

2019-2020

# Evaluation Plan for Enlace Comunitario

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## 1. Introduction

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Enlace Comunitario (Enlace) is a social justice nonprofit organization dedicated to serving the Latino immigrant community in Albuquerque through domestic violence survivor support and prevention programs. Enlace officially formed as an organization in the summer of 2000 and has provided bilingual domestic violence services to survivors and their children since 2001. Enlace's programs include counseling, legal services, and community education, directly serving over 700 families. 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.

Recently, Enlace expanded its services to include community organization and leadership development. In 2019, Enlace created the LIDER (Leadership Innovation to Develop Executive Resources) program with the goal of developing leadership skills for upcoming leaders of Albuquerque social justice nonprofits. The program was piloted several months after receiving a McCune Foundation grant. The first cohort was comprised of Enlace employees and several others from various organizations. Participants met once a week for two hours over the course of 20 weeks. The program was structured around several learning modules of varying lengths, which in order were: Strategic Leadership, Financial Leadership/Strategic Planning, Strategic Leadership Part 2, Fundraising, Board Governance, and Human Resource Management & Cultivation. Each individual participant also received eight individual coaching sessions with one of the program's facilitators, with flexible scheduling according to mutual availability or other considerations. The composition of the first cohort lent itself to a specific focus on developing women of color within the nonprofit social justice community, but this focus is still under consideration for the upcoming second cohort in 2020.

The first cohort completed their LIDER training in September 2019, and this evaluation will focus on analyzing qualitative data from this group to ascertain the effectiveness of the program and suggest adjustments to the second iteration of the program.

## 2. Purpose of Evaluation

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The aim of this evaluation is to assess the effectiveness of the LIDER program. Specifically, the evaluation will assess:

1. Whether participants have noticed changes in their leadership capacity
2. If participants are better able to identify, address, and overcome the barriers to entry for (women of color) leaders
  - Focus on barriers to attaining high-level positions and administrating effectively
  - Effective governance by women leaders when the society in general is developed to be accustomed to male leadership styles
3. What should be added or changed in the program to improve effectiveness and relevance (to women of color).

### 3. Literature Review

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Women of color are underrepresented in leadership positions. Very few high-level leadership roles are held by women and women of color. According to the Bureau of Labor Statistics, “women accounted for only 14.7% of Fortune 500 board seats in 2005; of these positions, 79% were held by white women, and 21% were held by women of color. Women occupy only 24 (2.4%) of the CEO positions in the Fortune 1000” (Sanchez-Hucles et al. 2010). The leadership experience of white women differs from that of women of color. Case studies show that women of color are more likely than white women to report feeling socially invisible, powerless, stressed, pressure to conform and make fewer mistakes, and a lack of sponsorship by their managers (Sanchez-Hucles et al. 2010). These findings illustrate that lack of women in leadership roles is an intersectional issue, in which both gender and race are factors.

Several influences keep women of color from achieving leadership positions, including “issues associated with child care needs, racism, sexism, and discrimination on the basis of identity” (Sanchez-Hucles et al. 2010). Other factors include female stereotypes by male managers, lack of line experience, inadequate career opportunities, racial differences in speech and socialization, ethnosexual stereotypes, old boy networks, and tokenism (Sanchez-Hucles et al. 2010). Women face gender bias as they seek leadership positions. Men are more likely to be perceived as having leadership qualities because those qualities are often associated with masculinity, such as dominance, whereas women are less likely to be perceived as leaders because feminine qualities are associated with communalism and compassion. Women must often combine assertive and communal qualities to reach leadership positions, “women are often expected to lead within a narrow band described as the small range between not too wimpy and not too bitchy” (Sanchez-Hucles et al. 2010). The authors hypothesize that as the number of female leaders increases, the association of leadership style with gender will neutralize (Sanchez-Hucles et al. 2010).

Typical leadership qualities are beginning to shift as organizations recognize the value of gender and racial diversity. A new leadership style focused on engaging with people of diverse backgrounds is emerging. Leadership traits such as “listening carefully, critiquing options, and integrating a variety of opinions to encourage change and move the organization closer to its mission through inclusive outreach are central to excellent leadership today” (Rodriguez Vargas 2014). Changing leadership styles will reduce the need for women to adopt traditionally masculine leadership styles to advance in the workplace. Still, views of leaders as authoritarians remains prevalent.

Several methods have been identified to address the biases that impede women of color from advancing to leadership positions. The Building Movement Project identified methods such as leveraging the

power of philanthropy (fundors increase their investment in organizations led by and/or focused on the issues impacting women of color), organizational change (putting into place systems that ensure bias will not be tolerated, creating transparency in pay scales), and individual support (peer-support groups for women of color) (Wiley 2019). In addition, a case study that examined the personal and professional experiences of women of color who hold high-level administrative positions found that these women were often supported by mentors, including “cultural translators (individuals from their own culture), cultural mediators (individuals from dominant culture), and role models (individuals from a People of Color culture)” (Yareli et al. 2019). These mentors demonstrate how to function in two worlds: the mainstream culture and home culture. They also help women of color by offering employment opportunities, demonstrating an appreciation of culture, guiding the pathway to success, and encouraging women to strive for their professional goals (Yareli et al. 2019).

Another study consisted of a randomized control trial that examined whether gender bias intervention training led to increased hiring of female faculty at the University of Wisconsin–Madison. 46 departments were randomly assigned to receive a Gender Habit Breaking Intervention workshop and the other 46 departments served as a control group. The gender of new hires was then compared from two years before the workshop to two years after the workshop. Gender Habit-Breaking Intervention is based on the Prejudice Habit Model, which understands bias as a mental habit that can be broken by “1) becoming aware of when one is vulnerable to unintentional bias, 2) understanding the consequences of unintentional bias, and 3) learning and practicing effective strategies to reduce the impact of unintentional bias.” (Devine et al. 2017). This program was used in a 2.5-hour workshop focused on awareness, consequences, and strategies to reduce gender bias in STEMM fields. In the two years before the workshop, control departments hired 109 faculty (33% women) and intervention departments hired 85 faculty (32% women). During the post-manipulation period control departments made 113 hires (32% women) and intervention departments made 101 hires (47% women). These results suggest that gender bias intervention can lead to a more equal gender balance.

Several programs have been created to promote female leaders of color. A program in New York called Crowned and Courageous: Women of Color Network advocates for anti-poverty policies that advance social and economic well-being. Part of their mission is to support nonprofits and maintain a Center for Leadership Development. Crowned and Courageous was launched in spring 2018 as “a learning community for women of color working within the nonprofit sector” (Federation of Protestant Welfare Agencies 2019). It was a six-month series which “addressed the racial and systemic leadership gap faced by women of color in the nonprofit sector, equipped women of color with tools to develop and better promote their professional skill sets, identified strategic ways in which to discuss racial leadership gap issues with decision makers on an organizational level, provided a space for prerequisite

healing from trauma, and offered one-on-one coaching opportunities” (Federation of Protestant Welfare Agencies, 2019).

Another existing program is the New Mexico Women of Color Nonprofit Leadership Initiative, a program offered by the Santa Fe Community Foundation (SFCF) that provides support to philanthropists and donors to ensure their funds have a maximum impact. They educate philanthropists about strategic giving and directing their funds towards nonprofits to create a sustainable source of funding for programs and communities to achieve their potential. The program looks to address the underrepresentation of women of color in nonprofit leadership. Led by current nonprofit leaders, participants were women of color established in their organizations. Their website lists their long-term goals as to “build the leadership capacity and practical skills of participants and, ultimately, to see a sustainable increase in nonprofit leadership roles filled by women of color.” (Santa Fe Community Foundation). The program had 7 sessions with a maximum of 12-16 participants in each session. The content included an introduction to the cohort and individualized leadership plan, narrative development, community-based and culturally responsive leadership, women of color leaders as conveners, mentorship ecosystems, money and negotiation, and team building.

Increasing the number of women of color in nonprofit leadership positions benefits not only the woman holding a high-level position, but her employer as well. Having female leaders of color offers a variety of viewpoints that can increase creativity and productivity in an organization. In addition, nonprofits support a diverse demographic of people. Diversifying leaders of nonprofits “helps ensure the organization truly understands the needs of those it serves and is working appropriately and effectively to address those needs” (Wiley 2019). Accepting new leadership styles, creating support systems, and breaking down biases will help women and women of color advance to leadership positions where they can benefit both people of their own culture and others served by their organization.

## 4. Context

Data outlined below from Pew Research Center, U.S. Department of Labor, and Race to Lead show the disparities that exist for women and people of color in top leadership positions, both in for-profit and non-profit sectors.



Table 1. U.S. Bureau of Labor Statistics. 2011. "Labor Force Characteristics by Race and Ethnicity, 2010." U.S. Department of Labor. [www.bls.gov/opub/reports/race-and-ethnicity/archive/race\\_ethnicity\\_2010.pdf](http://www.bls.gov/opub/reports/race-and-ethnicity/archive/race_ethnicity_2010.pdf).

This graph shows the number of people employed in the United States labor force in 2010 by gender. 65,705 women were employed in the labor force in 2010, compared to 73,359 men. 53.6% percent of women are employed in the labor force, compared to 63.7% percent of men. Despite only 7,654 more men being in the labor force then women, women are greatly underrepresented in CEO positions.

Share of CEOs who are women



Table 2. Pew Research Center. 2018. “The Data on Women Leaders.” Social and Demographic Trends. [www.pewsocialtrends.org/fact-sheet/the-data-on-women-leaders/#data](http://www.pewsocialtrends.org/fact-sheet/the-data-on-women-leaders/#data)

The graph above shows the share of CEOs of Fortune 500 companies who are female. The number of female CEOs was greatest in 2017 at 6.4%. That number fell to 4.8% in 2018. In 1995, there were no female CEOs on the Fortune 500 list.

Job Positions Held in Nonprofit Organizations by Race and Gender

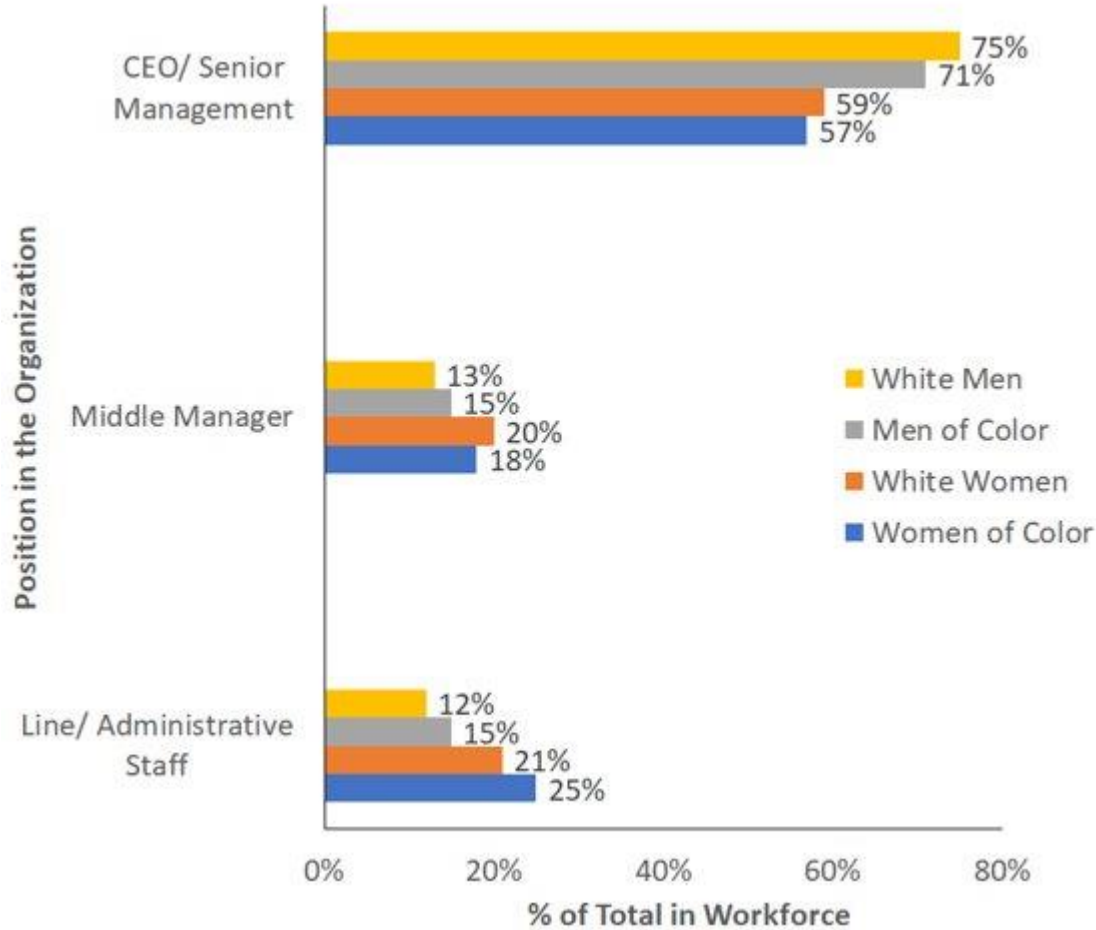


Table 3. Biu,Ofronama. 2019. “Race to Lead: Women of Color in the Nonprofit Sector.” An Initiative of Building Movement Project.racetolead.org/wp-content/uploads/2019/02/WOC\_Race-to-Lead.pdf.

This figure provides job positions held in nonprofit organizations by race and gender. It shows that “among those with a master’s degree and above, women were significantly less likely to hold CEO/Senior Management positions (57% of women of color and 59% of white women) compared to men of color (71%) or white men (75%). One quarter (25%) of highly educated women of color and 21% of white women worked in line/administrative staff positions, compared to 15% of men of color and 12% of white men with the same level of education” (Biu2019).

Despite women being almost equally represented in the workforce, women are vastly underrepresented in leadership and top management roles. The intersection between gender and race leaves women of color as the most underrepresented group in leadership positions in nonprofit organizations.

## 5. Evaluation Team and Other Stakeholders

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- Mary Lopez: Evaluation Lab Fellow; Master of Public Policy Student
- Bhavya Pandey: Evaluation Lab Fellow; Master of Business Student
- Gabriella Rivera: Evaluation Lab Fellow; Master of Public Policy Student
- Charla Orozco: M.A - Team Lead; M.A. in Latin American Studies
- Juliann Salinas: Enlace Comunitario; Evaluation Coordinator
- Claudia Medina: Enlace Comunitario; Executive Director



## 6. Evaluation Activities and Timeline

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Data will be collected via online research, interviews, and a focus group. The major evaluation activities outlined below seek to demonstrate the effectiveness of the LIDER Program in various ways:

- Brief investigation/curriculum review of other similar leadership programs (demonstrates what an effective program will look like by identifying barriers to entry for women in leadership and perceptions about leadership roles for women of color). Research will be done to determine whether there are other programs in the state or country that are based on a “collective leadership” approach rather than building an individual leader. The team will also reach out to program leaders for short interviews about their curricula.
- Interactive focus group with participants in the first LIDER program cohort – This will include creating a focus group protocol, collecting data through the focus group, and analyzing the data thereafter. The target population will be only participants from the LIDER program. All three areas of evaluation will be addressed in this focus group.

Thus far, the evaluation work has comprised of meeting with Enlace staff to determine a course of action; debriefing on their plans for the program; an observation of a LIDER session and a post-observation debrief; the focus group with participants; making contact with the two similar programs; and a progress update presented to the Evaluation Lab and representatives from the community organizations being evaluated.

Enlace Comunitario Evaluation Plan

| LIDER Program Evaluation Activities 2019-2020 (note that this time line does not correspond with the budget, which is for a different set of activities) |  |   |  |
|--|--|---|--|
| Timeline and notes   |  |   |  |
| Activity   | Description  | Period  | Notes  |
| 1- Curriculum Review   | Research to find programs with similar objectives to the LIDER program   | Completed in October                          | We were given some notes on what the program is specifically looking to achieve and find via the literature we review and the research we do. We were also asked to look more into the program "Building Movements" which is a pre-existing program working to accomplish similar goals. |
|  | 1. Is there research involving leadership training that is based in cultural, gender, and social constructs – any research involving programs directed towards women and people of color?          | Detailed Research to be completed by February |  |
|  | 2. What barriers to leading/being a leader exist for women and people of color (cultural, gender, and social)?   |   |  |
|  | 3. Are there other leadership training programs out there that aim to do a similar thing (elevate women and people of color to leadership roles)? If so, what curriculum do they use? What format? |   |  |
|  | 4. What management practices are male created with a male point of view, and what are alternatives to those practices?   |   |  |
| 2. Focus groups & Interviews   | Interactive Focus Group with Participants  | Completed in November                         |  |
| 3. Data Analysis   | Analyze all data from focus group and notes from interviews with program leaders from other leadership programs in the country.  | To be completed by Feb 15.                    |  |
| 4. Final Report  | Write final report and create poster   | March/April                                   |  |

## 7. References

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