

# DOMESTIC VIOLENCE EVIDENCE PROJECT



## Program and Practice Profiles *Líderes*

## OVERVIEW OF THE DV EVIDENCE PROJECT

Increasingly, domestic violence programs are being asked to learn more about, contribute to, and describe how they are engaging in evidence-based and evidence-informed practices. Funders, policymakers, researchers, and advocates themselves are more interested today in what evidence exists that a particular intervention or prevention strategy is making a positive difference for survivors, or is meeting the outcomes it was designed to achieve. With this information, domestic violence programs can better secure continued support for proven programs and practices, and can more easily identify, develop, and/or adapt innovative or exemplary approaches from other communities.

To respond to this new emphasis on evidence-based and evidence-informed practice, the National Resource Center on Domestic Violence (NRC DV), with support and direction from the Family Violence Prevention and Services Program at the U.S. Department of Health and Human Services, engaged in a two-pronged approach. First, evidence was collected and synthesized from published, empirical research studies. Second, in recognition that controlled research studies are not the only form of evidence to consider in determining program effectiveness (Puddy & Wilkins, 2011; Schorr & Farrow, 2011), the project also identified where emerging and promising evidence exists that specific programs and practices are effectively addressing complex social problems in community settings.

“In one field after another, we are learning that so much of the most promising work in addressing the most intractable social problems is complex, multifaceted, and evolving.”

*Schorr & Farrow, 2011; p. 22*

The community practices and programs profiled have been identified by at least one peer as being innovative and noteworthy and have gathered some level of field evidence to examine their effectiveness. What these program evaluations may lack in traditional methodological rigor they more than make up for with “ecological validity”, or the extent to which their findings accurately reflect real-world concerns and successes.

The overall goal of the NRC DV’s [DV Evidence Project](#) is to combine what we know from research, evaluation, practice and theory to inform critical decision-making by domestic violence programs and allied organizations. This Program and Practice Profile should be viewed as one important piece of information to consider, but its inclusion in the registry does not necessarily reflect an endorsement by either the NRC DV or the Family Violence Prevention and Services Program within the U.S. Department of Health and Human Services, which provided funding for this project. Further, there are many innovative and exciting programs occurring throughout the country. The project website ([www.dvevidenceproject.org](http://www.dvevidenceproject.org)) provides a sample, but not an exhaustive list, of these practices and programs, as well as related conceptual frameworks, research summaries and other tools.

**PROGRAM PROFILE: LÍDERES**

**Brief Description:** *Líderes* (Leaders) is a peer-education, community-based, leadership development program that provides Latinas with leadership, presentation, and facilitation skills in order to conduct outreach and increase awareness about topics that specifically impact members of Latin@ communities. This approach is an innovative alternative for programs who are interested in creating, expanding, or increasing survivor involvement in community outreach. Facilitators, or *Líderes*, create individualized workshops to provide Latin@ community members with information about issues that affect their everyday lives. *Líderes* has been used in multiple settings, and the methods and outcomes described here are based on the experiences of intimate partner survivors in Minnesota and Georgia.

Program Description	
<b>Program Goals</b>	<i>Líderes</i> is a peer-education curriculum and development program that was designed to provide comprehensive leadership training to Latina women. As a result, women educate community members about specific issues that are of concern to Latin@ communities. The curriculum is based on an intersection of the Promotoras model of peer-education within Latin@ communities, evidence on leadership training, and practice-based experiences of the initial <i>Líderes</i> creators. The goal of the program is to provide women with the leadership capacity to create and facilitate <i>talleres</i> (workshops) in multiple group settings. The topics for these <i>talleres</i> (workshops) are community-generated, meaning that <i>Líderes</i> ask community members what they would be interested in learning. The topics are also survivor-driven. This allows the <i>Líderes</i> to engage their own personal interests and choose what they want to share with the community. Overall, the goal of this program is to reach out to women who do not already have access to formal leadership training, but are natural leaders and have espoused a personal commitment to support their community. For example, <i>Líderes</i> was adopted by a domestic violence organization in Georgia because of women’s desires to find a way to give back to their community.
<b>Program Origins</b>	The curriculum was initially created in 2003 to train Latina women in the Twin City area of Minnesota who were interested in leadership and community engagement. Since then, trainers have implemented the <i>Líderes</i> program in New Mexico and Georgia specifically with survivors of intimate partner violence
<b>Program Components</b>	The curriculum of <i>Líderes</i> is unique from the traditional Promotoras/es approach because it is trauma-informed and leadership-focused. The trauma-informed curriculum includes multiple culturally-specific exercises that focus on creating a sense of safety, and having women reconnect with their emotions and bodies. Women are also trained in how to deal with trauma triggers while in the community facilitating a workshop.

# DOMESTIC VIOLENCE EVIDENCE PROJECT

<p><b>Program Components</b></p>	<p>There are four components to the leadership curriculum. In the first component, <i>Líderes</i> go through a session focused on raising their own critical awareness through self-reflection, learning about the components of leadership, and what is needed to be a leader. The second component specifically identifies leadership in action. <i>Líderes</i> learn how to actively engage with communities. Third, <i>Líderes</i> learn to gather information to create <i>talleres</i> that are of interest to them. In the fourth component, <i>Líderes</i> facilitate a mock community workshop and receive critical feedback. Building and practicing a presentation is a critical component to this curriculum. <i>Líderes</i> then meet monthly with a coordinator to receive ongoing support about their experiences in the community facilitating workshops and to discuss additional support and skills they need in order to be successful. Most <i>Líderes</i> conduct 2 to 3 workshops a month.</p> <p>Participants in the workshops are typically community members who come from the <i>Líderes</i>' social networks. <i>Talleres</i> are also offered when the organization receives requests for community presentations. Typically, <i>talleres</i> can last from 1 to 2 hours depending on the content provided.</p>
<p><b>Target Population</b></p>	<p><i>Líderes</i> was initially developed for all women interested in engaging in a leadership training model to provide peer education to their communities. However, domestic violence organizations in New Mexico and Georgia implemented the program specifically with survivors of intimate partner violence. In Georgia, women were recruited from a support group that consisted of survivors who were beyond the initial crisis stage and actively working on raising their own critical awareness about domestic violence and other issues that specifically impacted Latin@ communities. Women who had previously received services from this organization were invited to participate in the training.</p>
<p><b>Target Setting</b></p>	<p><i>Líderes</i> was developed specifically for Latin@ communities. It is particularly beneficial for women in communities of color who are living with multiple intersecting forms of oppression and might not have consistent access to formal leadership and presentation skills training. The training can take place in a location where there are two private rooms available. One of the rooms can be used for the training and the other could have supervised childcare.</p>

## Practice Evidence

<p><b>Evaluation Methods</b></p>	<p><i>Líderes</i> was formally evaluated in a community-based domestic violence shelter in Georgia using a mixed-method design. Evaluators used the multiple baseline single subjects design as their quantitative method and participant journals during the experience as a qualitative method.</p> <p>A unique element of the <i>Líderes</i> evaluation is the development of an adaption phase. Since the program was not initially developed for survivors of intimate partner violence, this participant-focused adaption was created to understand how particular components of <i>Líderes</i> could be adjusted to fit the needs, values, and resources of intimate partner violence survivors. In this adaption, evaluators provided women with an overview of the program and program goals.</p>
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# DOMESTIC VIOLENCE EVIDENCE PROJECT

<p><b>Evaluation Methods</b></p>	<p>Evaluators then asked women what they would need in order to complete the program goals. The curriculum was adapted based on women’s responses. Evaluators measured the experiences of eight women at 1 week, 4 weeks, and 7 weeks during the intervention. They also conducted 3 and 6-month follow-ups. Evaluators used self-report surveys, facilitator ratings, and videos of the practice presentations to determine whether women met the anticipated outcomes. Future evaluation research is planned to document community-level change and participant experiences in the workshops.</p>
<p><b>Evaluation Outcomes</b></p>	<p>Results from the formal evaluation were based on the experiences of eight women who completed the training. Evaluators measured: knowledge of IPV, knowledge of IPV resources, knowledge of leadership, knowledge of leadership competency, self perceived leadership competency, leadership self-efficacy, leadership emergence (how participants influenced their peers), community organization sense of community, and empowering organizational characteristics (how participants think about organizations).</p> <p>After participating in the <i>Líderes</i> program, women reported a significant increase in the following outcomes: sense of leadership, knowledge of leadership, knowledge of leadership competency, and leadership emergence. However, leadership self-efficacy, knowledge of IPV, knowledge of IPV resources, sense of community, and empowering organizational characteristics did not significantly change as a result of the intervention due largely to the fact that participants began the intervention with already high levels of knowledge of IPV and a strong sense of community and positive perception of the organization. In other words, there was no room for improvement in these areas. An encouraging, but unanticipated outcome that was not present in the formal evaluation, was the desire for increased leadership participation in the larger organization. After training, women also reported a desire for greater technical skills such as powerpoint proficiency, computer skills, and English language classes.</p>

## Organizational Readiness & Future Implementation

<p><b>Practice Cost</b></p>	<p>This program can be implemented for about \$10,000-\$50,000. <i>Líderes</i> are paid a \$100 stipend for prep and facilitation time for the workshops. The coordinator is important for ongoing follow up with the <i>Líderes</i>, and their salary is included in the total implementation cost. All of the workshops are free for community members. Food and childcare are provided during the training and workshops.</p>
<p><b>Preferred Language</b></p>	<p>The language that is used in the workshops should match the language used in the community. In Casa de Esperanza, all of the <i>Líderes</i> are Latina and speak Spanish.</p>
<p><b>Training Requirements</b></p>	<p><i>Líderes</i> is a 24-hour training program. The training sessions can last for six hours per week for a month or take place over the course of 6 weeks for 4hrs per week. Programs can adjust the time and length of the training based on the needs and availability of the participants.</p>

# DOMESTIC VIOLENCE EVIDENCE PROJECT

<b>Planning Requirements/Readiness Considerations</b>	The <i>Líderes</i> training is participant-focused. It is the developer's intention that organizations adapt the program to the local issues of the community (and an adaptation guide is provided along with the curriculum). For example, it is important to understand that the experiences of Latin@s living in NY have a different experience being Latin@ in the US than those living in CA. The training curriculum should be sensitive to those differences. Organizations should also be prepared to support <i>Líderes</i> as community peer leaders for an extended period. This means that there should be space within the organization to ensure that community members feel comfortable sharing their opinions within the larger organization. Organizational staff should be ready to listen and support <i>Líderes</i> leadership capacity.
<b>Caveats/Cautions</b>	It would not be appropriate to have women currently in crisis be trained as <i>Líderes</i> . In order to implement the <i>Líderes</i> curriculum, an organization should value collaborative leadership and actively practice an empowerment-based approach to leadership. Trained <i>Líderes</i> should feel a part of the larger organization, able to grow into other leadership positions, and the leadership should actively support their work. Organizations need to be truly empowerment-based and challenge the necessary hierarchies in order to support and develop leaders. If the organizational context is not empowering, then the organization might not get the expected outcomes.
<b>Training Tools</b>	The complete <i>Líderes</i> curriculum including the complete training is available for organizations upon request.
<b>Supplemental Materials &amp; Additional Resources</b>	Evaluation surveys and tools are available for organizations upon request.

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**Suggested Citation.** National Resource Center on Domestic Violence. (2012, October). *Program and Practice Profiles: Líderes*, Harrisburg, PA: National Resource Center on Domestic Violence. Retrieved month/day year, from: <http://www.dvevidenceproject.org>

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**Notice of Federal Funding and Federal Disclaimer.** The production and dissemination of this publication was made possible by Grant # 90EV0734-05 and # 90EV0410-02 from the U.S. Department of Health and Human Services, Administration for Children and Families, Family and Youth Services Bureau, [Family Violence Prevention and Services Program](#). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the U.S. Department of Health and Human Services.