

2018-2019

A plan for a
developmental
evaluation of a
gender violence
prevention program
for young men

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1. Introduction

Enlace Comunitario (Enlace) is a social justice non-profit organization dedicated to serving the Latino community in Albuquerque by providing support to those who have experienced domestic violence, and by offering domestic violence prevention programs. Enlace has provided bilingual services to Latino immigrants and their children since 2001. Enlace's programs include counseling, legal services, community education, leadership development and organizing to impact system change.

Enlace brings community awareness about domestic violence and gender inequity, and then works with the community to find ways to eliminate them. Enlace also works to enhance the rights of immigrants who have experienced domestic violence, regardless of their immigration status.

Enlace is currently developing a new program for young men (or young men and women) ages 18 to 24 to address issues of dating violence and gender inequity. The program may be exclusively male or open to all. The goal is to mobilize young adults to be allies against violence and gender inequity and to share their knowledge with a broader audience.

2. Purpose of Evaluation

The purpose of the evaluation is to assist Enlace in developing a new prevention program in a way that increases the likelihood that it will be effective. These are a few of the questions that we will address:

1. Whose needs should this program address (young men or young adults in general)?
2. What are potential achievable goals and objectives for this program?
3. How can Enlace recruit and then engage young men/adults?
4. Who are the best messengers (those who have experienced DV or others as well)?

The evaluation team has conducted two interactive focus groups, and will possibly conduct a third, to learn from young men and prior Youth Leaders regarding their perceptions of gender inequity, how to engage young adults, and who they believe are the best messengers, along with other topics.

All Evaluation Lab projects are developed and implemented as collaborations with the dual goals of increasing student knowledge of social justice, and of building evaluation capacity in the organization.

3. Logic Model

The Logic Model below, created by the Enlace staff on the evaluation team, demonstrates goals for the overarching prevention program at Enlace Comunitario and

how they will be achieved. The Enlace staff are currently working on a logic model for the program in development, but the logic model of the prevention program in general should reflect the goals of the specific program as well.

Outcomes (listed on the right) are broken down into short-term and long-term. The Inputs, Activities, and Outputs contribute to the achievement of both types of Outcomes. Inputs, like a dedicated staff, are some of the fundamental resources necessary to creating a new prevention program at Enlace. The Activities are the actions that Enlace staff take towards engaging clients and creating a new program, like recruiting and training Youth Leaders from the intervention program. The Outputs demonstrate observable results of the Inputs and Activities, such as the number of Youth Leaders who completed training, along with the number of Promotores that attended anti-violence workshops. The new program will contribute to these outputs through activities designed to engage the age group between Youth Leaders and Promotores, those aged 18-24.

The Youth Leaders program consists of youth between the ages of 12 to 17 who have witnessed domestic violence or who have received intervention services from Enlace. They work as peer educators and give presentations on teen dating violence and the impacts of violence on children. The new group will focus on people aged 18 to 24, and they will do similar outreach on teen dating violence and healthy relating but from their unique perspective as young adults.

The *Promotores* program focused on working with men in the community to educate others through community presentations on issues surrounding violence against women and the promotion of gender equality. However, the staff began to become concerned with whether the men in this age group were able to fully internalize the renunciation of machismo in a way that would allow them to be effective educators. This concern, along with some programmatic issues, led to the end of the Promotores program. The new program hopes to address the concern of the staff, in that they believe that this age group (18-24) will be able to effectively internalize and communicate to others the concepts of gender equality and equity.

In the short-term, Enlace seeks to improve Youth Leaders' understanding of domestic violence, teen dating violence, gender inequity, and healthy relationships. These are the expressed goals of the program in development as well.

In the long-term, Enlace hopes to change social norms that condone gender inequity. Some of the assumptions of this logic model are that domestic violence survivors are the best messengers or change agents to prevent future domestic violence, and that to unlearn a behavior one must have multiple touches/sessions, not just one. Enlace staff also note that the external factor of the political landscape related to gender and immigration in which the program is operating can affect the program itself.

Research has shown that experiencing violence as a child can lead to internalizing, externalizing, and trauma symptoms (Evans, Davies, and DiLillo 2008), and an increased risk of intimate personal violence victimization for women and perpetration for men (Whitfield et al. 2003). Furthermore, the relationship between exposure to childhood domestic violence and externalizing symptoms, such as

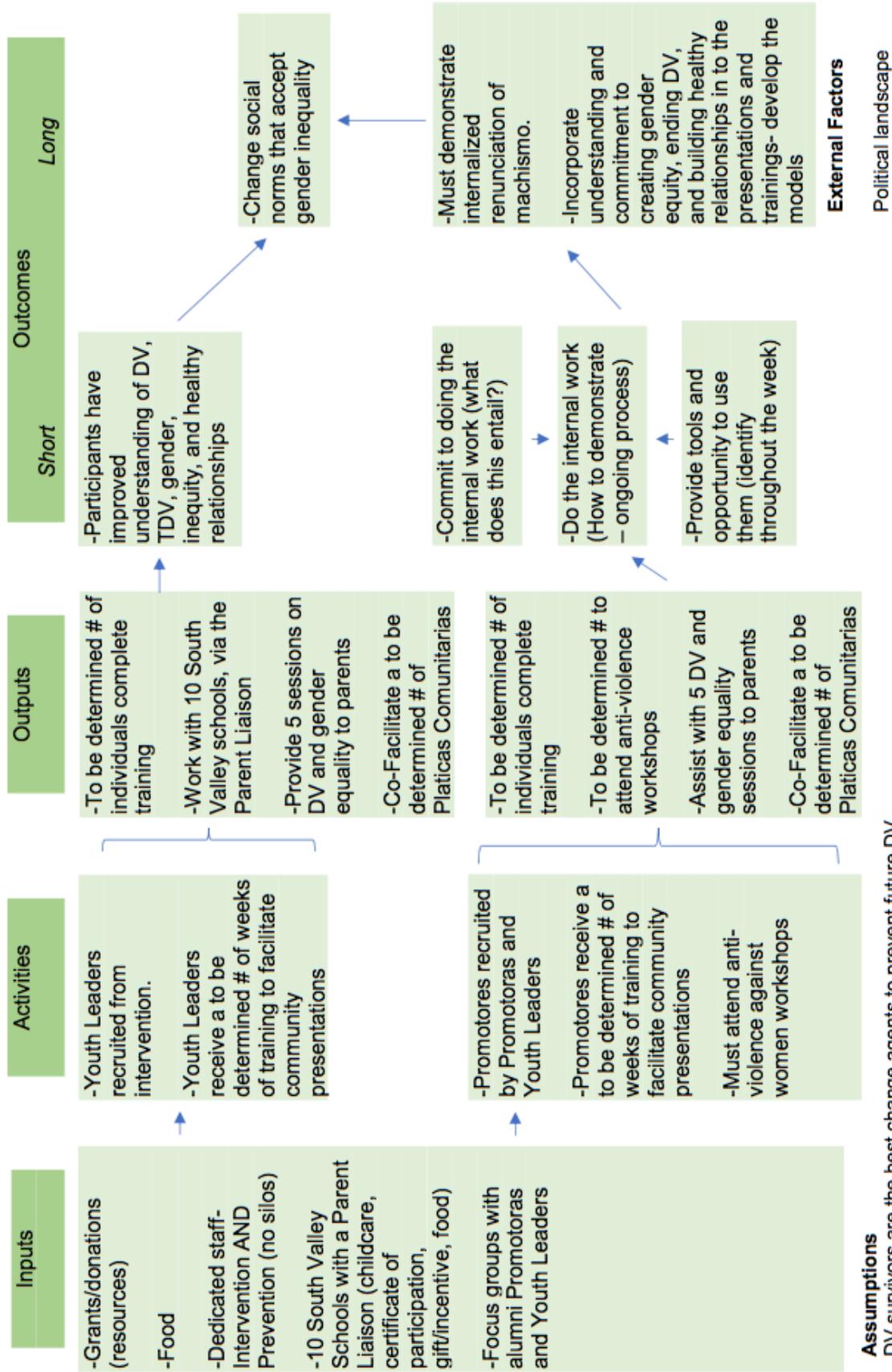
physical aggression is stronger for men than it is for women (Evens, Davies, and DiLillo 2008).

Teen dating violence (TDV) is one way in which these behaviors may be expressed. A study based on nationally representative data in 2013 found that 20.9% of female students who dated experienced some form of TDV during the past year (Vagi et al. 2015). These findings provide evidence for the need for a program that targets young men/adults who have experienced some form of domestic violence.

In order to engage young men in programs discussing issues such as feminism and gender equity, research suggests engagement through participation in groups with peers (Wustrack 2011) and in mixed-gender environments where they feel that they aren't being called out (Rich et al. 2010). Enlace's Youth Leader program, which will serve as a template for the program in development, incorporates both of these engagement styles.

Furthermore, there has been support for the use of a social norms approach to rectifying misperceptions of norms and behaviors, such as college drinking and rape culture, through the presentation of data that demonstrates disparities between the actual and perceived attitudes of people and their peers towards consent and rape supportive attitudes (Fabiano et al. 2003; Hillenbrand-Gunn et al. 2010). By engaging young men/adults through a group of their peers, both men and women, and using a social norms approach, Enlace may be best able to engage this demographic in a way that could lead to the long-term outcome of changing gender norms.

Figure 1. Logic Model for Prevention Programs



Assumptions

DV survivors are the best change agents to prevent future DV.
 Survivors of Childhood Domestic Violence (CDV) ARE survivors.
 One cannot unlearn a behavior in just one "touch"/session. Must have multiple touches/sessions (amount TBD).

4. Dating violence among young people

The 2013 United States Youth Risk Behavior Surveillance System (YRBSS) and the 2013 New Mexico Youth Risk and Resiliency Survey (YRRS) provide estimates of the prevalence of teen dating violence (TDV). Every other year, high school students in 9th through 12th grade are surveyed in New Mexico public schools and public and private schools across the nation. The YRBSS includes a national school-based survey that is conducted by the Centers for Disease Control along with surveys conducted by state, territorial, and local education health agencies and tribal governments.¹

Both surveys include questions related to alcohol, drug, and tobacco use, mental health, sexual behaviors, physical activity, and other health-related behaviors. A total of 13,633 questionnaires were completed in 148 public and private schools for the 2013 national YRBS; of which, 50 were excluded, due to data quality, from the analysis leaving 13,583 questionnaires in the sample (Kann *et al.* 2014). The statewide sample for New Mexico's 2013 YRRS resulted in data from 5,451 New Mexico high school students, while data from a modified sampling plan that allows for analysis at smaller units of analysis, such as counties, resulted in data from 19,080 New Mexico high school students (Oglesbee *et al.* 2016). For comparisons between New Mexico and the nation in this report, we use the statewide sample produced by the sampling plan that all states that participate in the YRBS use. The data from the 2013 surveys were used, because this was the only year of YRRS data available through New Mexico's Indicator-Based Information System (NM-IBIS) that included measures of physical and sexual dating violence.

Those who report they have dated in the last year are asked the following two questions about physical and sexual TDV:

During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something or injured with an object or weapon).

During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)

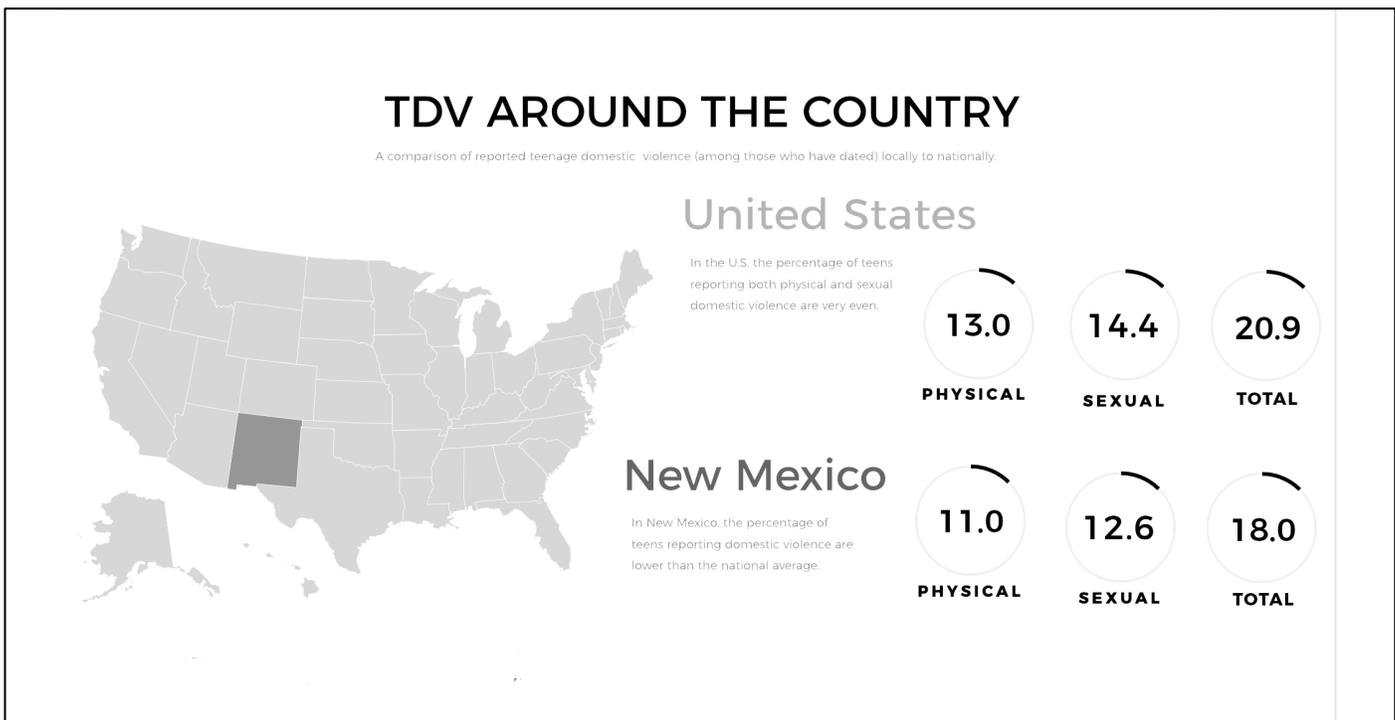
New Mexico is slightly below the United States average for reported dating violence. Nationwide, 13% of teen girls who dated in the last 12 months reported physical violence by their partner, and 14% reported sexual violence (Kann *et al.* 2013). In New Mexico, 11% reported physical violence and 13% reported sexual violence (NM Department of Health 2013).

These figures underestimate the prevalence of TDV because they do not tell us the percent of girls who experienced *any* TDV. If some girls experience only physical

¹ Centers for Disease Control (CDC). 2018. "Youth Risk Behavior Surveillance System (YRBSS) Overview." <https://www.cdc.gov/healthyyouth/data/yrebs/overview.htm> (accessed January 29, 2019).

violence and others experience only sexual violence, then the percent who experienced violence will be greater than the 11-14% who reported one type of violence. For example, if no girl has experienced both types of violence, then the total who experienced any violence would be the sum of girls who experienced each type, (13.0 + 14.4 =) 27.4% nationally. Vagi *et al.*, who had access to individual survey responses, found that 20.9% of dating girls had experienced either physical or sexual violence, or both types of violence. We use the ratio of actual prevalence to the prevalence that would occur if no girl experienced both types of violence: (20.9% / 27.4% =) 76.3% to estimate the prevalence of any TDV in New Mexico at (76.3% * [11.0 + 12.6]) = 18.0%. (See figure 2.)

Figure 2: Teen Dating Violence (TDV) nationally and in New Mexico



Source: Youth Risk Behavior Surveillance System 2013 <https://www.cdc.gov/mmwr/pdf/ss/ss6304.pdf>

Note: NM data includes only that which was reported to the CDC, using national sampling methods.

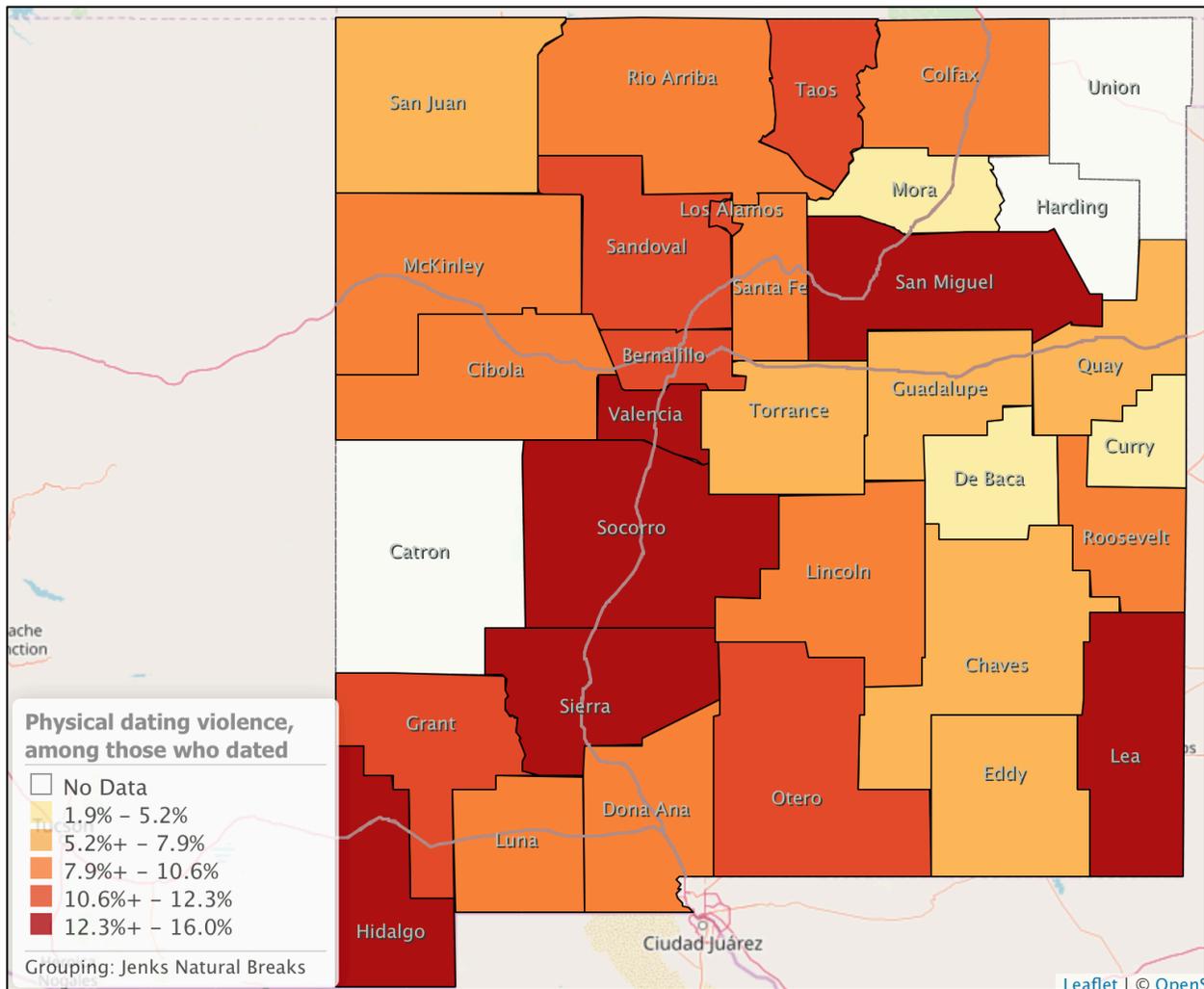
TDV varies by county in New Mexico. Using the expanded New Mexico sample, and focusing on physical dating violence alone, girls reported the highest incidence of TDV in Hidalgo, Lea, San Miguel, and Socorro with 14-16% of those who dated reporting physical dating violence in the past 12 months. In Bernalillo County, 11% of dating girls reported physical violence. Because of small populations, there is a great deal of uncertainty in the county-level numbers and differences between counties are likely exaggerated. (See figures 3 and 4.)

Finally, for both the United States and New Mexico, Hispanic girls report higher rates of sexual and physical violence dating violence. 14% of Hispanic girls who dated reported physical violence compared with 13% non-Hispanic white girls and 12% of non-Hispanic

black girls nationally. In New Mexico, 12% of Hispanic girls who dated reported physical violence, compared with 9% for non-Hispanic white and American Indian girls.

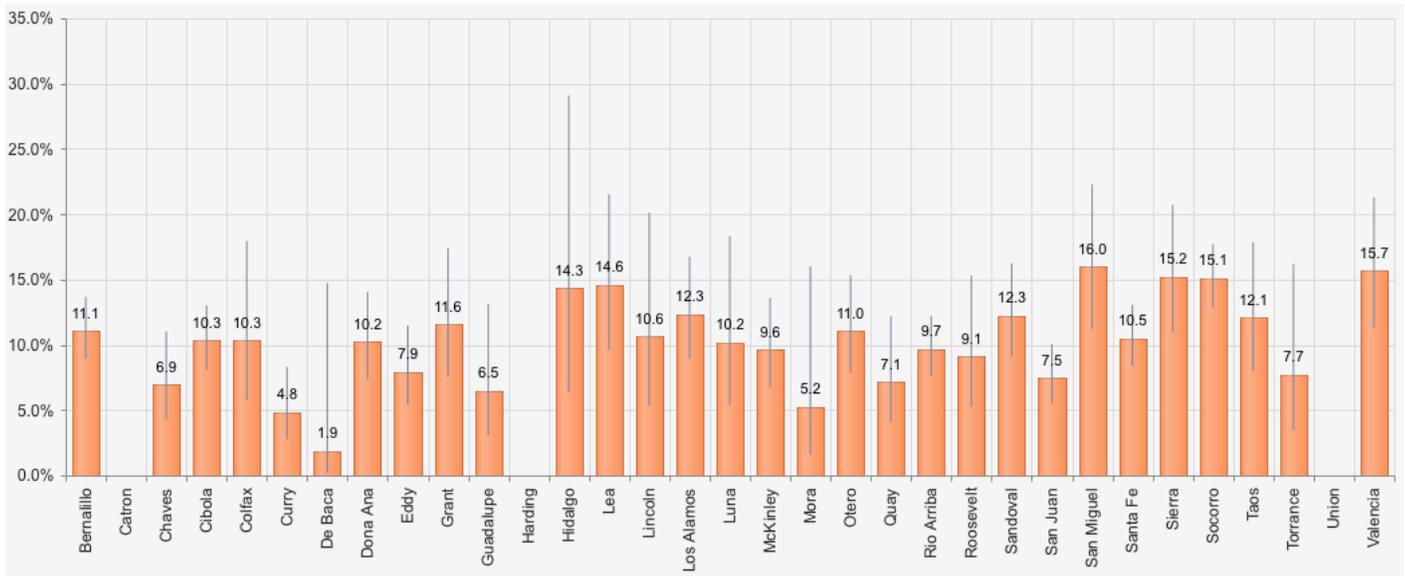
Sexual violence was similar, with 16% of Hispanic girls reporting sexual violence compared to 15% of non-Hispanic white girls and 9% of non-Hispanic black girls nationally. In New Mexico, 13% of Hispanic girls reported sexual violence, compared with 12% for non-Hispanic white girls and 9% for non-Hispanic American Indian girls. (See figures 5 and 6.)

Figure 3. New Mexico Female Physical Teen Dating Violence by County, 2013



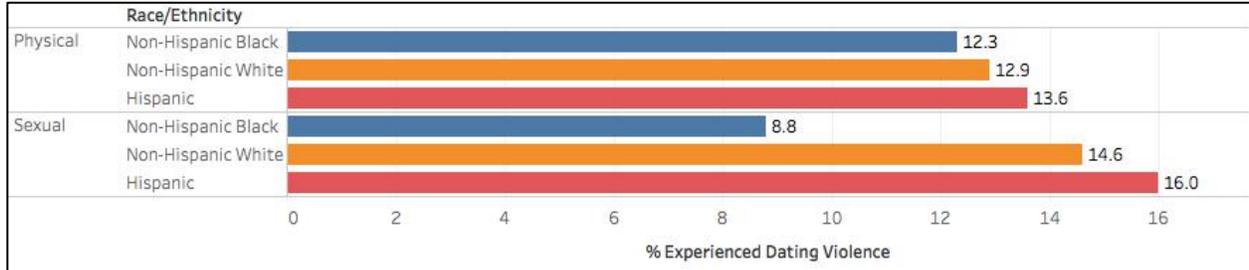
Source: Youth Risk and Resiliency Survey 2013
https://ibis.health.state.nm.us/query/selection/yrrs/_YRRSSelection.html

Figure 4. Physical Teen Dating Violence for Girls in New Mexico Counties, 2013



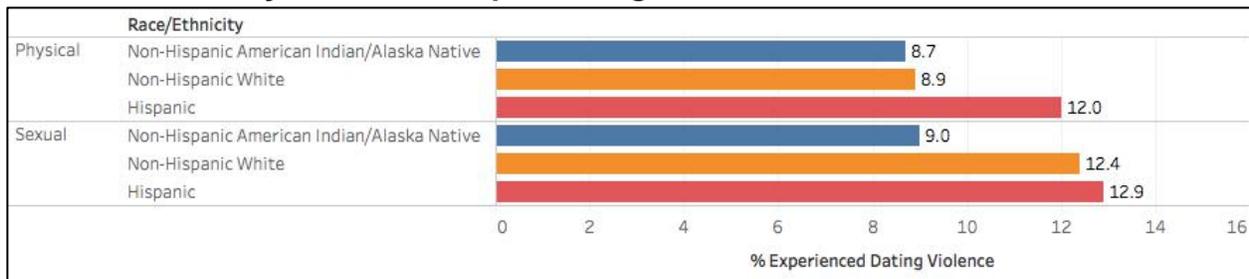
Source: Youth Risk and Resiliency Survey 2013
https://ibis.health.state.nm.us/query/selection/yrrs/_YRRSSelection.html

Figure 5. Prevalence of Physical and Sexual Teen Dating Violence for Girls in the United States in 2013, by Race and Hispanic Origin



Source: Youth Risk Behavior Surveillance System 2013 <https://www.cdc.gov/mmwr/pdf/ss/ss6304.pdf>.

Figure 6. Prevalence of Physical and Sexual Teen Dating Violence for Girls in New Mexico in 2013, by Race and Hispanic Origin



Source: Youth Risk and Resiliency Survey 2013
https://ibis.health.state.nm.us/query/selection/yrrs/_YRRSSelection.html

Note: NM data includes only that which was reported to the CDC, using national sampling methods.

5. Evaluation Team and Other Stakeholders

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6. Evaluation Activities and Timeline

Evaluation Activities:

- Two focus groups:
 - The first was conducted for the purpose of gauging young men's' (18-24) understanding of gender inequity and evaluating the need for a course to further that understanding (See Appendix B for the protocol used).
 - The second was conducted for the development of a new young adult alumni program and discussing the new methods for young adult recruitment (See Appendix C for the protocol used).
- Assistance with a potential event during February (Teen Dating Violence Month)
- Review of current literature and data available surrounding the population of interest
- Presentation of results (at community workshop and in the organization.)
- Create an instrument to be used as the program progresses to collect participant data

Timeline:

Month	Activity/Deliverable
October	Statement of Work & Literature Review
November	Two Focus Groups <i>Young Men & Gender Inequity</i> : completed on Nov. 14 th , 2018 <i>Youth Leaders</i> : completed on Nov. 28 th , 2018
December	Focus Group Results and Evaluation Plan
January	Start creating an instrument to be used as the program progresses to collect participant data
February	Teen Dating Violence Month - Program planning and implication
March	Finalize instrument, draft the final report
April	Create a poster for presentation at Community Workshop/Present at Community Workshop
May	Turn in Final Report to Enlace, present to Enlace Staff

References

Adolescent and School Health: Youth Risk Behavior Surveillance System (YRBSS). 2018. Retrieved January 20, 2019 from <https://www.cdc.gov/healthyyouth/data/yrbs/index.htm>

Evans, Sarah E., Corrie Davies, and David DiLillo. 2008. "Exposure to Domestic Violence: A Meta-Analysis of Child and Adolescent Outcomes." *Aggression and Violent Behavior* 13 (2): 131-140.

Fabiano, Patricia M., H. Wesley Perkins, Alan Berkowitz, Jeff Linkenbach, and Christopher Stark. 2003. "Engaging Men as Social Justice Allies in Ending Violence Against Women: Evidence for a Social Norms Approach." *Journal of American College Health* 52(3): 105-112.

- Hillenbrand-Gunn, Theresa L., Mary J. Heppner, Pamela A. Mauch, and Hyun-Joo Park. 2010. "Men as Allies: The Efficacy of a High School Rape Prevention Intervention." *Journal of Counseling & Development* 88 (1): 43-51.
- Kann, Laura, Steve Kinchen, Shari L. Shanklin, et al. 2014. "Youth Risk Behavior Surveillance – United State, 2013." *Morbidity and Mortality Weekly Report* 63(4): 1-168.
- Oglesbee, Scott, James Padilla, Laura Tomedi, Dan Green, Linda Penalzoza, and Danielle Reed. 2016. "The Health and Well-Being of Lesbian, Gay, Bisexual, and Questioning Youth in New Mexico: Data from the 2013 New Mexico Risk & Resiliency Survey. New Mexico Department of Health; New Mexico Public Education Department; and University of New Mexico Prevention Research Center.
- Rich, Marc D., Ebony A. Utley, Kelly Janke, and Minodora Moldoveanu. "I'd Rather Be Doing Something Else:' Male Resistance to Rape Prevention Programs." *Journal of Men's Studies* 18, no. 3 (Fall 2010): 268–90.
- Vagi, Kevin J., Emily O'Malley Olsen, Kathleen C. Basile, and Alana M. Vivolo-Kantor. 2015. "Teen Dating Violence (Physical and Sexual) Among US High School Students: Findings from the 2013 National Youth Risk Behavior Survey." *JAMA Pediatrics* 169(5): 474-482.
- Whitfield, Charles L., Robert F. Anda, Shanta R. Dube, and Vincent J. Felitti. 2003. "Violent Childhood Experiences and the Risk of Intimate Partner Violence in Adults: Assessment in a Large Health Maintenance Organization." *Journal of Interpersonal Violence* 18(2): 166-185.
- Wustrack, Tuesday. 2011. "Teaching Young Men about Feminism and Violence." *Feminist Teacher* 21, no. 3: 264–66.

Appendix A: Annotated Bibliography

Teen Dating Violence:

1. Parker, Elizabeth M., Sarah Lindstrom Johnson, Katrina J. Debnam, Adam J. Milam, and Catherine P. Bradsaw. 2017. "Teen Dating Violence Victimization Among High School Students: A Multilevel Analysis of School-Level Risk Factors." *Journal of School Health* 87(9): 696-704.

This study looked at the association between alcohol outlet density around high-schools and teen dating violence victimization, as well as the association in physical disorder around the schools and teen dating violence. The researchers asked if alcohol is more available, does teen dating violence increase? This study used data from Maryland high schools participating in the Maryland Safe and Supportive Schools Initiative. A total of 58 high schools in 12 districts with 27,758 students participated in the survey. Students responded to an online survey about their experience with alcohol and teen dating violence. The researchers also assessed

indicators of physical disorder around the schools and the proximity to alcohol outlets. Hierarchical linear modeling was used to identify student- and school-level predictors associated with TDV victimization.

The study found that 11% of students, both men and women, reported experiencing physical TDV and 11% reported experiencing psychological TDV over the past year. Greater alcohol outlet density was associated with decreased TDV victimization for males, however, it was nonsignificant for females. Physical disorder around schools was not associated with TDV victimization for either sex. Although the school-level predictors were not associated with TDV victimization, alcohol use and perceptions of safety at school were significantly associated with TDV victimization. Prevention efforts to address alcohol use may affect TDV victimization.

- 2. Vagi, Kevin J., Emily O'Malley Olsen, Kathleen C. Basile, and Alana M. Vivolo-Kantor. 2015. "Teen Dating Violence (Physical and Sexual) Among US High School Students: Findings from the 2013 National Youth Risk Behavior Survey." *JAMA Pediatrics* 169(5): 474-482.**

This study examined the climate for teen dating violence in 2013. The authors performed a secondary data analysis of a survey of 9900 students who were dating from a nationally representative sample of US high school students, using the 2013 national Youth Risk Behavior Survey. Student participation in the survey is anonymous and voluntary. Students record their responses directly on a self-administered computer-scannable questionnaire. A weighting factor is applied to each record to adjust for nonresponse and the oversampling of black and Hispanic students.

On the survey, there were two questions about TDV and the researchers combined them to create a 4-level measure consisting of "physical TDV only," "sexual TDV only," "both physical and sexual TDV," and "none". Sex-stratified bivariate and multivariable analyses assessed associations between TDV and health-risk behaviors.

The results of the study showed 20.9% of female students (95% CI, 19.0%– 23.0%) and 10.4% of male students (95% CI, 9.0%–11.7%) experienced some form of TDV during the 12 months before the survey. From this data, we have some evidence that TDV was underreported in Maryland. Female students experienced more TDV than male students of physical TDV only, sexual TDV only, both physical and sexual TDV, and any TDV. (See *Table 1*).

Table 1. Prevalence of Physical and Sexual TDV Among 9900 Students Who Dated, by Demographic Subgroup, National Youth Risk Behavior Survey, 2013^a

Demographic	% of Students (95% CI)				P Value ^b	Any Form of TDV, ^c % of Students (95% CI)	P Value ^d
	Physical TDV Only	Sexual TDV Only	Both Physical and Sexual TDV	No TDV			
Sex							
Male	4.1 (3.5-4.9)	2.9 (2.4-3.6)	3.3 (2.7-4.0)	89.6 (88.2-91.0)	<.001	10.4 (9.0-11.7)	<.001
Female	6.6 (5.6-7.7)	8.0 (7.0-9.1)	6.4 (5.4-7.5)	79.1 (77.0-81.0)		20.9 (19.0-23.0)	
Race							
White ^e	4.7 (3.8-5.9)	4.8 (4.0-5.7)	5.0 (4.2-6.0)	85.5 (83.2-87.5)	.001	14.5 (12.5-16.8)	.04
Black ^e	6.6 (5.5-8.0)	5.2 (4.2-6.5)	3.7 (2.8-4.8)	84.5 (82.4-86.5)		15.5 (13.5-17.6)	
Hispanic	5.7 (4.6-7.1)	6.8 (5.2-8.9)	4.6 (3.4-6.3)	82.8 (80.0-85.2)		17.2 (14.8-20.0)	
Grade							
9	4.5 (3.7-5.4)	6.6 (5.5-8.0)	4.3 (3.5-5.3)	84.6 (82.6-86.3)	.05	15.4 (13.7-17.4)	.67
10	4.9 (3.7-6.6)	5.5 (4.4-7.0)	5.0 (3.9-6.5)	84.5 (81.8-86.9)		15.5 (13.1-18.2)	
11	5.4 (4.2-6.8)	4.8 (3.7-6.1)	5.0 (3.8-6.5)	84.9 (82.2-87.2)		15.1 (12.8-17.8)	
12	6.5 (5.3-8.1)	5.0 (3.9-6.4)	5.2 (4.0-6.6)	83.4 (81.2-85.3)		16.6 (14.7-18.8)	

Abbreviation: TDV, teen dating violence.
^a During the 12 months before the survey.
^b Determined by use of the χ^2 test.

^c Physical only, sexual only, or both.
^d Any vs none (determined by use of the χ^2 test).
^e Non-Hispanic.

As with the previous study, TDV was likely underreported. This means that more than one out of five girls who date have experienced TDV. TDV is, unfortunately, relatively common.

Engaging Young Men:

3. Wustrack, Tuesday. 2011. “Teaching Young Men about Feminism and Violence.” *Feminist Teacher* 21(3): 264–66.

This is a resource for teachers to talk to young men about feminism. This article presents a few websites and resources for teachers to educate themselves about how to go about interacting with young men. The premise of the article is that exposing boys to feminism and anti-violence early in their lives by teaching them how to appreciate their female peers is the best way to reach them.

The article did provide a few suggestions on engaging young men a little bit more through showing them blogs and websites that engage through storytelling. “It starts with you” (<http://www.itstarts-withyou.ca/home/>) is a good resource for mentors to learn to teach young men. The next suggestion for interacting with young men is to get them engaged through participation in a group. The article provided suggestions and examples of organizations and campaigns that help young men to be around peers and be more committed to learning about feminism and anti-violence together, which is more effective, and finally through the use of positive role models. The article pointed out a few figures in pop culture, like Bryan Hertz, who uses his platform to help teach other boys about how to treat women.

4. Rich, Marc D., Ebony A. Utley, Kelly Janke, and Minodora Moldoveanu. 2010. "I'd Rather Be Doing Something Else:' Male Resistance to Rape Prevention Programs." *Journal of Men's Studies* 18(3): 268–90.

This study investigated the particular ways that a diverse group of college male students communicated their feelings about sexual assault prevention and rhetorically constructed rape as a women's issue.

The researchers surveyed 157 students in a required general education course at a large, urban university. Participants were told that they would be asked to describe their feelings about sexual assault education. There were no consequences for non-participation, extra-credit was not offered, and students were free to leave if they elected not to participate.

The survey responses suggested that men were uninterested in prevention programs and the majority did not see the relevance to their own lives. It appears that many male college students rhetorically construct rapists as "the other" and fail to see their own accountability in a rape culture or their responsibility to prevent violence against women. The respondents reacted defensively to men's role in rape culture, and instead felt like being part of a prevention program was not applicable to them. These men also expressed that they felt "unfairly targeted as potential offenders" because they respected women. These males only understood rape as an act perpetuated by a few deviants, and therefore could easily distance themselves from the problem and subsequently not assume any responsibility for violence against women.

The authors concluded that most men would be more comfortable in a mixed-gender environment where they feel they aren't being called out. They also recommend that educators be aware of the triggers for male defensiveness, to understand how to work to create a dialogic environment and be able to skillfully facilitate conflict.

Engaging men as allies:

5. Fabiano, Patricia M., H. Wesley Perkins, Alan Berkowitz, Jeff Linkenbach, and Christopher Stark. 2003. "Engaging Men as Social Justice Allies in Ending Violence Against Women: Evidence for a Social Norms Approach." *Journal of American College Health* 52(3): 105-112.

Interventions targeting men have been predominantly educational workshops, which have had a limited impact, while emerging environmental interventions addressing the broader context have faced challenges in how to actually foster change. This project advocated for the application of the social norms approach that has been used to change college drinking behavior to sexual assault prevention. This approach uses data that show that there is a disparity between the actual and perceived attitudes or behavioral norms that college students and their peers have towards drinking, and misperceptions of peer norms can be rectified through the use of social marketing media, small group interventions, curriculum infusion, and other strategies. The authors note that these interventions have been deemed successful within the college health literature.

The current study mailed the National College Health Assessment Survey, and supplemental questions drawn from the Discomfort with Sexism Scale and the College Date Rape Attitudes and Behavior Survey to a randomly selected sample of 2,500 undergraduate students from the registrar's database of 11,189 students at Western Washington University. 618 students responded for a response rate of 25.1%.

Students reported on the importance of consent in sexual intimacy, their willingness to intervene in behaviors that could lead to sexual assault, and their perceptions of other students' views by responding to the following six questions.:

- 1) I would stop sexual activity when asked to even if I were already aroused,
- 2) It is important to get consent before sexual intimacy,
- 3) I believe one should stop the first time a date says no to sexual activity,
- 4) When I hear sexist comments, I indicate my disapproval,
- 5) When I witness a male "hitting on" a woman and I know she doesn't want it, I intervene, and
- 6) When I witness a situation in which it looks like a female will end up being taken advantage of, I intervene.

The researchers found that men underestimate the importance that other men and women place on consent and willingness to intervene, and that men's perceptions of these norms influence their own perceptions of consent and their thoughts on being an ally to women. In particular, the authors find that perception of other men's willingness to intervene significantly impacts their own views on intervening.

These results support the application of a social norms approach to sexual assault prevention that encourages men to be social justice allies of women through interventions targeted at the problematic behaviors of other men. The study is suggestive in that there are strong findings, but the sample was limited to one university and demographic, college student, and may not be generalizable to young men at other universities or those who did not attend college.

6. Hillenbrand-Gunn, Theresa L., Mary J. Heppner, Pamela A. Mauch, and Hyun-Joo Park. 2010. "Men as Allies: The efficacy of a High School Rape Prevention Intervention." *Journal of Counseling & Development* 88 (1): 43-51.

This study tested the application of social norms theory to rape prevention using a quasi-experimental design, in which students in classes receiving an intervention were compared with students in classes with no intervention. The intervention consisted of three 45 minute sessions and six specific activities based on a "Men as Allies" philosophy and social norms theoretical framework. The training included sharing accurate social norm statistics.

The study posed four questions:

- 1) Can a Men as Allies approach based intervention combined with accurate information about social norms related to rape have an impact on attitudes?
- 2) Can changes be maintained past the posttest at a 4-week follow-up?

3) Do changes occur in male and female students' reports of their own behaviors?

4) Do male and female students overestimate the negative behavior and attitudes of their peers and can this be changed through intervention?

The sample included 212 high school students from two high schools in the Midwest; 124 participated in the program and 88 served as the control group. Classes were divided into experimental or control group based on the number of male and female students in each of the classes and the achievement level of the students in each of the classes, which was done to try to get the greatest similarity between groups.

Students responded to several surveys immediately before and after the intervention, and again 4 weeks after the intervention.

Male and female students were given the Illinois Rape Myth-Acceptance-Short Form, the What Would you Do?-Typical Guy measure, the Discomfort With Sexist Situations-Revised-Typical Guy measure, and the Marlowe-Crowne Social Desirability Scale-Form C. Only male students were given the What Would You Do? (WWYD) measure and the Discomfort With Sexist Situations-Revised, while only female students were given the Self-Protective Behaviors Measure.

After the intervention, the treatment group's view of their peers' rape supportive behavior and discomfort with sexist situations changed in a positive direction, while the control group's perceptions did not change. These changes in perceptions within the treatment group corresponded to a decrease in rape-supportive attitudes held by the students, but this attitudinal change did not result in male students' reported behavioral change on the WWYD measure. The authors acknowledge that this finding related to behavior may mean that attitude change and change in perceptions of peers do not result in behavioral change.

This study seems to fall somewhere between suggestive and convincing. This sample was limited to two high schools in the Midwest, so the results aren't exactly generalizable. Furthermore, the way in which they chose the experimental and control groups was not randomized and they admit that this may impact the internal validity of the study. However, it does provide evidence for the use of the Men as Allies philosophy and a social norms approach to interventions aimed at changing at least attitudes related to sexual violence. As mentioned above, the study found no evidence of a change in behavior.

Violence in the home/Future violence:

- 7. Evans, Sarah E., Corrie Davies, and David DiLillo. 2008. "Exposure to Domestic Violence: A Meta-Analysis of Child and Adolescent Outcomes." *Aggression and Violent Behavior* 13 (2): 131-140.**

Using meta-analysis of 60 studies, this paper examined the relationship between childhood exposure to domestic violence and children's symptoms of internalizing, externalizing, and trauma. They found that there were moderate effects between exposure to domestic violence and childhood internalizing and externalizing

symptoms, and that there was a strong relationship between domestic violence and trauma symptoms. Furthermore, they found that the relationship between externalizing symptoms, such as physical aggression, and exposure to domestic violence was stronger for boys than girls.

This analysis of the literature provides evidence for focusing on young men, especially those who have prior exposure to domestic violence, and the ways in which they might exhibit externalizing symptoms. This group may be more prone to using violence, and therefore a violence prevention program geared towards young men is warranted and possibly needed.

8. Whitfield, Charles L., Robert F. Anda, Shanta R. Dube, and Vincent J. Felitti. 2003. "Violent Childhood Experiences and the Risk of Intimate Partner Violence in Adults: Assessment in a Large Health Maintenance Organization." *Journal of Interpersonal Violence* 18(2): 166-185.

This study examined the relationship between three types of childhood exposures to violence (physical abuse, sexual abuse, and witnessing domestic violence) and the risk of IPV victimization among women and perpetration by men in adulthood. They used data from the second wave of the Adverse Childhood Experiences Study, which included 8,629 respondents, to explore this relationship. The second wave survey included questions about the risk of being a perpetrator or victim of IPV as an adult. In regards to being a perpetrator or victim of IPV, respondents were asked: 1) "has your partner ever threatened, pushed, or shoved you?" and 2) "Have you ever threatened, pushed, or shoved your partner?"

Using multivariate logistic regression models, they found that exposure to each of the three violent childhood experiences increased the risk of IPV victimization for women and the risk for becoming a perpetrator amongst men. For both men and women, the more adverse experiences they reported the greater the risk of either victimization or perpetration. These results were similar to those of prior studies.

One limitation of this study is the retrospective nature of the questions on childhood experiences, because people may have a hard time recalling events from years ago and could be underreporting occurrences. Although this was not an experimental design, the sample is rather large and the results are similar to other studies of childhood trauma and revictimization making this study as convincing as it can be.

Appendix B: Youth Leaders Focus Group Protocol

Enlace Comunitario | Youth Leaders

November 28th, 2018

5:30pm - 7:30pm

Evaluation Goals:

- 1) Gauging interest in engaging alumni through an alumni group - do alumni want to participate in some kind of alumni group?
- 2) Feelings or perceptions of gender inequity. How do young men experience and perceive gender inequity?
- 3) Recruitment - How can Enlace Comunitario identify and recruit young people in the community who have experienced domestic violence (whether in their homes or within an intimate relationship)?
- 4) Changes to the Youth Leader program

Timeline:

- 5:45pm **Introductions** and informed consent.
[Materials needed: informed consent to read out loud (also in Spanish)]
- 5:55pm **Group Activity Collage:** We are going to start with an art project. We'll get into [2 or 4] groups. Each group will be given the materials needed to create a collage using these magazines. Groups 1 and 3 will be making a collage of the ideal man and groups 2 and 4 the ideal woman.
[Materials needed: magazines, paper, scissors, glue sticks]
- Share highlights:** Would anyone like to share how their collage came out with the rest of the group?
(Goal 2: Feelings or perceptions of gender inequity)
- 6:15pm **Debriefing:** Get into groups and talk about the differences and similarities and why the collages are the way they are (4 groups probably). Use this as an opportunity to introduce gender inequity.
- 6:25pm **Show Australia Gender Equality Video:**
<https://www.youtube.com/watch?v=fLUVWZvVZXw>
[Materials needed: colored index cards, way to show video]
- 6:30pm **Individual Activity:** Explain what an ally is in relation to the video. Ask individually to define 'being an ally to women [in your family or community]'. They will write their answer down on colored paper.
What sort of actions could you take to support gender equality?
How do you know when you need to be an ally?
Would you stand up for gender equality? If so, why?
Follow up with "Does anyone want to share?"
[Materials needed: colored paper, pens/pencils]

(Goal 2: Feelings or perceptions of gender inequity)

6:35pm **Small Group Activity: What do Alumni Youth Leaders bring to the table?** Draw a table on the board and have participants in small groups think of things that alumni could bring to the table. Have one participant from each group bring up their “dish.”
[Materials needed: whiteboard, dry erase markers]

(Goal 1: Gauging interest in engaging alumni through an alumni group)

6:50pm **Transportation:** Ask participants to raise their hands if they would be comfortable with having Enlace provide Lyft services for those who need/want transportation. Would their parents feel the same? We will tally up votes.

(Goal 4: Changes to the Youth Leader program)

6:52pm **Recruitment Survey:** Show survey to participants in small groups. Ask them to discuss and write down their thoughts:
Would you have been comfortable answering these questions after sitting through a youth leader’s presentation?
Would you feel comfortable handing out/collecting these surveys after giving a presentation?
What ways do you think it would be best to identify community members who have experienced DV?

Share highlights: Would anyone like to share their groups’ thoughts?

[Materials needed: sample survey, colored index cards, pens/pencils]

(Goal 3: How to identify and recruit people in the community who have experienced domestic violence?)

7:15pm **Quick Survey:** Pass out a short survey to participants with questions gauging whether past youth leaders would want to serve as trainers for new youth leaders, how to avoid burnout, what would they like to see incorporated into the program, etc. Also pass out forms for gift cards/cash.

[Materials needed: survey, pens/pencils]

(Goal 4: Changes to Youth Leader program)

Appendix C: Gender Equity & Young Men Protocol

Enlace Comunitario | Gender Equity & Young Men

November 14th, 2018

5:30pm - 7:30pm

Evaluation Goals:

- a) Perceptions of being an ally and what that means to young men.
- b) Feelings or perceptions of gender inequity. How do young men experience and perceive gender inequity?
- c) Motivating men to action/best way to get “woke”. How can we not only increase awareness but also motivate young men to action as allies against violence?
- d) Curriculum goals - What do they want to learn about in regards to gender equity or domestic violence?

Timeline:

- 5:45pm **Introductions** and informed consent.
[Materials needed: informed consent to read out loud (also in Spanish)]
- 5:55pm **Group Activity Collage:** We are going to start with an art project. We'll get into [2] groups. Each group will be given the materials needed to create a collage using these magazines. Group 1 will be making a collage of the ideal man and group 2 the ideal woman.
[Materials needed: magazines, paper, scissors, glue sticks]
- Share highlights:** Would anyone like to share how their collage came out with the rest of the group?
(**Goal B:** Feelings or perceptions of gender inequity)
- 6:15pm **Debriefing:** Get into groups and talk about the differences and similarities and why the collages are the way they are (2 groups probably). Use this as an opportunity to introduce gender inequity.
- 6:25pm **Where do you see gender inequity in other areas of society?** In one big group, let's brainstorm. It can be either way; where men are unequal also (i.e. taught not to cry or show emotion).
[Materials needed: whiteboard].
- (**Goal B:** Feelings or perceptions of gender inequality)
- 6:30pm **Show Rapper Video:**
<https://www.youtube.com/watch?v=BFqAppskxGA>
[Materials needed: colored index cards,]
- 6:35pm **Rapid Partner Questions:** Listening and speaking. We are going to give a couple of minutes to each pair to answer some questions. But, partner A will talk to partner B first about what he

thinks, while Partner B takes notes. Then we will swap and partner B will talk while partner A listens and takes notes. Let's get started with these questions:

How would you be moved to action to support women?

How do you benefit from gender inequity?

[Materials needed: colored index cards,]

[**Goal C:** Motivating men to action/best way to get "woke"]

6:50pm

Individual Activity: Explain what an ally is in relation to the video. Ask individually to define 'being an ally to women [in your family or community]. They will write their answer down on colored paper.

Part 1. *What does it mean to be an ally to women in your family or community or at large?*

What sort of actions could you take to support gender equality?

Follow up if with "Does anyone want to share?".

Part 2. *How do you know when you need to be an ally?*

Would you stand up for gender equality? If so, why?

[Materials needed: colored paper]

[**Goal A:** Perceptions of being an ally and what that means to young men & **Goal C:**

Motivating men to action/best way to get "woke"]

6:55pm

Group Brainstorm: Participants will discuss amongst the group and then come up and write their answers on the board.

Part 1. *What would you call a program that seeks to motivate young men (18-24 year olds) to support gender equity? And what would you want to learn about domestic violence or gender equity?*

Part 2. *Who do you consult when you're in a bad situation? | Who do you go to for advice?*

Part 3. *In what ways has society normalized (or made acceptable/commonplace) violence as a way to solve problems? | Do you think this normalization of violence has impacted your own lives?*

[**Goal D:** Curriculum goals]

7:15pm

Ending activity: Ending discussion and signing for gift cards/cash.