EVALUATING A COMMUNITY LEVEL HIV AND SUBSTANCE USE PREVENTION PROGRAM: THE FORTALECIENDO LA COMUNIDAD PROJECT

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OVERVIEW OF PRESENTATION

- Community Based Participatory Research
- Fortaleciendo la Comunidad
- Evaluation Design/Results
- 2 Lessons Learned
- Conclusions

COMMUNITY-BASED PARTICIPATORY RESEARCH

- We approach evaluation from the perspective of Community-based participatory research (CBPR), but with different players (Prado & DeRoche, 2008)
  - CBPR commonly pairs universities with community-based organization (CBO's), in which the universities are still the dominant power in the relationship
  - We apply a CBPR model in which MHCD and the service provider are equal partners
  - Different players create interesting twists in the CBPR relationship

FORTECIENDO LA COMUNIDAD PROJECT

- Provided HIV/AIDS, sexually transmitted infection, and substance abuse prevention in the West Denver (CO) Latino community.
- Provided 4 evidence-based programs for targeted high risk populations from September 2005 to September 2008:
  - Be Proud, Be Responsible – Youth (12 – 20 years old)
    - Moderate intensity – 6 hours
    - N = 295; 24 cohorts
  - Conversamos – Parents
    - Moderate intensity – 6 hours
    - N = 174; 19 cohorts
  - Promotora – Adult heterosexual females
    - High intensity – 56 hours
    - N = 109; 7 cohorts
  - Project LIFE (Community Promise) – IDU and MSM Adults
    - Low intensity - .2 to .5 hours
    - N = 4,313 contacts; daily outreach
- Served 4,891 participants in West Denver (1.8% of the population)

EVALUATION DESIGN

- Based in CBPR where the satisfaction of the community members is the number one priority
  - By interviewing community members prior to program and evaluation implementation, it became very clear that there was a lack of value for evaluation and negative experiences with previous evaluation
- Based on a logic modeling process to determine the desired outcomes for each program
  - Tradition program evaluation procedures
- Process and outcome evaluations for each specific program, with additional procedures to understand the results within the context of the community

Community Members	Evaluation Procedures		Findings
Participants:	-Youth (Be Proud, Be Responsible)	Process/ Outcome	Obtained program goals
	-Parents (Conversamos)	Process/ Outcome	
	-Heterosexual Women (Promotora)	Process/ Outcome	Change of program administration
	-IDU & MSM (Project LIFE)	Process/ Outcome	
CBO Staff:	-Continuous conversation regarding programs and quality improvement	Process	Change of program administration
	-Qualitative exit interviews	Outcome	Overall program satisfaction, with lots of evaluation paper work
	Involvement in design, implementation and interpreting findings	Activity	Increase evaluation capacity of CBOs (apply for additional evaluation funding)
Community:	Needs Assessment	Process	Identified high risk population
	Community Change analysis	Outcome	Not completed
	Involvement in design implementation an interpretation of findings	Activity	**Increase in community satisfaction with evaluation**

LESSON LEARNED:
(1) EVALUATION PROCEDURES LEAD TO CHANGES IN CULTURAL COMPETENCY
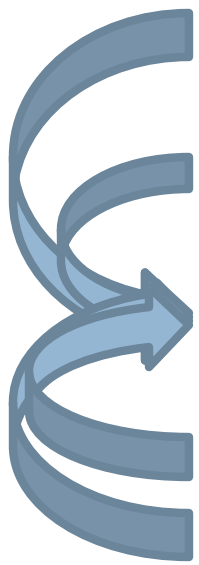
Increased Cultural Competency

- Conduct Evaluation that is useful to the community
- Involvement of community members in the design and implementation
  - outcomes are useful
  - Teaches basic evaluation skills
- Adaptation of evaluation surveys
- Translation of all evaluation material (English & Spanish)
- Waving consent for youth 16 years and older
  - Corresponding research and practice guidelines
- Disseminating results back to the community
  - Magazine articles & meeting with CBOs
  - Avoiding the "black hole of evaluation"

Decreased Cultural Competency

- Reading level and length of the consent/assent forms
- GPRA items were not appropriate for selected community programs
  - Language of items (e.g. Katamine)
  - Only 2 forms for adults and youth, not allow for proper evaluation of parents (Conversamos) and heterosexual women (Promotora)
- Scan-able forms were not appropriate for population not familiar with this type of data collection

LESSON LEARNED:
(2) THE CBPR PROCESS IS A LONGITUDINAL (PSEUDO) MIXED METHODS DESIGN

- Interviewed community member (qualitative)
- Conducted a community-needs assessment (quantitative & qualitative)
- Program evaluation surveys (quantitative, with open ended questions)
- Staff exit interviews (qualitative)
- Continuous communication with program staff and community members (qualitative- participant check

Allows us to put the traditional program findings in the context of the community

CONCLUSIONS:

- We found the Fortaleciendo la Comunidad CBPR evaluation procedures allowed us to understand the traditional program analysis within the context of community
- However, there are barriers to CBPR evaluations
  - Increased time and money
  - IRB guidelines are not designed for CBPR evaluations
  - Funding required surveys
- Overall, we feel that CBPR methods allowed the evaluation design, implementation, and findings to be useful to the community
  - Avoided the "black hole of evaluation"
  - Increased the evaluation capacity of the community

QUESTIONS???

- A complete copy of the Fortaleciendo la Comunidad evaluation can be found at www.outcomesmhcd.com by the end of November 2008
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