findings
<ul style="list-style-type: none"> Relevant community assessments: <ul style="list-style-type: none"> 2 youth focus groups 2 parent focus groups 9 staff interviews 6 interviews with 3 program facilitators (2 in depth interviews each) Data analysis: <ul style="list-style-type: none"> Group discussion Consulting faculty advisor and community partner Creation of analytic products (matrices, Venn diagrams) Synthesis of holistic project findings Writing and designing executive summary Frequent check-ins with community partner 	<p>Key factors addressed in the Community Report:</p> <ul style="list-style-type: none"> Description of Capstone to stakeholders Description of the engagement, assessment, and analysis processes Presentation of overall project findings Description of the deliverables Thank you to all those who supported the project <p>The Community Report was provided in both English and Spanish, and was presented to El Pueblo staff as well as youth and parents who participated in the focus groups in April and May.</p> <p>This deliverable provided the information presented here in a visually pleasing manner that was digestible for a lay audience, and was accompanied by an oral presentation and time for discussion.</p>

Discussion

Strengths and Limitations of Engagement and Assessment

Each interaction with project stakeholders provided the Capstone team with a deeper understanding and greater humility regarding the collection of issues faced by the North Carolina Latino/a community at large, El Pueblo as an organization, and the youth involved in El Pueblo's programs, as well as the capacity of those groups to respond to such issues. A major strength of this project is the high degree to which the Capstone team remained actively engaged with the Latino/a community and with the partner organization throughout the process. By engaging these stakeholders at multiple stages, this project capitalized on principles of Utilization-Focused Evaluation (UFE), a process that involves stakeholders in order to collect information that is appropriate and salient (Patton, 2002). Project work was driven by the needs of the community and the organization to ensure the relevance and use of deliverables.

The initial engagement activities demonstrated that El Pueblo staff, DsF youth, and their parents are experts who are able to speak to current issues relevant to the DsF program and the organization as a whole. Thus, the interviews and focus groups that comprised the assessment activities of this project served as the primary source of data that guided the Capstone team's work. The diversity of individuals and groups consulted allowed for the triangulation of themes and enabled the Capstone team to consider a wide variety of perspectives. This process emphasized the importance of unifying the diverse members of the North Carolina Latino/a community to address shared challenges, such as limited information about SRH, access to SRH services, and racism. However, the pressure from more immediate structural factors can lead North Carolina Latinos/as to prioritize other issues such as jobs, education and immigration, over health. Thus, it became apparent that in order to address SRH issues with Latino/a youth, it is essential to demonstrate direct links between SRH and immigrant advocacy and social justice. Furthermore, Latino/a youth brought to light the challenge of identity formation while parents identified their own struggles

with acculturation. These insights became some of the central findings of the project and would have been missing without extensive and responsible community engagement and assessment.

Scheduling and other logistics proved to present limitations for both the Capstone team and beneficiaries. For example, due to time constraints the team was not able to carry out engagement activities with youth who had not participated in DsF; therefore, the experiences of those youth could not be fully considered. Transportation and time also posed significant challenges to the youth and parents who participated in focus groups. Given these difficulties, it was not feasible to recruit families who were not already committed to El Pueblo and its youth programs. After collecting data, the team speculated that the families who are more open to SRH education and more involved with El Pueblo programs may have self-selected to participate in DsF and in the focus groups. As such, DsF youth participants may also be more predisposed to pursue leadership roles. These potential biases presented a challenge to the team's ability to fully understand the SRH needs of Latino/a youth at large. Engagement and assessment findings could be strengthened through a diversification of participants, particularly by including youth and parents not involved in El Pueblo's programs, to understand outsider viewpoints.

Potential Impact and Benefits

This Capstone project offered a number of potential benefits for El Pueblo and the people it serves. The expected outcomes and impact of this project were depicted visually in the Capstone project logic model, but key deliverable-specific benefits are presented in Table 2.

Table 2: Deliverable-specific benefits

Deliverable	Benefits for Community Partner
DsF Curriculum Revision	<ul style="list-style-type: none"> • More user-friendly curriculum for facilitators • Curriculum includes topics and teaching methods prioritized by youth, parents, and El Pueblo staff • More flexible curriculum for use with varied groups and settings • Additional components to increase parental involvement and continued participation of youth after completing curriculum modules
Strategic Plan	<ul style="list-style-type: none"> • A clear vision for the SRH program • Improved decision-making and resource allocation, based on established priorities for SRH programs • Increased connection of SRH program to other program offerings at El Pueblo, creating synergy between previously disparate programs and efforts
Funding Toolkit	<ul style="list-style-type: none"> • Knowledge of the expectations and key components of potential funding sources • Increased ability to identify and apply for funding opportunities in an efficient manner • Improved programmatic sustainability through funding opportunities
Community Report	<ul style="list-style-type: none"> • Dissemination of project findings to stakeholders • A reference document for program stakeholders to consult for future financial or programmatic development • Presentation of results in a format that is relevant to a lay audience

Overall, these benefits will allow El Pueblo to more successfully and efficiently address the SRH needs of the Latino/a youth they serve. This fulfills El Pueblo's organizational mission, which is to strengthen the Latino/a community in North Carolina.

The potential benefits to Latino/a youth include an increase in knowledge and skills related to SRH and leadership, such as peer education, advocacy, and communication. The project deliverables provide El Pueblo with tools for implementing a holistic program that is responsive to youth needs. For example, youth will be more engaged in DsF now that the curriculum prioritizes content that they expressed as important for themselves and their peers. Furthermore, involving youth in continued skills-building activities after they have completed the curriculum will raise

their self-efficacy for peer education and advocacy, with the potential to disseminate SRH messages to other Latino/a youth not participating in El Pueblo's programs.

The anticipated long-term impact of this project is a reduction in unintended pregnancies and STIs among Latino/a youth, among other negative SRH outcomes. Given the increased risk for these outcomes that Latino/a youth face (U.S. DHHS & CDC, 2009), these improvements in health outcomes are essential to the overall health and well-being of the Latino/a community in North Carolina.

Lessons Learned and Challenges

The Capstone team's experience working with El Pueblo has been beneficial and productive. Team members were able to develop skills in the following areas: program management, formative research data collection, qualitative analysis, curriculum development, grant writing, and strategic planning. The team also learned the importance of community engagement and partnership, time management and delegation of tasks, and learned to appreciate the amount of commitment and hard work that is needed to run a service-oriented non-profit organization. The Capstone community partner, Florence Simán, was crucial to the success of the project and demonstrated the value of strong mentorship. Furthermore, Ms. Simán embodied the responsibilities of a strong community leader for Latinos/as in North Carolina, actively engaged with the community and able to prioritize and respond to community needs and challenges. This provided the Capstone team with a model for conducting responsible community work. The team additionally learned about the critical role of clear communication between all parties in a collaborative project.

A key challenge that the team encountered was the prioritization of findings from the data. The team collected a significant amount of information through interviews, focus groups, and community observations. In order to incorporate this feedback into the project deliverables in a focused and clear manner, this information needed to be organized and prioritized. This was

challenging, particularly when emerging priorities were either not within the scope of the project, or not organizationally feasible on the part of El Pueblo. A UFE approach helped the team to deal with this difficulty (Patton, 2002). By engaging stakeholders in data analysis, the team was able to distill the vast amount of data down to those pieces that were both important to the community and also within the capacity of what was realistic for the organization.

Another major challenge was the actual development of DsF Curriculum materials. After the team conducted six additional meetings with program staff, detailing the strengths and weaknesses of the curriculum and prioritized findings from the focus group, interview, and observation data, the team revised eight knowledge-based modules and developed three skills-building sessions, two parent engagement sessions, and evaluation tools. Given the wealth of community feedback and existing SRH and advocacy curricula, the team was overwhelmed with the amount of information and innovation needed for the curriculum revision process. In order to meet this challenge, the team maintained open dialogue with one another and with the community partner, shared resources and ideas, created a standard template for all curriculum activities and modules, and wrote multiple drafts of each module before the final deliverable was completed.

Considerations for Sustainability

Despite these challenges, the Capstone project resulted in a set of polished deliverables intended to strengthen the DsF program. In order for the deliverables to have their full impact, sustainability was a primary consideration throughout the project. As discussed previously, the Capstone team operationalized sustainability as ensuring the continuation and institutionalization of DsF as well as building the capacity of El Pueblo to sustain DsF. All project deliverables had direct implications for these approaches to sustainability, and these considerations are discussed here.

The team used formative assessment to improve the DsF curriculum, making it more responsive to the needs of the Latino/a youth and parents that it serves. This participatory process

enhances community buy-in, commitment, and support, which contribute to the continuation and sustainability of the program. Additionally, the revised curriculum includes new evaluation tools, which will allow El Pueblo to assess whether the program is achieving its intended goals over time and make additional revisions as necessary to continue strengthening DsF.

The Strategic Plan connects DsF with a vision and mission that lend purpose and direction to the program, and provides a more detailed and structured path for DsF's continuation and growth for the next three years. It also situates the SRH focus of DsF within the larger advocacy and human rights framework that is institutionalized within El Pueblo, making the linkages between DsF and the organization's overall mission and purpose more clear. Additionally, recommendations to strengthen connections between DsF and other programs within El Pueblo contribute to the institutionalization of DsF.

Finally, the Funding Toolkit provides resources and information that support DsF's financial sustainability. The funding realities discussed earlier in this report lead to a situation in which funding is imperative to ensure the continuation of DsF. Since staff time to write and procure grants is limited, the toolkit provides El Pueblo with resources that will facilitate the funding application process by providing information about specific grants and their requirements as well as written sections using boilerplate or standard language that can be inserted into grant applications quickly.

Conclusion

Recommendations and Next Steps

The Capstone team recommends that El Pueblo implement the project deliverables in the several ways. First, the revised DsF curriculum should be implemented, evaluated to determine whether it is as effective as hoped, and adjusted accordingly. This evaluation is essential and could be carried out by a future Capstone team. Second, the action steps outlined in the Strategic Plan are strongly recommended, and the plan should be revisited regularly to track progress and to modify

the plan as needs change. Finally, the Funding Toolkit should be used to apply for grants and secure funding as soon as possible so that the program can be implemented as suggested.

Beyond the use of project deliverables, seeking continued input from youth, parents, and the El Pueblo staff is vital to the success of the DsF program. As DsF and the North Carolina Latino/a community evolve over time, regular feedback from key stakeholders should continually be sought to inform the program's growth. This Summary Report documents the steps that the team has taken, and can serve as a guide for future projects. The team recognizes and celebrates the organic nature in which the DsF program began and hopes that the Capstone project in partnership with El Pueblo will ensure that the program continues to grow in a sustainable, structured, and successful manner.

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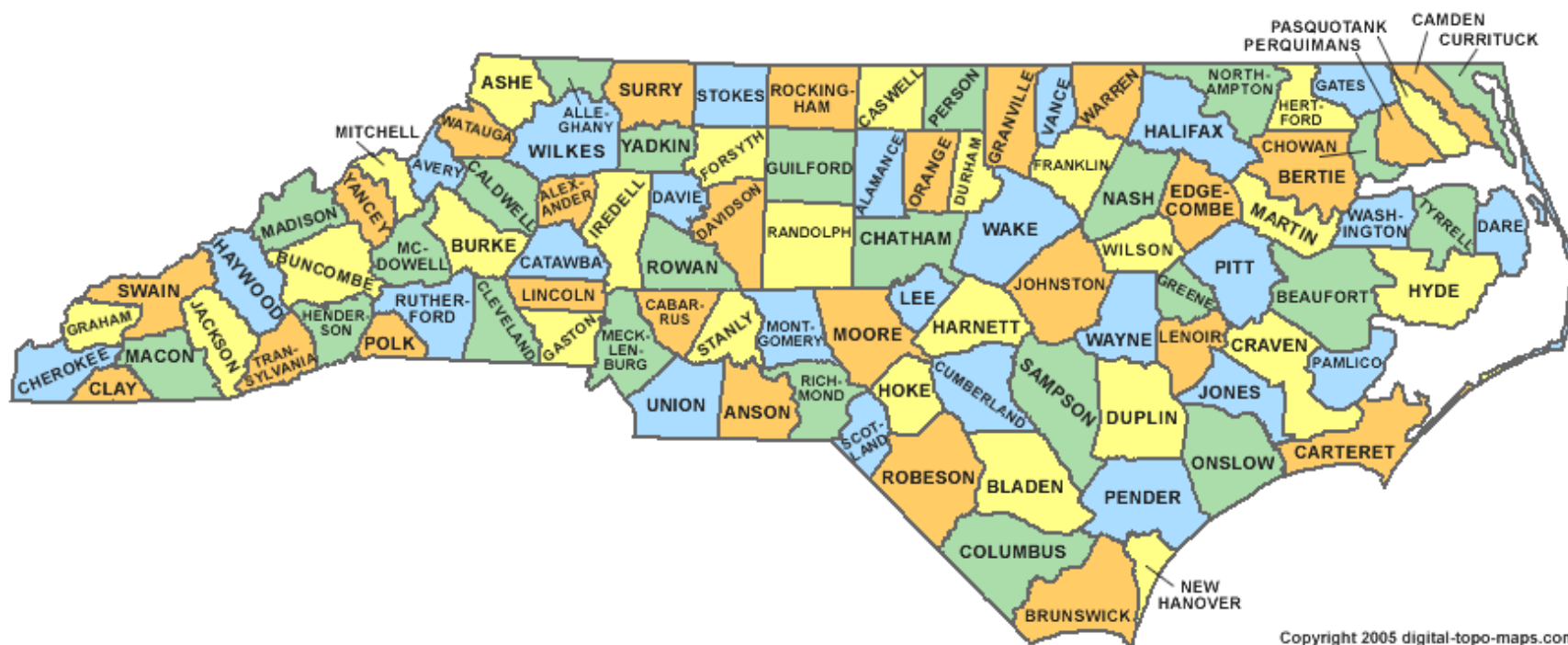
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Appendix I: North Carolina County Map

The following map depicts the state of North Carolina and its counties. El Pueblo, Inc. serves Latinos/as throughout the state of North Carolina, and is located in Raleigh, NC (Wake County.) Due to its location, El Pueblo's community programs most directly impact Latinos/as living in Wake, Chatham, Orange, and Durham counties.



Appendix II: Resources Used in DsF Program Revision

Source	Resource	Description	Link
Advocates for Youth	Hunter-Geboy, Carol. <i>Life Planning Education: A Youth Development Program</i> , Washington, DC: Advocates for Youth, 2010.	<p>This curriculum was used for:</p> <ul style="list-style-type: none"> • Providing teens with the opportunity to practice communicating about HIV/STI prevention, and to practice skills related to resisting peer pressure and making decisions. • “Dating Violence” activity • To discuss emotional changes during puberty. • Encouraging goal setting among participants, specifically to think about how an adolescent pregnancy would impact their lives. • Peer Education Skills and Advocacy session, to increase comfort and skills for communicating and correcting misinformation. Teaches why listening skills are important for peer educators. • To allow participants to understand the implications of stereotyped thinking. 	http://www.advocatesforyouth.org/publications/555?task=view
Advocates for Youth	Alford, S & Feijoo, AN. <i>Guide to Implementing TAP (Teens for AIDS Prevention): A Peer Education Program to Prevent HIV and STI</i> , 2 nd Edition. Washington, DC: Advocates for Youth, 2002.	<p>This resource was used for:</p> <ul style="list-style-type: none"> • Teaching youth about the parts of the body. • Values Clarification: become comfortable with listening to and understanding opinions different from their own. • Practice communicating about HIV/STI prevention, resisting peer pressure and making decisions. • Raise concepts of sexuality and the different messages from family, friends, and media. • Providing perspective on the relationship between rights and values. 	www.advocatesforyouth.org/storage/advfy/documents/TAP.pdf

Advocates for Youth	Spanish Worksheet: <i>Pasos Para Escuchar y Participar Activamente</i> , Washington DC: Advocates for Youth	This activity was used in the parent session to encourage active listening on the part of parents in conversations with youth, especially around sexual and reproductive health.	http://www.advocatesforyouth.org/storage/advfy/documents/Spanish/spanish_steps_for_active_listening.pdf
Advocates for Youth	Girl's Best Friend Foundation and Advocates for Youth. <i>Creating Safe Space for GLBTQ Youth: A Toolkit</i> . Washington, DC: Advocates for Youth, 2005.	This resource was used in the Peer Education Skills. The resource provides straight people an opportunity to experience the types of questions that are often asked of gay, lesbian, and/or bisexual people. The resource provides an opportunity to learn about issues faced by gay, lesbian, bisexual, and questioning people and to promote acceptance and respect for all people irrespective of their sexual orientation.	http://www.advocatesforyouth.org/publications/608?task=view
Amnesty International	Human Rights Basics, Amnesty International 2012	This resource was used in Module 1 Activity 1 to teach youth of all ages about human rights.	http://www.amnestyusa.org/research/human-rights-basics
Association of Junior Colleges	Health and Hygiene Game - Teen Outreach: Youth Development Through Service and Learning. (1994). Association of Junior Leagues, Ins.	Portions of this curriculum were used for 14-year-old youth and younger. They were used in My Adolescence, My Body from Module 2, and Gender Identity from Module 3 for younger participants, which raise issues of health and hygiene practices.	http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/1207?task=view
Bedsider	Birth Control Method Explorer	This resource is not a curriculum, but a website that was transformed into an activity. This is appropriate for all ages as long as it is modified and was used in Module 3 to assist in the understanding around contraceptive methods, and when they are appropriate to use.	http://bedsider.org/methods/matrix
British Columbia Teacher Federation	Savage, D. <i>It Gets Better Project</i> . Savage Love, LLC; © 2012	This resource is appropriate for ages 14 years old and older in Module 7. It was used because it included a media component to discuss sexual identity and discrimination.	http://www.bctf.ca/uploadedFiles/Public/SocialJustice/Issues/LGBTQ/ItGetsBetter.pdf

California Coalition Against Sexual Assault	"The Consent Game" © Dara Raboy-Picciano and Juan Rosario, 2005.	The "Consent Game" activity is appropriate for all ages and was used to discuss consent in a fun, interactive way.	http://calcasa.org/campus/2007/08/2007-08-28_Consent.pdf
Diffusion of Evidenced Based Interventions (DEBI) Project, CDC	Focus on Youth + ImPACT	This reference was used to help initiate the development of content for the parent and youth sessions. The resource is an evidenced based intervention promoted by the Centers for Disease Control and Prevention specifically targeting parents and their role in the sexual and reproductive health of their teens.	http://www.cdc.gov/hiv/topics/research/prs/resources/factsheets/FOY-ImPACT.htm ; http://www.effectiveinterventions.org/en/HighImpactPrevention/Interventions/FOY.aspx
Eastern Oregon University	EOU Office of Student Affairs. <i>Definitions of Sexual Assault, Sexual Exploitation, Sexual Harrassment and Stalking</i> . LaGrande, OR, 2012	The resource is appropriate for all ages. The activity about Sexual Violence was used from the original DsF curriculum from Module 10, specifically the sexual violence activity and definitions.	http://www.eou.edu/saffairs/sex-matters/sex-assault-definitions/
Education Resources Information Center	Bolomey A, Munoz-Lopez R, Ramirez-Garnica G & Ramos FS. <i>Nosotras Viviremos: Las destrezas de un manual de capacitación para trabajar con jóvenes latinas campesinas</i> , National Coalition of Advocates for Students: Boston. 2001	This activity is used to increase participant understanding of and sensitivity towards sexual orientation and gender identity.	http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED459182&ERICExtSearch_SearchType_0=no&accno=ED459182
Family Care International	Mobilizing Communities on Young People's Health and Rights: An Advocacy Training Guide (Family Care International)	Material was adapted from this resource to use in DsF Module 1, Activities 1 and 2, and the Advocacy Skills Building session. It provides a comprehensive look at both human rights and sexual rights. Most of the definitions in Activities 1 and 2 ("Human Rights," "Reproductive Rights," "Reproductive Health," "Advocacy") came from this curriculum.	http://www.familycareintl.org/UserFiles/File/Anglo_Training_Guide_June2008.pdf

Gay & Lesbian Alliance Against Defamation	Amplify Your Voice – Resources for Students & Teens. GLAAD. 2012.	<p>This resource was used for:</p> <ul style="list-style-type: none"> • “Advocacy Moments” to demonstrate role of peer education in sexual identity. • Helping participants to be aware of the negative impact of homophobia on GLBTQ youth, have a better grasp of vocabulary for different sexual identities, and feel increased comfort when communicating with peers about sexual identity 	http://www.glaad.org/tags/amplify-your-voice
Hispanic Journal of Behavioral Sciences	Biggs, Anotina. “Factors Associated With Delayed Childbearing: From the Voices of Expectant Latina Adults and Teens in California” <i>Hispanic Journal of Behavioral Sciences</i> 32(1) 77–103	This was used as a resource in the parent sessions. It was a qualitative study done to inform that the parents of Latina youth can play a protective role in teen pregnancy.	http://hjb.sagepub.com/content/32/1/77
Innovation Research & Training, Inc. (IRT)	Media World Relationships: Media Literacy Education Reproductive Health Program. Copyright © 2010	This resource is designed for grades 7 and 8. The curriculum was used in order to incorporate media into the curriculum through the following activities: a) Distinguishing between Healthy, Unhealthy, and Abusive Relationships; b) The Consent Game which was used for ideas for consent-related scenarios; and c) Sex and Alcohol.	Not available online.
Institute for Reproductive Health of Georgetown University and FHI360	FHI360, <i>My Changing Body: Fertility Awareness for Young People</i> , 2012.	This resource was used for all ages for Module 2, and discusses the changes that youth experience as they approach puberty. It also seeks to help youth take good care of their bodies, become more self-confident, and gain positive self-images.	http://www.fhi360.org/en/youth/youthnet/rhtrainmat/fertilityawareyoungpeople.htm

Ipas	de Bruyn, Maria and France, Nadine, 2001. <i>Gender or sex: who cares? Skills-building resource pack on gender and reproductive health for adolescents and youth workers</i> . Chapel Hill: Ipas	<p>This resource was used for:</p> <ul style="list-style-type: none"> • Peer Education Skills session and in Module 6. Participants examine the causes, consequences, and possible solutions for unplanned pregnancy for adolescents, including gender differences in experiences. • Also used in the advocacy skills building session to understand issues around HIV. • Helping participants gain insight into gender stereotypes promoted by different cultures around the world and deepen their understanding of the differences between sex and gender • The “Media Images Analysis” Activity was used to introduce youth to the idea of unpacking media messages. 	http://www.ipas.org/~media/Files/Ipas%20Publications/GenderBook.ashx
Ipas	Turner K, Borjesson E, Huber A, & Mulligan C. <i>Abortion care for young women: A training toolkit – Exploring abortion: A collection of self-reflection and sensitization activities for global audiences</i> . Chapel Hill: Ipas, 2011	This activity encourages participants to examine and challenge their own feelings of stigma towards women who have had abortions.	http://www.ipas.org/en/resources/Ipas%20publications/abortion-care-for-young-women--a-training-toolkit--exploring-abortion--a-collection-of-sel.aspx
Ipas	McSmith D, Borjesson E, Villa L, & Turner K. <i>Abortion attitude transformation: Values clarification activities adapted for young women</i> . Chapel Hill: Ipas, 2011	<p>This resource provided activities to explore abortion in the curriculum, including values clarification, articulating views on abortion, learning about stigma, and dangers of illegal/unsafe abortions. Specific activities used include:</p> <ul style="list-style-type: none"> • Comfort Continuum • Four Corners • Why Did She Die? • Cross the Line 	http://www.ipas.org/en/Resources/Ipas%20Publications/Abortion-attitude-transformation--Values-clarification-activities-adapted-for-young-women.aspx
Ipas	Ipas. <i>Advo.kit</i> . Chapel Hill: Ipas, 2008	This kit informed Module 1, Activity 4. The Advo.kit is a guide for youth in the US who seek to advance reproductive justice issues.	http://advo-kit.org/resources.html

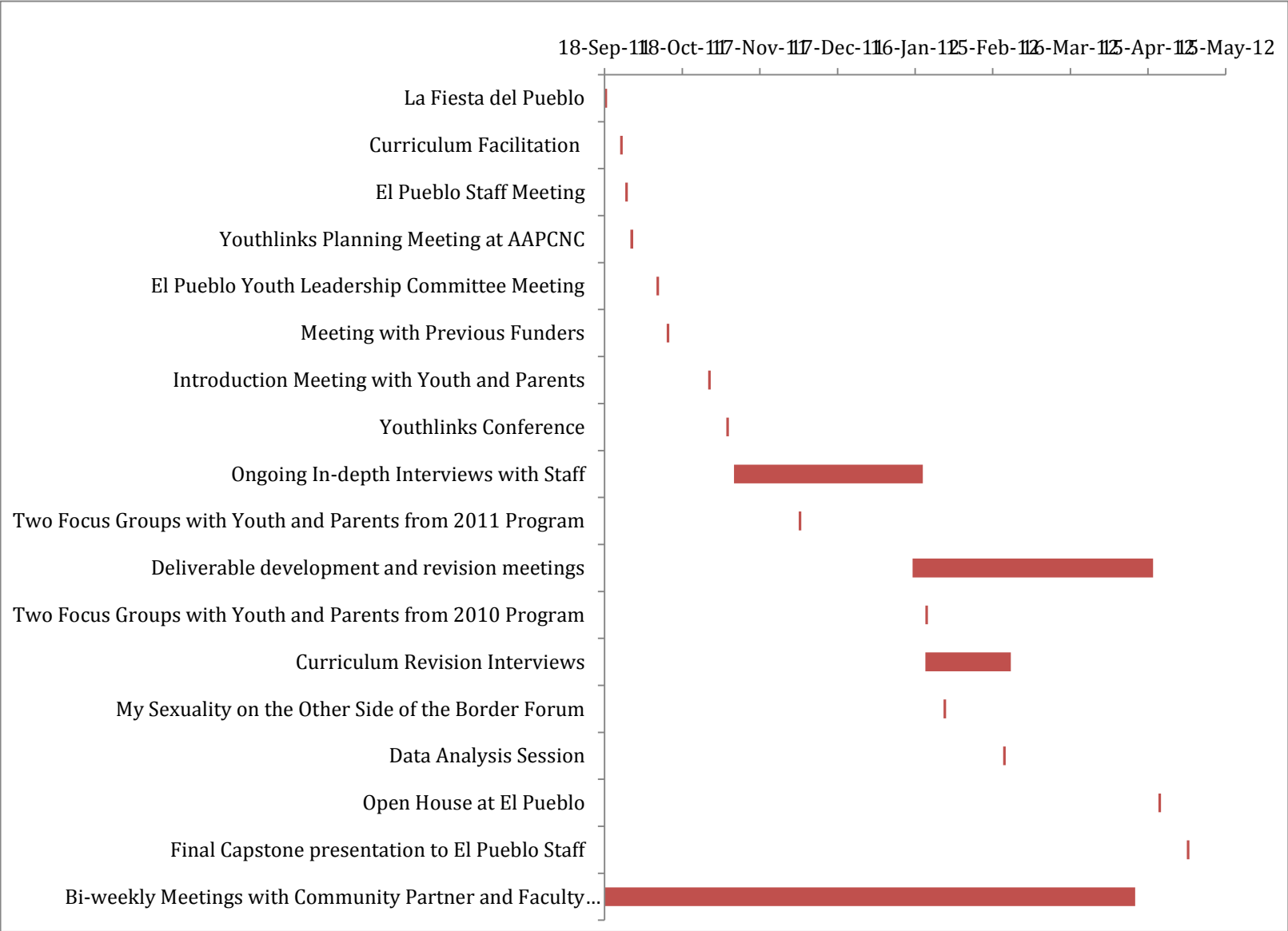
Kansas State University	K-State Perspectives. <i>10 Things Men Can Do to Stop Rape</i> . September 2005	This website was used to inform definitions around rape and sexual assault in the interpersonal violence modules.	http://www.k-state.edu/media/webzine/Didyouhearyes/whatmencando.html
Love is Not Abuse	Love is Not Abuse. <i>What You Need to Know About Dating Violence: A Teen's Handbook</i> , Liz Claiborne, Inc., 2012	The resource was used to help teens learn about dating violence and provide facts, guidance, and resources.	http://loveisnotabuse.com/web/guest/for-teens1;jsessionid=0E443FDCF6DEC47FC72B02057E2CB706
Love is Respect	Love is Respect. <i>Safety Plan</i> website, 2011	This resource is a used in the peer education skills for all ages, shows participants how to help a peer develop a Safety Plan, a personalized, practical plan that can help youth avoid dangerous situations and know the best way to react when they are in danger.	http://www.loveisrespect.org/get-help/safety-planning
Net Lingo	Net Lingo: The List of Chat Acronyms & Text Message Shorthand. 2012	This resource was used in the parent sessions to provide a list of options for an ice-breaker activity.	http://vps.netlingo.com/acronyms.php
Peer Health Exchange	Peer Health Exchange 2008-2009 Boston Curriculum	<p>This resources was used for:</p> <ul style="list-style-type: none"> • Did not use specific activities from this curriculum, but drew upon this curriculum in order to get ideas for scenarios • Curriculum has good modules on sexual decision-making and communication, as well as healthy relationships, abusive relationships, and rape/sexual assault. 	Not available online.

Population Council	"It's All One Curriculum: Guidelines and Activities for a Unified Approach to Sexuality, Gender, HIV, and Human Rights Education" by the International Sexuality and HIV Curriculum Working Group	<p>This resource was used for:</p> <ul style="list-style-type: none"> The "Get Inspired" activity was used It was used to motivate youth to become advocates by bringing in emotions. The case study "MATTHEW" was used to expose youth to real-world example of hate crime against Matthew Shepherd based on sexual orientation. The activity "A Letter from the Heart" was used to encourage youth to commit to being involved in advocacy. 	http://www.popcouncil.org/pdfs/2011PGY_ItsAllOneActivities_en.pdf
Queen Victoria Women's Centre	QVWC. <i>Women's Capacity Building Kit: Young Women, Body Image, and the Digital Age</i> , 2008	This resource was used to help youth apply what they have learned about media literacy and digital retouching to critically analyze a magazine ad, and are able to explain how these ads might affect body image and self-esteem.	http://www.qvwc.org.au/documents/Young%20Women,%20Body%20Image%20and%20the%20Digital%20Age%20%28PDF%29.pdf
Resource Center for Adolescent Pregnancy Prevention	Adapted from ReCapp – ETR Associates' Contraceptive Options Learning Activity, Resource Center for Adolescent Pregnancy Prevention Copyright 2004, ETR Associates	The curriculum can be used for all ages. It was modified significantly for use in the STI section in Module 5, "Teaching About STIs" activity and was included in original DsF curriculum. This was also used in peer education skills to encourage youth to practice using the decision-making model to make a difficult decision and to identify guidelines for helping a friend who has been sexually assaulted or abused.	http://www.etr.org/recapp/
Scenarios USA	Scenarios USA Films. New York: 2012	<p>This resource involves films made by and for youth about important issues that they face, including reproductive health. Films used are:</p> <ul style="list-style-type: none"> "Bitter Memories" "The Choices We Make" 	http://www.scenariosusa.org/watchfilms/index.html/

SIECUS	Filling the Gaps: Hard to Teach Topics in Sexuality Education. © 1998 SIECUS	<p>This resource was used for:</p> <ul style="list-style-type: none"> • Peer Education Skills session: Participants think about different positions on abortion and how they relate to state laws. • “Parenting Dilemmas” activity used to talk about pregnancy and pregnancy options for different age groups; used for youth to see hypothetical scenarios about the realities of teen parenting (like baby budget), need for age-appropriate information on pregnancy, abortion, etc. • “Setting Sexual Limits” activity in order to discuss this topic in an age-appropriate way. 	www.siecus.org/_data/global/images/filling_the_gaps.pdf
Stay Teen	MTV’s “Sixteen and Pregnant” curriculum	The resource is appropriate for all ages. The resource looks at media representations of teen pregnancy and was recommended by the current DsF facilitator.	http://www.stayteen.org/16-and-pregnant
The National Campaign to Prevent Teen and Unplanned Pregnancies	The National Campaign to Prevent Teen and Unplanned Pregnancies: <i>Ten Tips for Parents</i> . 2012	Provided information for the parent session specifically regarding supervision and its role in parenting.	http://www.thenationalcampaign.org/parents/ten_tips.aspx
The National Campaign to Prevent Teen and Unplanned Pregnancies	The National Campaign to Prevent Teen and Unplanned Pregnancies: <i>Demasiado Joven</i> . 2012	This resource is appropriate for youth of all ages and possibly parents. It includes a video and discussion questions to hear perspectives from Latino/a teen parents, and to provide a more realistic and less sensationalized perspective on teen pregnancy than “Sixteen and Pregnant”.	http://www.thenationalcampaign.org/latino/demasiado_joven.aspx

UN Cyber School Bus	United Nations. <i>Human Rights Fact Sheet</i> , 2012	This resource was adapted to use in "Additional Resources" for Module 1 in a True/False activity and gave youth-oriented examples of human rights.	http://www.un.org/cyberschoolbus/humanrights/resources/factsheet.asp
UN Interagency Group on Young People's Health	United Nations Population Fund. <i>Youth Peer Education Toolkit: Training of Trainers Manual</i> . Youth Peer Education Electronic Resource (YPEER) 2005 (pg. 66)	This resource was used for: <ul style="list-style-type: none"> • Peer Education Skills section • Helping participants increase their sensitivity to, privacy when teaching people about sexual health and HIV/AIDS. • Identifying and practicing skills in public speaking and facilitation. 	http://www.unfpa.org/webdav/site/global/shared/documents/publications/2006/ypeer_tool.pdf

Appendix III: El Pueblo Capstone Community Engagement and Assessment Timeline



Appendix IV: Interview and Focus Group Guides

Note: Guides were originally developed in English, then translated into Spanish. Here, we have provided the staff interview guide and youth focus group guides in English. However, as all parents preferred a Spanish focus group, the parent focus group guide provided here is in Spanish.

El Pueblo Staff Interview Guide (English)

Warm up questions:

1. Please tell me about your role in El Pueblo, Inc., specifically in relation to its youth programs
2. What other positions or programs have you been involved with in El Pueblo, Inc.?
3. How long have you worked for EP?

Interview Questions:

1. Briefly comment on the most pressing needs of the Latino/a community in NC?
 - a. What are the needs you see?
 - b. If you were to ask Latin@s in NC about their needs, what do you think they would say?
2. How does EP help meet the needs of the community?
 - a. Please tell us about EP's mission.
 - b. How does EP evaluate whether it is addressing the needs of the community?
3. What are the most pressing needs for Latin@ youth?
 - a. How does EP see its role with regards these needs?
 - b. How does EP address these needs?
4. What are EP's long-term goals regarding youth RH?
 - a. What are EP's overall goals for youth RH?
 - b. What are your thoughts about DsF?
 - c. How do you see the community's response to youth RH?
5. How do the program(s) that you work on relate to DSF?
 - a. a. How do the two programs interact?
 - b. How do you see the topics relate conceptually?
 - c. How does EP carry out the DsF program?
6. How do you envision the EP youth RH program over the next 5 years?
 - a. What role do you envision the community playing?
 - b. How do you see current resources changing?

For those directly involved in DsF:

- a. How do you use the written curriculum?
- b. How is the content of the program decided?
- c. How is recruitment conducted?
- d. How are the logistical decisions made?
- e. What has been successful?
- f. What have been challenges?
- g. How have you addressed these challenges?
- h. How is DsF evaluated?

Anything else you think we should know about EPs RH programs?

Youth Focus Group Guide (English)

RQ1: How do Latin@ youth perceive the role of EP's RH programs in their community?

RQ2: What are Latin@ youths' perceptions of the DsF program?

RQ3: What are Latin@ youths' experiences with the DsF curriculum?

RQ4: What do Latin@ youth think about the logistics of DsF?

We are interested in suggestions for developing and improving youth programs. Before we get started, we would like to you take a minute to write down the issues that you are most concerned or ones that most affect life about as a Latino/a youth. Please write down one idea on each post-it note.

Introductory Questions

1. What is the number one issue for Latino/a youth in North Carolina?
 - a. What kinds of things do you and your friends talk about?
 - b. What issues are you most concerned about?
 - c. What resources do you use to handle these issues?
 - d. How does EP address these issues?

General DsF Questions

1. How did you learn about DsF?
 - a. Who in your family played a part in the decision for you to participate?
 - b. What were the reasons for your participation?
2. What was the most important thing you learned in DsF?
 - a. How have you used what you learned in your day-to-day life?
 - b. How have you shared what you learned in DsF with others?
 - c. Before you started the program, what did you expect to learn in DsF?
3. How has your understanding of reproductive health changed after participating in DsF?
 - a. Think back to before you participated in DsF, what were your thoughts on reproductive health?
 - b. How does reproductive health affect your life now?
 - c. Do you talk about reproductive health issues at school? With your family? With your friends?
4. How does your gender affect the way you think about reproductive health? **[Can rephrase]**
 - a. How does your gender affect your RH needs?
 - b. How does your gender affect the way you use reproductive health information? Services?

DsF Curriculum Questions

1. Would you recommend DsF to others? Please explain.

2. Think about all the activities that happen during DsF sessions. What was your favorite thing you did during DsF?
 - a. What did you like about it?
 - b. How could these sessions or activities be improved?
3. What reproductive health topics are missing from the curriculum?
 - a. What else would you have liked to learn about in DsF?
4. If something had to be eliminated from DsF, what would you recommend? Please explain
 - a. How could other sessions or activities be improved?
5. Think about the way the DsF curriculum was taught. Some sessions are taught in English and some in Spanish. How was it taught for you?
 - a. How did you feel about that?
 - b. For written material, how comfortable do you feel reading in English? Spanish?
6. Think about how your instructor taught the curriculum. What were some things your instructor did that you liked?
 - a. What were some things you wish your instructor had done differently?
7. Tell me about how the DsF facilitator(s) tested what you learned in the sessions.
 - a. How did you feel about that?
 - b. How effective or ineffective did it measure what you learned?

Wrap-Up Questions

1. Where was your DsF training located?
 - a. How did you get there?
 - b. How easy or hard was it to get there?
 - c. What other location might improve the training?
2. Tell us what you thought about the scheduling of the sessions.
 - a. Number of sessions
 - b. Length of sessions
 - c. Day(s) of the week
3. Tell us about other RH programs you may have participated in.
 - a. What other RH programs do you know about?
 - b. What are the similarities between the other RH programs and DsF?
 - c. What are the differences between the other RH programs and DsF?
4. Is there anything else you would like to share?

Parent Focus Group Guide (Spanish)

RQ1: How do Latin@ youths' parents perceive the role of EP's RH programs in their community?

RQ2: What are Latin@ parents' perceptions of the DSF curriculum?

RQ3: What do Latin@ parents think about the logistics of DsF?

Introductory Questions

1. ¿Cuáles son sus mayores preocupaciones cuando se trata de sus hijos adolescentes, en general?
 - a. ¿Cómo abordan estas preocupaciones?
 - b. ¿Cómo aborda EP estas preocupaciones?
2. ¿Cómo es la salud reproductiva importante en las vidas de sus hijos adolescentes?
 - a. ¿Qué significa el término "la salud reproductiva" para ustedes?
 - b. ¿Qué son los temas de salud reproductiva que hablan con sus hijos adolescentes?
 - c. ¿Cómo se surgen estos temas?
 - d. ¿Cuáles son las diferencias entre lo que usted aprendió sobre la salud reproductiva en comparación con lo que sus hijos han aprendido?

DsF Questions

3. Antes de que se iniciaron sus hijos en DSF, ¿qué pensaban ustedes que iban a aprender?
 - a. En sus opiniones, ¿cuáles son los objetivos de DSF?
 - b. ¿Cómo cambiarían estos objetivos?
 - c. ¿Qué información recibieron ustedes antes de que sus hijos se unieron al programa?
4. ¿Quién decidió que sus hijos participarán en DSF?
 - a. ¿Cómo se enteraron de DSF?
 - b. ¿Cuáles fueron las razones para dejar que sus hijos participaran?
5. ¿En que manera estaban involucrados ustedes en DSF? ¿O cual era su rol en el programa?
 - a. ¿Cómo les hubiera gustado estar involucrados en DSF?
 - b. ¿Cuáles otras cosas podría haber hecho EP para mejor preparar ustedes como padres a comunicarse con sus hijos acerca de la salud reproductiva?
 - c. ¿Les hubiera tener gustado más información sobre salud reproductiva? ¿DSF?
 - d. ¿En que forma les hubiera preferir tenido la información, por ejemplo folletos, clases, videos, algo mas?
6. ¿Qué piensan ustedes acerca de las experiencias en DSF de sus hijos?
 - e. ¿Cuáles fueron los temas que cubrieron sus hijos en las sesiones?
 - f. ¿Cuáles fueron las actitudes de sus hijos hacia la experiencia?
 - g. ¿Cómo cambiarían estos temas?

7. ¿Qué cambios han notado en sus hijos como resulta del programa?
 - h. Por favor, expliquen.
 - i. ¿Cómo han utilizado lo que aprendieron sus hijos en sus vidas cotidianas?
 - j. ¿Cómo han compartido con los demás lo que aprendieron en DSF sus hijos?
 - k. ¿Recomendarían ustedes que sus amigos matriculen a sus hijos en DSF?
8. ¿Cuáles son algunos cambios respecto a DsF que le gustaría ver?

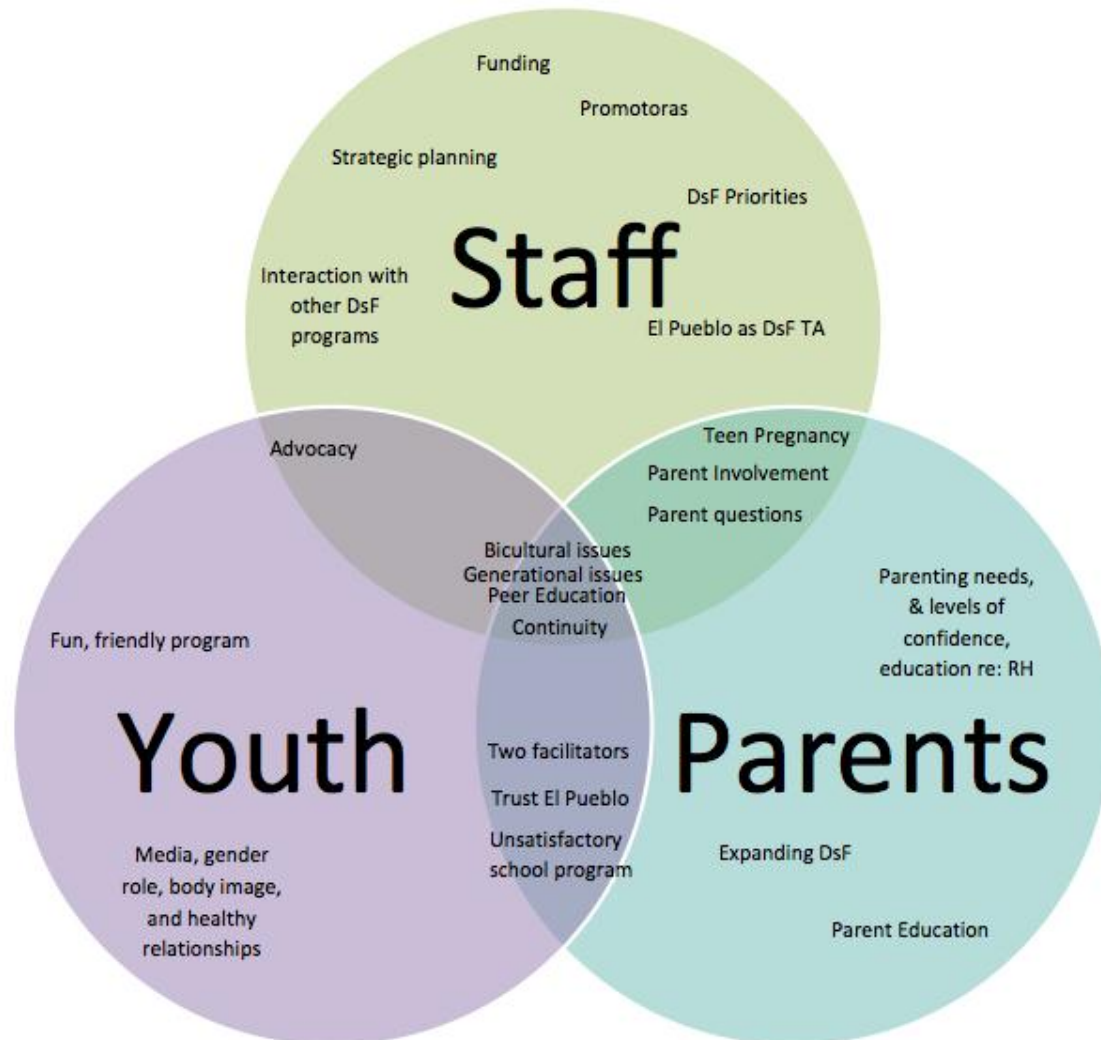
Wrap Up Questions:

9. ¿Qué les parecían el lugar que usaron para DSF?
 - l. Díganos lo que piensan acerca de la programación de las sesiones.
 - i. Número de sesiones
 - ii. Duración de las sesiones
 - iii. Día(s) de la semana
10. ¿Cómo viajaron sus hijos a las sesiones de DSF?
 - m. ¿Hubo otras consideraciones logísticas para sus hijos en asistir las sesiones?
11. ¿Cuál es su preferencia de idioma que hablen en las sesiones de DSF?
12. ¿Hay algo más que les gustaría compartir?

Appendix V: Analytic Products

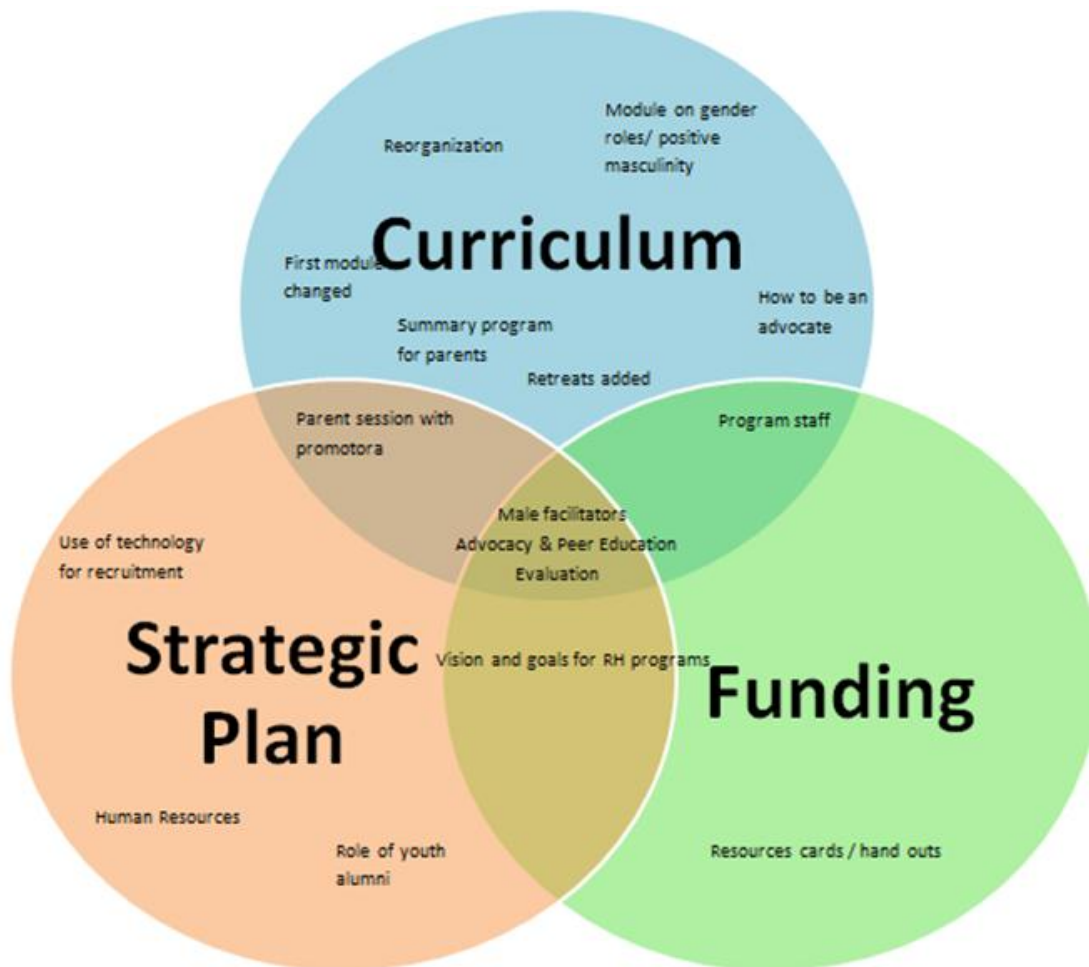
Venn Diagram 1: Cross-Cutting Themes as Identified by Project Stakeholders

This first diagram presents the major themes that emerged from each group of constituents and also indicates where themes overlapped across informants.



Venn Diagram 2: Project Findings Mapped onto Project Deliverables

This second analytic product organizes findings into their relevance for the Curriculum, the Strategic Plan, and the Funding Toolkit.



Appendix VI: Final Work Plan

El Pueblo

Final Capstone Work Plan

April 25, 2012

A. Capstone Team Members

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B. Working Title

Strengthening El Pueblo's Sexual and Reproductive Health Program for Latino/a Youth in North Carolina

C. Capstone Project Description

This Capstone project aims to address SRH issues among Latino/a youth in Wake County and surrounding counties. In the past twenty years, North Carolina has experienced an explosive growth in Latino/a immigration and is one of the fastest growing Latino/a states in our nation. According to the U.S. Bureau of the Census (2010), Wake County is among the top counties in the nation for Latino/a population growth. Between 1990 and 2000, the Latino/a population experienced a 595% increase to make up 7.4% of the Wake County population in 2000 (as cited in Tatko & Bazan Manson, 2002, p. 8). The local Latino/a population continues to grow, currently making up 9.8% of the Wake County population (U.S. Census Bureau, 2010).

As immigrants, many Latinos/as lack information about disease prevention and are unfamiliar with the United States US health care system. Many face linguistic, cultural, financial and educational barriers to care and most are uninsured (North Carolina Institute of Medicine, 2003). Latinos/as in North Carolina are more likely to face obstacles of poverty, lack of health insurance and an overall unfamiliarity with social, cultural and health care infrastructures. All of these factors directly impact Latinos/as' access to care. These factors may lead Latino/a youth to experiment with risky behaviors that result in high incidence of HIV and other sexually transmitted infections as well as in high rates of teenage pregnancy. Latino/a parents were often raised in different environments in their countries of origin and are often not prepared to talk to their teenagers about sexuality. Furthermore, when addressing SRH issues, Latino/a parents are often unfamiliar with how sex and sexuality are discussed within the school systems and with the pressure teens face to engage in sexual activity at an early age.

For these reasons, the Latino/a community in North Carolina has experienced worse outcomes compared to non-Hispanic Whites across many SRH measures. For example, according to the North Carolina State Center for Health Statistics, the teen pregnancy rate for Latinos/as in North Carolina was almost four times the rate of Whites and almost twice the rate of African-Americans. The teen pregnancy rate between 2005 and 2009 for Latina girls ages 15-19 was 145.8 per 1,000, compared to 42.1/1,000 for Whites and 84.7/1,000 for African Americans. Similarly, the number of HIV positive individuals has been increasing rapidly among Latinos/as living in North Carolina in recent years and is now nearly four times the rate for Whites. The rate of HIV infection for adults and adolescents in 2009 was 28.8 per 100,000 for Latinos/as while for non-Hispanic whites it was 7.7

per 100,000. In addition, NC Latinos/as have higher rates of other sexually transmitted diseases (368.7 cases per 100,000 people for chlamydia, 44.4 for gonorrhea, and 5.7 for early syphilis) than non-Hispanic Whites (112.0, 24.0, and 3.2, respectively) (NC DHHS Division of Public Health State Center for Health Statistics, 2010).

These problems indicate a need for improved access to SRH information and services for Latino/a youth. El Pueblo is a statewide non-profit organization dedicated to serving and empowering the Latino/a community throughout North Carolina, including in the health arena. The Capstone team will seek to strengthen El Pueblo's existing SRH program for Latino/a youth, *Nuestros Derechos sin Fronteras* (Our Rights Have No Borders, which in this report is called *Derechos Sin Fronteras* or DsF). We will conduct interviews and focus groups about SRH with youth and adults, help with vision development and strategic planning for the SRH programs at El Pueblo, consider and explore sources of funding, as well as edit and revise El Pueblo's current curriculum on SRH for adolescents.

D. Deliverables & Activities

Deliverable I: Revised DsF Curriculum for El Pueblo's Youth SRH Program

Purpose: The revised DsF Curriculum is a product of the community assessment aimed to improve the existing DsF SRH curriculum. The revised curriculum will improve experiences of the youth and the parents participating in the program, and facilitate El Pueblo's ability to address participant needs through the program.

Project Leaders: Lilli and Anne

ACTIVITIES	DUE DATES
1.0 Facilitate modules using existing DsF Curriculum for youth in Chapel Hill and at a state-wide youth conference	9/24/11 (module facilitation) and 11/4/11 (youth conference) <i>Completed</i>
1.1 Complete recruitment process for focus groups, interviews, and trainings	01/30/12 <i>Completed</i>
1.2 Complete focus groups (FGs) and interviews. FG and	01/30/12

<p>interviews that inform this deliverable include:</p> <ul style="list-style-type: none"> • 2 youth focus groups • 2 parent focus groups • 9 staff interviews • 6 discussions with 3 program facilitators (2 in depth interviews each) 	<p><i>Completed</i></p>
1.3 Develop a DsF Curriculum revision process	<p>3/1/2012</p> <p><i>Completed</i></p>
1.3 Ready data from interviews and focus groups for analysis	<p>02/8/12</p> <p><i>Completed</i></p>
1.4 Conduct data analyses and create tables	<p>02/15/12</p> <p><i>Completed</i></p>
1.5 Review other SRH curricula for youth	<p>3/15/12</p> <p><i>Completed</i></p>
1.6 Submit first draft of revised DsF Curriculum in English* to community partner and other key El Pueblo staff	<p>3/21/12</p> <p><i>Completed</i></p>
1.7 Incorporate El Pueblo's feedback and submit revised DsF Curriculum to Capstone TA	<p>4/5/12</p> <p><i>Completed</i></p>
1.8 Incorporate TA feedback and make final revisions; submit final revised DsF Curriculum	<p>4/18/12</p> <p><i>Completed</i></p>

*Parts of DsF Curriculum will be translated if time allows

Deliverable II: Strategic Plan for El Pueblo's Youth SRH Program

Purpose: The Strategic Plan is a document that provides a program vision statement, measureable goals and objectives, timelines, and specific activities that will guide El Pueblo's SRH programming for the next three years. Its purpose is to

Project Leaders: Jenna and Sadiya

ACTIVITIES	DUE DATES
2.0 Research existing SRH services in Wake, Durham, Chatham, and Orange County	11/2/11 <i>Completed</i>
2.1 Facilitate modules using existing DsF Curriculum for youth in Chapel Hill and in a state-wide youth conference	9/24/11 (module facilitation) and 11/4/11 (youth conference) <i>Completed</i>
2.2 Complete recruitment process for focus groups, interviews, and trainings	01/30/12 <i>Completed</i>
2.3 Complete focus groups and interviews. FGs and interviews that inform this deliverable include: <ul style="list-style-type: none"> • 2 youth focus groups • 2 parent focus groups • 9 staff interviews 	01/30/12 <i>Completed</i>
3.5 Ready data from interviews and focus groups for analysis	02/8/12 <i>Completed</i>
3.6 Conduct data analyses and create tables	02/15/12 <i>Completed</i>
3.7 Outline and edit vision and Strategic Plan for El Pueblo's youth SRH programs; solicit feedback from	3/23/12 <i>Completed</i>

community partner	
3.8 Submit first draft of Strategic Plan; solicit feedback from community partner and Capstone teaching team	4/5/12 <i>Completed</i>
3.9 Submit final draft of Strategic Plan	4/18/12 <i>Completed</i>

Deliverable III: Funding Toolkit for El Pueblo's Youth SRH Program

Purpose: To develop a Funding Toolkit for adolescent programming which includes a rubric for funding opportunities and written sections that can be inserted into grant applications. The toolkit utilized information from formative research and align funding priorities with goals and objectives in the Strategic Plan.

Project Leaders: Christa and Lilli

ACTIVITIES	DUE DATES
3.0 Initial consultation with El Pueblo and Ipas staff on current funding opportunities	10/12/11 <i>Completed</i>
3.1 Assess El Pueblo current funding sources	11/28/12 <i>Completed</i>
3.2 Re-assess funding situation for upcoming fiscal year	1/31/12 <i>Completed</i>
3.3 Research potential new funding sources	2/28/12 <i>Completed</i>

3.4 Present draft of funding rubric to El Pueblo staff	3/3/12 <i>Completed</i>
3.5 Create draft of prepared sections for grants and submit to El Pueblo staff	3/23/12 <i>Completed</i>
3.7 Edit funding rubric and prepared sections for grants and submit to teaching team	4/5/12 <i>Completed</i>
3.8 Finalize funding rubric and prepared sections for grants	4/18/12 <i>Completed</i>

Deliverable IV: Community Report, a Written Brief on Project Findings for the Community and Stakeholders

Purpose: The Community Report is a concise and visual representation of the Capstone project findings and deliverables, and its aim is to disseminate this information to key stakeholders – including the community partner, El Pueblo staff, youth participants, and their parents.

Project Leaders: Sadiya and Jenna

ACTIVITIES	DUE DATES
4.0 Present initial project findings at public forum at El Pueblo: <i>Sexuality and RH Across the Border</i>	1/27/2012 <i>Completed</i>
4.1 Complete recruitment process for focus groups, interviews, and trainings	01/30/12 <i>Completed</i>
4.2 Complete focus groups (FGs) and interviews. FG and interviews that inform this deliverable include:	01/30/12

<ul style="list-style-type: none"> • 2 youth focus groups • 2 parent focus groups • 9 staff interviews 	<i>Completed</i>
4.3 Ready data from interviews and focus groups for analysis	02/8/12 <i>Completed</i>
4.4 Conduct data analyses and create tables	02/15/12 <i>Completed</i>
4.5 Complete first draft of Community Report; submit to community partner	3/23/12 <i>Completed</i>
4.6 Incorporate community partner feedback, submit draft of Community Report to Capstone TA	4/5/12 <i>Completed</i>
4.7 Submit final draft of Community Report	4/18/12 <i>Completed</i>
4.2 Report Capstone project findings to HB Department at UNC	04/25/12 <i>Completed</i>
4.3 Present project findings to El Pueblo staff and stakeholders	04/30/12 <i>Completed</i>

E. Important HB Principles

a. Theory-Grounded

We will work within all theoretical frameworks that El Pueblo has selected to guide its SRH programs. When appropriate, we will suggest other theories of behavior change that may be useful in designing interview questions and curriculum development, drawing on our knowledge and

those theories employed in the SRH literature. We will keep theories and frameworks for behavior change, and particularly the Social Ecological Framework and Social Cognitive Theory, in mind throughout the Capstone project, especially when facilitating strategic planning and vision development.

b. Evidence-Based

We will review the literature on existing SRH programs to identify evidence-based interventions and promising strategies that can be applied to revisions of El Pueblo's SRH curriculum. Care will be taken to align evidence-based strategies with needs identified in interviews and focus groups and the Capstone partner's vision for the scope of this program. We will be especially cognizant of cultural considerations given our target population.

c. Participatory

The participatory approach to public health focuses on active involvement of community members and partners to address health inequities. Our community members and partners include El Pueblo representatives, *Derechos sin Fronteras* youth participants, and their parents. Stakeholder consultation and contribution of their expertise is essential to enhance understanding of a given phenomenon and to integrate the knowledge gained with action to benefit the community involved.

In the first semester during our Capstone project, we attended introductory meetings, *Derechos sin Fronteras* sessions, El Pueblo's community event, La Fiesta del Pueblo 2011, and Youth Links, a state-wide youth SRH conference. We also reached out to the intended audience from the beginning of the Capstone project by performing interviews and focus groups with youth participants of the SRH programs, their parents, as well as El Pueblo staff. This qualitative data will directly inform the revisions to the existing SRH curriculum to best fit the needs of all stakeholders. The development of a vision and a Strategic Plan for El Pueblo's Youth SRH Programs, will depend heavily upon staff and target audience participation in interviews and focus groups. The Capstone team will create a Funding Toolkit for adolescent programming that will also be informed by the information and input received from these same stakeholders.

An important aspect of the participatory approach is the dissemination of knowledge back to those partners who participated in interviews and focus groups. The Capstone team's last deliverable will not just be to write reports for the benefit of the El Pueblo staff, but to also make sure that the target audience, youth and their families, are informed. We will end the project by delivering presentations on research findings and changes to the *Derechos Sin Fronteras* Curriculum for parents, youth and staff.

d. Public Health-Oriented

Successful completion of the Capstone project deliverables will impact the public health of Latino/a communities in North Carolina in several ways. By providing a clear vision for the SRH programs at El Pueblo, we will enable the organization to focus their activities in this area and pursue a cohesive strategic plan, and thus have a greater impact on SRH issues facing the Latino/a community. By revising El Pueblo's SRH curriculum, we will improve the health education initiative targeting Latino/a youth.

e. Attention to the Potential for Sustainability and Dissemination

Funding is critical to the sustainability of *Derechos sin Fronteras*; therefore, the creation of a Funding Toolkit will aid El Pueblo in future efforts to secure continued funding for their initiatives. Assistance with ensuring the sustainability of their program will begin with establishing a program vision and strategic planning process and will continue with youth peer educators using the program vision and strategic plan to allow *Derechos sin Fronteras* to grow with direction and purpose.

We will share the revised DsF Curriculum and Strategic Plan with *Derechos sin Fronteras* program staff as well as other staff and relevant stakeholders at El Pueblo. El Pueblo will determine the conditions under which these materials will be made available in whole or in part to other organizations.

F. IRB Implications

The purpose of our data collection is for internal use within El Pueblo. The information acquired will help guide program evaluation for the community partner, as part of our Capstone course. In the first semester our team completed a determination form to confirm IRB exemption that has subsequently been approved; as we will not be collecting any identifying information, the IRB does not require us to submit an application for approval.

If we decide to use this data for dissemination in the future, we will have to submit a full IRB application. Otherwise, it is the responsibility of the community partner to comply with appropriate protocols if they choose to disseminate findings.

G. Roles & Responsibilities

The Capstone project has four stakeholder groups: students, community partners, faculty advisers, and the HB Department, as represented by the Capstone teaching team. The roles and responsibilities for each of these groups are outlined in Appendix A. The student team has identified the following team members for the roles listed below:

- a. Teaching Team Liaison: Christa Martens
- b. Mentor Liaison: Jenna Garrett
- c. Department Liaison: Lilli Mann
- d. Scribe: Sadiya Muqueeth

H. Resources

a. Capstone Site Resources

The HB department will reimburse up to \$100 of expenses relating to the direct activities necessary to carry out the established deliverables of the Capstone team. When needed, El Pueblo can offer work space at their offices in Raleigh as well as printing and access to long distance phone and faxes. In addition, El Pueblo can reimburse the Capstone team for focus group meeting supplies (if under \$50.00) and can leverage other resources to support related activities, when possible.

b. Capstone Partner Key Personnel

Name, Degree(s)	Title	Relationship to Capstone Team	Communication Plan
Carol Osorio Hodgman	<i>Derechos sin Fronteras</i> Program Coordinator	Will assist with recruiting parents and youth for curriculum trainings and focus groups, will also support progress towards other deliverables	Carol will be cc'd on all communication with the community partner, and will be included in meetings when possible. (Works for El Pueblo part-time)
Carla Mena	<i>Derechos sin Fronteras</i> Program Intern	Will assist with recruitment and coordination of focus groups. Will also support and inform progress towards other deliverables	Carla will assist us with the recruitment and coordination of our focus groups. We will be in communication with her on an as-needed basis.

c. Consultants on Call

Name, Degree(s)	Title	Area(s) of Expertise
Barbara Baquero, MPH, PhD	Kellogg Foundation Fellow	CBPR, Latino/a population
Clare Barrington, MPH, PhD	Assistant Professor	Qualitative research, STI and HIV prevention, Latino/a population, experience with Capstone partner
Katie Early	Director of Development at Ipas	Non-profit, specifically SRH program, development and grant writing
Vangie Foshee, PhD, MEd	Professor	Adolescent health, research methods, experience with curriculum development and focus groups with Latino/a teens and adults on a related topic (dating violence)
Laura Villa	Ipas, UNC Doctoral Student	Experience facilitating existing <i>Derechos Sin Fronteras</i> curriculum
Tania Connaughton-Espino	NC Healthy Start Foundation	Teen pregnancy prevention
Donna Rzewnicki	UNC (Previously Wake County Health Services)	SRH curriculum development, particularly STI modules

Mary Vance	APPCNC	Teen pregnancy prevention
Vanessa Roth	Community Health Educator at Planned Parenthood	Health educator in sexual and reproductive health, works with adolescents and the Latino/a community
Jenny Palmer	Director of Health Education, Wake Teen Medical Services	Adolescent health education
Maria Soto	Jovenes Sabios, Siler City	Health programs for Latino/a youth

I. Logistical Considerations

a. Timing

The Capstone team is aware of several timing issues related to El Pueblo staff's availability, including La Fiesta del Pueblo occurring close to the start of the academic school year and the Program Director's travels to her native country during winter break. We will also consider the schedules of groups involved in the focus group and DsF Curriculum development process.

b. Travel

Occasional travel to the El Pueblo office in Raleigh, NC, and other locations in the Triangle will be necessary to complete Capstone activities. The Capstone team members will arrange transportation as necessary by reserving the State Van. Thus far, there have been no issues related to transportation.

J. Permissible Uses of Information

a. Ownership of the Deliverables

The Capstone partner owns the final deliverables. However, HB reserves the right to publicly list the organization as a Capstone partner, to keep copies of all Capstone teams' final deliverables for

review by the HB community, and to include a brief project description in Capstone promotional materials.

The Capstone team can use deliverables and materials produced as needed, as long as they keep El Pueblo informed.

b. Authorship

N/A

c. Use of Recorded Materials

As long as participants have signed release forms and information is kept confidential, the Capstone team has permission from El Pueblo to use materials as desired.