LEADERS ACROSS BORDERS

5/1/2017

A Binational Leadership and Health Diplomacy Program

Funded by the U.S. México Border Health Commission
Evaluation Results of the Binational Leadership and Health Diplomacy Course
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EXECUTIVE SUMMARY

The Leaders across Borders (LaB) Program is a Binational Leadership and Health Diplomacy program funded in part through a cooperative agreement between the U.S. Department of Health and Human Services Office of Global Affairs / U.S. Section of the U.S.-Mexico Border Health Commission (USMBHC) and the Arizona Department of Health Services and the Mexico Section of the USMBHC. The mission of the USMBHC is “to provide international leadership and optimize health and quality of life along the United States-México Border.”

In 2008, in partnership with the USMBHC, the Arizona Department of Health Services, the Federal Health Ministry of Mexico, the National Institute of Public Health of Mexico, and the University of Arizona College of Public Health developed and implemented the LaB program with leaders from both sides of the border. A recruitment and selection process is conducted among border partners and LaB facilitators. To date, six LaB program cohorts have been completed for a total of 119 graduates.

LaB program highlights include: 1) three in-person meetings, 2) leadership tools (Enneagram, SYMLOG), 3) leadership and collaboration models, 4) team projects, 5) health diplomacy, and 6) ability to learn about binational systems from colleagues. Program participants indicated that the LaB format, content, and personal/professional impacts differentiate this leadership program from others.

Results from this third party process evaluation indicate that overall LaB program participants are highly satisfied with the program’s curriculum/content, their participation in the program, and have achieved many personal and professional skills. Achievements include increased leadership skills, increased understanding of binational issues, and the importance of learning about your own leadership characteristics and type in order to be more effective in the work place and border health arena.

Recommendations

The following recommendations are suggested for program improvement and assessment of impacts.

- Design a more rigorous program evaluation to better assess outcomes and include a mixed methodology approach;
- Explore ways SYMLOG results can be utilized by program participants and how results affect the overall program impacts.
- Publish articles to inform key stakeholder agencies about the program.
BACKGROUND

Introduction

The Leaders across Borders (LaB) program began in 2008 and has completed six cohorts to date, with 119 professionals completing the program from the United States and México. The sixth cohort held its graduation in October 2016, with 16 graduates.

An individual and bi-national team evaluation was conducted by Dr. Ricardo Hirata Okamoto, Director of Keisen Consultants, México. This evaluation consisted of an assessment to measure and gather feedback from each participant related to their “Individual Leadership for Effective Teamwork” and an assessment of each of the binational teams pertaining to their “Team Performance Effectiveness.” Dr. Hirata utilized the Systemic Multiple Level Observation of Groups (SYMLOG) approach that includes a theory of personality, social interaction, and group dynamics system. He also assessed LaB program satisfaction with surveys administered at each of the three in-person meetings. For detailed information regarding this evaluation, please see the “2016 Leaders across Borders Program Summary and Evaluation Report.”

In the fall of 2016, third party evaluation proposals were requested by the LaB program to assess the project’s curriculum/content, selection process, and impact. A third party evaluator was contracted in the spring of 2017. This evaluation report focuses on the sixth cohort of the LaB program.

Program Description

The LaB program’s purpose is to strengthen the skills and abilities of its participants to increase their capacity to address border issues as an agent of change in their communities, utilizing an educational model. The LaB’s nine-month learning objectives include the following:

- Sensitize participants on the health needs of the border population to focus and prioritize actions in public health;
- Develop participants’ leadership skills to improve the health situation along the U.S.-México border communities;
- Strengthen and emphasize the importance of diplomacy between the actors involved in binational health improvement;
- Develop team based and collaborative projects to support and align with the Border Health Commission (BHC) priorities; and
- Integrate collaborative networks among professionals to support the leadership in border binational public health.

The 2016 the LaB program was held over a period of nine (9) months, with participants meeting in-person on three (3) different occasions, twice in Scottsdale, AZ and once in Monterrey, Nuevo León, Mexico. The first in-person meeting included the program orientation, Enneagram, modules one (1) and two (2) and included team projects and assignments; the second meeting consisted of a retreat where a continuation of the Enneagram was conducted, the introduction of the SYMLOG process, and modules three (3) and four (4) of the LaB curriculum were presented along with team projects; and finally the third meeting included the Enneagram, SYMLOG, and the completion of the fifth and final modules and presentations of final team projects. The third meeting also included the program’s graduation.
It is the hope that program participants who have completed the program would have attained the means to increase leadership skills and understanding of health diplomacy, along with recognizing the importance of collaboration to achieve improved border health outcomes.

**Recruitment Process**

Potential applicants were recruited from multiple sources, including:

- The BHC E-Border Health notification
- Postings on borderhealth.org and saludfronterizamx.org webpages
- Emails to key contacts in each of the ten states
- Program recommended by University professors
- Former LaB participants
- Academic colleagues
- Non-governmental agencies
- State and Federal agencies

Potential program applicants from the U.S. were nominated by their organizations or professional affiliations. Applicants from México could apply directly without nomination. Potential applicants submitted the following as part of their application process: 1) online application, 2) essay, 3) two letters of reference (one from their supervisor), and 4) resume/curriculum vitae.

Program applicants were asked to address the following in a 1,000 words or less essay:

- How will this program help you meet some of your individual training and leadership development needs?
- What is a key area of concern or a public health priority for you, and how will this program help you address it?
- How can this program help strengthen your organization’s capacity to binationally promote healthy communities in the border region?
- What key partnerships or systems would you like to develop or strengthen to reduce health inequities and promote healthy communities in the U.S.-México border region?
- If you do not meet the preferred qualifications please describe the knowledge, skills, and experiences you bring to the program.

**METHODOLOGY FOR THIS REPORT**

The third party evaluator conducted a process evaluation of the LaB program and consisted of the following activities:

- Document review
  - Recruitment/selection documents
  - Curriculum
Process evaluation reports (Orientation, Retreat, Graduation)
2016 Leaders across Borders Summary and Evaluation Report
  • Review of LaB Video from October 2016
  • Developed focus group questions for LaB participants
  • Conducted two focus groups April 17, 2017 with 22 LaB participants
  • Synthesis of information
  • Analysis of focus group data

All documents utilized for this report were provided by the LaB program staff, with the exception of the focus group questions that were developed by the evaluator. The focus groups results are included in this report in the “Evaluation Findings” section to inform overall program impacts by LaB participants. A total of 22 former LaB participants from various cohorts participated in the focus group discussions that were facilitated in English and Spanish; of which 13 were female and nine were male. Where applicable, this report will include findings from the “2016 Leaders across Borders Summary and Evaluation Report.” For a list of focus group questions, see Appendix A.
EVALUATION FINDINGS

Selection Process

Program participants were selected based on a number of factors included in the selection process by the LaB’s application review Ad Hoc Committee. In 2016, the Ad Hoc Committee consisted of the four (4) LaB team facilitators. The committee used review process criteria to assess each of the applicants. The selection criteria were the same for applicants from both countries. At a minimum, the following requirements needed to be met by applicants:

- Have at least five years' experience working in the U.S.-México border region
- Committed to working with vulnerable populations and promoting health equity, eliminating health disparities, and increasing quality of life along the U.S.-México border region
- Seeking to enhance their leadership and health diplomacy skills; professional networks; and understanding of the border and binational public health assets, challenges, and systems as a means to identifying solutions

The committee utilized criteria and a review form to assess each applicant. The review form consisted of four (4) questions and a scoring mechanism to assess various criteria areas on a scale of one (1) to ten (10) (ten being the highest), with overall total points indicating a recommendation for program participation:

0 – 10 do not recommend or reconsider with thorough review
11 – 19 Recommend
20 – 30 Strongly recommend

For more information on the application review process, please see the “Application Review Process Criteria” document.

Findings

An assessment of the selection process indicates that there is an adequate mechanism in place to score potential applicants based on application requirements. Each applicant is scored on their application materials and given an overall score. It cannot be determined at this time if this is sufficient, given that it appears all applicants to the LaB program were selected for program participation. The current selection process appears to be limited in that strategies are not included to minimize selection bias. The selectin committee consists of four (4) persons, and the scoring document does not provide guidance as to what constitutes giving an applicant a low or high score; nor does the scoring form include a description of what elements need to exist for each of the scoring areas to constitute a higher score. This can lead to open interpretation by individual committee members that may differ in terms of application quality. Though applicant selection does not appear to be an issue at this time this may need to be re-visited in the future.
**Considerations for Improvement**

Should the program expand or encounter more applicants, consider including mechanisms such as selection cut-off criteria of scores for those applicants whose scores are the same and minimize any potential selection bias. In addition, examine and test the application review tool for inter-rater reliability to ensure a more rigorous selection process.

**Curriculum/Content**

The LaB program consisted of a combination of curriculum, models, and evidence-based tools that were utilized during in-person meetings, individual assignments, and team assignments. A total of 202 hours were dedicated to various topical modules, assignments, and presentations. The LaB timeline and curriculum was as follows:

<table>
<thead>
<tr>
<th>Month</th>
<th>Module 1</th>
<th>Module 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>April</td>
<td>Introductory Module (15 hours)</td>
<td>Module 1 – Leadership Competencies (50 hours)</td>
</tr>
<tr>
<td></td>
<td>Module 2 – Action Learning and Project Assignments (40 hours)</td>
<td>Module 2 – Action Learning and Project Assignments (40 hours)</td>
</tr>
<tr>
<td></td>
<td>Module 3 – Health Diplomacy (9 hours)</td>
<td>Module 4 – Organizational Leadership – Public Policy and Health Systems (40 hours)</td>
</tr>
<tr>
<td>July</td>
<td>Module 3 – Health Diplomacy (9 hours)</td>
<td>Module 4 – Organizational Leadership – Public Policy and Health Systems (40 hours)</td>
</tr>
<tr>
<td></td>
<td>Module 5 – Health Systems and Decision-Making (40 hours)</td>
<td>Module 5 – Health Systems and Decision-Making (40 hours)</td>
</tr>
<tr>
<td></td>
<td>Project Presentations and Graduation (8 hours)</td>
<td>Project Presentations and Graduation (8 hours)</td>
</tr>
</tbody>
</table>

Leadership principles along with the Enneagram and SYMLOG tools were a major piece of the LaB program and emphasized as the foundation for participants. The Enneagram is a personality typology and the SYMLOG is a theory of personality and group dynamics. Both of these tools were used throughout the program and as a result, leadership activities were embedded within the program structure, individual, and team processes, not just presented as informational topics.

LaB participants were provided the opportunity to come together with their colleagues on three (3) separate occasions and were assigned to four (4) different teams where each team worked on their team projects. Each team also had a team facilitator. Team project topics included the following:

- Cronicas/Chronic Diseases
- Medio Ambiente/Environmental Health
- Prevención de Embarazos en el Adolescente/Teen Pregnancy Prevention
- Salud del Migrante/Migration and Health

**Findings**

The curriculum and content of the LaB program appears to be more than adequate and very satisfactory in meeting its goals. Curriculum is evidence-informed and the combination of materials, best practice tools, and leadership models provided the opportunity for different learning styles and for the application of concepts presented. Participant responses from each of the three (3) in-person meetings indicate that Enneagram results were useful to participants’ professional and personal leadership development and that the content was useful.
The curriculum and content of the LaB program proved to be essential to the development of the participants’ leadership skills. Many participants indicated they were taught and given the appropriate “tools” they needed to assess their leadership type and level of skill along with others in their teams. Tools provided can easily be transferred to their respective places of employment and future border health projects. The majority of participants indicated the following programmatic contents were vital to strengthening their leadership skills:

- Binational context
- Enneagram
- Good models of collaboration
- SYMLOG
- Learning about the U.S. and Mexico systems
- Team projects topical areas

**Considerations for Improvement**

For a more formal assessment of the LaB program’s curriculum and content effectiveness, it is suggested that the LaB program include an outcome evaluation. Currently, the LaB program evaluation is more processed based and outcome survey questions could specifically ask participants about the effectiveness of the curriculum and how it impacted their leadership skills and would be able to show changes in areas of interest. Although participants were asked about the use of the Enneagram and content of the orientation, retreat, and graduation, they are more general in nature. Therefore, correlating results to changes in leadership skills and abilities is challenging.

**Impact**

**Findings**

Results from each of the three (3) LaB program in-person sessions and the “2016 Leaders across Borders Summary and Evaluation Report,” and other program documents indicate that LaB participants have increased their leadership knowledge and skills and that the LaB program has made a lasting impact on them both personally and professionally. Evaluation results from the “2016 Leaders across Borders Summary and Evaluation Report” point to the positive effects that resulted from their participation in the program.

In summary, the report denotes:

- 85% “strongly agreed/agreed” that their overall expectations were met at each of the in-person sessions
- 80%-93% stated the usefulness of the content was “very useful/useful”
- Participants’ overall ratings of the program presenters varied from “excellent” to “very good” (37%-100%)
- SYMLOG results showed all of the teams improved their teamwork effectiveness from an average of 70.58 to 85.70
- Individual SYMLOG results showed an increase in effectiveness from an average of 69.82 to 86.18

For detailed results, please see the “2016 Leaders across Borders Program Summary and Evaluation Report.”
Documents reviewed and focus groups results indicated several themes that emerged relating to impacts by program participants. The format, content, and personal/professional gains from the LaB program were cited as programmatic elements that aided in the positive experience for LaB participants. Personally and professionally, multiple impacts were shared by program participants. Details of programmatic aspects that were most beneficial and impactful are detailed below.

Format

The LaB program’s format seemed to work well for the majority of participants and many stated how fortunate they felt to participate in such a program. All 22 focus group participants indicated how beneficial it was for them to meet in-person and maintain relationships over the course of the program to complete the team projects. The majority of participants also stated how amazed they were with the type of participants selected and their passion for the work. Other format elements that proved to be favorable by participants included: 1) hands-on learning, 2) partnerships created (personally and professionally), 3) group discussions, 4) the ability to learn new skills and apply them, 5) the ability to practice Spanish and English, and 6) immersion into border health. In summary, the format of the LaB program was conducive to creating long-last relationships and partnerships both personally and professionally and strengthening leadership skills among participants. Additionally, the program reinforced and supported the notion of how critical it is to use both English and Spanish languages when working with border programs.

Content

As stated in the “Curriculum/Content – Findings” section above, the content of the LaB program was essential to the development of the participants’ leadership skills and vital to the program’s impact for participants.

Personal and Professional Influences

In general, the majority of participants indicated the LaB program helped them learn about themselves and the type of leader they are and how to recognize the differences of others’ leadership skills to more effectively work together. Many of the participants indicated how the Enneagram assisted with this and how these skills were developed over the course of program. Some participants also cited the importance of knowing about the different leadership styles in order to achieve teamwork with their respective teams they work with and how sometimes leadership styles and personalities can inhibit program implementation and outcomes.

Other participants indicated personal impacts that included more reflection of self - related to leadership qualities, the importance of listening, the significance of paying more attention to varying personalities and leadership styles. In addition, one (1) participant indicated they had embarked on a doctoral program and dissertation related to leadership as a result of their participation in the program.

Professional influences cited also included the ability to learn about the U.S. and México systems for a better understanding of binational issues. Other program elements that were described as beneficial to participants professionally were improvements in working in teams at their place of employment, ensuring any materials distributed were in both English and Spanish languages, better understanding of the politics around health, and understanding the various border “actors” in the border communities. Many participants also stated how the LaB program would help them to address health issues in their respective communities. Lastly, it was mentioned by a few participants how appreciative they were of their employer’s support to participate in the LaB program, as it is not always feasible to do.
Successes

Many successes were shared and mentioned in the focus groups conducted, with the majority indicating the following:

- Well thought-out process
- Ability to apply Enneagram
- Opportunity to learn new skills
- Increased commitment to developing leadership skills

When focus group participants were asked how the LaB program differed from other leadership programs, participants indicated: 1) rather than just teaching about concepts and tools, the LaB allows for application and reflection of self, 2) this program helps you apply operational definitions and translate them to your place of work and system in your community; and 3) the immersion with others via group projects is used as a learning tool.

In addition, program participants also stated that the LaB program provided an opportunity to learn and appreciate differences in work styles and how they may differ between both countries. For many participants they valued the connections made with other participants both personally and professionally and the ability to establish relationships. These relationships were key to accomplishing project team tasks with participants coming from different places; however, despite the challenges of distance, participants felt they were able to accomplish the tasks at hand successfully.

Although it is evidenced that the program is impacting participants, the evaluation design does not include a mixed methods approach of process and outcome measures to most effectively assess impacts. In this regard, the LaB program could benefit from a more rigorous evaluation design.

Considerations for Improvement

For a more formal assessment of program impacts, it is suggested that a more rigorous evaluation design be developed to include an outcome evaluation component. Participant outcomes can be directly correlated with program goals to assess participant impacts. Outcomes can be assessed through the use of a questionnaire that involves a series of questions that can be quantified to assess changes in participant leadership skills and abilities. Program impacts can be also be measured by conducting a follow-up survey at six (6) or 12 months post program completion, which can also assess whether impacts have been sustained over time with participants.

It is also suggested that a scoring mechanism be developed for the final project reports or at least analysis of the questions included in the “Project Guidelines Document;” “tell us about the particular one or two leadership skills each team member is hoping to build or enhance through this project and how this project will help build these skills”; “what leadership skills did you/your team exercise and develop in the project?”; “did you use any specific concepts, skills or tools taught in LaB, and if so, how?”; “what did you (your team) learn about yourself (yourselves) as leader(s)?”; “what lessons did you learn about what a “good” leader needs to do in your context?” This is rich information that could be used as part of the project’s evaluation to assess program impacts.

Overall Program Suggestions

Participants were asked in the focus group discussions what suggestions they had to improve the LaB program or to share any challenges they had with the program. Three (3) main suggestions for improvement surfaced
and included: 1) staying connected, 2) assessing program impacts, and 3) publishing articles about the LaB program. Details are discussed below.

**Staying Connected**

All focus group participants shared the desire to stay connected with each other, despite that many stated they kept in contact with other LaB participants on their own after graduation, but are seeking more formal mechanisms. LaB participants were interested in knowing what happens to people and what they are doing in the arena of public health after the program is completed. Suggestions for staying connected included:

- Create a platform to share participant profiles and updates about projects being worked on; could be a LaB website, Facebook page, LinkedIn page or “Alumni Connect”
- Newsletter
- Alumni “get-togethers”

**Assessing Program Impacts**

The majority of focus group participants indicated the importance of assessing program impacts and sharing the results with program participants and employers. Although participants have completed evaluations for specific elements of the LaB program, it was stated that there were no quantifiable outcomes or an overall evaluation that was shared to show the program has been effective and has achieved the intended impacts. Many participants stated they didn’t know what the hypothesis or end goal was for the program or what was achieved after participants completed the program.

**Publishing Articles**

About three-quarters of focus group participants indicated the need for the LaB program to produce articles to share and highlight the LaB program. It was stated that employers and various sectors need to be aware of the success of the program and the work that has been done as a result. Participants would like to share their stories and experiences with the LaB program to promote the efforts of border health initiatives.

About half of the participants indicated that they would like more time to discuss and process, more specifically related to the Enneagram and it was stated that there was not enough time to reflect and apply the Enneagram analyses. For a few participants, it was felt that the Enneagram was repeated over and over and suggested that this could be re-framed differently so that it doesn’t appear repetitive. Other content suggestions included expansion of the topic of health diplomacy, as a few participants mentioned that more emphasis and coverage of health diplomacy would be very beneficial to their work in public health on both sides of the border.

Another suggestion by half of the participants was to better communicate the role of the facilitator and to clarify their roles. A few of the focus group participants mentioned that some of the facilitators played more of an “observer” role versus a “facilitator” role.

When focus group participants were asked how more people could learn about the LaB program or how to “get the word out,” social media such as Facebook and producing videos were suggested. Lastly, about half the group of participants were interested in learning how the LaB program aligned with meeting Healthy 2020 goals.
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Overall, the Leaders across Borders (LaB) program showed many achievements through the partnership of the U.S.-México Border Health Commission, the Arizona Department of Health Services, the University of Arizona, the Federal Health Ministry of Mexico, the Instituto Tecnologico de Monterrey, and the USMBHC Outreach Offices in Baja California and Nuevo León. To date, a total of 119 participants from the U.S. and México have graduated from the LaB program. The recruitment and selection process appears to be adequate in that LaB stakeholders are using their public health and bi-national networks to recruit for the LaB program. The selection process has a scoring methodology for potential applicants through the LaB’s Ad Hoc Review Committee.

Areas of strength for the LaB program include the format, content, and personal/professional impacts. Program participants indicate that the opportunity to conduct in-person group work, the leadership tools provided, and the ability to practice skills set the LaB program apart from other leadership programs. Specifically, the Enneagram was highlighted as a useful tool for the program. The SYMLOG tool generated mixed feelings by participants in that while the majority felt it was a useful tool, it was not clear how the results were shared and applied with participants or how results were utilized to assess overall program effectiveness.

Based on process data collected, results from this evaluation indicate that overall, LaB program participants were highly satisfied with their participation in the program and have achieved many personal and professional skills. Self-reported program impacts include increased leadership skills, increased understanding of binational issues, and the importance of learning about your own leadership characteristics and type in order to be more effective in the work place and public health arena.

Participants were asked in the focus group discussions what suggestions they had to improve the LaB program. Three (3) main suggestions for improvement included: 1) staying connected, 2) assessing program impacts, and 3) publishing articles about the LaB program. In addition, LaB participants indicated their desire to stay connected with one another and to stay abreast of the public health initiatives their LaB colleagues were involved with.

Recommendations

The following recommendations are suggested for exploration based on the evaluation and feedback collected.

- **Design a more rigorous program evaluation to better assess outcomes.** Developing an evaluation design that includes outcome evaluation will assist in identifying greater program impacts and can be included in articles for publishing. The outcome evaluation could include follow-up surveys with program participants at 6 or 12 months post program completion.

- **Explore ways SYMLOG results can be utilized by program participants and how results affect the overall program impacts.** While the SYMLOG appears to be a useful tool, it is unclear how the results were used by individual participants and how the results were used to assess overall program outcomes.

- **Publish articles to inform key stakeholder agencies about the program.** Sharing the program’s successes and achievements with others can help inform bi-national partners and the LaB program’s
efforts to develop effective leaders that can lead to improved conditions in border communities. Articles can also be used as a potential recruiting mechanism.

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APPENDIX A: FOCUS GROUP QUESTIONS

Leaders across Borders

Thank you for taking the time to talk with me today. My name is XXXX, with Pima Prevention Partnership, a non-profit organization here in Arizona. We are the external evaluator for the Leaders across Borders program and I would like to talk with you more specifically about your experience in Leaders across Borders program.

This discussion will remain confidential in that all responses will be reported as a whole to support survey findings and no names will be used. In order for us to capture, what you say, exactly how you say it, we would like to audio record this discussion for accuracy. Once the recording has been transcribed, all recordings will be deleted. Do you agree to the recording of this discussion? [Moderator: ensure that all participants agree to record].

Okay, let's begin!

1. How did you learn about the Leaders across Borders Program?

2. Please tell me about your experience in the Leaders across Borders Program.

3. What elements of the LaB did you like the most?
   a. What elements of the LaB did you like the least?

4. How did the LaB enhance or change your understanding of leadership?

5. What successes did you experience with the leadership projects or teams?
   a. What challenges did you experience?

6. How is the LaB program different than other leadership programs?

7. Since graduating from the program, how have you applied what was learned in the LaB?
   a. What specifically from the program have you used in your professional/personal development?

8. How has the Leaders across Borders program made an impact on you?
   a. Were there more elements that were more impactful than others?

9. What suggestions do you have to recruit more people for the LaB program?
   a. What are some ways to “get the word out” about the program?

10. What suggestions do you have to improve the LaB program?

11. Is there anything else you would like to share with me today?

    Muchisimas gracias!