

# 2016-2017 Evaluation Plan for Enlace Comunitario



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## 1. Introduction

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### Overview of Enlace Comunitario and the Healthy Relationships Program

Enlace Comunitario (EC) is dedicated to serving Latino immigrant communities in Albuquerque, New Mexico. The organization began offering services in 2001 out of a need for culturally appropriate services in Spanish for Latino families affected by domestic violence. Enlace Comunitario advocates for social justice among Latino/a women, men and youth to prevent and eliminate domestic violence and promote healthy communities and relationships. EC offers domestic violence preventive and intervention services in Spanish, community education, policy advocacy and leadership development. All the programs at EC grow out of the needs of the Latino community and programs develop with their input and participation.

The Healthy Relationships course, introduced in 2010, is one of Enlace Comunitario's preventative community education initiatives. Healthy Relationships grew out of the necessity to have community education sessions that included a mixture of themes that were introduced in other EC programs. Ana Lopez, a current staff member, developed the curriculum based on responses to the results of a survey of clients of EC. At the beginning, it was difficult to recruit participants. Now in its 6th year, the program accommodates up to 35 participants per semester, with a waiting list of about 20. The program takes a holistic approach that incorporates topics that are pertinent and culturally appropriate to the community. Each cohort includes 13 weekly, two-hour sessions with varied themes (see Appendix A for the course schedule/curriculum). The sessions are facilitated by EC staff and promotores/as who have successfully completed the class. The attendees are women and men ages 21-40.

The continued development of the Healthy Relationships curriculum is intertwined with the common needs of the participants. Participants ask for what they need to learn and EC staff respond. Enlace Comunitario's staff expect that as class participants learn and grow (self-esteem, better communication, knowledge of what goes on in their communities), they engage more fully and successfully (in their families, in their jobs, with their partners) and they teach others. As they learn to express their voice, program participants teach their children and others, seek more information and knowledge, and become more active in their neighborhoods and communities. In this process the community becomes stronger, united, and develops the skills for civic participation and mobilization. Civic engagement helps participants learn about their rights and builds their confidence in speaking up, allowing them to feel more connected to the community and more confident in advocating for themselves and their families.

The Healthy Relationships program aims to meet the following long-term goals in the Latino immigrant community:

- Decrease domestic violence

- Build leadership capacity
- Increase gender equality within all relationships
- Unify the community around important issues

The evaluation team will take these goals into consideration in developing a plan for the evaluation.

## 2. Context

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According to the National Intimate Partner and Sexual Violence Survey 2010<sup>1</sup> (NISVS) in the United States, an average of 20 people are physically abused by intimate partners every minute. This equates to more than 10 million abuse victims annually. Included in these statistics, 1 in 3 women and 1 in 4 men have been physically abused by an intimate partner. In general, women tend to suffer more from the domestic violence and abuse epidemic.

The NISVS Survey section on Intimate Partner Violence (IPV) includes physical violence, sexual violence, threats of physical or sexual violence, stalking and psychological aggression. These are some of the ways that the NISVS measures Intimate Partner Violence. Figure 1 shows the percent of women and men who answered yes to whether a romantic or sexual partner ever said the following phrases:

- “You were a loser, a failure, or not good enough”
- “Called you names like ugly, fat, crazy, or stupid”
- “Insulted, humiliated, or made fun of you in front of others”
- “Told you that no one else would want you”

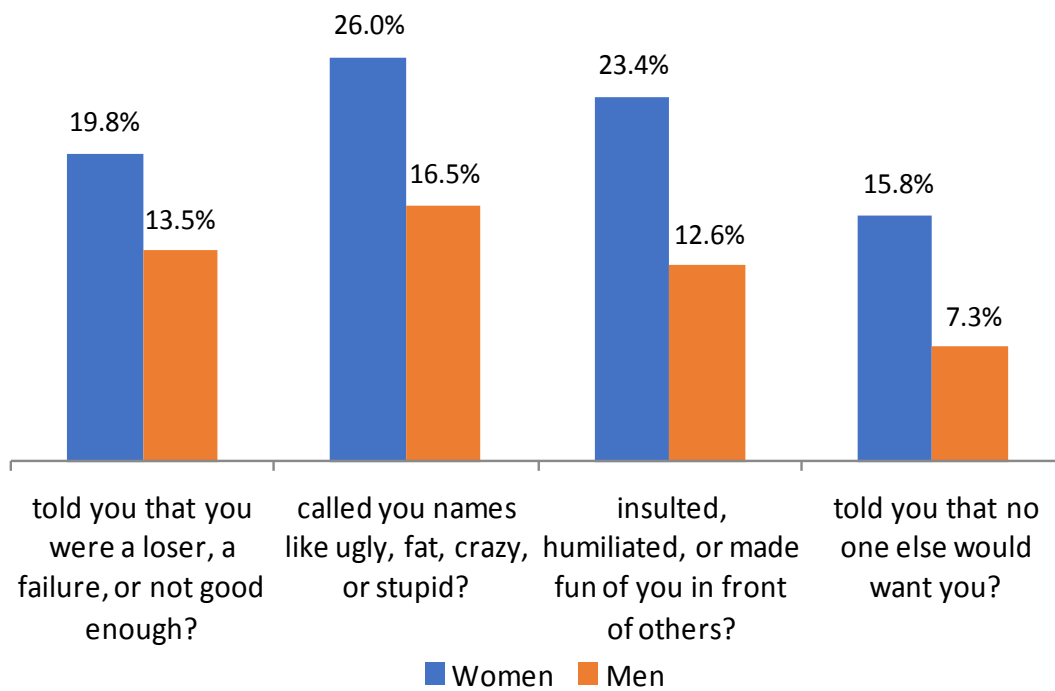
There were 19.8% of women who reported being told “you were a loser, a failure, or not good enough” as compared to 13.5% of men. In addition, 26.0% women reported being called names compared to 16.5% of men. Women who were “insulted, humiliated, or made fun of in front of others by a romantic or sexual partner” make up total of 23.4% as compared to 12.6% of men. The percentage of women who have been “told that no one else would want you” are a total of 15.8% compared to 7.3% of men. The following graph represents the percentages above. *Figure 1* demonstrates the prevalence of psychological abuse among women. In this case, we can clearly observe that the men are less likely to face difficult situations like psychological abuse and are less likely to deal with IPV.

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*The National Intimate Partner and Sexual Violence Survey: 2010 Summary Report* is a publication of the National Center for Injury Prevention and Control of the Centers for Disease Control and Prevention. [https://www.cdc.gov/violenceprevention/pdf/nisvs\\_report2010-a.pdf](https://www.cdc.gov/violenceprevention/pdf/nisvs_report2010-a.pdf)

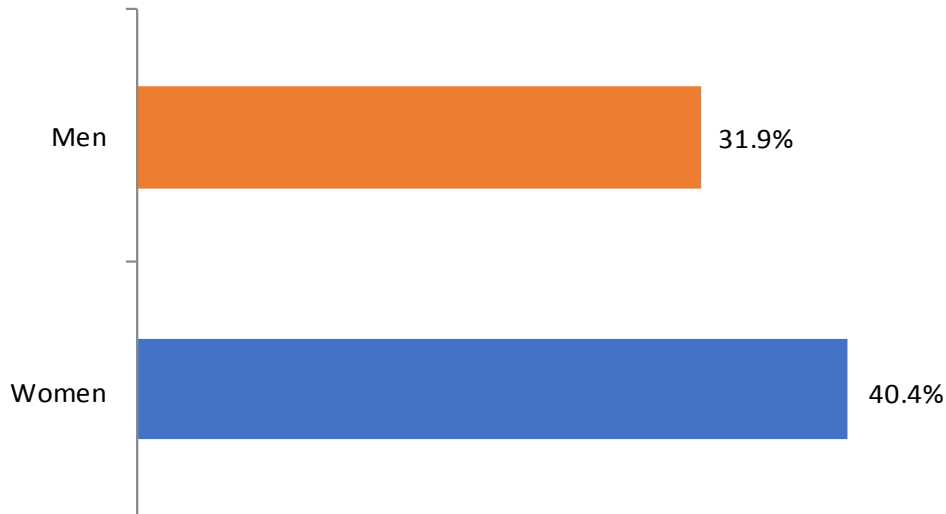
*Figure 1: Life Time Report of Psychological Aggression Among Women and Men, NSVS 2010*



Source: *The National Intimate Partner and Sexual Violence Survey (NISVS)*, [https://www.cdc.gov/violenceprevention/pdf/nisvs\\_report2010-a.pdf](https://www.cdc.gov/violenceprevention/pdf/nisvs_report2010-a.pdf)

*Figure 2* shows the comparison between adult men and women whose partners were verbally abusive towards them, where 31.9 % of adult men suffered verbal abuse from their partners and 40.4 % of women had partners that were verbally aggressive towards them.

*Figure 2: Percent of adults whose partners were verbally abusive*



Source: *The National Intimate Partner and Sexual Violence Survey (NISVS)*,  
[https://www.cdc.gov/violenceprevention/pdf/nisvs\\_report2010-a.pdf](https://www.cdc.gov/violenceprevention/pdf/nisvs_report2010-a.pdf)

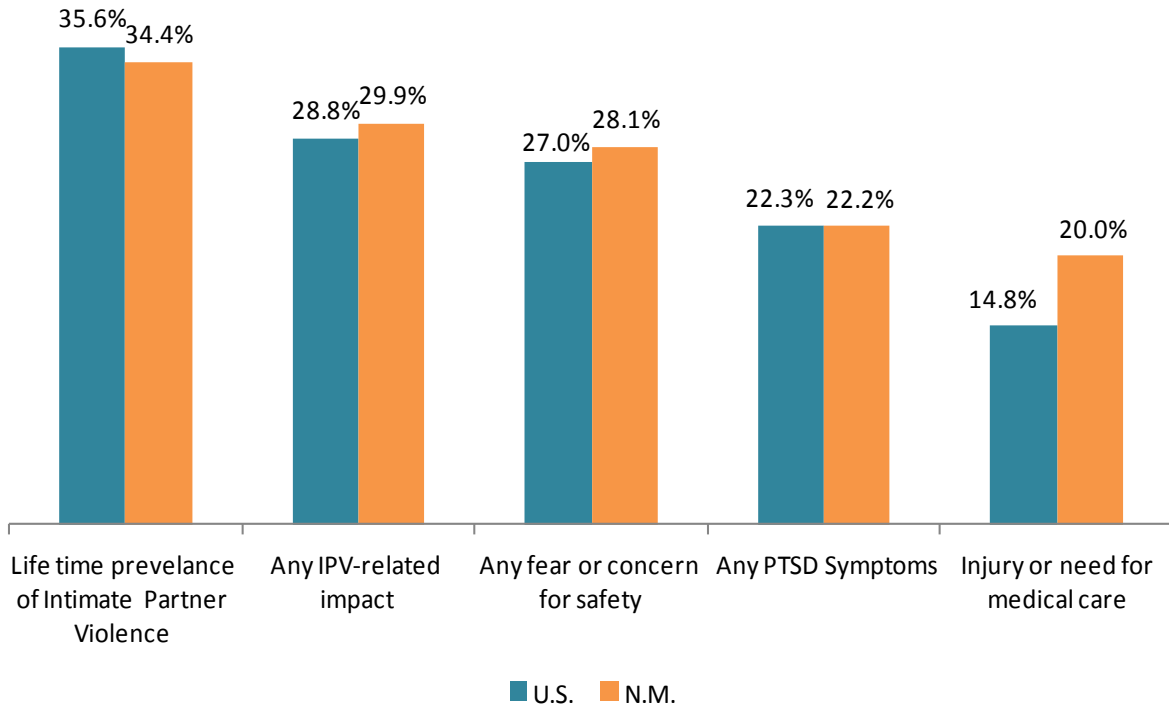
The NISVS survey also reports sexual violence, stalking, and intimate partner violence by state and nationwide. *Figure 3* compares prevalence of IPV among women in the U.S. and N.M. Lifetime prevalence of intimate partner violence in New Mexico is almost the same as in the nation with 35.6% in the U.S. and 34.4% in New Mexico. The graph also displays “any IPV-related impact”<sup>2</sup> with New Mexico averaging 29.9% compared to 28.8% nationwide. In New Mexico 28.1% of women reported “any fear or concern for safety” compared to 27.0% nationwide.

In addition, the women who suffer from any PTSD Symptoms make up an average of 22.3% in the US and 22.2% in New Mexico. In terms of “injury or need for medical care” women in New Mexico report 20%, which is over 5% higher than in the U.S. (20%).

<sup>2</sup>

Includes experiencing any of the following: being fearful, concerned for safety, any PTSD symptoms, need for healthcare, injury, crisis hotline, need for housing services, need for victim’s advocate services, need for legal services, missed at least one day of work/school. For those who reported being raped it also includes having contracted a sexually transmitted disease or having become pregnant.

Figure 3. Comparison between U.S. and N.M. in IPV among Women



Source: *The National Intimate Partner and Sexual Violence Survey (NISVS)*, [https://www.cdc.gov/violenceprevention/pdf/nisvs\\_report2010-a.pdf](https://www.cdc.gov/violenceprevention/pdf/nisvs_report2010-a.pdf)

Although race is not represented in this part of the survey, racial and ethnic minority women continue to bear the burden of stalking, intimate partner violence and sexual violence. Adult education is integral to the success and transformation of Latino immigrant communities. Programs like Enlace Comunitario’s Healthy Relationships, focusing on improving relationships and communication skills, help minimize verbal and psychologically aggressive behaviors in relationships.

### 3. Logic Model

The logic model below was developed as a team effort between staff at Enlace Comunitario and the UNM team by first identifying the overall goals EC wanted to accomplish through the Healthy Relationships program. Developing the logic model took two separate meetings, allowing each team member the opportunity to review and revise the first rendition of the logic model and make suggestions for improvement. The team decided that inputs represent the resources used to create the program, the activities represent what the staff do within the classes and to

prepare for the classes, the outputs represent the immediate results of the activities, the short-term outcomes represent the goals the EC staff hope to see achieved in individuals immediately after taking the course, and the long-term outcomes are the goals the EC staff hope to see accomplished within 5 years because of the course.

<b>Inputs</b>	<b>Activities</b>	<b>Outputs</b>	<b>Short Term Outcomes</b>	<b>Long Term Outcomes</b>
<p>Funding sources: Cultural Language and Specific Program (CLASP)</p> <p>Small contributions (suggested \$20) from participants to cover food costs</p> <p>Agency promotes and markets the course in the community through word of mouth, flyers, through partner organizations (e.g. Encuentro)</p> <p>Promotoras</p>	<p>Curriculum research and development</p> <p>Training of facilitators</p> <p>Preparation of presentations, exercises, materials for class</p> <p>Provision of weekly classes on healthy relating in response to community requests.</p> <p>2.5 hour-weekly classes meet for 13 weeks where facilitators encourage interaction, conversation, communication within group.</p> <p>Provision of food (at every meeting) from donations</p> <p>Facilitators and participants create an</p>	<p>Presentations and discussions covering an array of subjects related to healthy relating. So far there have been 13 semesters.</p> <p>Skill building through participation, listening, exploring values, myths, assumptions, culture, gender roles, needs, empathy, communication, paraphrasing, and emotion as they relate to relationships with others.</p> <p>Participants identify personal</p>	<p>Participants learn and practice skills for healthy relationships</p> <p>Participants understand equality in relationships and improve intimate partner and other relationships</p> <p>Participants improve communication skills, self-esteem, conflict resolution skills</p> <p>Participants increase knowledge of sexuality</p> <p>Participants build leadership capacity with preparation “by co-facilitation, observation and participation</p> <p>Participants increase knowledge of resources in the community</p> <p>The organization improves class</p>	<p>Decrease domestic violence and</p> <p>Increase gender equality among Latino immigrant families</p> <p>Build leadership capacity in this field [of healthy relating in families and healthy relating]</p> <p>Unity of community: unite community around common ideals</p> <p>Continued engagement of class graduates in community and in Enlace Comunitario</p>



<p>promotores talk about the course in their presentations</p> <p>Facilitators advertise the course</p>	<p>environment in the group where people are comfortable speaking</p> <p>Facilitators may make referrals for individual therapy</p> <p>Staff make calls to remind participants the day of class (2hr. Tell clients about the course prior)</p>	<p>strengths, explore and practice healthy relating and communication.</p> <p>Facilitators Invite everyone to community events</p>	<p>content for future participants</p> <p>The organization creates a sustainable course</p> <p>Participants increase emotional intelligence and self-empowerment</p> <p>Participants increase overall self-knowledge</p> <p>The course increases civic participation and civic engagement</p>	
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#### 4. Evaluation Plan

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##### Evaluation Question

Based on the goals derived through the development of the logic model, the evaluation team will investigate the impact of the Healthy Relationships program on its participants. Enlace Comunitario wants to know whether program participants are absorbing the information and if they find it useful and applicable within their culture as they live in their communities. To guide their evaluation, the evaluation team will measure whether the Healthy Relationships is meeting its short- term goals and making progress toward accomplishing their long-term goals.

Data available for immediate evaluation:

1. Pre-and post- exams from 2 years (4 semesters).
2. Letters from 1 year (2 semesters) written by participants at the end of the class talking about what they learned.

##### Evaluation Activities

1. Analyze pre- and post- exams (quantitatively).
2. Analyze participant letters (qualitatively).
3. Interview 2 staff (Ana, founder and facilitator and Esteban, facilitator) who can discuss their experiences and observations as facilitators of the groups through time.

4. Conduct a focus group with promotores/as who have taken the class (5 to 6 participants, mixed male and female).

## 5. Timeline

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1. Analyze data from pre- and post- exams and letters (November/December)
2. Finalize evaluation plan (November 22)
3. Present final evaluation plan (December 12)
4. Conduct staff interviews (January)
5. Conduct focus group (second week in February)
6. Transcribe and analyze data from interviews and focus group (February)
7. First complete draft of final report provided to organization (mid-March)
8. Final final report provided to organizations (mid-April)
9. Workshop/showcase for final projects (last week in April)

## References

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- Mezirow, J. "Learning to Think Like an Adult: Transformation Theory: Core Concepts." In J. Mezirow and Associates (eds.) *Learning as Transformation: Critical Perspectives on a Theory in Progress*. San Francisco: Jossey-Bass, 2000.

## Appendix A



## Calendario de Relaciones Saludables

2016

<b>Fechas</b>	<b>Temas</b>	<b>Semana</b>
9/14/2016	Orientación y Registración/Bienvenida y Autoestima I	(Semana 1)
9/21/2016	Autoestima II	(Semana 2)
9/28/2016	Autoestima III	(Semana 3)
10/5/2016	Comunicación I	(Semana 4)
10/12/2016	Comunicación II	(Semana 5)
10/19/2016	Resolución de Conflictos I	(Semana 6)
10/26/2016	Resolución de Conflictos II	(Semana 7)
11/2/2016	Sexualidad I (Sexo-Genero, LGBTQ, Preguntas) Frida y Alejandra	(Semana 8)
11/9/2016	Sexualidad II (Comunicación e Intimidad) Hunter y Tatiana 6:30 a 8:30	(Semana 9)
11/16/2016	Sexualidad III (Parafilias y Violencia Sexual) Casa Fortaleza 7-8:30 pm	(Semana 10)
11/23/2016	Semana "Acción de Gracias" No hay clase	(Semana 11)
11/30/2016	Relación de Pareja I	(Semana 12)
12/7/2016	Relación de Pareja II	(Semana 13)
12/14/2016	Post Test / Evaluaciones / Celebración / Diplomas	(Semana 14)

## Appendix B Extended Literature Review

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### Literature Review

The Healthy Relating (HR) program aims to decrease domestic violence, increase gender equality, and develop leadership and community engagement among participants. HR is designed to create a transformation in the lives of the people attending by encouraging new ways of thinking and acting. By engaging participants in the HR program, EC is able to create long lasting relationships with community members and bring community together to work to promote social justice.

### Interpersonal Communication Skill and Violence Prevention

Some scholars suggest that interpersonal communication skills are directly connected to interspousal violence (Infante et al 1986). Poor communication in a relationship is one of the reasons why conflicts escalate into violent acts. Infante and his co-authors suggest that physical abuse can be stopped by preventing verbal abuse. The inability to communicate in a healthy manner can lead to verbal aggression and cause more conflict within families, preventing them from dealing with the issues in a constructive manner. According to these researchers, encouraging dialogue is one way to promote constructive communication (Infante et al 1989).

To examine the relationship between verbal aggression and physical violence, Infante, Sabourin and Rudd (1990) conducted a study with 104 married women from different areas of the Midwest. Out of the 104 women, all from different

educational background, 40 of them were clinical cases of abused wives. This number includes women who were in shelters for battering. Professional counselors in the shelters gathered the data. For a comparison group, the researchers recruited 64 nonabused women. The women in this comparison group were recruited in health clinics and doctors' offices. While the women waited for their appointments, they were able to participate in the survey.

The researchers divided the group and asked the abused wives to give a detail written account of their recent disagreement with their husbands that resulted in physical aggression. They also asked the nonabused wives to describe the most recent disagreement with their husbands. Previous studies by this research team had suggested that relationships and spouses in abusive marriages are less knowledgeable about how to be engaged in an argument and are more verbally aggressive than spouses in nonabusive marriages (Infante et al 1989). By comparing the descriptions of the abused and non-abused wives, the researchers found that "there were more verbal aggressions perceived in a marital dispute which is violent as compared to a nonviolent dispute" (Infante et al 1990). Through this study, the researchers concluded that violence among couples and intimate relationships is directly tied to problems in communication.

A study facilitated by researchers in the American Psychological Association suggests that there is a lack services for Latinas who have survived sexual assault and intimate partner violence and that talking about these issues has become a taboo subject among the Latino community (Ahrens et al 2010). This study was

facilitated with the help 8 undergraduate and graduate research assistance who participated in 4 full days of training around intimate partner violence and focus group facilitation, and who self-identified as Latinas and were bilingual (Ahrens et al 2010). A total of 65 Latinas were recruited from the community through different locations like the local university, local community agencies, local rape and domestic violence prevention agencies and local churches. There were 10 focus groups facilitated with participants that ranged from age 18 to 60 years of age. 82.2% of participants identified as being from Mexican heritage while the remaining participants were from El Salvador (15.6%) and Guatemala (2.2%). Participant of Mexican heritage were the largest group who participated in the study reflecting on the fact that the majority of the immigrant population living in Albuquerque is also Mexican or of Mexican decent. On average, participants had lived in the United States for 15.84 years.

Through this study, researchers could identify the difficulties that Latino women go through when talking about sex and abuse and how these subjects can become taboos in the family household. Thinking about sex and abuse as a taboo subject is one of the main reasons why so many Latina women do not report being abused. The study also found that there are differences between Latina women living in the United States for a long period of time and recent immigrants. One participant in the study mentioned that women who have been living in the US talk more about sex and abuse and that there is no mention of abuse or sex in the education system of Mexico. Researchers concluded that there is a difference

between Latinas living abroad, older Latinas who hold values that are more conservative, and that culture is big part of what is affecting the way Latinas disclose instances of sexual abuse or violence. The work that the Healthy Relationships program is doing is breaking down barriers and taboos that are deep within some Latino families.

### **Education That Leads to Empowerment and Transformative Learning**

Educators and program facilitators in the HR designed the program based on the idea of transformation and self-empowerment of participants through education. According to Paulo Freire (2000), adult education should lead to empowerment. He believed that every student comes to the classroom with knowledge and experiences that have shaped his or her worldview and have given meaning to their experience (Freire, 2000). The HR program believes in critical thinking and education. By participating in the Freire's model for adult education, participants of the HR program can think critically about what they are learning and participate in a democratic way of learning. The HR program stays away from what Freire calls the "banking system" which is a form of depositing knowledge into the students and making them learn what the teacher wants. In the HR class, in accordance with the Freirian tradition, each student is asked to be an active co-instructor, and to participate in the ongoing refinement and reconstruction of the class. This is done by having the students share with one another, hearing everyone's input, listening to their stories and making recommendations to the class facilitators about what students would like to see in future classes.



The HR students not only read about theories and learn about healthy relationships, but they are able to read the world around them. The students do this by learning about their own realities and putting into action what they have learned by organizing and participating civically at the local and state government level. By building relationships with each other and with decision makers in the state, students become aware of the issues they are facing. During these opportunities, students are able to experience and learn about issues affecting them and their community. This allows the students to be aware of the struggles that they are facing together and move forward to create change. By allowing the students to interact with each other and engage in critical reflection, the HR class is creating consciousness among the students and opening a door to knowledge, action and reflection. In the reflection phase, students are able to ask themselves questions such as why am I participating in programs like HR, what is the purpose of the HR program, and how do I move forward to creating a healthier relationship with my family? Reflection will help them think about their current situation and how they can change their current reality.

Mezirow (1991), an educator and scholar, also looks at adult education through the lens of transformative learning. Mezirow believes that the basis of all adult education should be transformative learning and focuses on the cognitive aspects of transformation. In the development of Transformative Learning Theory, Mezirow identified the “disorienting dilemma” which occurs by challenging the learner to critically reflect on his or her established perspectives even though the

process can be painful (Mezirow, 1991, p.168). Through this dilemma the students are able to question their deeply held personal values by engaging in critical reflection. Through Mezirow theory, learning occurs “in the real world in complex institutional, interpersonal, and historical settings and must be understood in the context of cultural orientations embodied in our frames of reference” (Mezirow 2000 p. 24). He mentions that transformative learners become agents of change. These learners are looking to form alliances with other people who are reaching towards the same goal of becoming active agents of cultural change in their communities, home and in themselves. Last, Mezirow acknowledges that social interaction is important in the learning relationship.

By engaging participants in the process of transformative learning and engaged pedagogy, communities of learners who are a part of programs like HR are learning how to create long lasting change in their lives and in the lives of others, and building capacity as leaders of the community as they transform their relationships.