

# Annual Evaluation Report 2019

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## Developmental Evaluation of a Gender Violence Prevention Program for Young Adults



Enlace  
Comunitario



# Executive Summary

Enlace Comunitario is a social justice non-profit organization dedicated to serving the Latino community in Albuquerque by supporting 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 is currently developing a new prevention program for young adults between the ages of 18 and 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 of their peers.

The purpose of the evaluation was to assist Enlace in developing a new prevention program with support from relevant literature, data, and community feedback. The main questions addressed as part of this evaluation were:

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 in this program?
4. Who are the best messengers/teachers (those who have experienced a form of domestic violence, such as dating violence, or others as well)?

The evaluation team conducted two interactive focus groups and assisted with the development of a third, to learn from young men and women and prior Youth Leaders regarding their perceptions of gender inequity, how to engage young adults, and who they believe are the best messengers.

Based on the findings from the focus groups, the evaluation team recommends that Enlace:

- have both young men and women be a part of the new program;
- recruit from college campuses, churches, malls, and through social media;
- have former Youth Leaders involved in recruitment;
- address unconscious biases through the new program;
- incorporate technology throughout the program, including outreach and remote participation;
- incorporate peer survival testimonies; and
- incorporate a bystander intervention program.



# Introduction

Enlace Comunitario is a social justice non-profit organization dedicated to serving the Latino community in Albuquerque by supporting those who have experienced domestic violence, and by challenging domestic violence through peer education. Enlace's bilingual programs include counseling, legal services, community education, leadership development and organizing to impact system change.

Enlace has two prevention programs: *Youth Leaders* and *Promotoras*. The Youth Leaders program engages youth between the ages of 12 to 17 who have witnessed domestic violence or who have received intervention services from Enlace. As peer educators, the youth leaders present on teen healthy relationships, dating violence and domestic violence to students in local middle and high schools. In the *Promotoras* program, women who have experienced domestic violence come together to support each other, to learn about cultivating healthy relationships, and to develop leadership skills as community advocates. Promotoras develop and lead community trainings on domestic violence and the impacts of violence on children.

Enlace is currently developing a new prevention program for young adults between the ages of 18 and 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 of their peers.

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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. The following evaluation team consisting of students, organization staff and an Evaluation Lab team lead jointly planned and implemented the project:

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# Work Performed

The evaluation team developed protocols for three interactive focus groups to hear from young men and women regarding their perceptions of gender inequity, how to engage young adults, and who they believe are the best messengers for promoting violence-free relationships.

Interactive focus groups incorporate activities other than group discussion to elicit feedback from all participants. Activities might include paired and small group discussions and brainstorming, private responses, and drawing or other artwork. Interactive focus groups improve on conventional focus groups in two ways. First, all participants contribute, and not just those who are comfortable speaking in a group. Second, individual responses provide a counterbalance to the group dynamic.

The first two focus groups were held at Enlace Comunitario with both the Enlace staff and UNM Evaluation Lab team members serving as facilitators. The third focus group was held at the Simms Building in Downtown Albuquerque with the Enlace staff alone. All participants were compensated with a stipend of \$50 and dinner during the focus groups.

The first focus group was held in early November. Enlace staff members invited young men who had participated in any of Enlace-offered programs and one man from *Together for Brothers*, an organization for young men of color in Albuquerque. Ten men participated. Nine were between the ages of 18-24, and one was middle-aged.

The first activity was to create collages. We broke the participants down into two groups and each group was handed construction paper, magazines, scissors, and glue. One group was then asked to make a collage of the “ideal man” and the other the “ideal woman”. There were various political, children’s, business, household, and outdoors magazines for participants to choose from that the evaluation team felt would not force the participants to make a more biased collage to either of the given sexes.

Next was a group discussion on identifying gender inequities in society. For the third activity, we showed a video of a hip-hop artist on the topic of being an ally. Participants then got into pairs to record each other’s answers to questions on how they would be moved to action, such as being an ally, and in what ways they benefit from gender inequity. An individual activity was also included, regarding questions related to being an ally.

The second focus group was held in late November. Enlace staff members invited young adults previously associated with Enlace’s Youth Leader program. 17 young adults participated in this interactive focus group. There were 7 women and 10 men.

We used similar activities, but different questions, to gather feedback on specific programming options. For example, participants created a collage to express what they liked and learned about by participating in the Youth Leaders program, and why they joined and continued participating. Facilitators elicited ideas from participants about a new program. Participants were also given a short survey with questions pertaining to what changes they would like to see and whether someone who has not experienced domestic violence could be an ally.

The third focus group was held in late February. There were 4 participants: 1 woman and 3 men between the ages of 18 and 24. All were from the community, with no previous involvement with Enlace.

As in the first focus group, participants created collages of the “ideal man” and “ideal woman.” Facilitators then showed this group a Gillette razor commercial that featured toxic masculinity and a call to action to “be the change,” and asked participants “How did this ad make you feel and why?” As in the second focus group, facilitators described the proposed program and asked for input. Finally, participants completed a survey with questions on domestic violence experience and knowledge and possible topics for the new program.

(See appendix for detailed protocols.)



## Data Analysis

The UNM evaluation team members entered all of the data into Excel and shared the Excel sheets with Enlace staff. The entire team then coded the data from one activity together, with help from Dr. Sonia Bettez, the Evaluation Lab Associate Director. Coding involves pulling out phrases and ideas from responses and then identifying themes from those codes that summarize all of the answers to the question. The UNM evaluation team members took on the majority of the coding in the next step, finishing out the written activities, listening again to focus group recordings, and reviewing the observation notes. After coding all data, the UNM evaluation team developed some umbrella themes under which each code seemed to fall.

Since the third focus group did not take place until late February, the data from that focus group were analyzed separately. Codes and themes from that focus group are incorporated into the findings outlined below.

Three major themes emerged from the first focus group and coding sessions:

1. Most young men acknowledge that there is gender inequity but can't always identify it in their own lives.
2. Most young men are more likely to be moved to action to support women when it has personal meaning to them or when they are actively involved in groups to support gender equity.
3. Even where gender inequity is noted, it may be perpetuated by misunderstandings of how best to be an ally.

Five major themes emerged from the second focus group and coding sessions:

1. Youth Leaders would like to see further outreach in the community.
2. Youth Leaders value the relationships they build within the program.
3. People who haven't experienced dating violence can be valuable allies.
4. Youth Leaders believe there is a need for systematic program changes, including the time-frame of the program.
5. The importance of learning how to use technology to reach out to their peers about gender inequity (being a "tech advocate").

Three major themes emerged from the third focus group and coding sessions:

1. Participants acknowledge that stereotypes still exist for ideal male and female characteristics.
2. Participants agreed that media has a strong influence on this age group (18-24).
3. Participants want to be part of a program that can teach them to be a part of the change (both within themselves and in society).

One overall theme emerged throughout all the groups and coding sessions: Technology and media are valuable tools for outreach and education. Respondents in the first and third focus groups also thought it was important to offer an opportunity for program participants to participate virtually if they are unable to attend in person.

### *Focus Group of Young Men:*

The themes from this focus group were developed from the 18-24-year-old men's

understandings of gender inequity and being able to recognize it in their own life. Most said that they were taught more extensively of gender inequity than the average young male and would be moved to action if they were to witness an act of inequity in their own lives. Most of the participants acknowledged gender inequity but couldn't always identify it in their own lives, specifically in recognition of their personal benefits from the inequity. Additionally, most of the participants felt they could ally by protecting their female friends and family members or helping to carry things when they are heavy. This illustrated to the evaluation team that although the men in the group seem to recognize inequity, they may be perpetuating it unintentionally by allying in stereotypically gendered ways.

When asked about their understanding of gender inequity in their own lives, one participant said:

*We all seem to agree that there is gender inequality and all pretty comfortable with admitting that and come to recognize that it is a thing, but I feel like we're in the minority with other men because they don't recognize that it is a problem.*

The evaluation team was able to identify many areas in which the participants were able to see gender inequity but would still not be able to identify their own role in perpetuating some of these ideas. A good visualization of this is the collages participants were asked to make.

**Figure 1: Collages for the “Ideal Man” and “Ideal Woman” from the Young Men’s Focus group**



*Ideal Man*



*Ideal Woman*

Source: Focus group of young men.

The evaluation team noticed two major visual biases between the collages:

1. The color schemes of the collages vary a great deal. The *Ideal Woman* collage has a lot of pink and softer colors. The *Ideal Man* has a lot more contrast and darker nature colors.
2. The selected images for each collage was very different. The *Ideal Man* collage was entirely made up of images of people and a shoe. The *Ideal Woman* collage contained many more objects and material goods than images of people.

(See figure 1.)

When asked to explain their creations, participants expressed acknowledgement of the biases, but no recognition of how this contributes to inequity. For example, when asked

about the pink washing machine image in the “Ideal Woman” collage, participants were hesitant to discuss why they had included it. When pressed one participant said, “It’s not what you think; it’s got a deeper meaning...[to another participant] you said it really well...” and after some back and forth debating what was said, another participant followed up with, “I was just saying that women are really clean”. Although they were able to identify the stereotype of women doing more housework, participants still added the image to the collage with the justification that women are more hygienic.

Another difference in the explanations between the two was in the way they described the ideal man and woman. The man in their words was supposed to be very individualistic in “having their own style”; “being yourself”; and “independent.” While the ideal woman, when described, was characterized with traits like “being pretty”, “being able to cook”, “good body”; “hardworking”. These explanations add to the biases given through the collages because the man’s traits were all based in confidence and personality while the woman’s were more physical and task-oriented.

Throughout the focus group, participants were able to identify many areas of society that give an advantage to men over women (i.e. media, careers, etc.). In addition to this recognition, a few of the men were able to identify areas in society that were more lenient to women (e.g., “Men shouldn’t cry while women are allowed to be emotional”). Past the “Men can’t cry” response, the evaluation team noticed every other benefit given towards women that was identified by these participants related to things men “don’t get”, such as *Quinceañeras*, *Day-Care jobs*, and the notion that “Women who are pretty can just get jobs because they are pretty while a guy has to show his skills”.

Some less vocal participants were able to have their voices heard through the individual and partner question portions of the focus group. They were all asked to answer the same question privately on an index card and turn it in. Two questions were asked and the following data was taken from the cards:

*How would you be moved to action to support women?*

- Five participants discussed being active through participation in groups, protests, organizing, etc.
- Four participants discussed spreading awareness through media, word of mouth, and through example.
- Three participants said they would be moved when witnessing it in someone they know.

Our finding that *Most young men are more likely to be moved to action to support women when it has personal meaning to them or when they are actively involved in groups to support gender equity* finds its source in the first question. The three men who mentioned witnessing it in someone they know had no other answer, while the other participants were able to include multiple ideas and themes into their answers.

*How do you benefit from gender inequity?*

- Two participants said they didn’t believe they benefitted from gender inequity at all.
- Five participants discussed differences in career opportunities and financial benefits.
- Two participants discussed perceived physical safety.
- One participant discussed inequitable expectations and judgement in sexual expression.

The second question shows the importance of including this activity in our focus group. Two of the young men said they didn’t think believe they benefitted from gender inequity. Their voices were apparently not actively heard in other group activities.

*Focus Group of Young Men and Women Alumni of the Youth Leaders Program:*

The themes from this focus group were developed from the alumni Youth Leaders experiences with the Youth Leaders program, and what programmatic aspects should be the same or different regarding the development of the new program. Most said that they valued the relationships that they built within the program, and that they would like to see further outreach that expanded beyond the community Enlace usually focuses on. They also agreed that those who have not experienced domestic violence could be allies.

We used collage making as a way for participants to express what they liked and learned about by participating in the Youth Leaders program, and why they joined and continued participating. This information could be used to understand how to recruit young people, how to get them to stay involved, and what aspects of a program leave a lasting impact. Participants were broken up into four groups with a large stack of magazines to choose from.

After completing their collages, groups were asked to elaborate on what they included on their collages. From these presentations, the evaluation team identified several overall themes:

1. They were either encouraged to volunteer, which was jokingly referred to as being 'voluntold,' or joined to help the community.
2. There was a strong emphasis on the personal growth and relationships that they experienced throughout the program.
3. The relationships they built are one of the main reasons why they decided to stay.

One respondent when asked what the group put for why they stayed said:

*It's good to educate ourselves so that made us stay as well, and then we put the friendships, how we bonded with friendship, so it's good because we get to support each other.*

During a group activity, the evaluation team asked participants if they could identify aspects of the Youth Leaders program that should be incorporated or changed when developing the new program. Some of the main themes regarding alterations to the Youth Leaders program included: practicing presentations, more experiential along with factual or evidence-based learning, and systematic program changes related to the time-frame and meeting time/location. Systematic program changes included extending the 6-month time frame or not having one at all, allowing drop-ins, having a central location to meet possibly other than Enlace, and meeting beforehand to discuss schedules.

The importance of survivor testimonies was mentioned during this activity and throughout the focus group. When asked what should be incorporated into the new program, for example, one respondent said "the impact it has when survivors who are comfortable can share their experience. It can bring much hope."

Not only did participants mention how impactful survivor testimonies can be, they also touched upon how meaningful testimonies from people their age could be when trying to reach an audience of young adults. When asked if they would feel comfortable sharing, several respondents said yes and one respondent commented "I feel like in our generation, if somebody our age is saying something then it's like oh my god, whoa," and another added, "we listen more."

After an Enlace staff member provided participants with an overview of what the potential program might look like and some suggestions on recruitment, participants were asked to provide input. While a good portion of the concepts were introduced to them by Enlace staff, participants came up with some new ideas as well. The new ideas are as follows.



For recruitment participants suggested:

- Reaching out to professors (maybe in sociology and psychology) to find students who would want to be involved.
- Finding and recruiting the ninis (“ni estudia ni trabaja” or those who do not work or attend school) through church, social media, and malls.
- The ‘fly ups’ (those who have graduated from the Youth Leaders) should be the ones recruiting.

When the staff member presented the idea of those participating being “tech advocates,” or in other words providing peer leadership and support through technology, one participant expressed concerns about whether they would receive training. The staff member alleviated these concerns.

Participants were also given a short survey with questions pertaining to what changes they would like to see and whether someone who has not experienced domestic violence could be an ally. Although respondents emphasized giving back to the community as a reason for why they joined during the collage activity, they also expressed interest in broadening their reach on the survey. For example, one respondent said, “I would like to see more presentations in different schools, not just keeping it local to the Latino community, but to everybody.” Others had similar comments or mentioned reaching out to individuals from other age groups, such as parents.

Almost all of the participants agreed that people who haven’t experienced domestic violence could be “*fuerte*” allies. Only one participant indicated that they did not think that people who had not experienced a form of domestic violence could be an effective ally or teacher, saying “you know when their attention span has cut because they haven’t felt Domestic Violence.”

After watching a video on gender inequality that came out of Australia, participants were asked for their impressions and if they would want to make a similar video. All of them said that they thought the video was a powerful tool, and that they would like to learn about the video making process.

#### *Focus Group of Young Men and Women NOT Previously Affiliated with Enlace*

The evaluation team was able to identify many areas in which the participants were able to see gender inequity in a collage activity similar to the one from the first focus group. We broke the participants down into two groups and each group was handed construction paper, magazines, scissors, and glue. One group was then asked to make a collage of the “ideal man” and the other the “ideal woman”. There were various political, children’s, business, household, and outdoors magazines for participants to choose from that the evaluation team felt would not force the participants to make a more biased collage to either of the given sexes.

The biases that emerged from this collage activity were very similar to those that emerged in the first focus group. The evaluation team noticed the same two visual biases between the collages:

1. The color schemes of the *Ideal Woman vs. Ideal Man* collages vary a great deal. The *Ideal Woman* collage has a lot of pink and softer colors. The *Ideal Man* has a lot more contrast and darker nature colors.
2. The selected images for each collage was very different. The *Ideal Man* collage was entirely made up of images of people. The *Ideal Woman* collage contained a lot more objects and material goods than images of people.

Exact quotations are not available because observations were not collected during the third focus group since the UNM evaluation team was not present. However, Enlace focus group facilitators recalled that the participants explained the *Ideal Man* as successful, smart, wealthy, athletic, and masculine, while they explained the *Ideal Woman* would be sexy, good at housekeeping, good at cooking, and a good listener.

After watching the Gillette ad that featured toxic masculinity and a call to action to “be the change,” participants were asked for their impressions using the question “How did this ad make you feel and why?” The activity was an individual writing activity, where participants each had an index card to write down their answer, and then had the option to share aloud with the group and discuss. Some of the notable responses highlighted that the ad made them want to be a better person and promote a positive example for those who may look up to them. One participant noted that the ad made them realize:

*Lo que los adultos muestran en la TV es lo que los niños hacen. Ven deportes van a querer ser deportistas...si ven violencia eso es lo que van a querer hacer cuando sean grandes./What adults do on TV is what the children do. If they see athletes, they'll want to be athletes...if they see violence, that's what they'll want to do when they are older. (Translated by Charla Henley.)*

All of them said that they thought the video was powerful in their own way (some thought it was sad, others frustrating). All of the participants expressed that the ad made them want to set a better example for their generations and those younger than them.

In the activity where the Enlace facilitators described the possible program and then asked whether or not participants may be interested, all participants responded that they would definitely be interested. All agreed that they like the idea of being part of a program that teaches them how to create change, both in themselves and the way they act and in society. During coding sessions, the Enlace facilitators mentioned that one of the topics of interest that emerged during this activity and following discussion was how to safely be an active bystander. In sum, the curricular topics that emerged were how to:

- break gender norms,
- create (societal and personal) change,
- support gender equity,
- set examples for youth, and
- be an active bystander.

The team also employed a survey during this focus group. This survey gathered demographic information and asked a few questions that helped further develop the curricular topics that could be useful in this new program. One question asked participants to define domestic violence (DV) or intimate partner violence (IPV) by selecting all of the actions they consider DV or IPV. Only one participant was able to correctly identify all the DV/IPV behaviors and one participant even added their own answer, stating that only “Direct abuse is domestic violence.” This suggests the curriculum will also need to cover healthy vs. unhealthy relationship behaviors, definitions of domestic violence, intimate partner violence, and abuse. The survey also showed that all participants self-identified as DV or IPV survivors as they defined it, which suggests the curriculum should also include some form of therapeutic component so survivors can start to heal (if that are not already healed).

#### *Program Development Meetings*

Considering this evaluation is meant to assist in the development of a new program, the evaluation team considered their continued meetings with members of Enlace staff as some form of informal focus group. During these meetings, Enlace staff members discussed progress and ideas related to the program. During one of the last meetings, two themes emerged:

- The need for a bystander intervention program.
- The need for the incorporation of technology not just as a way to disseminate information, but to accommodate participants with time constraints that prohibit meeting in person.

Throughout the focus groups, one major theme emerged to aid in the development of the new program: Technology and media are valuable tools for outreach and education and can

allow for the participation of those with time constraints. This last part is important given the age group this program seeks to serve, young adults ages 18 to 24, who may be working, in college, or taking care of their families. Participants in the three focus groups identified the media as both a source of the perpetuation of gender inequity within society, and as a means of its rectification by spreading awareness and educating others through social media.



## Recommendations

Drawing from the results of our data analysis, the evaluation team came up with recommendations for the development of a young adults' program. These recommendations fall under several aspects of program development: recruitment, curriculum, and programmatic/logistical details, which address the evaluation questions presented previously.

### *Evaluation Questions:*

- 1) Whose needs should this program address?
- 2) What are potential achievable goals and objectives for this program?
- 3) How can Enlace recruit and then engage young adults?
- 4) Who are the best messengers/teachers?

### **Recruitment**

*(Evaluation Questions 1 & 3)*

***The program should include both men and women who either have or have not experienced some form of domestic violence.***

The evaluation team felt as though bonds formed in the mixed-gendered Youth Leaders environment fostered valuable relationships and insights that could be beneficial to the new program. In addition to this change, and based on research from the literature review, we also recommend including both men and women in the new gender inequity program so that young men don't feel so "called out" (Rich et al. 2010). Furthermore, considering that almost all the Youth Leaders participants agreed that those who have not experienced some form of domestic violence can still be effective allies, we recommend that the program should be open to those who have or have not experienced domestic violence.

***Recruitment should occur in spaces 18 to 24 year olds occupy, including the internet, and former Youth Leaders should participate in this recruitment.***

College campuses are a good place to start recruiting participants. Focus group participants agreed that fraternities, sororities, and clubs would provide potential recruits. They also added that talking to professors to seek out students who would be interested in being involved in a program like the one Enlace is developing could be helpful. Outside of college campuses, recruitment could occur through churches and social media. The mall was also mentioned as a way to recruit if Enlace could post an advertisement on one of the digital boards there. Various forms of social media should be used to recruit as well considering many young adults are active social media users. Those who have participated as Youth Leaders before should also be the ones actively recruiting by using what they have learned to attract new recruits. Furthermore, those from this age group may best know how to reach their peers, including through the use of social media tactics.

## **Curriculum**

*(Evaluation Questions 2 & 4)*

### ***The program in development should address unconscious biases and misperceptions.***

Based on the finding that most men acknowledge gender inequity but can't always identify it in their own lives, the evaluation team recommends considering some approaches discussed in the academic literature. The social norms approach is based on providing factual information on peer behavior, since young people tend to think that their peers are more engaged in risky behavior than they actually are (Fabiano et al. 2003; Hillenbrand-Gunn et al. 2010). Factual information can be disseminated through social marketing media, small group interventions, and curriculum infusion (Fabiano et al. 2003; Hillenbrand-Gunn et al. 2010). Refutational teaching is the best way to dislodge misperceptions. Rather than just teaching factual information, refutational teaching acknowledges misconceptions directly, and takes steps to show how the evidence points in a different direction (Kowalski and Taylor 2017).

### ***Incorporate survivor testimonies, especially those that come from people around the ages of 18 to 24.***

Based on our findings from the focus groups, the evaluation team recommends that the new program incorporate survivor testimonies, especially those that come from people of a similar age. The Youth Leaders specifically pointed to the impact that survivor testimonies can have, while the young men repeatedly stated that they would be moved to action for gender equity if they witnessed an act representing gender inequity or if it happened to someone they knew. Although this second point doesn't specifically point to survivor testimonies, it does demonstrate that when gender inequity is demonstrated more personally, such as someone sharing their story, people are motivated to do something about it maybe more so than just knowing it exists. Enlace already incorporates survivor testimonies in their other programs; we recommend that they find peers to share their stories in the new program.

### ***Incorporate bystander intervention techniques or trainings into the program.***

From our findings from the first focus group, young men would be motivated to action if they witnessed an instance of gender inequity, including domestic violence. However, from our meetings with Enlace it became apparent that people are not always prepared to intervene. We would recommend that Enlace incorporate an element of bystander prevention into their new program. This way, participants who feel motivated to action will be better equipped to do so in a way that would potentially deescalate a situation.

### ***Start with the basics and work up to more complex topics.***

All participants in the three focus groups seemed interested in learning how to break gender norms, create (societal and personal) change, support gender equity, and set examples for youth/younger generations. However, by the third focus group, it became evident that participants could not truly identify what healthy, equitable relationships between genders should look like. Therefore, we recommend that Enlace incorporate a program curriculum that begins with the very basic definitions of healthy relating, domestic violence, intimate partner violence, and abuse.

## **Programmatic/Logistical**

(Evaluation Questions 2, 3, & 4)

### ***Incorporate ways of participating online due to time constraints participants of this age might have.***

Provide ways for the program information to be disseminated online. From all the focus groups and from our meetings with Enlace it became apparent that young adults may have time constraints unlike those of the younger cohort that would make it hard for them to attend meetings in person. With the flexibility of online materials, Enlace may be able to recruit more participants who would otherwise be unable to participate due to time constraints, such as school, work, and family.

### ***Need to be able to identify what responsibilities a ‘tech advocate’ has and how to teach young adults how to be one.***

From these focus groups the evaluation team has come to the conclusion that media (specifically social media and videos) is seemingly the best way to reach out to young adults to talk about gender inequity. Enlace should evaluate the responsibilities of the *tech advocates* to make specific goals like responding to peers that reach out and having regularly scheduled activities that are timed to have the greatest impact. Since this is, for the most part, a new method Enlace will be incorporating into one of their programs, we encourage Enlace to consider the following questions:

- What responsibilities will participants have? Will they need to produce the videos and posts themselves or share ones that Enlace provides?
- Do they have to respond to people reaching out to them or do they put them in contact with someone else at Enlace or elsewhere? In what situations should participants in the program be required to put the individual in contact with someone who has professional training?
- What does a training program for being a ‘tech advocate’ look like? Will Enlace bring in a professional counselor? Will they learn how to make videos and/or bring in a social media marketing expert?

Overall, we think using technology to identify with 18 to 24 year-olds is a great idea, but how technology will be used needs to be explicitly laid out before implementation, especially given the nature of social media (i.e. bullying, sexual harassment, etc.).

### ***Have a more flexible time-line for participation in the program.***

Based on responses from the alumni Youth Leaders, the evaluation team would recommend having a more flexible time-line of participation for the new program. Alumni Youth Leaders expressed interest in moving away from the 6-month time frame that is currently used, and more towards a longer time frame or being able to extend a contract.

### ***Expand Enlace’s outreach.***

Based on responses from alumni Youth Leaders, the evaluation team would recommend that outreach activities be extended to those outside of the community Enlace normally focuses on. Whether through presentations or some type of social media marketing campaign, this program should reach out to those from diverse populations. This could include giving presentations to fraternities and sororities, younger children, and maybe parents. Beyond sharing valuable information with a wider range of people, this could also give Enlace exposure that may contribute to the development of future volunteers or support.



## Next Steps

We worked closely with Enlace staff throughout the process of developing our evaluation activities. Together, we developed evaluation goals, the focus group questions and coded the data from the focus groups. Enlace staff identified potential participants who had previously participated in programs at Enlace (i.e. Youth Leader Program) and invited them to participate in the focus groups. Through these focus groups Enlace was able to identify the needs for a new program and identify needed changes in the current Youth Leader format. We believe this collaboration has increased capacity for collecting, recording, and analyzing qualitative data at Enlace.



## References

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# Appendix: Focus Group Protocols

## A. Focus Group Protocol: Gender Equity & Young Men Focus Group

Location: Enlace Comunitario

Date: November 14th, 2018 from 5:30pm-7:30pm

### Evaluation Goals:

- Perceptions of being an ally and what that means to young men.
- Feelings or perceptions of gender inequity. How do young men experience and perceive gender inequity?
- 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?
- 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.

**UNM EVALUATION LAB**  
**Informed Consent for Focus Groups**  
2018-2019 <check Learn for updates>

To be read out loud to participants:

Hi, My name is \_\_\_\_\_ and I am a graduate student in the \_\_\_\_\_ (your degree program) at UNM.

I'm working with \_\_\_\_\_ (organization) as part of the UNM Evaluation Lab.

The Evaluation Lab works with organizations to help them figure out how they are doing and where they might improve. \_\_\_\_\_ (organization) is interested in understanding how participants experience its programs, and that's what the focus group is about.

The focus group will take about an hour.

Your participation in any activity we propose or question we ask is voluntary.

We will take notes and record the discussion to make sure we understand what you said, but we are not going to keep names, and we won't share the recording with \_\_\_\_\_ (organization).

If anyone would rather we not record, we won't!

We will write up a report of today's discussion to help \_\_\_\_\_ (organization) understand different points of view expressed. \_\_\_\_\_ (organization) may post the report online or distribute paper versions.

These reports may include direct quotes from you, but your name will not be recorded and you won't be identified in any way.

If you have any questions about this evaluation project, or the Evaluation Lab, please feel free to call the Evaluation Lab Director, Melissa Binder, at (505) 277-3548.

Does anyone have any questions?

Would anyone prefer we not record?

**Informed Consent for Focus Groups (Spanish)**

2018 -2019

To be read out loud to participants:

Hola, muy buenas tardes a todos!

Trabajamos con Enlace Comunitario como parte del NM Evaluation Lab @ UNM. El laboratorio de evaluación ayuda a organizaciones a mejorar sus programas y a crear unos nuevos.

Enlace Comunitario está interesado en crear un programa nuevo y por esa razón estamos conduciendo este grupo/entrevista.

Con su consentimiento verbal, nos permite usted a trabajo juntos en algunas actividades. Por ejemplo, puede contestar preguntas en grupo, o dibujar algo para ilustrar su respuesta. Eso nos ayuda a entender las experiencias que tiene usted. Las preguntas y actividades son basadas en el programa nuevo de Enlace Comunitario.



Las actividades del grupo tomarán más o menos una hora.

Su participación es voluntaria, y decidir dejar de participar en cualquier momento. No tiene que contestar todas las preguntas. Está bien decir "paso" o decirnos que no tiene nada que decir sobre una pregunta.

Nos gustaría tomar notas y grabar el discurso para asegurarnos de que entendemos todo lo que dicen, pero no grabáramos si alguien lo prefiere así.

No hay riesgos en este estudio, pero algunos pueden estar incómodos cuando les hacemos preguntas.

Escribiremos un reportaje sobre nuestra discusión para ayudar a Enlace Comunitario a crear el programa nuevo. Enlace Comunitario puede publicar el reportaje por Internet o distribuir copias en papel. Los reportajes puede tener palabras que usted dijo, pero el investigador no incluirá su nombre en los reportajes.

Si alguien tiene alguna pregunta sobre este proyecto de investigación, por favor llame a Melissa Binder a 505-277-3548.

¿Hay preguntas?

¿Alguien prefiere que no grabamos?

## **B. Focus Group Protocol: Alumni Youth Leader Focus Group**

Location: Enlace Comunitario

Date: November 28th, 2018 from 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 representing why they joined and stayed involved with the YL program.  
[Materials needed: magazines, paper, scissors, glue sticks]

#### **(Goal 1)**

6:15pm                    **Debriefing:** Give each group time to explain the images/words they chose to incorporate in their collage. Then lead in to talking about the new program and what should/should not be incorporated from the YL program.

6:25pm                    **Program:** An overview of the components of the proposed program will be drawn and discussed by a staff member. She will then ask students about program details, such as where to recruit ninis (those who are not involved with school or work), what should be the same or different from the YL program, and what activities should be incorporated into the program.

#### **(Goal 3)**

6:35pm                    **Show Australia Gender Equality Video:**  
<https://www.youtube.com/watch?v=fLUVWZvVZXw>  
[Materials needed: colored index cards, way to show video]

6:40pm **Impressions:** Ask the participants to give their impressions of the video. *Would they want to learn how to and participate in the creation of similar media?*  
[Materials needed: colored paper, pens/pencils]

**(Goal 2)**

6:45pm **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)**

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)**

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]

**(Goals 1 & 4)**

**Survey for Participants**

1. Would you want to serve as a trainer for new youth leaders?
2. How did you avoid burnout while being a youth leader? Do you have any suggestions for future youth leaders to avoid burnout?
3. What would you like to see incorporated into the youth leader program that is not already being done?

**C. Focus Group Protocol: Unaffiliated Young Adults**

February 28th, 2019

6:00 - 7:30pm

Evaluation Goals:

- 1) Define a baseline of where community men are with regards to gender inequity.
- 2) Determine how best to communicate with young men who have not previously received services.
- 3) Recruitment - How can Enlace Comunitario identify and recruit young people in the community?

Timeline:

6:00pm Introductions and informed consent.  
[Materials needed: informed consent to read out loud (also in Spanish)]

6:05pm 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 society's ideal man and groups 2 and 4 society's 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 1)

6:25pm 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. Use prompt - How does someone who fits this mold benefit in society? Are their challenges to fitting in these molds?

6:35pm Show Gillette Advertisement: <https://youtu.be/koPmuEyP3a0>  
[Materials needed: colored index cards, way to show video]

6:45pm Individual Activity: Ask individually "How does this ad make you feel and why?"  
They will write their answer down on colored paper.  
Would anyone like to share what they wrote? (Goal 1)

6:55pm Description of the Alianza Program

7:00pm Group Answers: Ask participants to raise their hands if they would be interested in joining a group/program like the one described. Why, or why not? If no, what would make you interested in such a program? (Goals 2 & 3)

7:15pm Quick Survey: Pass out a short survey to participants with questions about past traumas and DV. Also pass out cash. (Goal 1)  
[Materials needed: survey, pens/pencils]

**Participant Survey:**

1. Age
2. Zip code
3. What do you consider to be domestic violence (DV) or intimate partner violence (IPV)?
  - A. Hitting, slapping, kicking, etc.
  - B. Constant criticism, name-calling, shaming
  - C. Monitoring and restricting whereabouts, calls, and texts
  - D. Coerced or forced sexual acts
  - E. Threats (suicide, murder, etc.)
  - F. All of the above
  - G. None of the above
4. Have you experienced DV or IPV as you defined above (either as a child or an adult)?
5. Are you interested in receiving more information about DV and IPV? Yes / No. If yes, please provide an email address or phone number.