Hispanic Active Relationships Project (HARP)

of Cameron County

Project Year 3 Annual Report
Evaluation Section

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HARP Cameron County Semi-Annual Report
Evaluation Section

The research team is monitoring project milestones through the use of a reporting form that is submitted electronically each month by project staff to the evaluation team.

Indicators of Project Stability and Growth
The following represent reported data gathered on important project milestones.

Number of leaders trained:
HARP Cameron County continues to train individuals to lead a variety of workshops.

2　　leaders trained in Active Money
　　6　　leaders in Active Living
　　9　　leaders in Active Relationships for Young Adults (youth)

Number of workshops held:
　　　　There were a total of 79 workshops held in Project Year 3.
　32　　Active Communication and Active Marriage & Best Practices
　14　　Active Money Personalities
　　9　　Romance & Intimacy
　　8　　Active Relationships for Young Adults
　11　　Active Adults
　　1　　Active Choices
　　3　　Active Living
　　1　　Active Military

There were more workshops conducted in the Project Year 3 than the two prior years.

Evaluating Workshops

The evaluation team has been gathering information on program attendees, as well as tracking changes in knowledge and behaviors of participants who attend HARP Cameron County workshops. This information is gathered through pre/posttest surveys of participants who have signed informed consents approved by the Baylor University Institutional Review Board.

Workshops for Couples

The HARP Cameron County Project provides a series of workshops to couples that are married, engaged, dating or in serious relationships including Active Communication and Active Marriage & Best Practices, Active Money Personalities, Romance & Intimacy, and Active Living. Couples workshops, regardless of their primary content, all aim to improve marital or relationship satisfaction; therefore, all workshops for couples measure the following outcomes:

Marital Satisfaction
　　　　The item used to measure **marital satisfaction** is a modified version of the Locke-Wallace marital satisfaction question – "Please rate how happy you are in your present marriage. A 7 point Likert scale measures this item, making "14" the highest possible couples score.

Commitment
　　　　To measure **increased commitment to one's present relationship**,

the question "Please rate how committed you will be to staying in your marriage" is being used. A 7 point Likert scale measures this item, making "14" the highest possible couples score.

Conflict Resolution
The ENRICH Conflict Resolution subscale is used to assess change in **conflict resolution** skills among couples. This nine-item measure uses a 5 point Liker scale; making "90" the highest possible couples score.

Communication
The ENRICH Communication subscale is used to assess change in positive **communication** skills. This eight-item scale uses a 5 point Likert scale, making "80" the highest possible couples score.

Negative Interactions
The BSRF Negative Interaction scale is used to assess change in **negative interactions** among couples. This eight-item scale uses a 5 point Likert scale. However, on this score, improvement is actually indicated by a decrease in scores. Couples scores range from 16 – 80, with the "best" possible couple score being a 16.

Workshops for Premarital Individuals, Single Adults and Youth
HARP of Cameron County also offers additional workshops including Active Choices for engaged, seriously dating couples, ARYA for high school students and young adults, and
Active Adults for parents of 9th to 12th graders enrolled in ARYA. The research team worked with project staff to develop items consistent with the outcomes of the Healthy Marriage Initiative. The items are designed to assess acquisition of specific knowledge and tools.

Active Communication

Data has been received from 1133 people attending one of 51 Active Communication and Active Marriage and Best Practices workshops. Of these participants, 452 couples completed both the pre and posttest. Analysis of background information and results of knowledge questions are based on data from these couples; missing data is excluded from results. Analysis of program outcomes is based on feedback from couples attending workshops in Year 3.

Description of Participants
Participants ranged in age from 18 to 87 years, with a mean age of 36.50 (sd = 11.22) years. Participants reported being in their present relationships for an average of 15.29 (sd = 11.79) years, with a range of less than 6 months to 51 years.

Over three-fourths (78.3%) of these participants were married, 12.2% were engaged, while the remaining 9.5% reported another status. Less than one-fourth (21.7%) of these attendees had been married prior to the current relationship. Only 8.1% indicated they had no children. Others reported having from 0-11 children.

Two-thirds (67.8%) of these Active Communication couples preferred to speak in Spanish, with the remaining 31.8% preferring communication in English. The vast majority of attendees were Hispanic/Latino (97.0%).

Well over half of this group was either first (30.8%) or second generation (27.6%) immigrants.

The educational and income background of participants is seen in the following table.

Sample Characteristics	%
Highest Level of Education	
Junior High	18.4
Some High School	15.9
High School/GED	19.0
Some college/technical	29.4
Four year college	11.8
Graduate/professional	5.6
Annual Household Income	
Less than 10,000	16.5
10,000-19,999	20.2
20,000-29,999	22.8
30,000-39,999	12.1
40,000-49,999	8.1
50,000-74,999	10.9
75,000-99,999	5.5
100,000+	3.7

Pretest/Posttest Change

Findings below reflect couple scores from Active Communication workshops in the current Project Year. The measures **in bold** indicate changes that were statistically significant ($p < .05$).

Active Communication: Pretest-Posttest Change

Objective	Measure	Pretest Mean (sd)	Posttest Mean (sd)
Increase marital	**Happiness with**	10.63 (2.99)	12.18 (2.25)

satisfaction	present relationship question				
Increase commitment to present relationship	Commitment to present relationship question	12.56	(2.02)	13.35	(1.24)
Improve conflict resolution skills	ENRICH Conflict Resolution Subscale	58.35	(7.33)	63.08	(6.22)
Increase positive communication	ENRICH Communication Subscale	62.27	(12.24)	68.93	(10.06)
Decrease negative interaction	BSRF Negative Interaction Scale	44.61	(13.26)	36.93	(14.11)

The team has attempted to gather both 6 and 12 month follow up data, but response rates have been 9% and 6% respectively.

Knowledge Questions

Participants also answered four items on the posttest to measure knowledge acquired of specific material delivered during the workshop. Participants indicated how much they agreed or disagreed with the following statements using a 5-point Likert scale. Results are seen in the table below; blank cells indicate no responses in that category.

Question	% Strongly Agree	% Agree	% Neither Agree or Disagree	% Disagree	% Strongly Disagree
I can change my thinking from negative to positive.	69.4	27.3	3.0		.4
Dealing with my anger will improve my relationships.	63.9	24.7	4.2	4.2	3.0
It is important to have an optimistic view about the world/people around me.	67.0	27.7	4.2	1.1	
I can communicate honestly with my spouse without hurting him/her.	62.1	26.9	.2	2.7	1.1
I will invest time	89.0	9.4	.9	.2	.5

in my marriage.					
I can talk without fighting when issues come up.	57.5	34.1	6.4	1.8	.2

Workshop Satisfaction

All but one participant either strongly agreed (90.2%) or agreed (9.4%) that they would recommend this workshop to a friend. One person strongly disagreed with this item.

Active Money Personalities

Data has been received from 459 people attending an Active Money Personalities workshop. Of these participants, 187 couples completed both the pre and posttest. Analysis of background information and results of knowledge questions are based on data from these couples; missing data is excluded from results. Analysis of program outcomes is based on feedback from couples attending workshops in Year 3.

Description of Participants

Participants ranged in age from 18 to 74 years, with a mean age of 36.03 (sd = 10.77) years. Participants reported being in their present relationships for an average of 15.00 (sd = 11.65) years, with a range of less than 6 months to 38 years.

Over two-thirds (81.6%) of these couples were married, with almost one-fifth (20.4%) reporting a prior marriage. Only 11.1% indicated they had no children.

Two-thirds (67.0%) of these Active Money Personalities couples preferred to speak in Spanish, with the remaining 23.o% preferring English. The vast majority of attendees were Hispanic/Latino (96.9%).

Almost two-thirds of this group was either first (33.0%) or second generation (31.1%) immigrants.

The educational and income background of participants is seen in the following table.

Sample Characteristics	%
Education Level	
Junior High	14.7
Some High School	10.8
High School/GED	25.2

Some college/technical	31.7
Four year college	13.0
Graduate/professional	4.5

Income	
Less than 10,000	17.8
10,000-19,999	20.2
20,000-29,999	22.1
30,000-39,999	16.8
40,000-49,999	7.8
50,000-74,999	12.1
75,000-99,999	3.1

Pretest/Posttest Change

Findings below reflect couple scores from Active Money Personalities workshops in the current Project Year. The measures **in bold** indicate changes that were statistically significant ($p < .05$).

Active Money Personalities: Pretest-Posttest Change

Objective	Measure	Pretest Mean (sd)	Posttest Mean (sd)
Increase marital satisfaction	**Happiness with present relationship question**	11.12 (2.51)	12.16 (2.01)
Increase commitment to present relationship	**Commitment to present relationship question**	12.53 (1.91)	13.12 (1.66)
Improve conflict resolution skills	**ENRICH Conflict Resolution Subscale**	45.45 (6.13)	64.32 (7.18)
Increase positive communication	**ENRICH Communication Subscale**	53.95 (9.84)	57.73 (10.02
Decrease negative interaction	**BSRF Negative Interaction Scale**	39.35 (12.74)	33.15 (11.82)

The team has attempted to gather both 6 and 12 month follow up data, but response rates have been 8% and 3% respectively.

Workshop Satisfaction

The vast majority of participants either strongly agreed (84.3%) or agreed (14.1%) that they would recommend this workshop to a friend. Two individuals were neutral (0.5%) and four people strongly disagreed with this statement (1.1%).

Romance & Intimacy

Data had been received from 342 people attending one of 14 workshops. Of these participants, 155 couples completed both the pre and posttest. Analysis of background information and results of knowledge questions are based on data from these couples; missing data is excluded from results. Analysis of program outcomes is based on feedback from couples attending workshops in Year 3.

Description of Participants

Participants ranged in age from 19 to 74 years, with a mean age of 37.71 (sd = 9.96) years. Slightly more than half (57.4%) participants reported being married, while another 40.6% were engaged; 2.0% indicated another status. Many (17.7%) reported at least one prior marriage, with 94.7% indicating they had children.

Approximately three-fourths (72.0%) of these couples preferred to speak in Spanish; the vast majority of attendees were Hispanic/Latino (98.3%).

More than two-thirds of this group was either first (36.4%) or second generation (36.4%) immigrants.

The educational and income background of participants is seen in the following table.

Sample Characteristics	%
Highest Level of Education	
Junior High	17.2
Some High School	14.2
High School/GED	22.4
Some college/technical	28.7
Four year college	13.2
Graduate/professional	4.3
Annual Household Income	
Less than 10,000	14.2
10,000-19,999	20.2
20,000-29,999	22.1
30,000-39,999	15.0
40,000-49,999	10.1
50,000-74,999	13.9
75,000-99,999	3.4
100,000+	1.1

Pretest/Posttest Change

Findings below reflect couple scores from Romance & Intimacy workshops in the current Project Year. The measures **in bold** indicate changes that were statistically significant (p < .05).

Romance & Intimacy: Pretest-Posttest Change

Objective	Measure	Pretest Mean (sd)	Posttest Mean (sd)
Increase marital satisfaction	**Happiness with present relationship question**	11.11 (2.45)	12.31 (2.35)
Increase commitment to	**Commitment to**	12.57 (1.97)	13.22 (1.62)

present relationship	present relationship question		
Improve conflict resolution skills	**ENRICH Conflict Resolution Subscale**	60.81 (6.46)	67.14 (7.95)
Increase positive communication	**ENRICH Communication Subscale**	63.72 (10.44)	69.22 (9.06)
Decrease negative interaction	**BSRF Negative Interaction Scale**	35.21 (9.94)	30.95 (10.83)

The team has attempted to gather both 6 and 12 month follow up data, but response rates have been 7% and 6% respectively.

Workshop Satisfaction

Most participants either strongly agreed (88.6%) or agreed (10.1%) that they would recommend this workshop to a friend. Two people were neutral (0.7%) and one person disagreed and one strongly disagreed (0.3%) with this statement.

Active Relationships for Young Adults (ARYA)

These workshops were primarily attended by high school youth and young adults. Initial data were received from 233 individuals who attended one of 10

ARYA workshops, seven of which were held in Project Year 3. Eleven cases were excluded from analysis due to missing consent forms, while an additional 60 cases were excluded because either the pre or posttest survey was not completed; the results that follow reflect data from the remaining 173 cases.

Description of Participants

Attendees were 95.8% Hispanic/Latino, with 50.8% indicating a preference to communicate in English compared to 49.2% indicating a similar preference for Spanish. This group has similar numbers of participants by gender - 50.9% (n = 88) female compared to 48.0% (n = 83) male (2 individuals did not report gender). These young adults ranged in age from 14 – 27, with a mean age of 16.40 (sd = 2.18) years. Less than half (39.3%, n = 68) reported being in a current relationship.   Almost all ARYA participants (92.5%, n = 160) lived with a parent(s), grandparents, or guardian.   Some attendee characteristics are summarized in the following table.

Sample Characteristics	%
Age	
Fourteen	
Fifteen	13.9
Sixteen	28.3
Seventeen	20.2
Eighteen	11.6
Nineteen	5.8
Twenty and older	2.3
Missing	7.6
Total	1.2
	100.0
Highest Grade Completed	10.4
Up to 8th	31.8
9th	24.3
10th	6.9
11th	9.8
12th	1.7
Some college	15.0
Missing	100.0
Total	
How long in current relationship	
0-6 months	44.6
7-12 months	13.3
1-2 years	10.8
More than 2 years	4.8
Not applicable	21.7

Pretest/Posttest Change

Participants rated their level of agreement using a 4 point Likert scale on 20 items designed to measure change in knowledge, attitude and knowledge before and after the workshop. Scores declined slightly from pre to posttest on one measure - "I believe healthy relationships require commitment from both partners". However, the average score declined from 3.57 at pretest to 3.53 at posttest, a change which was not statistically significant. The remaining 16 items demonstrated positive score movement. The measures **in bold** in the table below indicate the change was statistically significant ($p < .05$).

Measure	Pretest Mean	(sd)	Posttest Mean	(sd)
I can use good speaking and listening skills to improve communication.	3.35	(.05)	3.44	(.05)
I have the skills to solve disagreements in a respectful way.	3.09	(.05)	3.19	(.05)
I can name some benefits of having a healthy marriage.	3.01	(.06)	3.32	(.05)
I can name some predictors of healthy marriages.	2.77	(.05)	3.25	(.05)
It is important to know that the traits in my partner are reliable before I marry and have children.	3.24	(.06)	3.45	(.05)
I can name some of my personal strengths.	3.15	(.05)	3.29	(.05)
I have the skills necessary to build healthy relationships.	3.13	(.05)	3.30	(.05)
I know how to make a budget.	2.63	(.07)	3.13	(.05)
I can respectfully discuss money matters if/when I am in an intimate relationship.	2.91	(.06)	3.29	(.05)
I believe living on a budget is essential to creating a healthy marriage.	2.96	(.06)	3.32	(.05)
I understand the legal responsibilities of being a parent including the possibility of having to pay child support until the child is 18.	3.25	(.06)	3.44	(.05)
If I have a baby with someone, the state has the right to take money from me to support that child.	3.09	(.07)	3.42	(.05)
If I have a baby with	3.22	(.07)	3.43	(.05)

someone, the state will hold me responsible for caring for that child.		
I can define verbal, physical, and emotional abuse.	3.27 (.06)	3.55 (.05)
I can name some behaviors that are related to relationship violence.	3.18 (.06)	3.36 (.05)
I know that the chemical high of hormones can lead to making poor relationship decisions.	3.02 (.06)	3.47 (.04)
I know specific characteristics to look for in a person to increase my chances of developing a healthy, long-term relationship.	3.10 (.06)	3.41 (.04)
I can notice signs of anger in myself before it grows.	3.18 (.06)	3.36 (.05)
I know some positive ways to control my anger.	3.03 (.07)	3.32 (.05)

Active Adults

These workshops are intended for parents of those young adults who attended ARYA workshops. Initial data was received from 732 participants who attended one of 49 Active Adults during the last 2 project years.   Analysis the follows reflect responses from the 430 participants who completed both pre and posttests; missing data is not reflected in results.

Description of Participants
Attendees were mostly female (86.7%, n = 313) and were, on average 39.64 (sd = 11.43) years old.   Most participants (79%, n = 319) preferred to communicate in Spanish, with the remaining 21% (n = 85) preferring English. The vast majority of attendees were Hispanic/Latino (98.4); 70.9% indicated their family was originally from Mexico.

Additional characteristics of attendees are presented in the following table.

Sample Characteristics	%
Marital Status	
Married	50.9
Divorced/Separated	17.2

Single	18.1
Engaged	5.2
Widowed	3.4
Dating	2.8
Other	2.5

Highest Level of Education	
Junior High	23.0
Some High School	20.1
High School/GED	12.6
Some college/technical	23.6
Four year college	16.2
Graduate/professional	4.5

Annual Household Income	
Less than 10,000	26.5
10,000-19,999	20.1
20,000-29,999	17.8
30,000-39,999	14.0
40,000-49,999	9.8
50,000-74,999	7.6
75,000 & higher	4.2

Knowledge Acquisition

Participants were asked to rate their level of agreement at posttest only on 4 items related to specific information covered during the workshop using the same four-point scale referred to earlier. Results are displayed in the following table; blank cells indicate no responses in that category.

Question	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
I can use the SMART cards to solve an argument.	66.5	29.2	2.6	1.8
I can make plans to manage my emotional triggers.	61.0	36.6	2.3	
I know some ways to establish family traditions.	61.5	35.6	2.4	0.5
I can use the SMART cards to solve a relationship conflict.	67.1	27.0	4.9	1.0

The vast majority of attendees to Active Living workshops either strongly agreed

or agreed with each of these 4 items.

Pretest/Posttest Change

Participants rated their level of agreement using a 4 point Likert scale on 20 items designed to measure knowledge and attitudinal changes from before to after the workshop. Scores improved on all 20 measures. Furthermore, 19 of the 20 measures demonstrated statistically significant change ($p < .05$); these items are seen **in bold.**

Measure	Pretest		Posttest	
	Mean	**(sd)**	**Mean**	**(sd)**
I believe healthy relationships require strong commitment from both partners.	3.48	(.64)	3.70	(.47)
I can use good speaking and listening skills to improve communication.	3.83	(.79)	3.94	(.71)

I have skills to solve disagreements in a respectful way.	3.51 (.80)	3.80 (.74)
I can name some benefits of having a healthy marriage.	3.62 (.80)	3.85 (.69)
I can name some predictors of healthy marriages.	3.33 (.94)	3.66 (.75)
It is important to know that the traits in my partner are reliable before I marry and have children.	3.76 (.76)	3.87 (.71)
I can name some of my personal strengths.	3.58 (.79)	3.77 (.72)
I have the skills necessary to build healthy relationships.	3.58 (.81)	3.81 (.73)
I know how to make a budget.	3.34 (.95)	3.64 (.81)
I can respectfully discuss money matters if/when I am in an intimate relationship.	3.17 (1.03)	3.52 (.94)
I believe living on a budget is essential to creating a healthy marriage.	3.66 (.88)	3.88 (.76)
I understand the legal responsibilities of being a parent including the possibility of having to pay child support until the child is 18.	3.86 (.79)	3.95 (.69)
If I have a baby with someone, the state will hold me responsible for caring for that child.	3.75 (.87)	3.89 (.73)
If I have a baby with someone, the state has the right to take money from me to support that child.	3.63 (.93)	3.81 (.78)
I can define verbal, physical, and emotional abuse.	3.70 (.81)	3.88 (.74)
I can name some behaviors that are related to relationship violence.	3.69 (.80)	3.85 (.75)
I know that the chemical high of hormones can lead to making poor relationship decisions.	3.49 (.89)	3.84 (.76)

I know specific characteristics to look for in a person to increase my chances of developing a healthy, long-term relationship.	3.51 (.81)		3.84 (.71)
I can notice signs of anger in myself before it grows.	3.55 (.79)		3.78 (.76)
I know some positive ways to control my anger.	3.42 (.86)		3.77 (.72)

Active Choices

These workshops are intended for those who are engaged, seriously dating and those interested in marriage. Initial data was received from 89 participants who attended one of 13 Active Choices during the last 2 project years.   Analysis the follows reflect responses from the 87 participants who completed both pre and posttests; missing data is not reflected in results.

Description of Participants

Attendees were 2.1% female (n = 54) and 37.2% male (n = 32) and were, on average 30.02 (sd = 11.19) years old.   Approximately two-thirds (65.9%, n = 56) preferred to communicate in Spanish, while 34.1% (n = 29) indicated a preference for English. The majority of attendees were Hispanic/Latino (89.7%, n = 78); 80.8% (n = 63) indicated their family was originally from Mexico.

Additional characteristics of attendees are presented in the following table.

Sample Characteristics	%
Marital Status	
Engaged	39.3
Single	42.9
Dating	13.1
Married	4.8
Highest Level of Education	
Junior High	11.0
Some High School	20.7
High School/GED	14.6
Some college/technical	23.2
Four year college	24.4
Graduate/professional	6.1
Annual Household Income	
Less than 10,000	27.0
10,000-19,999	25.4

20,000-29,999	14.3
30,000-39,999	14.3
40,000-49,999	7.9
50,000-74,999	9.5
75,000 & higher	1.6

Knowledge Acquisition

Participants were asked to rate their level of agreement at posttest only on 4 items related to specific information covered during the workshop using the same four-point scale referred to earlier. Results are displayed in the following table; blank cells indicate no responses in that category.

Question	% Strongly Agree	% Agree	% Disagree	% Strongly Disagree
I can use the SMART cards to solve an argument.	27.9	68.6	2.3	1.2
I can make plans to manage my emotional triggers.	24.7	74.1	1.2	
I know some ways to establish family traditions.	20.5	75.9	2.4	1.2
I can use the SMART cards to solve a relationship conflict.	24.1	71.3	4.6	

The vast majority of attendees to Active Living workshops either strongly agreed or agreed with each of these 4 items.

Pretest/Posttest Change

Participants rated their level of agreement using a 4 point Likert scale on 20 items designed to measure knowledge and attitudinal changes from before to after the workshop. Scores improved on 18 out of 20 items and demonstrated statistically significant change on the items seen in **bold.**

Slight decreases were seen in mean scores from pre to posttest on the following items:

I believe healthy relationships require strong commitment from both partners.
If I have a baby, I know the state will hold me responsible for caring for the child.

Measure	Pretest Mean (sd)	Posttest Mean (sd)
I can use good speaking and listening skills to improve communication.	3.35 (.05)	3.36 (.06)
I have skills to solve disagreements in a respectful way.	3.07 (.06)	3.22 (.06)
I can name some benefits of having a healthy marriage.	3.16 (.06)	3.28 (.06)
I can name some predictors of healthy marriages.	3.01 (.07)	3.23 (.05)
It is important to know that the traits in my partner are reliable before I marry and have children.	3.26 (.06)	3.32 (.05)

I can name some of my personal strengths.	3.14	(.05)	3.27	(.05)
I have the skills necessary to build healthy relationships.	3.16	(.06)	3.29	(.05)
I know how to make a budget.	3.04	(.06)	3.14	(.06)
I can respectfully discuss money matters if/when I am in an intimate relationship.	3.06	(.06)	3.25	(.06)
I believe living on a budget is essential to creating a healthy marriage.	3.22	(.07)	3.37	(.05)
I understand the legal responsibilities of being a parent including the possibility of having to pay child support until the child is 18.	3.36	(.06)	3.37	(.05)
If I have a baby with someone, the state has the right to take money from me to support that child.	3.21	(.07)	3.31	(.07)
I can define verbal, physical, and emotional abuse.	3.20	(.06)	3.31	(.06)
I can name some behaviors that are related to relationship violence.	3.17	(.07)	3.29	(.05)
I know that the chemical high of hormones can lead to making poor relationship decisions.	3.08	(.07)	3.30	(.05)
I know specific characteristics to look for in a person to increase my chances of developing a healthy, long-term relationship.	3.18	(.05)	3.30	(.06)
I can notice signs of anger in myself before it grows.	3.14	(.06)	3.21	(.05)
I know some positive ways to control my anger.	3.07	(.07)	3.23	(.05)

Feedback from Project Staff

During the third quarter, all project members were invited to answer a few

questions about HARP Cameron County programming. The questions asked and their responses and a summary of their responses are included below:

Question:
Describe your perception of community response to the HARP project to date. Please include any specific examples of either positive or negative response from community members, groups, or organizations that you can recall.

Summary Response:
Now in its third year, HARP has finally achieved name recognition in Cameron County. It is now very well recognized and accepted by Faith Leaders, Community Leaders, and Public Officials. The word is out and credibility has been built which has increased the positive response of the community. People from the Hispanic community are beginning to call and seek out marriage education because of the positive results in the lives of others. Many have expressed gratitude for the services of HARP.

Question:
Describe how workshop leaders have been recruited and how successful you perceive it to be so far. Discuss any obstacles with the process and suggestions for change.

Summary Response:
HARP leaders are the face of HARP in their community. In general, they are recruited from churches, community agencies working with youth, other community agencies, and referral by other leaders. Many of the leaders have other leadership roles within the community and other organizations, which brings up the obstacle of time constraints. Generally, the leaders are interviewed and screened, but it has still been a challenge to find leaders who are committed to the cause, are good facilitators, and have the time to invest in the project.

Question:
Describe how program participants have been recruited and how successful you perceive it to be so far. Discuss any obstacles with the process and suggestions for change.

Summary Response:
Program participants are recruited in a variety of ways including the radio, billboards, the movie theatre, word of mouth, agency referrals, community outreach, community fairs, one-to-one presentations, and meeting with church and agency leaders. Facilitators have been successful in face to face invitations to participants. Two of the main challenges of recruiting

program participants are follow-up and confirming the attendance of participants.

Question:
Discuss whether or not you believe the public awareness campaign is on target.

Summary Response:
The public awareness campaign has been a learning process. It is on target overall, but there is always room to grow. The billboard and radio advertisements have been most effective and have brought in numerous calls.

Question:
Describe what you believe have been the biggest successes and challenges of the HARP project to date**.**

Summary Response:
HARP has succeeded in meeting and surpassing its goals. It has also had a positive impact on couples throughout each community and has gained the support and attention of various community leaders. One of the main challenges HARP faces is overcoming misconceptions throughout the community regarding marriage education. In some areas, communicating the importance of HARP's mission to community leaders has been a challenge.

Question:
Please share any recommendations for improvement or change to processes in the HARP project that you feel might strengthen the overall project.

Summary Response:
HARP could improve by increasing collaboration with other agencies, recruiting more leaders, and increasing unity within the HARP team. Persistence and patience are also keys to HARP's success.

Overall Summary Response:
Now that HARP is in its third year, credibility has been built, and there is a greater awareness among the community of HARP's services. HARP is positively impacting the lives of couples in various communities. The recruitment of participants has been going well overall, and success has particularly been seen in radio and billboard advertisements. HARP's main challenge is overcoming misconceptions in the community regarding

marriage education and the stigmas that go with that. Improvements could be made in increased collaboration between various community agencies and in the recruitment of more leaders with less time constraints.

Summary

The Baylor University School of Social Work research team is pleased to report that in year three of the HARP Cameron County Health Marriage Demonstration Project, the project is meeting the grant benchmarks and is demonstrating positive accomplishments in the measured outcomes. The demographic data reported above clearly shows that the project is reaching its intended population-Hispanic couples, singles, and youth who are frequently under educated, low income, and prefer to speak in Spanish. The three year data on the project confirms that a research in-formed curriculum, delivered in a culturally sensitive manner by a well-trained community based staff in the participants' preferred language can impact a hard-to-reach, at-risk population.

New facilitators have been trained and 15 more workshops were held than in the second project year. Outcome measures showed significant change as did the knowledge acquisition items. Participants were overwhelmingly satisfied with the workshops they attended. Data from couple programs strongly suggest that programs are providing marriage education that is building skills (e.g., communication, conflict resolution, and reduced negative interaction) and increasing overall marital satisfaction. In all of the workshops except one, all five objectives changed in an expected direction at a statistically significant level.

This report is based on data gathered from complete survey forms. For some cases significant proportions (39%) of surveys are removed from final analysis for lack of completeness. While sometime unavoidable, the project team and research team are working together to increase the number of useable cases. However, due to continued obstacles in achieving acceptable follow-up response rates, serious consideration should be given to sustaining this effort given the time, personnel and financial resources that are spent on it.

Much of the success of this program can be attributed to the competent, committed HARP staff in Brownsville. In August, 2009, the research team made a site visit to Brownsville to meet with the Brownville team and to actually observed one of the facilitators deliver a portion of a workshop. The Brownsville team understands the importance of the research component of the project and responsive to the needs of the research team. Brownsville team members actively contribute to the continuing refinement of the evaluation effort and use evaluation data to fine tune the program. The Baylor School of Social Work based evaluation team is proud to be a part of the overall HARP team.