

# 2015-2016 Evaluation Plan for **ENLACE COMUNITARIO**

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## **Overview of Enlace Comunitario**

Enlace Comunitario is devoted to serving the Latino Immigrant community in Albuquerque, New Mexico. The organization provides intervention services for Latino immigrant families who find themselves in abusive relationships. In addition to the intervention services, the organization's preventative services work with the Latino immigrant community at large (please see the Logic Model in Appendix A for more information). The Youth Leadership Program aims to prevent domestic violence (DV) and intimate partner violence (IPV) in the Latino immigrant community by sparking change in social and societal norms during a child's formative years. Latino boys and girls between the ages of 11 and 20 years old attend training seminars to learn about what it means to relate in healthy ways. After these seminars, the students take their knowledge to the community, holding events at their schools and at community centers for kids their age to learn about IPV. In essence, the program calls on teens to promote social change in their communities. Through the Youth Leaders program Enlace seeks to prevent DV/IPV in Bernalillo County Latino immigrant communities, and envisions expansion of programs like this on a national scale.

Research suggests that Latino youth are vulnerable to DV/IPV for a variety of reasons. Studies of domestic violence (DV) and intimate partner violence (IPV) in Latino communities reach different conclusions about the prevalence and risk factors associated with DV and IPV (Gonzalez-Guarda *et al.* 2013, Ocampo *et al.* 2007, and Kimber *et al.* 2015). While the studies suggest that immigrant generational status (IGS) and age are most associated with IPV, they vary in discussing the actual degree of the risk.

Kimber *et al.* (2015) uses data from a nationally representative survey to highlight the finding that 1<sup>st</sup> generation immigrants<sup>1</sup> are less likely to experience IPV (or report it) than their 3<sup>rd</sup> generation counterparts. This finding contributes to the call for more education and prevention programs in immigrant communities, especially when considering the study limitations of limited reporting for fear of consequence and potential language barriers.

Ocampo *et al.* (2007) focuses on Latino high school students and surveys that show students are most likely to trust and feel most comfortable talking to other students about IPV occurrences, and don't feel comfortable sharing information with authority figures.

Gonzalez-Guarda *et al.* (2013) takes the opinions of Latino community members into consideration with regards to how current IPV prevention programs overlook cultural norms and traditions that lead to IPV and

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<sup>1</sup> Immigrants represented in the survey identified as White, Black, American Indian/Alaska Native, Asian/Native Hawaiian/other Pacific Islander, or Hispanic and then identified as 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> generation immigrants.

tolerance of IPV. This study's findings also contribute to the idea that special IPV prevention and education programs should be created for Latino immigrant communities so that the programs are culturally appropriate and specific.

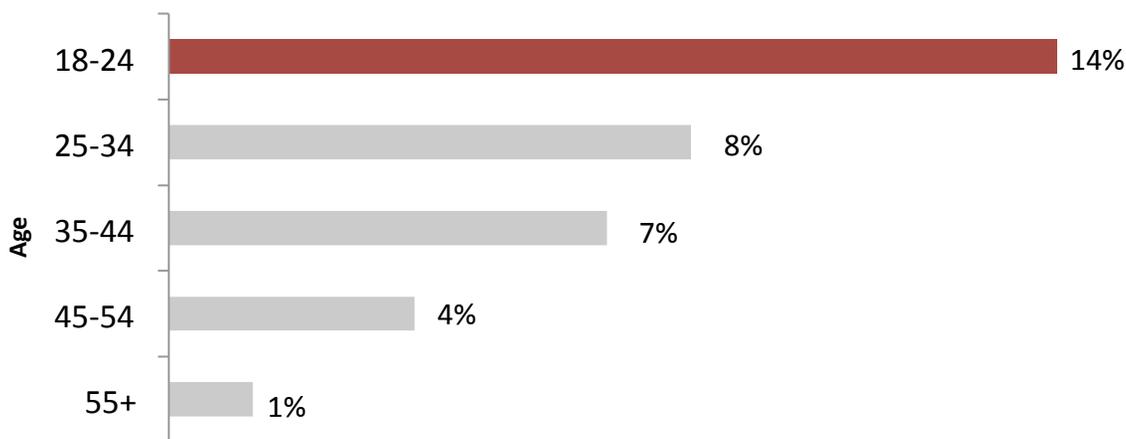
The literature, reviewed in greater detail in Appendix A, thus support the premise of the Youth Leadership program at Enlace Comunitario, which calls upon Latino young adults to educate their peers about the dangers of IPV and DV in hopes of motivating a change in the cultural norms that marginalize Latinos. Enlace has developed the Youth Leadership program to promote education about healthy relating, what it means to be in an abusive relationship and the importance of preventive steps. Lastly, the Youth Leaders program responds to the suggestions made by the community members as in Gonzalez-Guarda *et al.* (2013) and the students in Ocampo *et al.* (2007).

### Community Context

According to the Center for Disease Control (CDC) 2011, more than 12 million people are victims of IPV each year<sup>2</sup>. But not all people are affected equally. In fact, those most at risk of experiencing IPV are women, youth (age 12-24), and those identifying as non-white.

Furthermore, Figure 1 shows that, in the 2010 National Intimate Partner and Sexual Violence Survey, **Young Adults** reported a higher prevalence of IPV Nationwide when responding to the question: In the past 12 months, have you been physically harmed, on purpose, by an intimate partner? Figure 1 illustrates the answers.

Figure 1. Prevalence of Intimate Partner Violence in Young Adults



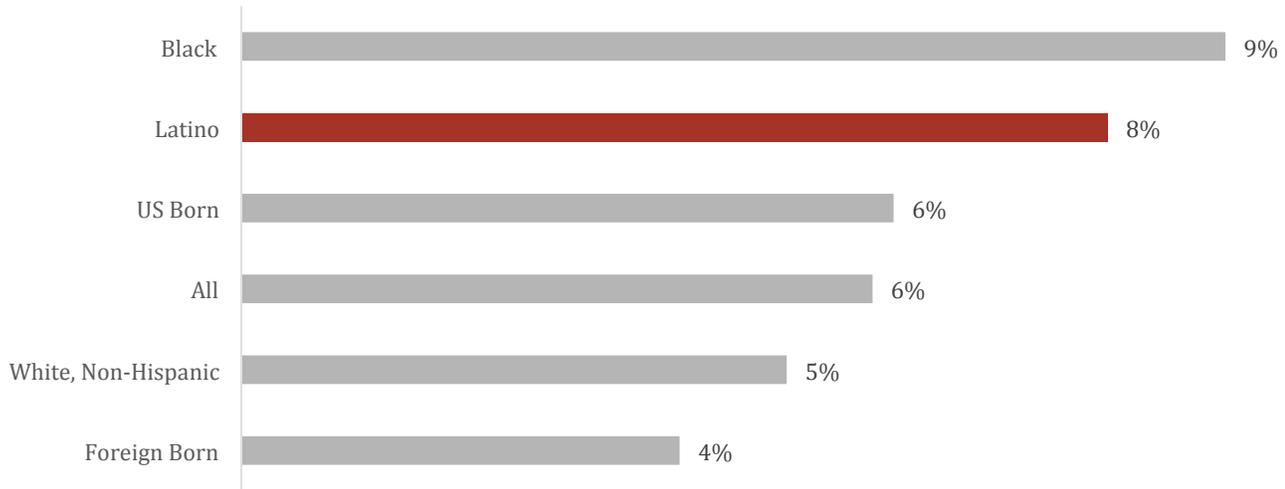
\* [National Intimate Partner and Sexual Violence Survey, 2010](#)

The U.S. prevalence of IPV and Sexual Violence in a woman's lifetime is 35.6%. New Mexican women experience IPV at 34%<sup>3</sup>, which is close to the national rate. Furthermore, non-white women are even more likely to experience IPV in their lifetimes. Figure 2 shows the rate at which women responded "yes" to having been physically harmed by an intimate partner in the last twelve months.

<sup>2</sup> CDC Violence Prevention Fact Sheet

<sup>3</sup> [http://www.cdc.gov/violenceprevention/nisvs/state\\_tables\\_74.html](http://www.cdc.gov/violenceprevention/nisvs/state_tables_74.html)

Figure 2. United States Rate of Domestic Partner Violence as Reported by Women



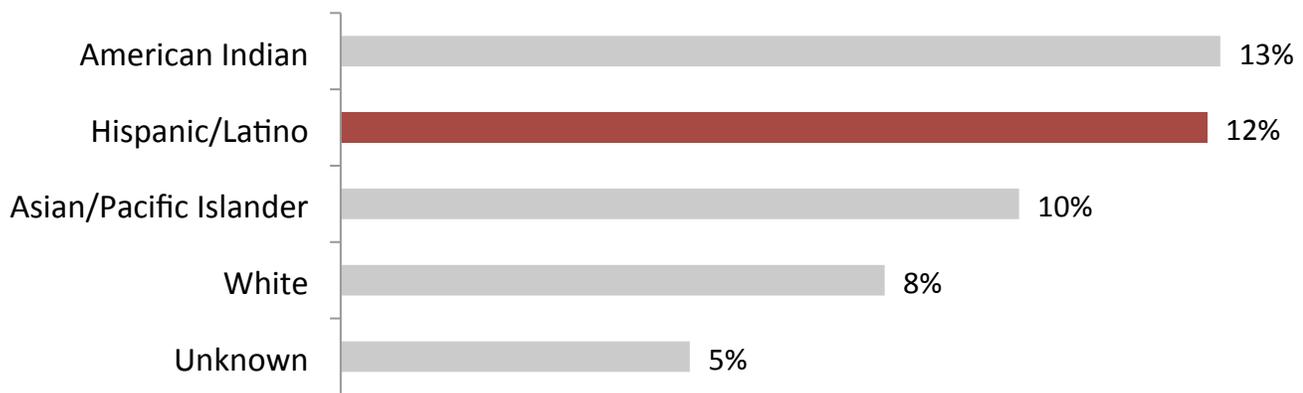
\* [National Intimate Partner and Sexual Violence Survey, 2010](#)

As displayed in the figure above, the rate at which **Latinas** responded “yes” is much higher than their white counterparts.

Data from the New Mexico Youth Risk and Resiliency Survey, a survey of the health risk behaviors and resiliency (protective) factors of New Mexico high school and middle school students, illustrate the risk faced by younger Latino girls in New Mexico.

Figure 3 shows American Indian and **Latino High School Students** in Bernalillo County reporting the highest rates of IPV by responding “yes” to being hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the past 12 months.

Figure 3. Rates of intimate partner violence among youth in Bernalillo County, NM



\* [New Mexico Youth Risk and Resiliency Survey, 2011](#).

Whereas only 8% of white girls reported that they had been physically harmed by their boyfriend or girlfriend on purpose within the past 12 months that rate jumps to 12.9% when looking at the responses of the Latino girls. Stratified by grade, the percentage goes from 10% in tenth grade to 13.1% in twelfth grade, consistent with the national data from the CDC that shows IPV most prominent among young women and rising until 24 years of age.

With special concern for the most at-risk groups mentioned previously, it is important to note that, according to the Census, 47.7% of New Mexicans identify as Latino, with 9.8% reporting they are foreign born. If we look at Bernalillo County in particular, we can see the risk of experiencing IPV growing: 49% of Bernalillo County residents identify as Latino and 10.9% report they are foreign born<sup>4</sup>. It should come as no surprise, then, that we are suggesting that this county may have more of a risk for IPV than previously realized.

Our research shows that “one-size-fits-all” IPV prevention programs do not work in the Latino immigrant communities. As suggested by the community members in Gonzalez-Guarda *et al.* (2013), this type of violence has been considered a private family matter in some cultures, which teaches victims to “just deal with” the violence instead of removing themselves from it or trying to alleviate it. Enlace Comunitario is doing something to address all of the above concerns.

### **Evaluation History**

Enlace has performed evaluations of their prevention services in the past. In 2011, Enlace produced a case study of their Promotoras program. This evaluation took place over three years and assessed the impact the program on the survivors that became leaders in the organization. Initially, the Youth Leaders program was going to be a part of that evaluation but the case study shifted focus to the Promotoras program when the organization realized just how much information had been collected for both programs. Because the Promotoras program had been in place for longer than the Youth Leaders program at that time, the staff felt confident in their decision. However, because the staff planned to revisit the evaluation of the Youth Leaders program, Enlace collected and digitally stored information in the form of audience satisfaction assessments after every Youth Leader presentation since 2012. We were able to pull that data into STATA software in order to analyze overall satisfaction with the presentations between the years 2012 and 2015. Figure 4 in the Appendix B shows how the youth answered the questions about having fun, knowledge and preparation of presenters, and learning about abuse. The responses to these questions were overwhelmingly positive. Further analysis showed that the only distinguishable difference in the responses throughout the years was that the audience seemed to have more fun watching the presentations after 2012 (Figure 5). While it was helpful to know that the audience was satisfied with the presentations, Enlace should consider collecting information that would be more informative, such as: what the audience learned, whether there is a difference in what is learned in relation to who is presenting, whether or not learning led to behavior changes, etc.). Therefore, we recommended that the audience satisfaction assessments of the Youth Leader presentations be revised in order to generate greater detail.

### **Evaluation Plan**

Our evaluation seeks to answer the following questions: Has there been an impact on the Youth Leaders themselves as a result of their participation in the program? Have their relating behaviors changed?

Is there any indication that there has been any larger impact on the community, institutions, or structures as a result of the program? Through the experiences of the Youth Leaders, can we identify any patterns that have emerged in the community that suggest a change in cultural norms?

We (the research team) will conduct a focus group with the nine youth leaders in this year’s cohort to collect a variety of ideas from the Youth Leaders, to better understand the impact of the program. We will ask staff at Enlace and a youth leader representative to help create questions for the focus group to ensure relevancy. We plan to use an interactive format in the focus group since the students are accustomed to working together in their presentations and like to move around. We also plan varied configurations of youth (individually, in dyads, two groups, all in one group) to create an environment where we hear everyone’s voices. The youth

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<sup>4</sup> <http://quickfacts.census.gov/qfd/states/35/35001.html>

will answer the questions in writing either on index cards or on flip chart pages we will collect in order to minimize the time needed to transcribe all the information. The list of questions (created in conjunction with Enlace and reviewed by Youth Leaders for approval/revisions) can be found in Appendix C.

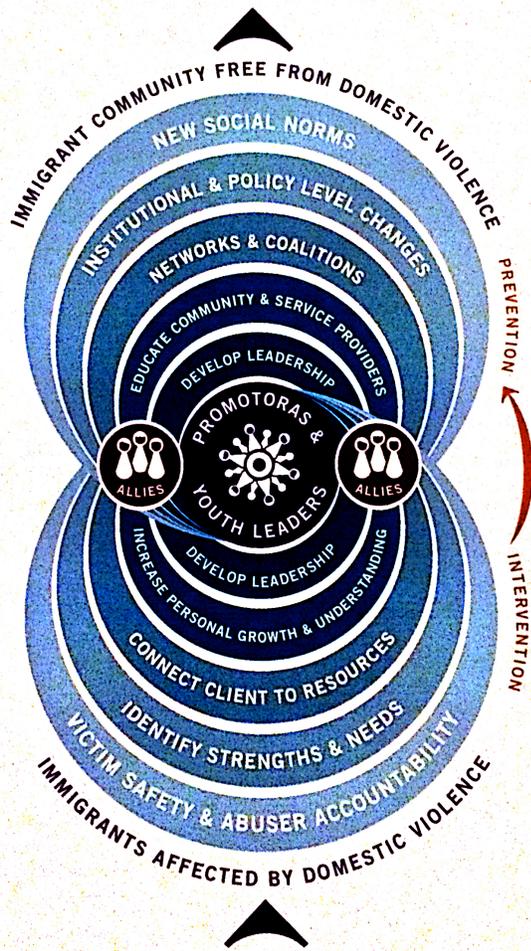
### **The Current (Tentative) Timeline**

This semester, we finished drafting our evaluation plan and focus group questions (by December 3<sup>rd</sup>). Also, we attended a public Youth Leader presentation to gain a better understanding of how they work (December 14<sup>th</sup>). The evaluation team will complete an IRB as necessary prior to the start of the next semester. We will meet as a whole (Enlace plus the Youth Leaders that are helping with question creation and Melissa, Charla, and Sonia) on January 22<sup>nd</sup> at 11:00 am to make any last minute adjustments to questions and set dates for the focus groups. In February, we will conduct the focus groups and begin transcribing as necessary and analyzing data collected. In March, we will continue to analyze if necessary, but the main focus will be on drafting findings into a report that answers the evaluation questions to be completed before March 15<sup>th</sup>. By April 15<sup>th</sup>, we will have a final report of our findings with suggestions for future evaluation of the Youth Leadership program.

### **Future Evaluation**

Enlace Comunitario is a complex organization that houses many more programs than just the one we are evaluating. Aside from continuing the evaluation of the Youth Leadership program by conducting surveys of Youth Leader alumni, Enlace has expressed a great deal of interest in evaluating their Healthy Relating course (how it is impacting students in self-confidence and life outside just relationships) and in evaluating their intervention services, particularly to determine if the services they are providing are trauma informed and culturally appropriate. Since their biggest evaluation goals are to: 1.) Be able to tell their story to funders and 2.) Become replicable in other Hispanic and Latino immigrant communities across the country, there will always be more evaluation that can be done in the coming years to assess Enlace's effectiveness in reducing DV/IPV cases in Latino immigrant communities. To gain greater insight on Enlace's plans for future research, please see Appendix D.

**Appendix A**  
**Overview of Enlace Comunitario**  
 Logic Model



This logic model was created during Enlace’s evaluation of their Promotoras program in 2011. It shows Enlace’s ultimate goals of creating changes in social norms that will leave the immigrant community free from Domestic Violence and the various ways the organization seeks to achieve that goal. With the two sides—prevention and intervention—Enlace seeks to alleviate the DV and IPV that is both happening currently and prevent any future incidences from occurring. Youth Leaders are found in the middle of the logic model and contributes to the prevention side. The program helps feed into developing leaders and educating community and service providers. This evaluation seeks to identify any impact the Youth Leaders program has had on influencing change in institutions and social norms.

**Extended Literature Review**

A recent study that considered data from a nationally representative survey found that 1<sup>st</sup> generation immigrants<sup>5</sup> are less likely to experience IPV (or report it) than their 3<sup>rd</sup> generation counterparts. Though the study is not specific only to Hispanics, Kimber *et al.* (2015) shows “being a 1<sup>st</sup> or 2<sup>nd</sup> generation immigrant did not influence the odds of perpetrating or being the victim of IPV,” which is contrary to what previous research not based on nationally representative samples suggested (1140). Study limitations centered on the retrospective self-reporting and the chance of under-reporting due to memory or fears of consequences that

<sup>5</sup> Immigrants represented in the survey identified as White, Black, American Indian/Alaska Native, Asian/Native Hawaiian/other Pacific Islander, or Hispanic and then identified as 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> generation immigrants.

may follow reporting. The authors call for further review of the effect immigrant generational status (IGS) and acculturation have on IPV across the United States, with emphasis on Latino immigrants. Because 2<sup>nd</sup> and 3<sup>rd</sup> generation immigrants are reporting IPV at a higher rate than their 1<sup>st</sup> generation counterparts, there is a need for more research to be conducted on Latino youth in regards to IPV to determine when IPV starts so more attention can be placed on preventative services and intervention resources for this group.

One such review considers data from nine focus groups ( $n = 76$ ) held in Miami-Dade County, specifically focused on Latino communities. The results show the community is most concerned for the immigrant population for a number of reasons (mainly the fear of coming forward with IPV cases) with youth being the second highest risk group. This document discusses the importance of recognizing Latino cultural norms (“Our parents taught us to tolerate it [abuse]” (229)) in any type of DV or IPV services. The “blanket programs<sup>6</sup>” that have been set in the community to help alleviate DV or IPV have not seemed to be particularly effective for the Latino communities, which was deemed problematic because “mainstream prevention programs do not systematically take into account cultural factors that may be associated with the occurrence, severity and consequences of IPV within [the Latino immigrant community]” (224). Furthermore, Gonzalez-Guarda *et al.* (2013) suggest that community members were most concerned about youth since “this group was at the age where norms and behaviors for intimate relationships begin developing” (232). With this in mind, the study suggests that an attempt at a prevention program should be culturally appropriate and should target the Hispanic youth in order to take an appropriate “first step in preventing IPV among Hispanics” (234).

Another study that was conducted through survey data collection from high school teens found that Latino youth are, in fact, at great risk of experiencing IPV (Ocampo *et al.* 2007). Survey data collection took place twice in two academic years in high schools located in the Los Angeles, California vicinity to research to whom teens went for advice or what teens would do regarding IPV. The studies consisted of high school teens where a majority (81-99%) of the school’s population was Hispanic. Of this population, 1,603 students completed the survey. The results show that greater resources are needed in public institutions (e.g., schools) to facilitate, provide aid, educate, and eventually prevent IPV in Latino communities. The study concludes that there is strong need to teach skills to teens about what they can do to help themselves and others who are in an abusive relationship.

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<sup>6</sup> A “blanket program” is a program said to work for any individual, regardless of ethnicity, age, social status, or educational background.

## Appendix B

### Evaluation History

#### Youth Leader Presentation Evaluation

Presenter's Name

Location of Presentation/Event Name

On a scale of one to five (five being "strongly agree), to what extent:

1. Did you have fun?
2. Did the presenter know his or her topic?
3. Was the presenter prepared?
4. Did you learn about abuse?

What did you especially like about the presentation?

What didn't you like?

What would you change about the presentation?

Other comments?

### Results

Figure 4. Audience Agrees or Strongly Agrees with the Statements:



Figure 5. Audience Agrees or Strongly Agrees with Having Fun during the Presentation



## **Appendix C**

### **Evaluation Plan**

#### **Focus Group Questions**

- How long have you been with the YL program?
- What did you learn that you didn't know before?
- How did you get to participate in the YL program?
- Have your behaviors changed in your relationships? How?
- Give us an example of how you dealt with conflict before vs. after your training as a YL.
- With your training as a background, how would you react to seeing conflict/unhealthy behaviors in a friend, in your classroom, in your school, in your own relationships?
- If you witness an episode of controlling/unhealthy behavior among peers, how do you intervene?
- Is there anything in your environment (schools, communities, homes) that reinforces good/healthy relationships? Unhealthy relationships?
- Give us an example of how your school, community, home, does not allow unhealthy relationships to occur. Or how they do allow unhealthy relationships to occur.

**Appendix D  
Future Evaluation**

Figure 6.

Big Goals	Objectives	Baseline Data	Activities	Short Term Outcomes	Long Term Outcomes
Evaluate effectiveness of the YL Program (2015-2016)	<ul style="list-style-type: none"> <li>create narrative</li> <li>determine if it's better to keep leaders for many years or graduate them after one</li> </ul>	<ul style="list-style-type: none"> <li>pre-tests</li> <li>post-tests</li> <li>evaluation page</li> <li>narratives</li> </ul>	<ul style="list-style-type: none"> <li>create narrative (March 2016)</li> <li>phone interviews (as necessary in 2016-2017)</li> <li>interviews (as necessary in 2016-2017)</li> <li>online survey (as necessary in 2016-2017)</li> <li>focus groups (February 2016)</li> </ul>	<ul style="list-style-type: none"> <li>create narrative (March 2016)</li> </ul>	<ul style="list-style-type: none"> <li>Tell story to funders (CLASP (federal), Kellogg, State, County) (starting March 2016, continue as necessary in 2016-2017)</li> <li>Become replicable (YL) program in other Latino communities (future)</li> </ul>
Become replicable (YL) program in other Latino communities (potential for 2016-2017)	<ul style="list-style-type: none"> <li>promote healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>National Latina Network wants to replicate Enlace's YL Program compared to other YL programs in the country (Minnesota or Georgia)</li> </ul>	<ul style="list-style-type: none"> <li>healthy breakup presentations</li> <li>analyze what works and what hasn't, what changes have been made, etc.</li> </ul>	<ul style="list-style-type: none"> <li>put into words what works for EC</li> </ul>	<ul style="list-style-type: none"> <li>create webinar for national exposure</li> </ul>
Evaluate effectiveness of Healthy Relating Course (potential for 2016-2017)	<ul style="list-style-type: none"> <li>promote healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>pre-tests</li> <li>post-tests</li> <li>evaluation page</li> <li>narratives</li> </ul>	<ul style="list-style-type: none"> <li>create template for excel file (finished November 2015)</li> <li>digitalization of data (2016)</li> <li>develop evaluation plan</li> </ul>	<ul style="list-style-type: none"> <li>tell data story</li> </ul>	<ul style="list-style-type: none"> <li>Tell story to funders (CLASP (federal), Kellogg, State, County)</li> <li>Become replicable (YL) program in other Latino communities</li> </ul>

## Appendix E

### References

[CensusScope](#) for Hispanic population statistics.

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