Evaluation of a New Community Organizing Program at a Latino Advocacy Nonprofit in Pittsburgh, PA

by

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MPH, University of Pittsburgh, 2020

Submitted to the Graduate Faculty of the

Department of Behavioral and Community Health Sciences

Graduate School of Public Health partial fulfillment

of the requirements for the degree of

Master of Public Health

University of Pittsburgh

2020

UNIVERSITY OF PITTSBURGH

GRADUATE SCHOOL OF PUBLIC HEALTH

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Abstract

Pittsburgh, Pennsylvania is an Emerging Latino Community (ELC), where Latinos are a small but rapidly growing population segment. ELCs lack the social networks and access to resources present in traditional migrant locations. This inhibits community capacity-building and yields limited social support. Lack of social support is associated with increased mortality risk. ELCs demonstrate increased alcohol use, depressive symptoms, and lower physical activity compared to communities with greater social support. Interventions that address social support and community engagement may mitigate these adverse outcomes and are thus of public health significance, particularly in ELCs.

Casa San Jose (Casa) is a Latino advocacy nonprofit that promotes integration and self-sufficiency among Pittsburgh Latinos. In January 2019, Casa created its community organizing program to: (1) provide peer-led leadership training to participants and (2) connect participants to resources by holding monthly community meetings. Through peer-led trainings and connecting participants to resources, Casa has cultivated a space where participants feel comfortable becoming more civically engaged and encouraging their peers to do the same.

In April 2019, Casa requested a program evaluation. The evaluation objectives were to: (1) clarify the community organizing program's goals and desired outcomes; (2) conduct a

preliminary process evaluation; and (3) develop tools for outcome measurement in subsequent program evaluations that Casa could conduct independently.

Methods I used to address project objectives included gaining access to the setting, participant observation, in-depth interviews, meetings with Casa staff, and creating preliminary evaluation tables.

The results of this evaluation project align with its original objectives and are comprised of a description of Casa's program goals and desired outcomes, identification of results from a preliminary process evaluation, and definition of parameters for future Casa-directed evaluations.

Evaluation results demonstrate that Casa has laid a solid foundation for its community organizing program. Leadership development workshops have helped participants become more civically engaged while gaining valuable communication skills. Community meetings have connected participants to resources. Adjustments, including more systematic communication with program participants and reaching Latinos outside of Casa's pre-established network will further increase community capacity and participant self-efficacy, thereby improving public health outcomes such as depressive symptoms and alcohol use.

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Preface

In this thesis, I discuss the importance of social support, so it is only proper that I acknowledge some of the social support I have received myself. First, I would like to thank my parents for supporting my academic endeavors. Second, I would like to thank the Casa staff who helped make this work possible; gracias Veronica Lozada, Ibania Rivas and Monica Ruiz. Lastly, I would like to thank my wonderful committee members: Dr. Ross, Dr. Hawk, and Dr. Documet.

Though I have only known Dr. Ross for a few months, she has been nothing but kind and helpful. It is easy to tell, even from email correspondences, that she is a thoughtful, brilliant professor. During my time as a student at the Graduate School of Public Health (GSPH), Dr. Hawk has been an excellent faculty advisor. She is incredibly accomplished, yet humble and nonjudgmental. As early as my second semester, she encouraged me to take doctoral-level courses in research methods and evaluation, which immensely enhanced my academic experience. Dr. Hawk is someone who lifts up others, and I feel like a million bucks after every conversation I have with her.

After taking Dr. Documet's "Intro to Applied Research" course during my first semester at GSPH, I reached out to her to tell her I liked her class, to say I was fluent in Spanish, and to ask if she knew of any relevant public health opportunities. Almost immediately, she connected me with Casa San Jose and we began planning my practicum. She has a great depth and breadth of knowledge of the Latino community in Pittsburgh. Serving as my practicum advisor and the Committee Chair for my thesis, she has always provided me with thorough feedback and has continuously pushed me to do my best work.

Thank you all.

1.0 Introduction

In January 2019, Casa San Jose (Casa) created its community organizing program to provide peer-led leadership training to program participants and empower program participants to connect with local organizations by holding monthly community meetings. Four months after the program began, Casa requested an evaluation, which I undertook for my school practicum.

This work is a preliminary process evaluation that took place between April and September 2019. The objectives of this work were threefold: (1) to clarify program goals and desired outcomes; (2) to conduct a preliminary process evaluation; and (3) to develop tools for outcome measurement in subsequent program evaluations that Casa could conduct independently.

In the Background section, I will define Emerging Latino Communities (ELCs) and social support, which will emphasize the importance of Casa and its community organizing program. I will then describe Casa and its role in the Latino community in Pittsburgh. I will identify some previous peer-led *(promotor)* public health interventions undertaken with Latinos in ELCs. Next, I will provide definitions of relevant evaluation terminology to preface evaluations completed of previous *promotor* public health interventions and the program evaluation I completed with Casa.

Upon providing an understanding of this evaluation's background, I will identify and explicate its methods. I will then present the results of the evaluation, discuss them in the context of existing literature, and conclude the paper by summarizing the findings. Evaluation tools developed as part of this evaluation can be found in Appendices A-G.

2.0 Background

This chapter identifies the problem to be addressed, provides a background on Casa's work and the need for creation of a community organizing program for Latinos in Pittsburgh. It also defines and discusses relevant literature for: ELCs, social support, *promotor* interventions in Latino communities, evaluation terminology, evaluations of *promotor* interventions and limitations of the literature. Each component will then be connected to Casa's community organizing program and its evaluation.

2.1 Problem Identification

Pittsburgh is an ELC, where Latinos are a small but rapidly growing segment of the population (1). ELCs have fewer resources and weaker social networks compared to traditional migrant destinations, thus posing threats to Latinos' physical and mental health and making it challenging for Latinos to be civically engaged (1; 2; 3).

Casa created a new community organizing program in January 2019. The program has two components: monthly community meetings and a leadership development program. Since the program was new at the time of evaluation, it had not been previously evaluated nor were there evaluation protocols in place. Further, while Casa had envisioned the program's goals, there was limited documentation of these goals and the activities and outputs needed to reach them. Thus, part of the evaluation process was to clarify these program components. Literature on Emerging

Latino communities, social support, and peer-led *(promotor)* interventions can enable one to understand the context in which Casa's community organizing program operates.

2.2 Casa San Jose

Casa is a nonprofit community resource center in Pittsburgh, PA that aims to promote local integration and self-sufficiency among Latino immigrants by empowering and educating community members in a culturally-appropriate manner (4). The organization offers a variety of services, ranging from emergency response coordination to a youth mentoring program (5). Established in 2013 by the Sisters of St. Joseph of Baden, Casa has served over 1,000 Latinos and its website states that the organization is a go-to source of support for the rapidly growing Latino immigrant population in Pittsburgh (4). Having served the Latino community for over half a decade, Casa has made it a priority to identify the community's social service needs (4). To assess these needs, Casa worked with several community partners in 2016 to conduct focus group-like meetings, or *pláticas* with community members. Results from these *pláticas,* discussed in greater detail in section 2.7, serve as Casa's Executive Director's rationale for creation of Casa's community organizing program.

2.3 Emerging Latino Communities

There are limited educational and health care resources for Latinos in ELCs and pertinent social services may not yet be developed (6; 1; 3). Over the past decade, Latino immigrants have

moved beyond traditional enclaves (e.g., California, South Florida, New York), and have increasingly flowed to ELCs (6; 2). In ELCs, populations that are already small tend to be dispersed, and thus there is not the same level of social support for Latino immigrants as there would be in traditional migrant communities (3). This lack of social support exacerbates pre-existing health disparities that arise from fear and trauma associated with immigration (6; 1; 3).

About 50 percent of Latinos moving to ELCs have limited English proficiency and find that health, education, social, and translation services may not have adequate resources to address their needs (6; 2; 7; 3). Low English proficiency among immigrants in ELCs poses an additional barrier to engaging with non-Latinos in their communities (8) and accessing care (1). A study that measured available resources for Spanish-speaking immigrants in Federally-Qualified Health Centers (FQHCs) found that Latino patients with low English proficiency within ELCs were 40 percent less likely to receive an appointment than those in traditional locations, and that 92 percent of FQHCs in traditional locations offered appointments with either Spanish-speaking clinicians or translation services with non-clinical bilingual staff, compared to 54 percent in ELCs (2). Additionally, low English proficiency may result in misinformation about available resources (7; 3) and increase reliance on children, who may be more proficient in English, to translate school-related documents and convey important information (8).

2.4 Social Support

Social support is defined as intentional assistance exchanged through social relationships and interpersonal transactions (9).

2.4.1 Social Support and Adverse Health Outcomes

In a meta-analytic review of 148 independent studies about social support, Holt-Lunstad et al. found that social relationships significantly predict mortality, with a 50 percent increase in odds of survival as a function of social relationships even after adjusting for age, sex, initial health status, follow-up period and cause of death (10). Among a random sample of 6928 adults in Alameda County using the 1965 Human Population Laboratory Survey, Berkman & Syme found that people who lacked social and community ties were more likely to die within a nine-year period compared to those who had social and community ties, after controlling for socioeconomic status, physical health, and use of health care services (11). House et al. found that lack of social relationships impact health to a similar extent as do smoking, blood pressure, blood lipids, obesity, and physical activity (12). Holt-Lunstad et al. found that social support was associated with improvements in patient care, increased compliance with medical regimens, and decreased rates of cardiovascular disease development and progression (10).

Nondirective social support (NDSS), which is cooperative and based on participants' preferences, is more effective at promoting behavior change compared to directive support, which guides participants to a course of action determined by those delivering an intervention (13). NDSS is positively associated with disease management, adaptive coping, satisfaction, self-efficacy and quality of life, while direct support does not have such an effect (14; 15).

2.4.2 Nondirective Social Support and *Promotor* Interventions

An effective way to provide social support to the Latino community is through *promotor,* or community health worker, interventions (1; 14; 16). *Promotores* are trusted community

members trained to provide information and peer support (1). These community members build rapport with members of their own community and deliver social support in a culturally appropriate way (14), and ideally provide accountability, teaching, enthusiasm, and personal recognition of efforts to program participants (16). *Promotor* interventions, which are undertaken by community members to serve their own communities, can serve as a form of NDSS, as the *promotor* is the participants' peer and can tailor programming on an individual or small group level based on participants' needs and desires (16).

Some *promotor* interventions use *popular education*, which entails creating settings where community members can identify common problems, reflect on causes and effects, and together seek solutions (17). This concept was developed by Paulo Freire, a Brazilian educator, to mobilize the working class in Latin America. It entails horizontal relationships between teachers and participants to elicit new perspectives and to create change. Popular education is built on participants' life experiences and involves tasks such as role playing and the creation of needs assessments. Bringing together program participants in a popular education context enhances participants' knowledge, awareness of root causes, and self-efficacy regarding changing a situation, thereby increasing their ability to seek solutions to community problems. For program participants to gain an increased sense of empowerment, it is crucial that PE takes place in a nonjudgmental setting where participants and facilitators are "equals" (17). *Promotor* interventions have long been a part of health promotion efforts in Latin America and with Latinos in the United States to address everything from cancer to stress (16). These interventions a useful way to reach people in ELCs, as low-income Latinos tend to have small personal networks comprised of other Latinos (1; 3).

2.5 Program Evaluation

To understand the nature of this preliminary process evaluation, one must first understand what an evaluation is. Evaluations aim to clearly define the intended problem to be addressed, justify an evaluator's approach, and provide an outline for measuring achievements (18). A *process evaluation* enables the evaluator and program stakeholders to understand whether a program was implemented as planned, and *why* it was or was not successful (19). This is in contrast to an *outcome evaluation,* which provides insight as to the program's success. To develop a process evaluation plan, the evaluator must undertake three tasks: (1) describe the program and how it is supposed to work; (2) define the reasons for undertaking a process evaluation; and (3) consider the program characteristics and context, and how those may affect implementation (19). *Formative* uses of process evaluation use data to inform and fine-tune a program, while *summative* uses of process evaluation use these data to determine whether the program was implemented as planned (e.g., reached intended participants) (19). The current evaluation was formative and is intended to be used to make slight modifications to Casa's community organizing program, I provide summative measures in all evaluation tables, expecting that Casa staff could use them to evaluate future iterations of the program.

To describe a program, as is required for a process evaluation, it is helpful to create a *logic model*. This dynamic document is a picture of how an organization does its work, and the theory and assumptions upon which a program is based (18). *Logic models* delineate program inputs, activities, outputs, and outcomes, and can be edited over time as these factors evolve (18). While a *logic model* serves as a roadmap for program planning and implementation, an *evaluation table* delineates complete and acceptable *delivery* of a program and ways that program delivery can be measured. In other words, an *evaluation table* states the metrics and questions an evaluator wants

to measure, and the method(s) used for obtaining this information (e.g., meeting attendance sheets or semi-structured interviews with program participants).

Fidelity, dose delivered, dose received, reach, recruitment, and *context* are ways to describe complete and acceptable program delivery (19). Measuring *fidelity* entails understanding the extent to which an intervention was implemented as planned and the quality of the intervention (19). *Dose delivered* refers to the number of sessions held, and *dose received* refers to the extent to which program participants engage with and/or are receptive to program activities (19). *Reach* entails measuring attendance and documenting barriers to participation, while *recruitment* refers to the procedures used to approach participants and maintain their involvement (19). *Context* refers to environmental factors that may influence participation.

2.5.1 Evaluation of *Promotor* Programs

There are many evaluations of *promotor* programs, three of which I summarize as examples of applying evaluation techniques to public health interventions in Latino communities and the outcomes generated from these evaluations.

After conducting a lifestyle behavior intervention using *promotoras* to address obesity among immigrant Latinas in California, Albarran et al. conducted four focus groups and seven semi-structured interviews to evaluate the ways in which *promotoras* helped intervention participants reach their goals, participants' perceptions of *promotoras,* and how to improve future iterations of the intervention (16). The data indicated that participants viewed *promotoras* as effective teachers because they were able to convey the relevant information to help participants reach their goals, while also cultivating a supportive classroom environment *and* building one-on-

one relationships with participants (16). The social and emotional support provided by *promotoras* motivated participants to continue with the intervention, even when it was challenging (16).

In a *promotor* intervention in Pittsburgh that aimed to connect Latino men to services in the Latino community, Documet et al. conducted a process evaluation to measure the feasibility of hiring, training, and retaining *promotores* to recruit and assist intervention participants. This evaluation was completed by analyzing project management data and *promotor* debriefings and comparing them to a logic model and evaluation table created at the project start (7). Results indicated that 11 *promotores* were able to recruit 182 participants and requested training on topics relevant to participants' needs, such as sexual health, housing, and immigration (7). This expressed need for training based on participant needs emphasizes the non-directive nature of social support in *promotor* interventions.

A community-based public health program called *Poder es Salud*/Power for Health aimed to increase health and decrease disparities in African American and Latino communities in Oregon through training community health workers (*promotoras)* in popular education (17). Wiggins et al. sought to evaluate the impact of popular education on both *promotoras* and on program participants through conducting in-depth interviews with *promotoras* (17). Interview questions came from an interview guide developed by those implementing the program. *Promotoras* said that they became more involved with the community in other ways after being part of the program, and that they had an increased desire to advocate for their communities. *Promotoras* also observed that, after completing the program, participants contributed more at community events, displayed greater quality and quantity of leadership, and had an increased sense of community solidarity (17). Based on these results, Wiggins et al. concluded that the use of *promotoras* and popular

education fostered a sense of community empowerment and could thus contribute to mitigating health disparities (17).

2.6 Limitations of Literature

While the literature comprehensively addresses social support, its link to mortality, ELCs, and *promotor* interventions, the literature on ELCs and *promotor* interventions focuses heavily on physical health and barriers to care. While this is important and relevant to the population that Casa serves, Casa's main goal with its community organizing program is to improve civic and social engagement within the Latino community. To my knowledge, there is no literature exclusively addressing *promotor*-led civic and social engagement within ELCs as a means of increasing social support.

2.7 Casa's Community Organizing Program

2.7.1 Context

In 2016, Casa and the Latino Family Center, with technical support from the Center for Health Equity at the University of Pittsburgh, developed a needs assessment to identify the strengths and needs of Pittsburgh's rapidly growing Latino community (8). Community members expressed their needs and strengths through focus groups, or *pláticas*, which were led by Latino community members trained to facilitate these sessions. Men and women had separate *pláticas* in

several Pittsburgh neighborhoods, with a separate room in each facility for childcare. Participants noted that they relied on Casa for translation and interpretation service, assistance with filling out paperwork, for legal and health concerns, and for access to transportation and housing (8).

Community members in both groups desired information on how to navigate Pittsburgh's transportation system, how to get to a clinic, make an appointment, and pay for health care (8). Community members identified legalizing migratory status, having a good and independent job, and their children being able to prosper as goals they hoped to accomplish in the future (8).

To empower community members to seek out their goals, the report summarizing the *pláticas* suggested that there was a need for programs that combined advocacy with community development to promote knowledge and skills, thereby promoting self-sufficiency (8). One suggestion for increasing community development and social support was leadership training for community members to advocate for their rights and become peer leaders who could teach others about their rights and resources. Another suggestion was hosting monthly workshops to empower community members by connecting them to resources that could meet their needs (e.g., opening a bank account or building relationships with local police) (8).

2.7.2 Community Organizing Program Establishment and Connection to the Literature

In January 2019, Casa created a new community organizing program based on the leadership training and community workshop suggestions from the *pláticas* (8). As such, PE served as the basis for the program's development. After meeting with Casa's Executive Director in May 2019, I developed Figure 1 to represent her rationale for developing the community organizing program.

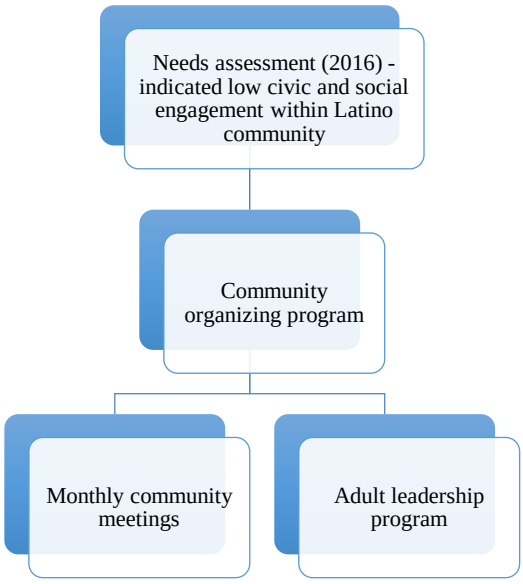


Figure 1: Casa San Jose's Community Organizing Program Rationale

During our meeting in May, Casa's Executive Director said that the community organizing program is run by a Program Coordinator (PC) who is a native Spanish speaker, a Latina immigrant herself, and has experience with community capacity-building. She emphasized the importance of the PC's ability to build rapport with program participants by interacting with them in culturally sensitive ways. While Casa's Executive Director did not explicitly use the word *promotora* to describe the PC, her role at Casa and in the community is consistent with *promotoras* described in previous studies. The PC fits this role because of her ability to connect with program participants by speaking Spanish, meeting participants at their homes when needed, thanking them for their time, asking participants about their needs and developing program activities based on those needs, and by simply being a first-generation Latina immigrant herself.

The literature demonstrates that *promotora* interventions are an effective way to provide social support and mitigate health issues within Latino communities, regardless of whether they are ELCs. Further, it is feasible to evaluate these interventions.

3.0 Methods

This work was conducted from April to September 2019 and aimed to meet the following objectives: (1) clarify program goals and desired outcomes; (2) conduct a preliminary process evaluation; and (3) develop tools for outcome measurement in subsequent program evaluations that Casa could autonomously conduct. It entailed participant observation, in-depth interviews, meeting monthly with Casa's Executive Director to review Casa's pre-existing documents, and creating evaluation tables as a basis for measuring program outputs and outcomes. In the following subsections, I describe how I gained access to the setting and then I describe, in detail, each data collection method I undertook to obtain the results.

3.1 Access to the Setting

In April 2019, I introduced myself to Casa staff by attending a staff meeting, informed everyone about my role in evaluating the community organizing program, and learned about others' roles in the organization. I created a log to keep track of my hours and tasks completed. I identified relevant stakeholders so I could later ask them questions about the program and the outputs and outcomes they wanted to obtain from the evaluation. To gain a greater understanding of the leadership program and monthly community meetings, I asked the PC if I could attend both sets of meetings. The PC said I could and told me all the pertinent dates and times. Attending and participating in meetings enhanced my ability to gain access to the setting over the course of the

evaluation. Spanish was the sole language spoken at meetings, and I felt comfortable listening, taking notes, and participating when appropriate because I am fluent in Spanish.

To understand the context in which Casa and its community organizing program were operating, I read literature about ELCs, PE, and *promotores.* To gain a better understanding of the evaluation work I was to undertake, I read literature about logic models and evaluation.

3.2 Participant Observation

Participant observation entails observing group dynamics, spatial arrangements, specific activities and movements, language spoken, and verbal and nonverbal interaction while participating (20). I undertook participant observation at five leadership program meetings and four monthly community meetings to gain a firsthand understanding of program activities. At leadership program meetings, I participated fully in discussions and activities to get to know the program participants and to mitigate potential disruption to the group dynamic by appearing as an outsider. At monthly community meetings, where the activities were more lecture style and contingent upon participants asking questions at the end, I did not ask any questions, but engaged in active listening. At both sets of meetings, I ate some of the food provided when it was offered to me, as I noted at my first meetings that sharing food is a crucial component of being part of the group.

At the first leadership program meeting I attended in May 2019, I introduced myself to program participants and participated in the meeting at the invitation of the Volunteer Consultant (VC), who was facilitating the program at the time. When I attended my first monthly community

meeting in June 2019, I introduced myself to the people sitting next to me, but did not introduce myself to the entire group, as there were over 50 participants and it was a lecture-style meeting.

In May and June, my participatory approach at leadership program meetings and my observational approach at monthly community meetings enabled me to identify possible evaluation tools, (e.g., attendance sheets, meeting agendas), observe group dynamics and spatial arrangements, and to begin developing the program logic model. In July through September, I did this to continue collecting information on number of attendees, program activities and outputs. At each of the nine meetings, I took written notes, observed attendance protocols and collected meeting agendas and all handouts given to program participants.

3.3 In-Depth Interviews

I conducted three semi-structured in-depth interviews over the course of this evaluation. The first interview took place with the PC on May 20, 2019 at 11:00am at Casa. This face-to-face interview was audio-recorded, lasted approximately one hour, and was conducted and transcribed in Spanish. Prior to conducting the interview, I developed a brief interview guide with questions about the leadership program and the monthly community meetings. Based on my guide, I asked the PC to describe *what* each program component was, *who* attended the meetings, *where* and *when* meetings took place, *why* each program component existed, *how* she recruited and retained program participants, and barriers and facilitators to implementing each program component.

After two months of undertaking participant observation at leadership program meetings and the first program session had ended, I conducted an interview with the VC via telephone at 2:00pm on July 24, 2019. The interview lasted approximately 25 minutes. We spoke in English,

and I audio-recorded and later transcribed the interview. Since the VC facilitated the leadership program meetings and was not involved with the monthly community meetings, we exclusively discussed the leadership program. I asked her whether she was able to implement the curriculum as planned (fidelity), the extent to which all lessons in the program were implemented (dose delivered), whether participants seemed to enjoy the activities (dose received), whether she, the VC, was satisfied with the curriculum (dose delivered), and what were barriers and facilitators to implementing the curriculum (context).

The third interview took place with the PC at 4:00pm on August 28, 2019 at Casa. It is important to note that this interview was conducted with a new PC (hereafter referred to as PC2), who assumed this role in mid-June 2019. This interview took place in English, lasted approximately one hour, and was audio-recorded and later transcribed. For the leadership program, we discussed the extent to which the curriculum was implemented as planned (fidelity), the extent to which all lessons in the program were implemented (dose delivered), the extent to which participants enjoyed the program's activities (dose received), whether she was satisfied with the curriculum (dose received), to how many participants the program was delivered (reach), recruitment procedures (recruitment), and barriers and facilitators to program implementation (context). Similarly, for the monthly community meetings, we discussed the extent to which meetings were implemented as planned (fidelity), the number of participants who attended five or more meetings since the start of the program in January (reach), recruitment procedures (recruitment), and barriers and facilitators to implementing the program (context).

3.4 Monthly Meetings with Casa's Executive Director

I met with Casa's Executive Director once per month from April through September 2019, for a total of five one-on-one meetings. These meetings lasted between 15 and 45 minutes. I took notes during all meetings.

In April, our meeting took place immediately after I had introduced myself to the entire Casa staff. Casa's Executive Director further explained Casa's role in the Pittsburgh Latino community and suggested that I talk to the PC to learn more about the community organizing program. In May, I aimed to clarify what Casa's Executive Director wanted from the evaluation and to ask whether she had a logic model for the community organizing program. In June, we met to pinpoint program goals and revise the program's pre-existing logic model to more accurately reflect those goals.

In July, we discussed a second iteration of the program logic model I had created. We also discussed her desired "numbers" for specified outputs for a finalized logic model. In August, I asked her to provide feedback on the surveys, pre/post-surveys, and interview guiding questions I had developed for evaluation to ensure that: (1) the tools enabled us to gain insight into whether the program was working; and (2) program participants would feel comfortable using the tools.

3.5 Preliminary Evaluation Tables

After conducting the first interview with the PC, observing several leadership program and monthly community meetings in May and June of 2019 and meeting three times with Casa's Executive Director, I began to develop evaluation tables for my preliminary process evaluation. I

did this as a method for measuring complete and acceptable delivery of the community organizing program. Tables 1 and 2 show the process evaluation questions, data sources, tools and procedures, data analysis and reporting protocols for the leadership program and the monthly community meetings. The leadership program and monthly community meetings are separated into distinct tables because, though they have the same desired outcomes, they have different program activities and desired outputs. Each table identifies measures of fidelity, dose delivered, dose received, reach, recruitment and context for its respective program component.

Table 1: Methods – Leadership Program Process Evaluation Table

	Process Evaluation Question	**Data Sources**	**Tools and Procedures**	**Timing of Data Collection**	**Data Analysis or Synthesis**	**Reporting**
Fidelity	To what extent was the curriculum implemented as planned?	Volunteer Consultant Program coordinator	Interviews	Each time program is evaluated: conduct two interviews	Compare log and interview responses to logic model	Formative: feedback written down Summative: findings summarized for evaluation report
Dose Delivered	To what extent were all lessons in the program implemented?	Consultant or program coordinator Participants	Pre- and post-surveys	During each meeting First (pre) and last (post) sessions of each cohort	Compare log to logic model, learning objectives Compare pre- and post-test answers; note trends	F**: See above S**: See above
Dose Received	Did participants enjoy the programs and activities? Was the instructor satisfied with the curriculum?	Participants Consultant or program coordinator	Surveys Interview	Each time program is evaluated	Survey response frequencies summarized Identify salient themes from interviews (initial evaluation only)	S: reported after participants
Reach	Was the program delivered to >80% of participants?	Program coordinator	Attendance sheets	Taken at each leadership program meeting	Look at # of participants attending >80% of meetings divided by total # participants	F: report by meeting S: report by learning objectives, overall attendance
Recruitment	What procedures were followed to recruit participants to the program?	Program coordinator	Interview	One-time interview	Review interview transcription to identify recruitment procedures	F: identify and standardize most effective recruitment procedures S: describe for evaluation report

Table 1 Continued

Context	What were barriers and facilitators to implementing the curriculum?	Consultant Program coordinator	Interviews	Each time program is evaluated	Themes identified through qualitative analysis (initial evaluation only)	S: describe for evaluation report

** = F stands for formative, S stands for summative

Table 2: Methods - Monthly Community Meetings Process Evaluation Table

	Process Evaluation Question	**Data Sources**	**Tools and Procedures**	**Timing of Data Collection**	**Data Analysis or Synthesis**	**Reporting**
Fidelity	To what extent were the meetings implemented as planned?	Program coordinator	Interview	Each time program is evaluated: conduct interview	Compare log and interview responses to logic model	Formative: feedback written down Summative: findings summarized for evaluation report
Dose Delivered	To what extent did allied organizations and political leaders engage with meeting attendees?	Organizations Political leaders	Surveys administered in person or via Google Forms	After each meeting – give paper survey or send link to organization that presented	Identify which factors compel organizations and political leaders to work with Casa	F**: report by organization/ affiliation S**: findings summarized for evaluation report
Dose Received	Did participants enjoy the programs and activities? Were the allied organizations satisfied with the meetings?	Participants Allied organizations Political leaders	Anonymous paper surveys administered by external person Surveys administered on paper or via Google forms	One-time survey when conducting evaluation After each meeting – give paper survey or send link to organization that presented	Survey response frequencies summarized for both surveys	S: reported at the end of each evaluation period
Reach	Did at least 35 participants attend five or more meetings in the past year?	Program coordinator	Interview	Each time program is evaluated	Ask # of participants that have attended five or more meetings	F: report by meeting S: report by topic, overall attendance

Table 2 Continued

Recruitment	What procedures were followed to recruit participants and organizations for the program?	Program coordinator	Interview	One-time interview (initial evaluation only)	Transcribe interview to identify recruitment procedures	F: identify most effective recruitment procedures, make standard S: describe for evaluation report
Context	What were the barriers and facilitators to implementing meetings?	Program coordinator Allied organizations	Interview Survey	Each time program is evaluated After each meeting	Themes identified through qualitative analysis (initial evaluation only)	S: reported after evaluation completed

** = F stands for formative, S stands for summative

4.0 Results

The results of this work align with its original objectives and are comprised of: (1) a description of program goals and desired outcomes; (2) results from a preliminary process evaluation; and (3) defined parameters for future evaluations. The program description includes a logic model and theories of change for the leadership program and monthly community meetings. Results from the preliminary process evaluation include measures of reach, fidelity, dose delivered, dose received and context. Lastly, parameters for future evaluations are identified and defined through evaluation tables for each program component and evaluation tools.

4.1 Program Description

The first step of this preliminary process evaluation was to clarify program theory, assumptions, inputs, outputs, and desired outcomes. Figure 2 is the logic model I created to delineate these components.

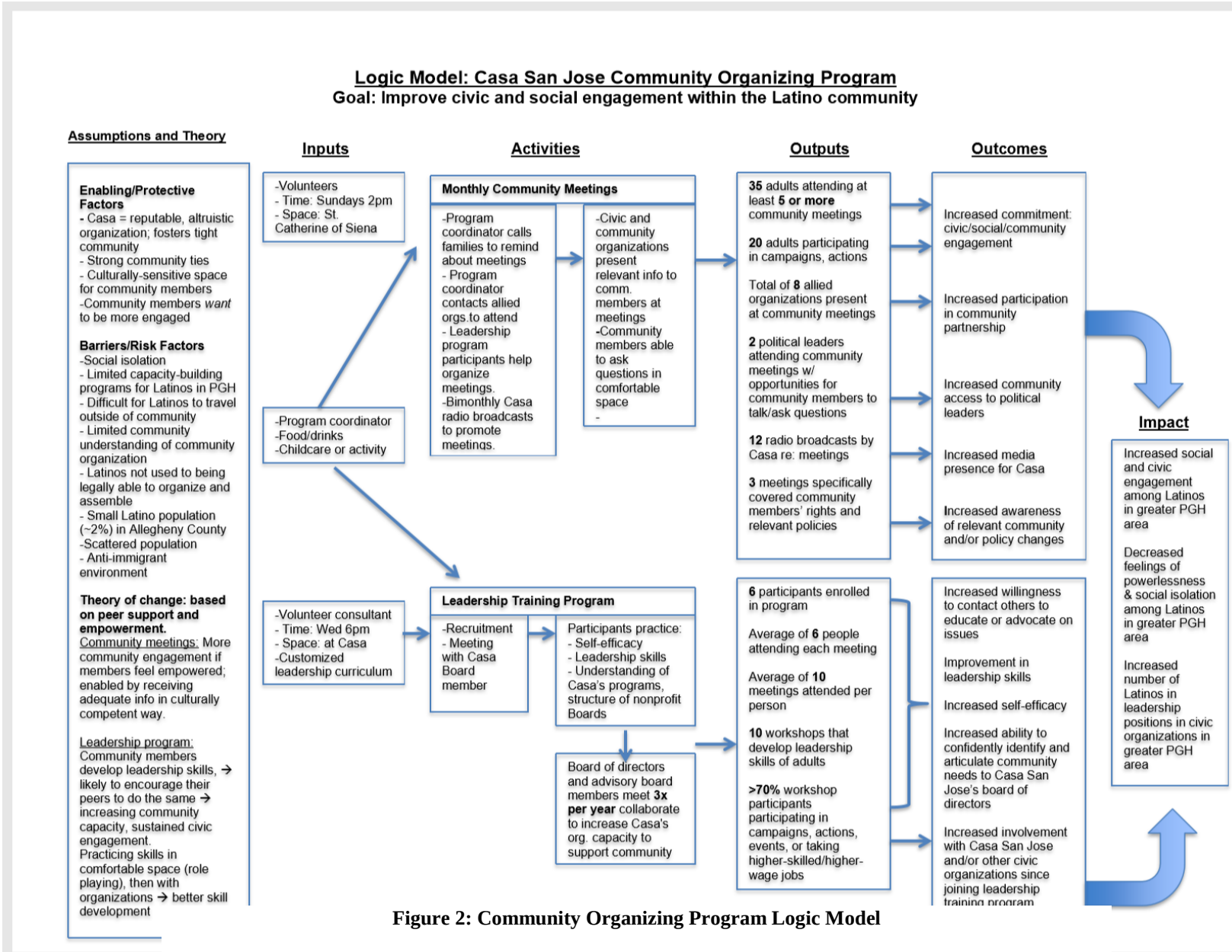


Figure 2: Community Organizing Program Logic Model

4.1.1 Program Theory and Assumptions

Evaluation of Casa's community organizing program is a *theory-based evaluation,* which provides information about the mechanisms that intervene between program activities and results, and shows which chains of assumptions are supported by the data collected (21). Theories and assumptions about Casa's role in the community, participants' desire to be more civically engaged, and limited opportunities for community engagement in ELCs are pertinent to the community organizing program.

Based on the 2016 community needs assessment (8), my participant observations, the in-depth interviews conducted, and my monthly meetings with Casa's Executive Director, it is apparent that the Pittsburgh Latino community trusts Casa because the organization provides services based on expressed community needs and does so in a culturally-sensitive manner. In my interview with the PC in May, she noted that the meetings took place on days and at times suggested by program participants. Another example, described by the PC2 during her interview in August, is that Casa provides food and childcare for program participants during meeting times to mitigate barriers to participation.

An enabling factor for the program, drawn from meetings with Casa's Executive Director, my three in-depth interviews and the *pláticas,* is that Latino community members would like to be more engaged with their community. Latino community members would also be willing to participate in programs that offer social support through popular education, especially in the context of obtaining this knowledge from known and respected community members, such as the PC and the PC2.

Since Pittsburgh is an ELC, it is assumed that program participants will face the same barriers to participation as they would in any ELC. These barriers include having limited resources,

a dispersed population, and small social networks (1; 3). Another barrier identified by Casa's Executive Director during our meetings is that Latino immigrants are not used to being able to legally organize and assemble and this have a limited understanding of the importance of community organization. Casa's Executive Director, the PC and the PC2 all identified Pittsburgh's anti-immigrant climate as another barrier to possible participation in the program.

The theory of change for both program components is based on peer support and empowerment.

Specifically, the theory behind the monthly community meetings is that Casa can empower program participants by providing them with information and connecting them to the resources they need. Through participant observation at monthly community meetings, participants indicated interest about each topic through active listening body language and by asking questions. The PC and PC2 both noted in their interviews that they select allied organizations based on community needs. Casa's Executive Director noted that the entire premise of the monthly community meetings was to provide knowledge and access to resources in a culturally sensitive way. She confirmed that Figure 3 accurately represented the program's theory of change: upon increased awareness of information and resources, program participants will feel more empowered and thus be more engaged in the community and encourage their peers to do so as well.

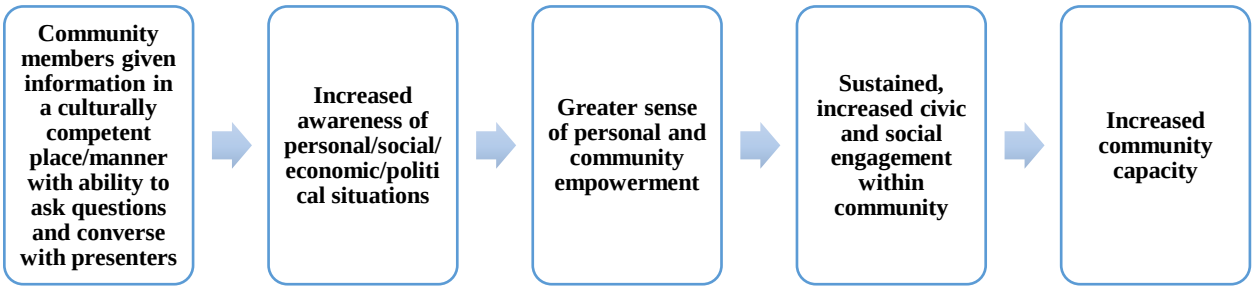


Figure 3: Monthly Community Meeting Theory of Change

During one of our meetings, Casa's Executive Director explained that, through the leadership program, participants receive peer support while developing the skills needed to work within the community and to advocate for community interests in formal settings. This results in increased leadership capacity and community empowerment, thereby promoting increased civic engagement, and ultimately, increased community capacity.

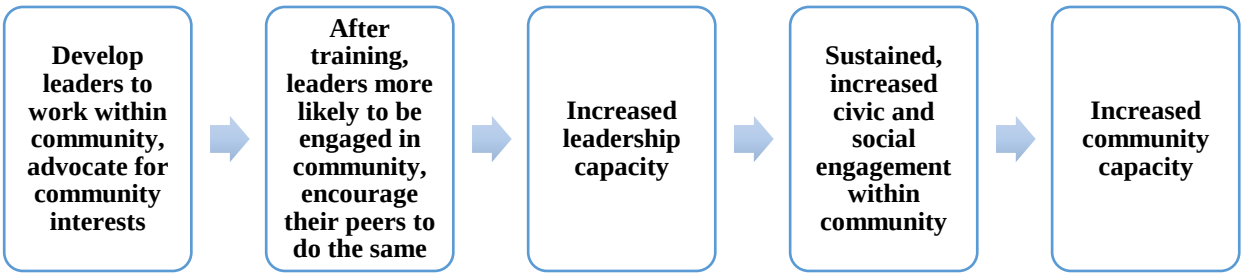


Figure 4: Leadership Program Theory of Change

4.1.2 Program Inputs

I observed that three inputs were present for both components: a program coordinator, food and drinks, and either a separate room for supervised childcare or an activity for children to do while program participants were at meetings.

Inputs specifically for the monthly community meetings included the meeting date and time, the meeting locale, and volunteers. In my interview with the PC in May, she stated that the monthly community meetings took place at 2:00pm on the third Sunday of each month at St. Catherine of Siena church, and that she decided on the date, time and place based on feedback she sought from program participants. She said she sought this feedback by talking to participants before or after meetings. Based on participant observation I undertook during the community meetings, I saw that there were generally three to four volunteers at each one. These volunteers

passed out papers distributed by the presenting organizations and ensured that all participants signed the meeting attendance sheet.

I observed that the inputs specifically for the leadership program included the VC, the meeting date and time, the meeting locale, and a customized leadership curriculum. The PC would be present during meetings but was not an active participant. As with the monthly community meetings, in my interview with the PC in May, she stated that the leadership program meetings took place at a time, date and place decided by the program participants. Thus, meetings took place every other Wednesday at 6:00pm at Casa. During my interview with the VC, she noted that she developed the leadership program curriculum based on feedback from program participants and on leadership skills from which she believed the group could most benefit.

4.1.3 Program Activities

Program activities differed between the monthly community meetings and the leadership program and will thus be presented in separate subsections.

4.1.3.1 Monthly Community Meeting Activities

To promote attendance and acknowledge program participants' busy schedules, the PC2 said during our interview in August that she generally calls participants about one week and again a few days prior to a monthly community meeting. The PC2 also explained that allied organizations generally contact Casa to ask if they can connect with program participants, and that she decides which ones she will host based on community needs. During my participant observation at community meetings, I noticed that several of the volunteers who were passing around relevant pamphlets and the attendance sheet were leadership program participants who sought new ways to

be involved with the community. Lastly, the PC stated in our interview that Casa worked with the broadcaster of the local Spanish-speaking radio station every two weeks to promote the monthly community meetings.

Based on data from participant observation, interviews with the PC and the PC2, and my meetings with Casa's Executive Director, activities that took place during the meeting included presentations and question and answer sessions. During the meetings, civic and community organizations approved by the PC2 would present information to program participants and after the presentations, at least 15 minutes were devoted to the organizations answering program participants' questions. According to Casa's Executive Director, to ensure participants could ask honest questions, it was important that these meetings took place in a space where participants felt comfortable.

4.1.3.2 Leadership Program Activities

According to the PC and the PC2, leadership program participants were recruited based on either previous experience demonstrating leadership potential or word of mouth through other community members. While neither the PC nor the PC2 noted how many people they talked to versus how many participated in the program, they both noted that six potential participants agreed to join the leadership program.

My participant observation and interviews with the VC and the PC2 concurred that during leadership program meetings, participants practiced skills that promoted self-efficacy; developed leadership skills; and gained an understanding of Casa's programs and the structure of nonprofit boards. Specifically, I observed that participants practiced these skills through role playing activities and seminar-like discussions. The VC noted that participants gained a greater understanding of nonprofit Boards through meeting with a member of Casa's Board of Directors.

Casa's Executive Director stated that, after completing the leadership program, participants had the option of becoming part of a Community Advisory Board (CAB). The CAB would meet three times per year with Casa's Board of Directors to increase Casa's organizational capacity to support the Pittsburgh Latino community.

4.1.4 Program Outputs and Outcomes

As with Program Activities, Program Outputs and Outcomes differ between the monthly community meetings and the leadership program and will thus be presented separately. All program outputs were established by Casa's Executive Director during our meeting in July 2019.

4.1.4.1 Monthly Community Meeting Outputs and Outcomes

Casa's Executive Director made the following statements regarding monthly community meetings: (1) she hoped to have 35 adults attend at least five monthly community meetings over the course of 12 months, with (2) 20 adults participating in campaigns and actions that (3) they became aware of through these meetings. These outputs quantify the program's desired outcome of increased civic engagement. To increase Casa's participation in community partnerships, Casa's Executive Director aimed to have eight organizations present at community meetings over the course of 12 months. To increase Casa's access to political leaders, Casa's Executive Director aimed to have two political leaders attend community meetings and provide opportunities for program participants to ask questions. By promoting monthly community meetings via radio broadcasts at least 12 times, Casa's Executive Director aimed to increase Casa's media presence. To increase participants' awareness of relevant community and/or policy changes, Casa's

Executive Director aimed to have three meetings specifically cover Latino immigrants' rights and relevant policies.

4.1.4.2 Leadership Program Outputs and Outcomes

According to Casa's Executive Director, each iteration of the leadership program would last six months, with a total of 12 meetings. She said she wanted to have six participants enrolled in each iteration with each participant attending 10 meetings, with10 of the 12 total meetings aiming to develop leadership skills (two of the meetings could be an introduction and final celebration). These outputs yielded the following outcomes: (1) increased willingness to contact others to educate or advocate on issues; (2) improvement in leadership skills; and (3) increased ability to confidently identify and articulate community needs to Casa's Board of Directors. Lastly, Casa's Executive Director said she wanted to have at over 70 percent of program participants contribute at least once to campaigns, actions and events, or taking higher-skilled/higher-wage jobs. She said that these outputs would indicate progress towards the program's medium-term desired outcome of increased involvement with Casa and/or other civic organizations since joining the leadership program.

4.1.5 Program Impact

Casa's Executive Director expressed three desired long-term impacts of the community organizing program on the Pittsburgh Latino community: (1) increased civic and social engagement among Pittsburgh Latinos; (2) decreased feelings of isolation and powerlessness among Pittsburgh Latinos; and (3) increased number of Pittsburgh Latinos in leadership positions in civic organizations.

4.2 Results from Preliminary Process Evaluation

Through participant observation, in-depth interviews, monthly meetings with Casa's Executive Director, and development of preliminary evaluation tables, I was able to measure reach/recruitment, fidelity, dose delivered, dose received, and context for both program components.

4.2.1 Leadership Training Program

Reach

In their respective interviews, both the PC and the PC2 stated that they used pre-established relationships to recruit participants for the leadership program. The PC stated that she used phone calls and home visits to build rapport with community members whom she and Casa's Executive Director had identified as displaying leadership potential when participating in community events. The PC2 stated that, prior to assuming her current role, she worked for many years at a social services organization tied to Casa and had a deep knowledge of many of Casa's clients, their struggles and their personalities. As such, she said she recruited former clients and asked them to refer people who they thought would benefit from and be excited about a leadership program:

"I've been working with [the participants] for a couple years now. I know their stories and background stories very well and I can see what can they bring to the table, you know? Most of the ladies, like, it's like, some people are very shy but sometimes they're not shy when they're just talking to me, so I can see the potential that they can bring something to the table. And also it's like their circles; all the people in this group, they have a different circle of friends from everybody else, so it's not like everybody is friends with everybody, it's like they met, you know, in the group,

and that's very beneficial because if you want to reach out to different areas or different people, you have kind of like the keepers."

For the first iteration of the leadership program, according to participant observation and interviews with the VC and the PC2, four of the six initial participants completed the program. This did not meet the program objective delineated in the logic model of having the program delivered to six participants. The VC and the PC2 stated in their interviews that the program was initially comprised of five women and one man, and that the man and one woman did not complete the program. The PC2 noted that the woman had a time conflict and was participating in the program's second iteration, while the man stopped attending meetings for unknown reasons.

Fidelity

During her interview, the VC noted that the program was delivered as planned for all 12 lessons, and that the only deviations were when participants would tell stories and sometimes veer off-topic. I observed this as well during the meetings I attended. Sometimes a participant would describe something that happened to a friend, but then go into detail about other adversities in the friend's life as opposed to relating the story back to the topic at hand. While this conversational time was not in the agenda *per se,* the VC said she believed it was beneficial to the participants, as the personal stories suggested relationship building. I observed that, unless a participant had to excuse herself from the table to tend to her children in the adjacent room, participants were very engaged. Those who did not talk as much indicated active listening through open, leaning in body language.

The VC identified lack of time and low meeting frequency as the primary barriers to implementing everything exactly as planned. However, the VC stated that, given that all the

leadership program participants balanced family and work obligations with being active in the community, it would be unreasonable to make meetings longer and/or more frequent. Based on findings from participant observation and the VC interview, leadership program meetings took place every other Wednesday at Casa from 6:00pm and lasted one to two hours each, as stated in the logic model.

Dose Delivered

In her interview, the VC stated that, given the duration of the program, she believed she covered all the necessary material while also truncating some activities in exchange for program participants having more time telling stories and getting to know each other. If participants got too off-topic during their storytelling, the VC said that she would step in and try to relate the story back to the community. I witnessed this during participant observation as well; the VC would relate the story back to the community by asking follow-up questions to return everyone's attention to the topic at hand. Participants then easily returned to the subject matter. I noted during observation, as the VC stated during her interview, that when sessions ran over time, the VC would assign "homework" to ensure that the participants could address the missed topic at the next meeting. An example of this that I remember from my observation is when the VC asked participants to identify a few community issues and write them down. During her interview, the VC stated more than once that the PC was the "central person" at the leadership program meetings, helped create common ground among program participants, and offered support when participants felt uncomfortable and unworthy.

The PC and the PC2 both stated during their respective interviews that Casa would not use a VC for subsequent iterations of the program and said this was viable because both PCs were

capable of implementing the curriculum themselves and had already established rapport with participants, which the VC stated she had to do at the very beginning of the program, as she had not worked with Casa prior to becoming the VC.

Dose Received

I observed that the PC and the VC worked in tandem to implement the first iteration of the leadership program, with the former in charge of recruitment and logistics, and the latter in charge of creating program content and running the meetings. Due to this observed splitting of responsibilities, both are considered "instructors" for the evaluation purposes depicted in Table 1 in Section 3.5. In the second iteration of the leadership program, I observed and the PC2 stated in her interview, that she led the meetings on her own.

When I interviewed the PC2 and asked her about her satisfaction with the leadership program curriculum, she had recently begun leading the second iteration. She said she was very satisfied with the curriculum and explained the impact that the program had on participants' leadership capacity and self-efficacy: *"the [participants'] potential was there but there never was the time or the motive for them to come more and start working on it, like, as you see now, they're very involved. They wanna do more, they wanna learn more, they're asking more questions, and they are suggesting things."* She then described specific ways that program participants became more involved with Casa during and after the program. In her interview, the PC2 noted that former leadership program participants became role models within their communities and became more motivated to advocate for community needs and empower others, thereby increasing social support. I noticed this as well during my observations, when I began to see the leadership program participants volunteering at or attending the monthly community meetings.

The PC2 also noted that two former program participants reached out to community members on a regular basis and helped them attend meetings. I observed that another former participant took notes and asked questions at meetings so she could report the information back to her peers who were unable to attend. The fourth program participant has advanced her career and now works full-time at Casa as a secretary; I saw her in this new position one day when I was meeting with Casa's Executive Director, who said that the former participant got the job after completing the program. In her interview, the VC noted that all participants completed the first iteration of the program with a greater sense of Casa's goals and the activities the organization undertakes to achieve them.

In addition to stating this at every meeting and providing food, the VC suggested that Casa could also provide each participant with a binder for storing all program papers, as this would enhance participants' sense of legitimacy and belonging in the program.

Context

In their respective interviews, both the PC and the PC2 identified time and finding/providing childcare as the key barriers to implementation of the leadership program. In her interview, the VC noted that key facilitators were having the PC at meetings to support participants through verbal encouragement when they felt "unworthy" of the program, but also remaining professional and keeping the meetings on schedule.

When discussing time as a barrier to leadership program implementation during her interview, the PC2 mentioned one participant who worked all day, came to the meetings, then went back to work and did not get home until 11pm or midnight. The PC2 also noted that some mothers could not find childcare during meeting times, so they had to bring their kids. Since there was no

one to watch the kids during meeting times – unlike the monthly community meetings where there was a separate room for childcare – sometimes meetings could be loud. I can attest to this from participant observation. While I saw that the PC2 provided activities such as a movie or toys for children, younger children could still sometimes be disruptive. However, the PC2 said in her interview that instead of allowing this to deter participants from being in the program, that she told one of the participants, *"If we have to raise our voice, we'll raise our voice but if you're gonna commit to come to the meeting and everybody's okay with it, just bring the kids and we're gonna make it work."* I observed and the PC2 concurred during her interview that she keeps a "surprise box" full of books and little toys under her desk to reward children's good behavior during meetings.

According to the VC and the PC2 during their interviews, having a Program Coordinator present at a meeting to provide encouragement facilitated program implementation. The VC and the PC2 both noted in their interviews that participants initially did not feel worthy of the program and wondered why they were there. The VC and the PC2 stated that participants struggled at first to engage with the material and with each other. The VC explained that during this initial struggle, the PC served as a link for generating conversation and helping participants find common ground with one another. The VC stated that, to do this, the PC asked participants to tell their stories of how and why they migrated to the US. At subsequent meetings, I observed, and the VC's interview conferred that participants would start each meeting by sharing positive and negative events in their life since the last meeting. As mentioned earlier, this storytelling resulted in a more comfortable, team-oriented environment.

The VC and the PC2, with their respective cohorts, said in their interviews that they emphasized that they valued program participants' presence. They both said they did this by

expressing gratitude that participants were able to attend the meetings and by telling them that they were smart and capable. The VC noted that the PC was helpful in this regard because she emphasized that participants *"were chosen because of their recognized leadership potential and they could help community members who might otherwise face a cycle of fear and poverty."* In her interview, the VC stated that it was helpful for Casa's Executive Director to attend one of the meetings and say that she wanted to hear from program participants.

4.2.2 Monthly Community Meetings

Reach

Based on my observations, which I confirmed through my interview with the PC2, there is a multifaceted approach to encouraging community members to attend the monthly meetings: the PC2 asks leadership program members to share flyers for the meetings on their personal Facebook pages, sends private Facebook messages to program participants and interested community members, and uses the WhatsApp texting platform. In her interview, the PC2 estimated that 80 percent of meeting attendees any given month live in the South Hills area near the church where the meetings take place.

The PC2 stated that since each leadership program participant has a different social circle, asking program participants to post meeting flyers obtains a large reach. In her interview, the PC2 noted that, prior to July 2019, she would post meeting flyers on Casa's public Facebook page. However, due to increasing crackdowns on undocumented immigrants, Casa ceased this practice. The PC2 noted, *"we don't want to promote that there will be so many Hispanics in one place, and we don't want people to feel unsafe coming to the meeting."* Instead, the PC2 said she began using a Facebook page with her own name that she created to contact program participants about

meetings. She explained that she sends private messages to participants who she thinks may be interested in a given meeting topic, and does so two weeks prior, one week prior, and again a few days prior to a meeting. The PC2 stated that program participants are receptive to personal messaging, especially because she consistently acknowledges that she understands their time is valuable.

For the telephone calls, the PC2 noted in her interview that she or a volunteer calls previous meeting attendees two to three days prior to the meeting to remind them of the date, time, meeting location, and topic to be discussed. A transcribed recruitment voicemail is in Appendix E. Additionally, the PC2 stated that she placed flyers in the Spanish mass programs at the church where the meetings take place. She showed me one of the flyers during her interview. The flyer briefly described the meeting topic and that the meeting would take place in the gym at the church after mass. The PC2 noted that she has WhatsApp texting groups for Casa's program participants who live in surrounding townships and will text them the meeting information so they can communicate it to their peers. The PC2 noted that, until August 2019, Casa was able to work with the local Latino radio broadcaster to promote the meetings via radio every two weeks, stating when and where the meetings would take place.

The PC2 stated that local organizations and political leaders like to present at Casa's monthly community meetings and generally approach her first instead of the other way around. She said:

"Well, it's like everybody wants to come and talk to the community, but I'm very… protective to who comes and talks to them because most I feel like it's a lot of…it's for their benefit […] And I don't want the community to feel like "oh, we're using you here for their business, you know, getting clients for them." No. I want what is beneficial for the community."

This interview excerpt demonstrates that the PC2 serves as a gatekeeper for organizations that can present at meetings. The PC2 said she thought that being selective about which local organizations can present at community meetings increased her respectability among program participants, as they have a strong sense that the organizations she allows to speak have altruistic motives.

I counted the number of participants at all monthly community meetings I observed. While the June meeting exceeded the target of 35 attendees, the July, August and September meetings did not. These meetings had four to twenty participants. The PC2 noted in her interview that getting information to people who need it is more important than having a target number of people show up every single time. She gave the example that more people attended the June "Know Your Rights" meeting because it is more broadly applicable than the meetings about breastfeeding or personal injury law, but that does not make the latter two meetings any less important.

Fidelity

I observed that all meetings took place at the expected time and locale, in conditions that were comfortable for participants and for the PC and PC2, with two notable exceptions. The PC2 described both exceptions during her interview, and they concur with my observations. The first exception was the "Know Your Rights" community meeting in June when an overwhelming number of program participants showed up. Consequently, the room was crowded and noisy and it was difficult for people to pay attention. The PC2 stated:

"The first [meeting] I did was the Know Your Rights and that was like, a huge one, there was a big and I kind of got myself in a pain because I was on the phone for like three days straight calling every single person I knew on my list and explaining, so I spent too much time and I wasn't

anticipating the response of the people that were coming, so I for the next one, I did the same average but I feel like there is no benefit with so many people. We had too many people and I felt like people lost interest or it was too much and people didn't feel comfortable, so I started calling people I know that are gonna be, that the meeting will be beneficial for them, not just calling everybody just to call everybody."

The second exception was the July meeting about personal injury law, where it was extremely hot outside and the building had no air conditioning, so it was uncomfortable for the PC2, the organization that was presenting, the participants, and myself alike. I saw participants begin fanning themselves with the paper handouts and the meeting was interrupted multiple times with Casa staff attempting to turn on several fans in the room. The fans were then too loud, and it was difficult to hear the presenter.

All other meetings that the PC and the PC2 discussed in their interviews and that I observed ran smoothly, with a manageable number of people (between four and 35) and no external factors such as heat impacting attendance.

The PC2 noted that when she learned in May 2019 that she would become Program Coordinator, she immediately began building rapport with program participants whom she did not already know and strengthening relationships with those who she did. Since she said she had been talking with program participants for months about their wants and needs, she would feel comfortable administering an anonymous paper evaluation survey to them during meetings. The PC2 noted in her interview that program participants desired more "fun" events as opposed to the "heavy" content usually presented at meetings. Taking this into account, the PC2 invited a yoga instructor and a nutritionist to lead the September community meeting, where I observed participants and participated in yoga myself. Only three people other and I showed up to this

meeting: a leadership program participant, her four-year-old daughter and one of the PC2's former coworkers. It appeared that the "fun" meeting did not gain the same traction as did the meetings with "heavier" content.

In October, the PC2 said she planned a community day where program participants set up tables to sell foods and handmade gifts in the parking lot of the local Latino grocery store, and there would also be local Latino and health/social services organizations present. Subsequent evaluations will measure the effect of these more "fun" meetings on civic engagement among program participants. In her interview, the PC2 noted that after gauging participants' opinions about these new activities, she hoped to alternate community meetings about serious topics with more fun ones.

Dose Delivered

Due to time constraints, I was unable to fully measure Dose Delivered for the preliminary process evaluation. Dose Delivered entails measuring the extent to which organizations and political leaders engaged with meeting attendees, and I was able to obtain some information through my interview with the PC2 and through participant observation. One salient example I observed of an organization engaging with the community was at the August meeting, which was a breastfeeding workshop led by a lactation consultant. After the lactation consultant finished her presentation, she opened the floor to questions. One mother stated the issue she was having with breastfeeding, and immediately after the meeting, the lactation consultant met with her one-on-one and they were able to resolve the issue.

At the personal injury and workers' compensation law meeting in July, I observed that several attendees asked the organization – a law firm – whether their jobsite or personal incidents

qualified for legal help. One woman who was in a car accident with her daughter a few years prior was not eligible for a case herself, but her daughter was, and the mother worked with the lawyer and his Spanish-speaking paralegal after the meeting to determine next steps. These anecdotes demonstrate the nature of the engagement between organizations and program participants.

The meeting with the nutritionist and yoga instructor, in contrast, was less engaging for the three participants and myself, as nobody had any questions to ask and the PC2 had to interpret all information from English to Spanish for the leadership program participant who attended. This felt uncomfortable in such a small group setting.

Dose Received

Dose Received entails answering whether participants enjoyed the program and whether organizations were satisfied with the meetings. Based on participant observation, meeting attendees appeared engaged at all meetings, with few to no people looking at their phones or leaving meetings early. Participants asked questions at all meetings, and organizations were able to provide answers. Except for asking clarifying questions at the June ("Know Your Rights") community meeting, no one interrupted other participants while they were asking questions.

Through open body language, distribution of business cards and pertinent handouts, willingness to answer all questions, and willingness to talk with program participants after the formal part of each meeting had ended, organizations appeared to be satisfied with the meetings.

Context

Several barriers and facilitators to implementation of monthly community meetings are discussed in the "Reach" section of monthly community meeting results. Based on my interview with the PC2, barriers included limited public promotion due to the anti-immigrant climate in the area, the fact that the broadcaster in charge of the local Latino radio left in September and *"they don't have anybody to continue the radio,"* and meeting location. The PC2 stated that approximately 80 percent of meeting attendees are from Pittsburgh's Beechview/Dormont area, and hosting meetings at St. Catherine of Siena is not convenient for Latinos who live in other areas such as Cranberry, East Liberty, or Moon Township. The PC2 identified participant receptivity to personal messages through social media and group texting apps and an easily accessible location for Latinos in the Beechview/Dormont area as facilitators to meeting implementation.

4.3 Parameters for Future Evaluation

This section presents evaluation tables and describes evaluation tools to be used for Casa's future evaluations of its community organizing program.

Since I was responsible for designing this evaluation and I developed Tables 3 and 4 for Casa staff to use to autonomously complete future evaluations of the community organizing program, these tables are presented as results. There are discrete tables for each program component due to the leadership program having a more classroom-like structure and small number of program participants compared to the monthly community meetings, which are intended to reach a larger audience and provide *information*, rather than *skills*, to program participants.

The evaluation tools mentioned in Tables 3 and 4, such as the pre- and post-surveys (where the post-survey includes the participant satisfaction survey), the log, monthly community meeting surveys, and semi-structured interview templates for organizations can be found in Appendices A-D and F, and are both in English and Spanish.

4.3.1 Evaluation Tables

Tables 3 and 4 show the process evaluation questions, data sources, tools and procedures, data analysis and reporting protocols for the leadership program and the monthly community meetings. As with Tables 1 and 2, the leadership program and monthly community meetings are separated into distinct tables because, though they have the same desired outcomes, they have different program activities and desired outputs. Each table identifies measures of fidelity, dose delivered, dose received, reach, recruitment, and context for its respective program component.

Table 3: Results - Leadership Program: for Casa's Future Use

	Process Evaluation Question	**Data Sources**	**Data Analysis or Synthesis**	**Reporting**
Fidelity	To what extent was the curriculum implemented as planned?	Each time program is evaluated: program coordinator completes open-ended survey Write in log each meeting	Compare log and interview responses to logic model	Formative: feedback written down Summative: findings summarized for evaluation report
Dose Delivered	To what extent were all lessons in the program implemented?	Program coordinator completes log each meeting Participants complete tests during the first (pre) and last (post) sessions of each program iteration	Compare log to logic model, learning objectives Compare pre-and post-test answers; note trends	F**: Same as above S***: Same as above
Dose Received	Did participants enjoy the programs and activities? Was the instructor satisfied with the curriculum?	Participants complete survey administered by Casa staff not in community org. program as part of post-test Program coordinator interview by other Casa staff not part of community org. program each time program is evaluated	Survey response frequencies summarized Interview transcribed, take note of whether program coordinator satisfied	S; reported after participants complete survey
Reach	Was the program delivered to >80% of participants?	Program coordinator completes attendance sheets at each leadership program meeting	Look at # of participants attending >80% of meetings divided by total # participants	F: report by meeting S: report by learning objectives, overall attendance
Context	What were barriers and facilitators to implementing the curriculum?	Program coordinator interviewed by other Casa staff not part of community org. program each time program is evaluated	Transcribe interview to identify barriers and facilitators	S: describe for evaluation report

** = Formative

*** = Summative

Table 4: Results - Monthly Community Meetings: for Casa's Future Use

	Process Evaluation Question	**Data Sources**	**Data Analysis or Synthesis**	**Reporting**
Fidelity	To what extent were the meetings implemented as planned?	Each time program is evaluated: Program coordinator to complete open-ended survey Write in log each meeting	Compare log and survey responses to logic model	Formative: feedback written down Summative: findings summarized for evaluation report
Dose Delivered	To what extent did allied organizations and political leaders engage with meeting attendees?	Allied organizations and political leaders: surveys administered in person or via Google Forms within 24 hours after meeting in which they presented	Identify which factors compel organizations and political leaders to work with Casa	F**: report by organization/ affiliation S***: findings summarized for evaluation report
Dose Received	Did participants enjoy the programs and activities? Were the allied organizations satisfied with the meetings?	Participants: Anonymous paper surveys administered by other Casa staff not part of community org. program one time when conducting evaluation Allied organizations and political leaders: Surveys administered on paper or via Google forms within 24 hours after meeting in which they presented	Survey response frequencies summarized for both surveys	S: reported at the end of each evaluation period
Reach	Did at least 35 participants attend five or more meetings in the past year?	Program coordinator tracks attendance through log and attendance spreadsheet each meeting	Look at # of participants that have attended five or more meetings	F: report by meeting S: report by topic, overall attendance
Context	What were the barriers and facilitators to implementing meetings?	Program coordinator to complete open-ended survey Allied organizations complete survey administered on paper or via Google forms within 24 hours after meeting in which they presented	Transcribe interview to identify barriers and facilitators	S: reported after evaluation completed

** = Formative

*** = Summative

4.3.2 Description of Evaluation Tools

As noted in Tables 3 and 4, Casa can use meeting logs and surveys to evaluate both components of the community organizing program.

The PC2 is responsible for maintaining meeting logs. Open-ended surveys are to be conducted by Casa staff who do not work directly on the community organizing program. Monthly community meeting surveys would ideally also be administered by these staff as well to mitigate social desirability if program participants think that the PC2 will be able to trace answers back to them, which is a concern that the PC2 expressed in her interview.

For the leadership program, I developed pre- and post-surveys to measure leadership self-efficacy and knowledge regarding the services and programs Casa provides, and about nonprofit Boards. The pre- and post-surveys ask questions from the Leadership Self-Efficacy Scale (22) and a few questions about Casa and what a Board of Directors is. I translated the Leadership Self-Efficacy Scale to Spanish and worked with Casa's Executive Director and the PC2 to ensure that the language clear and to develop the questions about Casa and nonprofit Boards. The post-survey contains the same questions as the pre-survey and an addendum with survey questions asking about participants' satisfaction with the program.

For the monthly community meetings, surveys would be administered to participants every few months at meetings but would be sent to organizations and political leaders via Google Forms or given to them in person within 24 hours after the meeting to mitigate recall bias.

In September 2019, I finalized the recommended program evaluation tools for the community organizing program and created a binder with paper copies of the program logic model, evaluation tables, and evaluation tools for the PC2 to use for future evaluations. I went to Casa to

give the binder to the PC2, go through it, and answer any questions she had. I shared online copies of the evaluation tools with her as well.

5.0 Discussion

Casa's community organizing program was formed with the long-term goals of increasing social and civic engagement among Latinos in Pittsburgh, decreasing their feelings of powerlessness and social isolation, and increasing the number of Latinos in leadership positions in civic organizations. In its first year, the program has made the first steps towards achieving those goals through both the leadership program and the monthly community meetings. The leadership program has provided participants with the skills needed to: (1) mobilize and empower their peers to advocate for themselves; and (2) communicate community needs to Casa's Board of Directors. The monthly community meetings have increased participants' access to pertinent resources and information, which empowers them to make more informed decisions. The role of the Program Coordinator is not only to implement the program, but also to provide *nondirective social support* based on community input and to teach program participants to self-advocate while increasing their access to resources they need. There are, however, some outcomes that have yet to be achieved. Those who have completed the leadership program have not yet become part of Casa's CAB or another Board, Casa must increase the number and diversity of Pittsburgh Latinos reached, and must be able to increase the size of monthly community meetings without exposing the participants to any risks.

5.1 Connections to the Literature

Participant observation and meetings with Casa's Executive Director enabled me to confirm that assumptions about ELCs, such as a small, dispersed Latino population (1) and limited but desired access to health and social service resources (2; 8; 3) were valid and relevant.

The setup of Casa's community organizing program emphasizes the importance of the Program Coordinator as a trusted community member who listens to participant needs and provides social support through extensive communication efforts and verbal encouragement. Though this role is not explicitly written down as part of the community organizing program, Casa's PC and PC2 fit the description of *promotoras,* as they are trusted community members trained to provide information and peer support (1). This was made clear to me through participant observation, meetings with Casa's Executive Director, and through the three in-depth interviews I conducted. During her interview, the VC stated more than once that the PC was the "central person" at the leadership program meetings, helped create common ground among program participants, and offered support when participants felt uncomfortable and unworthy. Based on my observations and my interview with the VC, it was apparent that she herself could not fill this role, as she is a highly educated, second-generation Latina immigrant whose first language was English. The VC's inability to fill this "central person" role, despite leading the first iteration of the leadership program, emphasizes the importance of having a peer in this position. It was sensible, then, for the PC2 to lead subsequent program iterations instead of having a VC because she could fill this role as a *promotora.*

The theories of change I developed for each community organizing component identify increased knowledge or skills as catalysts for increasing civic engagement. *Promotor* interventions that use popular education as a means of increasing knowledge or skills are an effective way to do

this in Latino communities because they provide an added component of peer-led social support, as suggested by the lifestyle behavior intervention where participants emphasized *promotoras'* roles as counselors as well as teachers (16) and when community health workers motivated participants to become more involved in the community simply by providing popular education (17).

When I brought up the concept of popular education with Casa's Executive Director during one of our meetings, she immediately said it was the basis for the program. She hoped that program participants would be more active in the community and assume more leadership roles after improving leadership skills and increasing self-efficacy through the leadership program and/or through connecting with local organizations and political leaders at monthly community meetings. Casa's Executive Director's stated that she hoped for the community organizing program align with the literature on popular education. This literature suggests, that, after participating in leadership training, community members are more likely to be engaged in their communities and encourage their peers to do the same, according to popular education (23). By volunteering at monthly community meetings, leadership program participants became more active in the community than they were before, as the *Poder es Salud*/Power for Health program participants did upon completing a popular education curriculum.

Further, in fulfilling their roles as *promotores* or *promotoras,* these leaders themselves become more active and engaged in the community through obtaining a deeper knowledge of their fellow community members (17; 24). The PC and the PC2 also exemplify this, as they reported constantly engaging with community members through home visits, personal messaging, and asking program participants about their needs on a regular basis. In her interview, the PC2 noted that former leadership program participants became role models within their communities and

became more motivated to advocate for community needs and empower others. To measure program coordinators' community engagement, Casa could use a validated survey such as the Civic Engagement Scale, which gauges civic attitudes and behaviors (25).

In our interview, the PC2 and I discussed the leadership program participant who took notes at the monthly community meeting with the lactation consultant so she could take the notes and ask questions for her breastfeeding friend who could not attend. The PC2 noted that the participant was an example of how a program participant became more willing to take the initiative to help others upon completion of the leadership program. I have observed and the VC's and PC2's interviews concur that, based on the social support received from the PC through the leadership program, participants have begun providing increased social support to other community members, thereby decreasing isolation and potentially positively impacting health. These outcomes are compatible with previous *promotor/a* interventions where *promotores* expressed desires to learn about topics relevant to the community they are serving (7) and to increase their civic engagement and advocacy efforts (17).

While former leadership program participants have increased community engagement in a number of ways on their own (e.g., helping other participants getting to and from monthly community meetings, taking notes and asking questions for those unable to attend a meeting), Casa could continue providing responsibilities to leadership program participants upon establishment of the CAB as planned.

In addition to being in a *promotora*-like role, the Program Coordinator for the community organizing program should offer *nondirective social support (NDSS)*, as the PC and the PC2 have done though it is not explicitly part of their jobs. By asking program participants about their desired leadership and monthly community meeting dates, times, and locales as the PC stated in her

interview, she shared decision-making with program participants and aimed to advance their desires instead of the date/time/locale that was easiest for her. This action aligns with basic NDSS principles (15). When the PC2 spoke to program participants and found that several participants wanted to have more "fun" meetings along with those that provide the information and connections that the meetings were originally designed to give, she modified her approach based on their ideas and not Casa's (15), again emphasizing the nondirective nature of the social support provided through the community organizing program. Future iterations of the program could measure the extent to which the community organizing program provides directive and/or non-directive social support through use and appropriate translation of a scale such as the *Inventory of Nondirective and Directive Instrumental Support* (26).

While nondirective social support and the *promotora* approach are not explicitly part of the community organizing program, it was clear from interviews and observations that both the PC and the PC2 unknowingly adopted these tactics as part of their work. It could be beneficial for future Program Coordinators to have training in these approaches upon assuming the position. Upon the provision of NDSS training to future Program Coordinators, Casa could standardize the NDSS protocols that the PC and the PC2 naturally undertook.

5.2 Program Challenges and Suggestions

While Casa has taken the first steps towards effectively implementing the community organizing program, the program could benefit from: (1) increased reach; (2) increased social support for leadership program participants; (3) identification of desired "leadership skills"; and (4) use of suggested evaluation tools.

5.2.1 Suggestions for Increased Reach

In her interview, the PC2 estimated that 80 percent of meeting attendees any given month live in the South Hills area near the church where the meetings take place. As the PC2 suggested, it could be beneficial to hold meetings in varied locations so that Casa can reach more Latinos across the greater Pittsburgh area. One way to do this could be by hosting meetings at Casa's East Liberty location. The PC2 suggested that, for example, she could hold a community meeting at the Beechview location on the second Sunday of each month, then hold the same meeting at the East Liberty location on the third Sunday of each month so that more community members would have an opportunity to attend.

To meet desired outputs and outcomes, Casa could benefit from increasing the number of people who participate in the leadership program. In her interview, the PC2 noted that Casa was increasing reach about meetings through having leadership program participants share information in their respective social circles and through connecting with Latinos in surrounding townships. It would be beneficial for Casa to create a protocol for deliberately broadening their circle to bring in new program participants with whom they have not previously interacted. This could be done through having Casa Board members, interns and volunteers reaching out to people they know, either in person or via social media.

Another challenge noted by the PC2 about the community meetings is the inability to publicly promote meetings due to the nation's increasingly anti-immigrant climate. Since the time of the evaluation, Casa has begun to share more events again on Facebook, reducing this barrier to community access. Additionally, the radio broadcast Casa previously used to promote meetings

is no longer available. Even if Casa staff were to find a new radio broadcaster, this may not be the best way to promote meetings, as public promotion of meetings could tip off Immigration and Customs Enforcement officers. A recommendation that could mitigate the effect of being unable to publicly promote the meetings is for Casa to reach out to the other Latino social services organizations in the area. Some such organizations are the Latino Family Center, the Pittsburgh Hispanic Development Corporation and the Labor Council for Latin American Advancement. Reaching out to these organizations would allow Casa to spread the word about community meetings within those organizations' networks as well.

5.2.2 Increased Social Support for Leadership Program Participants

For the leadership program, the PC2 and the VC noted in their respective interviews that a key component of building rapport with program participants was to emphasize that their presence is valued. In addition to stating this at every meeting and providing food, the VC suggested that Casa could also provide each participant with a binder for storing all program papers, as this would enhance participants' sense of legitimacy and belonging in the program. To further enhance participants' sense of belonging in the group and self-worth, perhaps the PC2 could work with program participants to put together a portfolio of what they have accomplished during and after the program. This could include noting when participants asked questions, volunteered at an event, attended a workshop, or met with Casa's Board of Directors.

5.2.3 Identification of Desired Leadership Skills

The PC2 and the VC both stated that the leadership program increased participants' leadership skills and self-efficacy, especially regarding interacting with and mobilizing the community. Asking questions at meetings and encouraging their peers to attend are prime examples. The VC noted that increased practice with clear and concise communication would be beneficial for program participants prior to having participants interact with Casa's Board of Directors. This could easily be addressed during meeting sessions with five to ten minutes of practice and has already been part of the second round of the program. As noted in the evaluation table, knowledge gained from the program will be measured through pre- and post-surveys for subsequent cohorts. While Casa's Executive Director did not explicitly state what she meant by "leadership skills" during our meetings, she approved of the pre- and post-surveys that measured starting and leading change processes in groups; choosing effective followers and delegating responsibilities; building and managing interpersonal relationships within a group; showing self-awareness and self-confidence; motivating people, and gaining consensus of group members (22).

5.2.4 Use of Suggested Evaluation Tools

To address the issue of tracking who was each meeting, the PC2 suggested that we develop a spreadsheet with a person's name, age, brief description and tracking for meeting attendance. The brief description is beneficial because if it says that Person X is a middle-aged man who works in construction, then the PC2 could contact him about attending the personal injury law monthly community meeting. I created the spreadsheet and shared an online copy with Casa. It can be found in Appendix G.

While the PC2 stated in her interview that she would feel comfortable administering anonymous surveys to monthly community meeting participants, this would present a conflict of interest, as participants would likely bias their answers due to her presence. An alternative to the PC2 administer the survey is to ask the leadership program participants volunteering at the meeting to do so. Further, to mitigate potential participant embarrassment due to low literacy, the volunteers could read the survey aloud and have participants fill in answers as the volunteers are reading.

To gauge whether former leadership program participants have assumed leadership roles or new employment opportunities after completing the program, the PC2 could follow-up with former participants via phone call. An example set of questions can be found in Appendix H.

To present the data and document outcome measurements suggested in Tables 3 and 4, I developed a template Casa staff could use to keep all evaluation data in one place.

5.3 Limitations of the Evaluation

The two main limitations of my evaluation of this community organizing program were time and heavy emphasis on staff perceptions of program and overall outcomes. Since the first cohort of the leadership program ran from January-July 2019 and I had finalized my pre/post-surveys in August 2019, I was unable to use this tool during my time working with Casa. Additionally, I planned to administer 30 surveys at the September monthly community meeting, but three community members and myself were the only attendees, so this was not feasible. I was unable to conduct surveys with local organizations but developed the survey tools for Casa to do so. Had I been working with Casa for a longer period, I would have conducted surveys with both groups and given the pre/post-surveys to the program coordinators to administer at the first and

final leadership program meetings. Lastly, it would have been beneficial to discuss the community organizing program's logic model with the PC2 for more realistic output estimates.

6.0 Conclusion

This evaluation indicates that Casa has laid a solid foundation for both the leadership and community meeting components of its community organizing program. The components work in harmony, with the monthly community meetings providing education and information in a culturally appropriate setting and serving as a venue for which leadership program participants can volunteer to help peers in a comfortable setting where meaningful, relevant topics are discussed. This is consistent with the notion that participants are more willing to be engaged with and to serve community members upon receiving popular education training. The leadership program meetings have helped participants become more proactive and involved with the community while gaining valuable communication skills. Small modifications to the program, such as giving a binder to each participant and reviewing certain skills in greater detail are feasible. Implementing pre- and post-surveys will allow Casa staff to more concretely measure knowledge that participants gained from the program. Over the past few months, the PC2 has been able to build rapport with community members and gain a better sense of their needs. Administration of surveys at subsequent meetings will be the next step in tailoring meetings to best suit the community. This approach promotes Casa's goal of increased and sustained community engagement.

Both facets of Casa's community organizing program have been well-received by the community thus far. Survey feedback from monthly community meeting participants will determine the nature of subsequent meetings. Leadership program participants have increased their leadership skills and self-efficacy and are able to use their new skillsets to promote the monthly community meetings among their respective social circles. In both program components, whoever is serving in the Program Coordinator role should continue to build rapport with program

participants by acknowledging gratitude for their time and by listening to community needs, as these have been effective strategies for building and sustaining meaningful relationships with the community. Interventions that address social support and community engagement, such as Casa's community organizing program, may mitigate adverse outcomes such as high alcohol use, depressive symptoms, and low physical activity and are thus of public health significance, particularly in ELCs.

The objectives of evaluation of Casa's community organizing program were: (1) To clarify program goals and desired outcomes; (2) to conduct a preliminary process evaluation; and (3) to develop tools for outcome measurement that Casa could use for subsequent program evaluations. Having developed a comprehensive understanding of the program and its goals, I delineated data sources and created a set of hardcopy and online templates that Casa staff can use to conduct their own subsequent evaluations. Data sources included the logic model, surveys, spreadsheets, tables, a template Casa can use to present evaluation results, and the Powerpoint presentation used for my thesis defense. This systematic approach to data collection will likely be compelling to funders and increase the organization's chances of acquiring well-deserved grants and endowments. It will also allow Casa staff to keep track of the program's progress and measure changes over time. Connecting Casa's community organizing program to relevant ELC, *promotor*, social support, popular education, and evaluation literature substantiates the organization's activities and goals.

Appendix A: Example Leadership Program Activity Log

Leadership Program Activity Log				
Date	**# of Attendees**	**Topics Covered**	**Staff Initials**	**Comments**
8 Aug 2019	3	How to participate in a Board meeting Elevator speech	CKH	There was a bad thunderstorm today so not many people came due to weather

Appendix B: Example Monthly Community Meeting Activity Log

Monthly Community Meeting Activity Log				
Date	**# of Attendees**	**Topics Covered**	**Staff Initials**	**Comments**
23 Jun 2019	50	Know your rights/what to do if ICE arrives Police officer reassured attendees that City of Pittsburgh Police do not work with ICE	CKH	Not enough soda – bring more next time!

Appendix C: Interview Guiding Questions

Interview Guiding Questions for Facilitator/Consultant (if different from program coordinator); used in current evaluation

- Can you give me an overview of how you think the leadership program went this session?
- Were you able to cover all the material you wanted to cover?
- Which sessions were participants most engaged in? How could you tell?
- Which sessions do you think were most helpful to building participants' leadership skills?
- Overall, are you satisfied with how the curriculum was implemented? Why or why not?
- Were there any barriers or facilitators to implementing the program? If so, what were they?
- Is there anything you would change about the program in subsequent iterations?
- Any additional comments?

Interview Guiding Questions for Program Coordinator – Leadership Program; used in current evaluation

- Tell me how you think the leadership program went this time: what was the most valuable? What were the difficulties?

- Now, tell me about recruitment: what you did, and what the results were.

- How can we improve the program?

- Any additional comments?

Interview Guiding Questions for Program Coordinator – Community Meetings;

used in current evaluation

Please give me an overview of how you think the community meetings have gone this year

- Have they all been going as planned?
- How did you recruit participants for this program?

- More specifically, how are the radio broadcasts going, if they are at all? Do you feel like they're drawing more people than before to the meetings? How many radio broadcasts have you done this year?

- Were there any barriers or facilitators to implementing the meetings? If so, what were they?

- What's going well and what can we improve?

- Have you received any feedback from allied organizations or political leaders about their experiences coming to community meetings?

- Any additional comments?

Appendix D: Leadership Program Pre- and Post- Surveys

Nombre: _____

Leadership Program Pre-Survey/ Encuesta inicial para el programa de liderazgo

Sé que esta encuesta tal vez se ve bien difícil. No se preocupe y está bien si no sabe como contestar algunas de las preguntas. Simplemente escriba un "?" si no sabe como contestar. También vamos a hacer esta encuesta al final del programa para medir cuánto han aprendido ustedes durante el programa. Si no tiene experiencia en algo con un grupo de trabajo, piense en su papel como madre, padre, hermano u hermana para contestar las preguntas. (Traducido a espanol y adaptado de Bobbio y Magnanelli (2009)).

1. **Sé lo que es una junta directiva ("Board")**

   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

2. **Sé por qué existe una junta directiva**

   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

3. **Sé que Casa San Jose tiene una junta directiva**
   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

4. **Sé el papel que toma la junta directiva en Casa San Jose**

   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

5. **Me sentiría cómodo/a presentado las necesidades de mi comunidad en una reunión de la junta directiva**

   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

6. **Me sentiría cómodo/a introduciéndome y hablando con miembros de la junta directiva**

   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

7. **Puedo cambiar la dirección de un grupo si la dirección que estamos tomando no me parece correcta**

   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

8. **Generalmente puedo cambiar las actitudes y el comportamiento de un grupo aun si no está totalmente bajo mi control**

   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

9. **Soy capaz de cambiar las cosas en un grupo aun si no está totalmente bajo mi control**

   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

10. **Tengo confianza en mi capacidad de escoger miembros de un grupo para construir un equipo efectivo y eficiente**

    Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

11. **Soy capaz de óptimamente distribuir trabajo entre miembros de un grupo para obtener los mejores resultados posibles.**

    Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

12. **Generalmente puedo establecer relaciones muy buenas con la gente con quien trabajo**

    Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

13. **Estoy seguro/a de que puedo comunicarme con los demás para enfrentar el parte mas importante de una pregunta.**

    Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

14. **Tengo éxito al manejar relaciones con todos los miembros de un grupo**

    Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

15. Puedo identificar mis fortalezas y debilidades

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

16. Tengo confianza en mi capacidad de cumplir las cosas

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

17. Siempre sé como encontrar lo mejor de cualquier situación

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

18. Como líder, generalmente puedo afirmar mis creencias y valores morales

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

19. Con mi ejemplo, estoy seguro/a que puedo motivar a otros miembros de un grupo

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

20. Generalmente puedo motivar a los miembros de un grupo y aumentar su entusiasmo cuando empezamos algo nuevo.

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

21. Soy capaz de motivar y dar oportunidades a cualquier miembro de un grupo

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

22. Estoy seguro/a de que puedo ganar el acuerdo de miembros de un grupo

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

23. Generalmente puedo encargarme de un grupo con el acuerdo de todos sus miembros.

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

Nombre: _____

Leadership Program Post-Survey/ Encuesta inicial para el programa de liderazgo
(Traducido a espanol y adaptado de Bobbio y Magnanelli (2009)).

1. **Sé lo que es una junta directiva ("Board")**
   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

2. **Sé por qué existe una junta directiva**

   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

3. **Sé que Casa San Jose tiene una junta directiva** *(si en desacuerdo, vaya al fin)*

   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

4. **Sé el papel que toma la junta directiva en Casa San Jose**

   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

5. **Me sentiría cómodo/a presentado las necesidades de mi comunidad en una reunión de la junta directiva**

   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

6. **Me sentiría cómodo/a introduciéndome y hablando con miembros de la junta directiva**

   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

7. **Puedo cambiar la dirección de un grupo si la dirección que estamos tomando no me parece correcta**

   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

8. **Generalmente puedo cambiar las actitudes y el comportamiento de un grupo aun si no está totalmente bajo mi control**

   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

9. **Soy capaz de cambiar las cosas en un grupo aun si no está totalmente bajo mi control**

   Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

10. Tengo confianza en mi capacidad de escoger miembros de un grupo para construir un equipo efectivo y eficiente

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

11. Soy capaz de óptimamente distribuir trabajo entre miembros de un grupo para obtener los mejores resultados posibles.

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

12. Generalmente puedo establecer relaciones muy buenas con la gente con quien trabajo

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

13. Estoy seguro/a de que puedo comunicarme con los demás para enfrentar el parte mas importante de una pregunta.

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

14. Tengo éxito al manejar relaciones con todos los miembros de un grupo

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

15. Puedo identificar mis fortalezas y debilidades

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

16. Tengo confianza en mi capacidad de cumplir las cosas

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

17. Siempre sé como encontrar lo mejor de cualquier situación

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

18. Como líder, generalmente puedo afirmar mis creencias y valores morales

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

19. Con mi ejemplo, estoy seguro/a que puedo motivar a otros miembros de un grupo

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

20. Generalmente puedo motivar a los miembros de un grupo y aumentar su entusiasmo cuando empezamos algo nuevo.

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

21. Soy capaz de motivar y dar oportunidades a cualquier miembro de un grupo

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

22. Estoy seguro/a de que puedo ganar el acuerdo de miembros de un grupo

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

23. Generalmente puedo encargarme de un grupo con el acuerdo de todos sus miembros.

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

24. Desde que comenzó el programa, he estado más involucrado/a en mi comunidad

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

25. Desde que comenzó el programa, he obtenido un nuevo trabajo u una promoción

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

26. Desde que comenzó el programa, he obtenido una posición de liderazgo en una organización

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

27. Comparando al comienzo del programa, siento que he aumentado mi capacidad de ser un/a buen/a líder

Muy de acuerdo/a De acuerdo/a En desacuerdo/a Muy en desacuerdo/a

Appendix E: Example Recruitment Phone Call Script for Monthly Community Meeting

"Hola! Soy [nombre] de Casa San Jose, estoy llamando en parte de [coordinadora de programas] para informarles sobre la reunión comunitaria este domingo a las dos de la tarde en la iglesia de Santa Caterín. La información va a ser muy interesante sobre [topic] y vamos a tener el cuidado de los niños y esperamos que pueden ir."

Appendix F: Monthly Community Meeting Surveys: to be Used for Future Evaluations

Encuesta: Reuniones comunitarias

Soy: Hombre Mujer

Edad: _____

Región de origen: El Caribe Méjico Centroamérica Sudamérica

Desde el inicio de 2019, ¿cuántas reuniones comunitarias ha asistido Ud.? _____

¿Tiene hijos aquí con Ud. en los E.E.U.U.? Sí No No sé

Si contestó sí, ¿cuántos? _____ y cuántos años? _____

Para las próximas preguntas, se puede escoger más que una respuesta si aplique a Ud.

¿Cómo aprendió Ud. sobre las reuniones comunitarias de Casa San Jose?
[ ] Radio
[ ] Amigos o familia
[ ] Por participar en otros eventos organizados por Casa San Jose
[ ] Facebook
[ ] Ibania o Verónica
[ ] Otra razón: _____

¿Por qué asiste Ud. a las reuniones comunitarias?
[ ] Quiero involucrarme más con mi comunidad
[ ] Quiero involucrarme más con Casa San Jose
[ ] Es fácil venir
[ ] Información importante acerca de mis derechos
[ ] Información importante acerca de oportunidades para mi e/o mi familia
[ ] Reunirme con amigos
[ ] Mantenerme informado/a acerca de lo que está haciendo Casa
[ ] Otra razón: _____

¿Ha disfrutado Ud. de las reuniones comunitarias? Sí No Depende

¿Por qué? _____

En su opinión, ¿cuál reunión fue la más informativa?: _____

¿Hay otros temas que le interese?: _____

¿Cómo podemos alcanzar más Latinos?:_____

¿Tiene Ud. comentarios adicionales? (se puede escribir en el reverso del papel si no haya suficiente espacio) ¡Gracias por contestar! ☺

Casa San Jose Monthly Community Meeting: Allied Organization Survey

Name of organization: _____

Date of meeting attended: _____

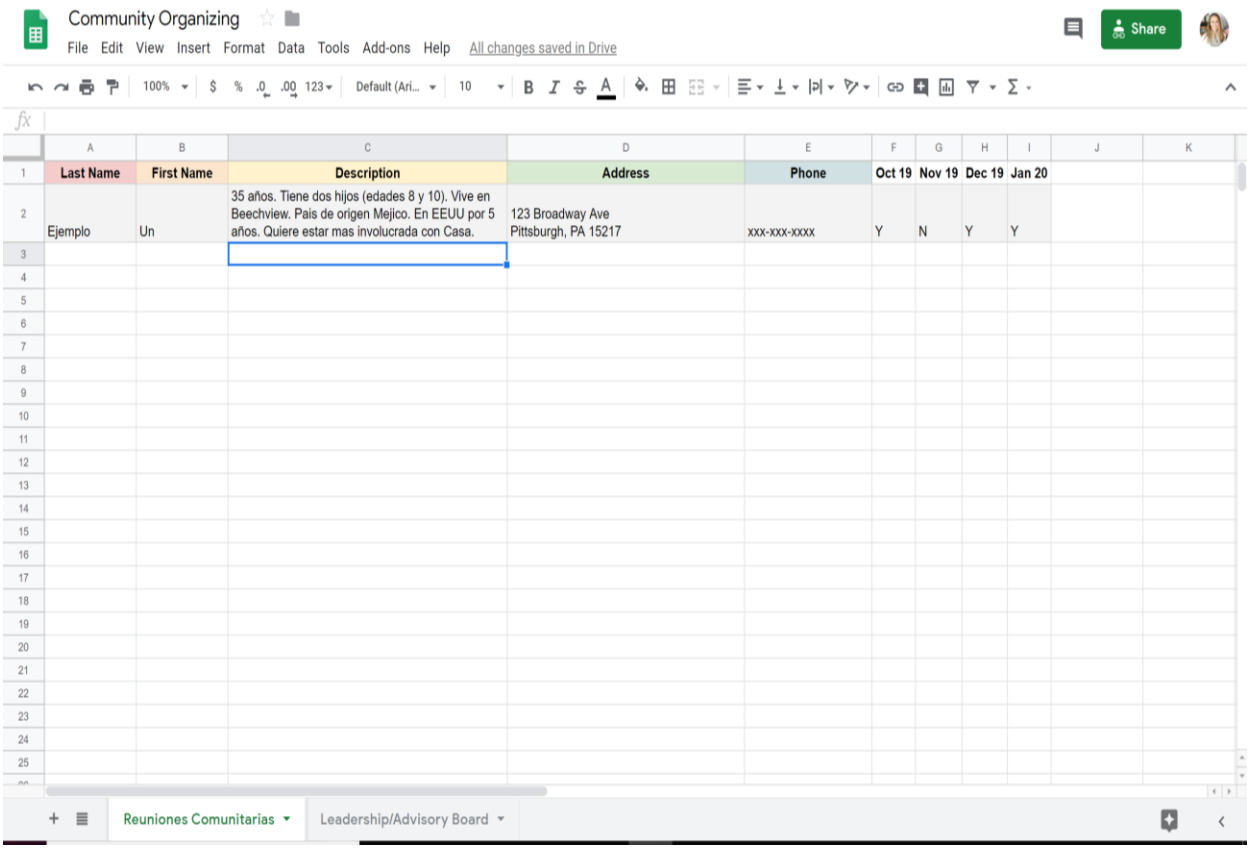
How did you become involved with Casa San Jose?

What were the reasons that you volunteered to present at a monthly community meeting?

How would you rate your experience, on a scale of 0-10 with 0 being terrible and 10 being the best ever, presenting at the monthly community meeting?

How well do you feel that participants were engaged with you?

Appendix G: Community Organizing Program Participant Tracking Sheet



Community Organizing

File Edit View Insert Format Data Tools Add-ons Help All changes saved in Drive

Share

	A	B	C	D	E	F	G	H	I	J	K
1	Last Name	First Name	Description	Address	Phone	Oct 19	Nov 19	Dec 19	Jan 20		
2	Ejemplo	Un	35 años. Tiene dos hijos (edades 8 y 10). Vive en Beechview. Pais de origen Mejico. En EEUU por 5 años. Quiere estar mas involucrada con Casa.	123 Broadway Ave Pittsburgh, PA 15217	xxx-xxx-xxxx	Y	N	Y	Y		
3											
4											
5											
6											
7											
8											
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Reuniones Comunitarias | Leadership/Advisory Board

Appendix H: Leadership Program One-Year Follow-Up Questions: for Future Use

Questions are to be asked in person or via telephone call.

1. ¿Cuál es su memoria favorito del programa de liderazgo?
    a. ¿Por qué?
2. ¿Acuerda alguna habilidad que aprendio en el programa que ha usado recién?
3. En el año pasado, ha participado en algún evento, campana o acción para ayudar a su comunidad?
    a. ¿Qué hizo?
4. ¿Ud. ha tenido cambio de empleo en el año pasado?
    a. ¿Es en un trabajo mejor?
5. ¿Como se siente Ud. acerca de tu capacidad como lider?
6. ¿Ud. ha tomado algun posición de liderazgo?
7. ¿Hay alguien que conoce Ud. que sería un buen participante en el programa de liderazgo?

Appendix I: Data Presentation Template for Future Evaluations

Use Evaluation information from Tables 3 and 4 to answer questions and measure the extent to which program implementation aligns with the logic model.

Leadership Program

Question	Output
How many participants were enrolled in the program?	[number of participants enrolled in program]
How many meetings were there?	[number of meetings]
Average number of participants attending each meeting	$\frac{\text{number of participants at each meeting}}{total\ number\ of\ meetings}$
How many meetings did each participant attend?	[Participant 1]: [Participant 2]: [Participant n]:
How many participants participated in campaigns, actions or events, and/or sought out a higher-skill/higher-wage job while in the program?	[number of participants]
How many participants participated in campaigns, actions or events, and/or sought out a higher-skill/higher-wage job within one year of completing the program?	[number of participants]
How many times did program participants meet with Casa's Board of Directors to discuss community needs?	[number of times]
How many participants stated that they "agreed" or "strongly agreed" with at least 80 percent of questions on the post-test?	[number of participants]
How many participants stated that they "agreed" or "strongly agreed" at least 50 percent more often in post-test questions than in pre-test questions?	[number of participants]

Monthly Community Meetings

Question	Output
How many participants attended at least five monthly community meetings?	[number of participants]
How many participants participated in campaigns and actions?	[number of participants]
How many political leaders presented at monthly community meetings and provided an opportunity for participants to ask questions?	[number of political leaders]
How many radio broadcasts took place to promote meetings?	[number of radio broadcasts]
How many meetings specifically covered community rights and relevant policies?	[number of meetings]

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