



Preventing sexual violence in Latin@ communities: A national needs assessment



Prepared for the NSVRC by the Center for Evaluation & Sociomedical Research



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The National Sexual Violence Resource Center (NSVRC's) mission is to provide leadership in preventing and responding to sexual violence through collaboration, sharing and creating resources, and promoting research. We envision a world where diversity is celebrated and all people are treated with dignity and respect and have full autonomy over their own bodies and sexual expression. Multilingual access is critical to our own mission and that of the larger sexual violence prevention movement.

Improving multilingual access is a rewarding – and often challenging – growth process. It isn't an item on a list that an agency simply "checks off" when finished. Rather, multilingual access requires ongoing dedication, creativity, commitment, and partnerships. . We are excited to have this report available to shape our work and we appreciate every voice who contributed by clarifying a need, sharing an idea, or making a recommendation for improvement. The NSVRC has begun our internal process of incorporating recommendations from this assessment and will continue to build our capacity and skills related to multilingual access, as well as sharing this valuable resource with other organizations.

Some of our plans for the coming months include:

- Conduct an internal assessment of our ability to work with Latin@* communities. (*We use the "@" symbol to represent the feminine and masculine versions of words and to promote gender inclusion.) This assessment has been scheduled and will be conducted by a culturally specific partner within the movement.
- Support online spaces in which both Latin@ and non-Latin@ advocates can talk about intervention and prevention issues – sharing language-access issues, resources, and strategies.
- Expand the Spanish-language accessibility of NSVRC's website and library.
- Continue to build partnerships with culturally specific organizations and individuals in the sexual violence movement, and promote their initiatives.
- Build upon existing partnerships with translators and interpreters who understand language access as a social justice issue and who are grounded in the diversity within Latin@ communities in terms of language and culture.

Multilingual access is a rich and rewarding process. We look forward to building our capacity, using this assessment as a guide, and we invite you to join with us on this journey.

In Partnership,

Karen Baker, MSW, NSVRC Director

Table of Contents

Glossary of terms and acronyms.....	5
Executive summary.....	7
Introduction.....	11
Methods.....	18
Results.....	25
Research Question 1.....	27
Research Question 2.....	36
Research Question 3.....	59
Research Question 4.....	73
Summary and recommendations.....	86
References.....	97
Appendices.....	100

Glossary of terms and acronyms

@: The “@” symbol is used throughout the report to ensure gender inclusion when referencing Latin@ communities.

CIES: The Center for Evaluation and Sociomedical Research (or CIES, for its acronym in Spanish) of the University of Puerto Rico.

Cultural competence continuum: Concept that includes six stages of organizational cultural competence: cultural destructiveness, cultural incapacity, cultural blindness, cultural pre-competence, cultural competence, and cultural proficiency.

Latin@: Latin@ refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race, according to the U.S. Census Bureau. “Hispanic” or “Hispan@” are used only in regard to data (e.g., U.S. Census data) which offers the option for participants to identify as Hispanic/Hispan@.

Latin@ and/or Spanish-speaking: This terminology is used whenever possible to reflect that while there is significant overlap when we discuss “Latin@” and “Spanish-speaking” communities, the two terms are not interchangeable.

Latin@-engaged organizations (LEOs): Organizations engaged in work with Latin@ and/or Spanish-speaking organizations.

Latin@-specific organizations (LSOs): A subset of LEO organizations whose mission specifically encompasses services for Latin@ and/or Spanish-speaking communities.

Mainstream: This term is used in the report to refer to sexual assault programs at the local, state, and national levels involved, in order to differentiate them from Latin@-specific participant organizations. However, limitations exist for the term "mainstream" in accurately reflecting the complex identity of the anti-sexual violence movement. Many sexual assault programs consider themselves outside of the "mainstream," as they historically have worked to change the social conditions that allow sexual violence to occur, dismantle oppression, and achieve social justice.

MAPA committee: Multilingual Access Project Advisory committee, an advisory committee to the National Sexual Violence Resource Center, which includes Latin@s with substantial anti-sexual violence experience from across the country. MAPA helped guide the development of research methodology and questions.

NSVRC: National Sexual Violence Resource Center.

PCAR: Pennsylvania Coalition Against Rape. Parent organization of the National Sexual Violence Resource Center.

Sexual assault centers (SACs): Local programs also known as sexual assault service providers or rape crisis centers.

Sexual violence: Sexual violence is any type of unwanted sexual contact. This can include words and actions of a sexual nature against a person's will. A person may use force, threats, manipulation or coercion to commit sexual violence.

Executive Summary

Every organization working to prevent sexual violence in the U.S. is unique. However, at least one tie binds the movement together: the drive to eliminate sexual violence and support survivors. However, to end sexual violence, the movement and all of the organizations in it must reach every part of the population.

A significant proportion of people living in the United States are of Latin@ origin – about 16%, or 50.5 million, as of 2010 (U.S. Census Bureau, 2011). According to Census data, the Latin@ population grew in every region of the United States between 2000 and 2010. But the few existing studies on sexual violence against Latin@s have shown a lack of culturally relevant services for Latin@ survivors to be a substantial need. One in six Latina women report sexual victimization in their lifetime (Cuevas & Sabina, 2010). Latin@s encounter more barriers to seeking services than non-Latin@s, especially if they are immigrants (Ingram, 2007). Latin@s are also less likely to report rape victimization (Tjaden & Thoennes, 2000).

The National Sexual Violence Resource Center (NSVRC), in partnership with the University of Puerto Rico Center for Evaluation and Sociomedical Research (CIES), conducted this needs assessment to add to the limited body of research on sexual violence in Latin@ and/or Spanish-speaking communities. More specifically, the NSVRC sought to identify existing strengths and needs surrounding the prevention of sexual violence with Latin@ communities and to better understand how the NSVRC, together with partners, could respond to those needs. To these ends, four fundamental questions were examined in this assessment:

1. Who are the key groups/organizations engaging in and/or supporting sexual violence prevention and intervention in Latin@ and/or Spanish-speaking communities?

Sample of national survey responses:

57.8%

Said their in-person discussions were an effective outreach tool for Latin@ and/or Spanish-speaking communities, compared with 40.7% for brochures.

38.9%

Reported their organization never used culturally relevant resources working with Latin@ and/or Spanish-speaking communities.

76%

Said they received formal training on diversity, specifically how to work with different cultural groups.

19.3%

Thought the demographics of those served matched the demographics of the community.

45.3%

Reported their organization sometimes involved community members in program planning. About 19% said they never used community members.

2. What are the resource needs of advocates, counselors, and other professionals in the field engaging in sexual violence prevention and intervention in Latin@ and/or Spanish-speaking communities?
3. What is the cultural competency and Spanish-language capacity of programs and organizations to serve Latin@ and/or Spanish-speaking communities?
4. What is the most effective role of the NSVRC in supporting advocates working with Latin@ and/or Spanish-speaking communities?

Researchers employed a mixed-methods approach, using both quantitative and qualitative methods such as a Web-based national survey, phone interviews, and focus groups. They received feedback from approximately 250 participants from all 50 states and three U.S. territories (Puerto Rico, U.S. Virgin Islands, and American Samoa). Participants were from sexual assault coalitions, community-based sexual violence programs, and health departments (sometimes referred to as “mainstream” in this report to differentiate them from culturally specific organizations), and culturally specific organizations working with Latin@ and/or Spanish-speaking communities.

Input from NSVRC staff and the center’s Multilingual Access Project Advisory committee (MAPA) – a group including Latin@s with substantial anti-sexual violence experience from across the country – helped guide the development of research methodology and questions.

Results

Feedback from participants showed a wide variety of needs among local, state, and national organizations – including culturally specific organizations – related to sexual violence prevention and intervention. Those needs can be broadly grouped into three categories:

Top five areas for prevention-related resource development:

1. Addressing stigma of sexual violence within Latin@ communities
2. Best practices for sexual violence prevention in Latin@ communities
3. Engaging men & boys in sexual violence prevention
4. Adapting prevention curricula and strategies for culturally-specific populations
5. Human trafficking

1. Need for culturally informed resources for the community

There is a general lack of existing resources for Latin@ and/or Spanish speaking communities, according to participants, and the resources that do exist are often not relevant or accessible.

- Participants expressed an overwhelming need for resources for Latin@ communities that move beyond printed materials and toward in-person connections. In the assessment’s national survey, participants most often selected in-person discussions as an effective way to make prevention information accessible to Latin@

and/or Spanish-speaking communities (57.8% versus 40.7% for brochures; 45.8% said TV ads, 37.3% said radio ads, and 27.1% said posters).

- About 39% of respondents in the national survey said they “never” use culturally or linguistically relevant materials. About 26% “sometimes” used relevant resources, 13% used them “fairly often” or “very often”; about 20% either declined to answer or were unsure.
- Respondent to the national survey also identified prevention-related topics on which they would like to see resources (see box, left). The area most selected was addressing the stigma of sexual violence within Latin@ communities. The issue of stigma also came up in one-on-one interviews. As one participant said, there is a need for “materials that address the taboo of sexual assault ... and that debunk sexual assault, to address the isolation in the Latino community, as they don’t know who they can talk to, making the experience harder to share.”

2. Need to build organizational capacity for cross-cultural work

One trend that emerged in both the national survey and one-on-one interviews is the desire for organizations to build their capacity to perform work in Latin@ and/or Spanish-speaking communities. Participants said that their organizations had trouble reaching these communities, and expressed frustration at treatment of Latin@ advocates.

- In the one-on-one interviews, respondents said organizations as a whole do not offer enough commitment and support around cultural relevance. Some felt organizations took a surface-level approach – essentially, approaching cultural relevance like a list with items to be “checked off.” However, in the national survey, about nine out of 10 respondents felt their organization supported culturally relevant work; 76% said they received formal training on how to work with different cultural groups.
- Many of those in the national survey said their organizations have a difficult time reaching Latin@ communities. While 91.4% have identified demographics of their intended service population, just 19.3% thought that their clients-served matched their targeted service population.
- Participants also noted frequently that Latin@ advocates and Latin@-specific organizations are “tokenized,” or recognized only for their identity as a Latin@ and/or Spanish-speaker. Services to Latin@ communities often fall to the Latin@ and/or Spanish speaking staff members even when such responsibilities fall outside of the scope of their roles or job descriptions.

3. Need for community partnerships and collaboration

The organizations involved in the survey varied in size, in focus, and in location. However, a common theme that emerged across participants was the need for and desire to partner with other organizations working with Latin@ and/or Spanish-speaking communities and a space to connect and network with other advocates.

- In the national survey, 18.9% reported that their organization “never” involves community members in program planning, while 45.3% report “sometimes” involving community members.

- The most commonly cited way that organizations examine their culturally and linguistically relevant services is through consumer satisfaction data, followed by case reviews or audits and reviewing of grievances or complaints, according to respondents.
- About 60% of participants felt that they were supported “very often” by their organizations, but less than 30% felt “very often” supported by their state coalition. Participants suggested state coalitions could foster support in part by bringing organizations together to encourage collaboration. Other suggestions include providing funding, helping individual agencies through leadership development, and providing Spanish-language materials.

Conclusion and Recommendations

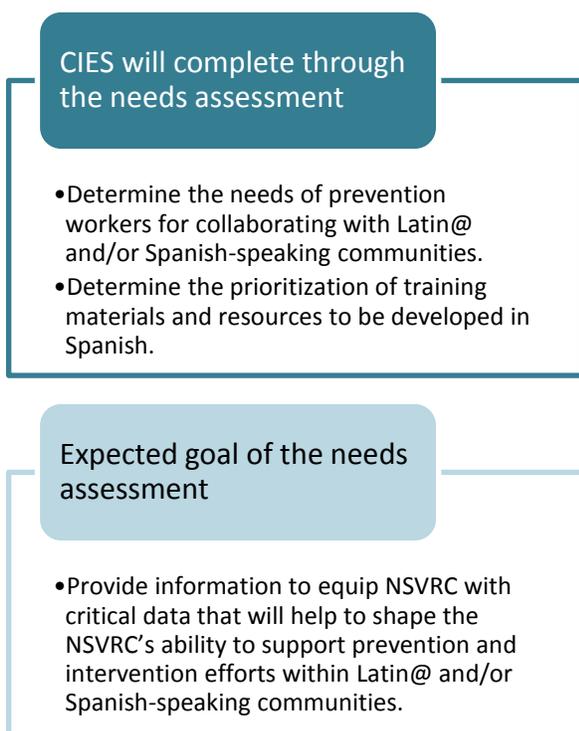
Assessment findings show a need for greater systemic and coordinated efforts to improve prevention and intervention services for Latin@ and/or Spanish-speaking communities. This report provides the results of the comprehensive national language access needs assessment as well as research-based recommendations for the NSVRC. A sample of these recommendations to NSVRC, found at the end of the report, include the following:

- Build the current NSVRC library and its online resource collection for Spanish-language and/or culturally relevant materials, including non-written materials such as videos and audio files.
- Develop culturally specific resources targeted toward Latin@ and/or Spanish-speaking audiences.
- Create a long-term plan for sustaining the Multilingual Access Project Advisory committee.
- Hire additional bilingual (Spanish-English) staff.
- Create training opportunities for organizations’ leaders on capacity building/outreach.
- Work with state coalitions to maintain Spanish-language and/or culturally relevant resources for local organizations.
- Develop a shared space for advocates working with Latin@ and/or Spanish-speaking populations to connect, such as a listserv or web forum.

The National Sexual Violence Resource Center (NSVRC) serves as the nation’s principal information and resource center regarding all aspects of sexual violence. It provides national leadership, consultation, and technical assistance on sexual violence intervention and prevention strategies. The NSVRC works to address the causes and impact of sexual violence through collaboration, prevention efforts, and the sharing of resources.

One of the NSVRC’s major roles is to support the primary prevention efforts of sexual assault programs throughout the United States. During 2011-2012, the NSVRC placed an emphasis on strengthening efforts of sexual assault programs specifically working with Latin@ and/or Spanish-speaking communities. To determine the scope of needs and current resources for working with this population, the NSVRC partnered with the Center for Evaluation and Sociomedical Research (CIES) to conduct a multilingual-access needs assessment. The NSVRC had developed a Multilingual Access Project Advisory committee (MAPA committee) to ensure and promote the inclusion of a cultural context throughout activities, including the needs assessment, that reflects the current diverse Latin@ and/or Spanish-speaking communities. The MAPA committee serves as advisors and key informants to the needs assessment process.

Figure 1. Needs assessment overview



To determine the questions the needs assessment should answer, the CIES designed a conceptualization process that started with the original approved CIES proposal, and included: an in-depth analysis of the proposal submitted to the CDC by the NSVRC; conceptualization meetings and conference calls with the NSVRC staff and members of the MAPA committee; a review of the relevant literature and theoretical frameworks in sexual violence, needs assessments with Latin@ and/or Spanish-speaking populations, technical assistance models, and relevant measures for assessing cultural competence. Based on all of these data sources and stakeholder input the needs assessment questions were developed (see page 24). A brief visual of the objectives addressed by CIES researchers (one component of the larger multilingual access project) is shown in Figure 1.

Sexual Violence & Latin@s

About 16% (or 50.5 million) of the 308 million people living in the United States in 2010 were of Latin@ or Hispanic origin. More than half (56%) of the growth in the total population of the United States between 2000 and 2010 was due to the increase in the Latin@/Hispanic population. More than one quarter of the population in the Western U.S. identify as Latin@/Hispanic (28.6%), and 15.9% identify as Latin@/Hispanic in the South. However, in the Northeast and Midwest, Latin@/Hispanic individuals accounted for 12.6% and 7% of the population, respectively. In terms of population growth, the Latin@/Hispanic population grew in every region between 2000 and 2010, and most significantly in the South and Midwest (Passel, Cohn, & Lopez, 2011)

Despite the substantial growth in the U.S. Latin@ population in recent years, scholarly literature focusing on sexual victimization in Latin@ communities is limited. Instead, most articles address domestic violence, family violence, or intimate partner violence in Latin@ communities. One of the first national studies focusing on the sexual assault of Latina women exclusively was released in 2010, finding that one in six Latina women reported sexual victimization in their lifetime (Cuevas & Sabina, 2010).

Existing research around Latin@ victimization mostly focuses on individuals rather than systems. Those studies typically look at context, experiences, or help-seeking behaviors of victims and survivors, specifically those of immigrant women. In existing studies, researchers have found that Latin@s experience more barriers in seeking services than non-Latin@s and do not seek formal or informal help as frequently, especially if they are immigrant women (Cuevas & Sabina, 2010; Ingram, 2007). Latin@s also are reported to have experienced intimate partner violence as frequently as non-Latin@s (Klevens, 2007). The *National Violence Against Women Survey* (2000) reported that Latin@s were less likely to report rape victimization than non-Latin@s (Tjaden & Thoennes, 2000). This may be due to barriers that encompass cultural and linguistic issues, as well as legal issues regarding recent immigration legislation.

For a Latin@ victim, barriers in seeking help may be that he or she is not aware of services addressing sexual abuse, or perhaps he or she is aware but does not know how to utilize the services (Klevens, 2007; Medina & Velazquez, 2004). Reluctance to seek help could also be caused by a fear of—or reluctance in—reaching out to community-based sexual assault programs, which could be related to a lack of bilingual and bicultural staff or a lack of Latin@ cultural values incorporated into victim advocacy. Additional barriers in seeking help may include fear of economic hardship if separated from a partner, isolation, lack of family and community support, fear of deportation, and fear of police due to growing anti-immigrant

Not only do many agencies not have anyone on-staff who speaks Spanish, but they often do not have bicultural staff members who understand Latino culture, values or experiences (Pan et al., 2006)

sentiment throughout the country—especially in states that are seeing anti-immigrant legislation proposed and passed (Klevens, 2007; Medina & Velazquez, 2004).

Information from the literature suggests the ongoing need for collaboration between agencies, organizations, and coalitions that serve Latin@ victims of sexual violence and their families; development and exposure to culturally competent resources; and culturally relevant trainings to each community being served.

Needs assessments with Latin@ populations

There have been few needs assessments conducted with Latin@ populations regarding the issue of sexual violence. Among those conducted, a multi-method approach is followed to provide a thorough and accurate synthesis of data between organizational needs and operational needs (Martin et al., 2009; Milne & Roberts, 2002; Pledge, 1993). Methods used in those needs assessments include, but are not limited to: surveys, interviews, focus groups, case studies, and direct observation. Data is drawn from sources such as advocates for Latin@ victims (including both culturally-specific organizations and advocates within broader organizations who work with Latin@s), service providers, counselors, community members, and law enforcement, to name a few (Martin et al., 2009).

A needs assessment has been defined as “a systematic and ongoing process of providing usable and useful information about the needs of a target population- to those who can and will use it to make judgments about policy and programs (Reviere, Berkowitz, Carter, & Ferguson, 1996).

Training is noted as a main purpose of needs assessments – to meet the defined need by developing a training program (Milne & Roberts, 2002).

Findings are consistent across assessment literature; most significantly, there is the continuous need for culturally competent staff as well as resources. Collaboration between agencies (not only those specifically serving Latin@ communities, but mainstream organizations as well) is also important in providing enhanced community services, allowing for resource sharing, maximized provision of culturally competent services, and more efficient use of financial and personnel resources (Pledge, 1993; Maciak, Guzman, Santiago, Villalobos, & Israel, 1999).

Community needs assessments have shown similar issues: poor survey response, psychometrically unsound instruments, and discrepancy among data collected (Martin et al., 2009; Maciak et al., 1999). In addition, needs assessments should fulfill two basic requirements: they should gather elicited perceptions of various stakeholders within the organization and relate those views to what could be achieved through training.

Technical assistance provided to organizations serving Latin@s

Technical assistance is provided to organizations that serve Latin@s and/or Spanish-speakers on multiple levels – by national organizations, statewide coalitions, and local organizations. Some groups addressing sexual violence prevention provide training and technical assistance, bilingual/bicultural materials, research, and lists of resources available either to the public or via a private listserv. Each national organization implements a form of ongoing dialogue (e.g., online forum or space for discussion), advocacy network, or resource-sharing link between Latin@ advocates. Many focus solely on areas with high Latin@ populations. A few groups provide state coalition lists, or a list of services accessible to Spanish-speakers throughout the country. Although there have been strong efforts to provide technical assistance to Latin@ populations, service providers still report a need for culturally and linguistically competent resources, as well as technical assistance.

Integrating cultural competence and language access into a needs assessment

According to the National Center for Cultural Competence (NCCC), a culturally competent organization and its employees should “have the capacity to value diversity, conduct a self-assessment, manage the dynamics of difference, acquire and institutionalize cultural knowledge, and adapt to diversity and the cultural contexts of the communities they serve” (Goode & Jackson, 2003; The Workgroup on Adapting Latino Services, 2008). Needs assessments should evaluate these domains when assessing organizational capacity, and there are a few measures available in the literature unique to each population of study. Needs assessments also should use the most appropriate instrument for measuring linguistic and cultural competence. NSVRC recently conducted a national needs assessment around sexual violence prevention. Findings from the prevention needs assessment underscore the need to further explore the readiness and competence of providers to work cross-culturally (National Sexual Violence Resource Center [NSVRC], 2012).

A theoretical framework for cultural competence and the guiding values of language access were foundational to the creation of this needs assessment and its results. The following principles of language access are infused throughout the project (Goode & Jackson, 2003):

- Services and supports are delivered in the preferred language and/or mode of delivery of the population served.
- Written materials are translated, adapted, and/or provided in alternative formats based on the needs and preferences of the populations served.
- Interpretation and translation services comply with all relevant federal, state, and local mandates governing language access.
- Consumers are engaged in evaluation of language access and other communication services to ensure for quality and satisfaction.
- Language access is a right, not a luxury.

Figure 2. Model of cultural competence underlying needs assessment



The theoretical framework of organizational cultural competence proposed by Harper et al. (2006), Figure 2, also guides this assessment, and serves as a framework for the development of all protocols and materials. The model emphasizes the importance of incorporating cultural and linguistic competence in all organizational domains. Additionally, researchers developed four overarching research questions to guide the needs assessment process. Each of the four research questions is supported by more specific sub-questions in order to equip NSVRC with critical data that will help to shape the NSVRC's ability to support prevention and intervention efforts within Latin@ and/or Spanish-speaking communities. Those questions are:

1. Who are the key groups/organizations engaging in and/or supporting sexual violence prevention and intervention in Latin@ and/or Spanish-speaking communities?

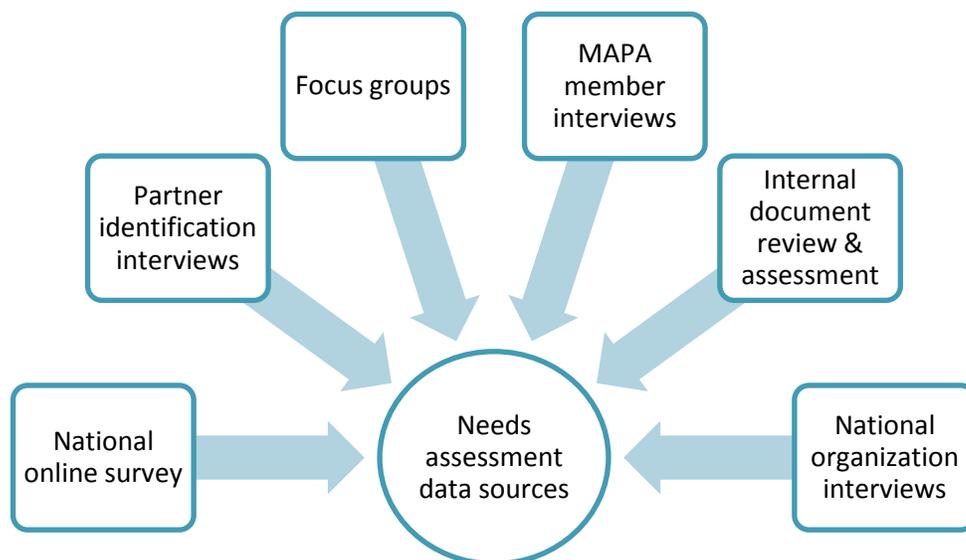
2. What are the resource needs of advocates, counselors, and other professionals in the field engaging in sexual violence prevention and intervention in Latin@ and/or Spanish-speaking communities?
3. What is the cultural competency and Spanish-language capacity of programs and organizations to serve Latin@ and/or Spanish-speaking communities? (p. 57)
4. What is the most effective role of the NSVRC in supporting advocates working with Spanish-speaking communities?

Research questions are listed at the beginning of the “Results” section to provide context prior to needs assessment methods and results.

A mixed-methods approach was utilized for the needs assessment, employing multiple avenues and formats to reach participants. This methodology allowed researchers to more comprehensively assess language access needs and barriers throughout the United States, including the territories, by incorporating perspectives from multiple stakeholders (see Figure 3). According to the National Institutes of Health report *Best practices for mixed methods research*, “the integration of quantitative and qualitative data maximizes the strengths and minimizes the weaknesses of each type of data” (Cresswell, Klassen, Clark, & Smith, 2011, p. 5).

This section provides more specific information on the variety of methods of the needs assessment. The logic model at the end of this section provides the framework for the needs assessment including the methods, products, and expected results. Interviews and regular meetings with NSVRC staff and the MAPA committee members guided the process.

Figure 3. Needs assessment data sources



Sources of information

Partner identification interviews. Researchers used snowball-sampling to gain information on the universe of organizations engaged in sexual violence prevention work with Latin@ and/or Spanish-speaking communities. In snowball sampling, informants with whom contact has already been made use their knowledge of the field to refer the researcher to others who could potentially contribute to the study. This form of referrals allows researchers to find “hidden populations,” or groups not as easily accessible through other sampling strategies (Mack, Woodsong, MacQueen, Guest, & Namey, 2005). The protocol for the process can be found in Appendix D.

Round 1 of the partner identification interviews began with a list of state and territory

Snowball survey

Round 1 Participants: Fifty-three people took part in brief phone interviews. Of the 53, 46 represented state coalitions, three were other sources (Rape Prevention and Education (RPE) coordinator, rape crisis center, Department of Health), and four represented territories. Five states/territories were unresponsive.

Round 2 Participants: From Round 1, 214 organizations were referred. However, 10 organizations were removed from the list due to not working with Latin@ and/or Spanish-speaking communities. Therefore, researchers contacted 204 organizations and 92 (45%) interviews were completed; 102 (50%) did not respond to researchers' attempts at establishing contact.

Round 3 Participants: From the 92 partner identification interviews in Round 2, 121 organizations were referred to Round 3. Researchers entered all known contact information provided by Round 2 into the database. However, this information was not verified through follow-up interviews (as in Round 2).

coalitions from the *NSVRC Directory of Sexual Assault Centers in the United States* (2008).

Researchers then conducted phone interviews with state/territory coalitions or Rape Prevention and Education (RPE) coordinators to learn about key groups, organizations, or individuals in each state/territory who are working on sexual violence prevention with Latin@ and/or Spanish-speaking communities. These phone conversations were between 10 to 60 minutes in length, with an approximate average length of 20 minutes. Initially, researchers focused on organizations providing prevention services, but follow-up questions included inquiring about groups providing services to Latin@ and/or Spanish-speaking communities around family violence, sexual health, or other related issues (the interview guide for partner identification interviews can be found in Appendix B).

The organizations identified in Round 1 were contacted for Round 2 and asked to identify others who are engaged in similar work with Latin@ and/or Spanish-speaking communities (partner identification Round 3). Important information about each organization was documented (e.g., contact information, location, and type of service).

Although not established in the initial logic model, informants were also asked about their primary needs for working with Latin@ and/or Spanish-speaking communities in an effort to gain more information. Through pilot testing of the partner identification process, researchers found that participants were eager to share, and opened up in conversation around language-access barriers. To maximize this opportunity, three questions were developed and added to the semi-structured interview guide:

1. *What are your needs as a sexual violence prevention/services advocate/worker within the Latin@ community?*

2. *If you could have three things to improve services for Spanish-speaking communities, what would they be?*
3. *How would you promote awareness and collaboration around services for Spanish-speaking communities?*

The protocol outlined by researchers included extending contact (a minimum of three times before cataloging as “unresponsive”). Several additional contact attempts were made through mediums other than telephone – such as regular mail, email messages, and sending online requests for information through websites – wherever possible. Due to the nature of sexual violence work, which often requires a demanding schedule and frequent work out of the office, contact was often difficult to establish. Given this barrier, an emphasis was placed on establishing contact with Round 2 organizations; therefore the timeline for the partner identification process was extended and Round 3 participants were not approached for the brief interview. Rather, their information was used to include them in the national survey.

Terminology for partner identification

Latin@-engaged organizations, or LEOs:

Organizations engaged in work with Latin@ and/or Spanish-speaking communities.

Latin@-specific organizations, or LSOs:

A subset of LEO organizations whose mission specifically encompasses services for Latin@ and/or Spanish-speaking communities.

Sexual assault centers, or SACs:

Local programs also known as sexual assault service providers or rape crisis centers.

MAPA committee member interviews. Interviews with MAPA committee members, who come from a variety of anti-sexual violence organizations across the U.S., were conducted over the phone using a semi-structured interview guide (see Appendix B). Based on MAPA committee membership at the time of the interviews, 10 MAPA members were potential interview participants. Of the 10, nine were interviewed, and one member was unable to participate. Six interviews were conducted in a mixture of English and Spanish; two were conducted primarily in Spanish. Interviews lasted approximately two hours (range 1.5-4.5 hours).

Researchers interviewed MAPA members to gain insight into their work as organizational advocates, as well as their understanding of the existing sexual violence prevention system for Latin@ and/or Spanish-speaking communities. MAPA members were asked to discuss their experiences working with sexual violence prevention in Latin@ and/or Spanish-speaking communities, perspectives on organizational capacity to work with Latin@ and/or Spanish-speaking communities, and their recommendations on how to improve the system. They were also asked to identify other key organizations and individuals conducting this work, as well as program models for culturally-specific service provision.

Focus groups. Focus groups with advocates were held in Spanish and English at the National Sexual Assault Conference (in Spanish, La Conferencia Nacional de Agresión Sexual) in Baltimore, Maryland, in September 2011. These groups focused on the resource needs of advocates, counselors, and other professionals in the field engaging in sexual violence

prevention in Latin@ and/or Spanish-speaking communities. They also discussed organizational capacities around cultural relevance or sensitivity in the field to serve Latin@ and other ethnic minority groups. Four discussions were scheduled at the National Sexual Assault Conference 2011; however participants only attended two, one discussion in English and one discussion in Spanish. Two sessions were canceled due to lack of attendance.

All NSAC participants were invited to the focus groups. Participants had a variety of roles (e.g., program coordinator, lawyer, nurse and health educator). There were nine women in the Spanish group, all of whom self-identified as Hispanic or Latina, and five in the English group, two of whom identified as Hispanic or Latina (remaining participants identified as Caucasian). In the Spanish group, four participants had worked in the field eight or more years, two had worked five to seven years, two had worked two to four years, and one participant had worked less than two years in the field of sexual violence. In the English group, three participants had worked in the field of sexual violence for eight or more years, one had worked five to seven years, and one had worked less than two years in the field. In both groups, the majority of the participants worked directly with Spanish-speaking individuals. Focus groups lasted approximately two hours.

National organization interviews. Phone interviews with national leaders were conducted to provide more information on the larger prevention system. The MAPA committee and NSVRC staff, along with the individuals contacted during the partner identification process, referred researchers to a number of organizations around the country who are identified leaders currently working with Latin@ and/or Spanish-speaking populations. Twelve organizations were referred to researchers and invited to participate in an in-depth phone interview. Of the twelve invited, seven participants both agreed to participate, and were able to arrange a phone call. Interviews with these leaders focused on how NSVRC can most effectively collaborate with national, state, and local organizations/partners, as well as to learn from successes and barriers. Interviews lasted approximately 75 minutes (range of 45-90 minutes).

National online survey. A national survey was developed to reach a wider audience than is possible through interviews and focus groups. Two representative samples of organizations involved in sexual violence prevention were invited to participate in an online survey. Researchers drew one sample from the *NSVRC Directory of Sexual Assault Centers in the United States* (2008), the SAC sample, and the other sample from the “Latin@-Engaged Organizations” (or LEOs) identified during the partner identification process.

Researchers started with a list of 314 SAC organizations and 312 LEO organizations. They created a random subsample of 100 organizations within each of the SAC and LEO lists, representing four U.S. regions (Northeast, Midwest, South, West) and the territories as equally as possible (a list of the states relative to each region can be found in Appendix G). Twenty-three organizations (12%) from the developed subsample were not contacted because of missing or unavailable contact information, because they were no longer in existence, or

because they declined to participate. One organization was mailed the survey in paper form as requested. Out of 82 participants from the LEO subsample, 39 (48%) completed the survey; out of 83 participants that made up the SAC subsample, 32 (38%) completed the survey. Details on the demographics of each subsample are presented in the results section.

The qualitative data, specifically from the brief phone interviews and MAPA interviews, guided the development of the national survey instrument administered to the organizations. By employing mixed methodologies, the qualitative data provided context for generating questions to elicit responses in focused areas in a quantitative manner. The national survey data provides more specifics to understanding the needs for materials in Spanish and areas for technical assistance and capacity-building.

Researchers followed recommendations (e.g., time of day, incentives offered, reminders, and personalizing) for increased response rates, according to *PeoplePulse*, an online feedback and survey tool used to conduct online customer and employee surveys (PeoplePulse, n.d.). Four attempts were made in inviting participants to complete the survey: an initial request for the most appropriate contact person to invite to participate, the first email message with the link to participate, a follow-up two-week reminder to fill out the survey, and a final email to announce the closing of the survey. National survey response rate in this needs assessment was 43% overall. Survey respondents were sent a \$20 Visa gift card in recognition for their participation.

Internal document review and assessment. The research team utilized several strategies to better understand NSVRC's internal capacity to provide culturally relevant services, including a review of documents related to cultural relevance provided by NSVRC, a review of the NSVRC Library holdings (those written in Spanish and/or those related to Latin@ communities), an interview with the NSVRC's head librarian, and an analysis of the NSVRC Special Language Technical Assistance Request Call Logs. NSVRC staff provided additional information related to barriers or supports for language-access work throughout the assessment.

Analysis of information

Quantitative data analysis. Quantitative data was organized and analyzed using Microsoft Excel and Survey Monkey (online survey software). Researchers also utilized the PASW Statistics 18 software package to analyze data from the national online survey.

Qualitative data analysis. Researchers conducted an inductive coding process to analyze open-ended responses from participants (i.e., interviews and focus groups). Researchers then created a hierarchical category system to organize codes into broader themes. The qualitative software program NVivo 9 was utilized to aid in data organization and analysis.

NSVRC Needs Assessment Logic Model

Stakeholders	Activities	Outputs	Outcomes	Assumptions/external factors	Research questions
<ul style="list-style-type: none"> •NSVRC •MAPA •CIES •NSVRC collaborating allies •NSVRC supporting allies •NSVRC emerging allies •NSVRC unidentified allies •Victims 	<ul style="list-style-type: none"> •Identify key partners & allies for supporting sexual violence prevention among Spanish-speaking individuals <ul style="list-style-type: none"> •Contact all RPE coordinators, state coalitions, and MAPA members •Snowball sampling (two rounds) to identify all partners •Determine needs for Spanish materials and technical assistance to support sexual violence prevention among Latin@ and/or Spanish-speaking individuals/communities <ul style="list-style-type: none"> •Document review of major needs assessments and research conducted •Analysis of technical assistance logs •In-depth key informant interviews with partners •Survey with sample of all identified key partners/allies (needed materials, openness to EBP, technical assistance needs, readiness for technical assistance, training needs, skills for working cross-culturally) •Determine the readiness, cultural competency and Spanish-language capacity of programs and organizations to serve Latin@ communities <ul style="list-style-type: none"> •Map the concentration of mono-lingual Spanish speakers along with sexual violence prevalence •Survey sub-sample of organizations regarding their capacity to provide culturally competent as well as cross-cultural services •Determine the cultural competency and Spanish-language capacity of NSVRC to serve Latin@ communities <ul style="list-style-type: none"> •Current resources & analysis of technical assistance logs •Focus Groups •Interviews <ul style="list-style-type: none"> •Agency readiness for types of technical assistance •Agency cultural competence •Agency linkages 	<ul style="list-style-type: none"> •List of needed resources <ul style="list-style-type: none"> •Check the strategy integrity with focus groups with partners and allies. •Technical assistance model for working with prevention and intervention in Latin@ and/or Spanish-speaking populations <ul style="list-style-type: none"> •Check the strategy integrity with focus groups with direct partners and allies •Develop recommendations for NSVRC, private agencies and organizations, and the federal government 	<ul style="list-style-type: none"> •<i>Short term</i> <ul style="list-style-type: none"> •More resources available in Spanish. •Identified partners for referrals including potential partners outside the identified network. •<i>Intermediate</i> <ul style="list-style-type: none"> •Increased capacity of NSVRC to support Latin@ and/or Spanish-speaking populations •<i>Long term</i> <ul style="list-style-type: none"> •Enhanced focus on supporting Latin@ and/or Spanish-speaking populations •Enhanced capacity to support Latin@ and/or Spanish-speaking populations 	<ul style="list-style-type: none"> •<i>Assumptions:</i> Priority on developing culturally competent materials and practices, rather than translation of resources. Importance of expanding partnerships and identifying allies for NSVRC. Priority on developing sustainable technical assistance model to support agencies in providing culturally competent services. •<i>External factors:</i> Increasing Latin@ and/or Spanish-speaking population in United States. Limited and competitive funding environment. 	<ul style="list-style-type: none"> •Who are the key groups/organizations engaging in and/or supporting sexual violence prevention and intervention in Latin@ and/or Spanish-speaking communities? •What are the resource needs of advocates, counselors, and other professionals in the field engaging in sexual violence prevention and intervention in Latin@ and/or Spanish-speaking communities? •What is the cultural competency and Spanish-language capacity of programs and organizations to serve Latin@ and/or Spanish-speaking communities? •What is the most effective role of the NSVRC in supporting advocates working with Latin@ and/or Spanish-speaking communities?

Introduction

The overall objective of the needs assessment is to provide information to equip the NSVRC with critical data that will help shape the NSVRC's ability to support prevention and intervention efforts within Latin@ and/or Spanish-speaking communities. Four overarching research questions, each broken down into more specific sub-questions, guided the process:

1. Who are the key groups/organizations engaging in and/or supporting sexual violence prevention and intervention in Latin@ and/or Spanish-speaking communities? (p. 27)

- a. Who are potential NSVRC partners for supporting sexual violence prevention and intervention in Latin@ and/or Spanish-speaking communities? (p. 28)
- b. What types and quality (e.g., cultural competence) of sexual violence prevention resources for Latin@ and/or Spanish-speaking communities already exist? (p. 34)

2. What are the resource needs of advocates, counselors, and other professionals in the field engaging in sexual violence prevention and intervention in Latin@ and/or Spanish-speaking communities? (p. 36)

- a. What types of resources are needed in Spanish? (p. 37)
- b. What resources need to be developed for specific issues and themes related to sexual violence in Spanish? (p. 50)
- c. What types of training and technical assistance do organizations need to become more culturally competent, and to work cross-culturally? (p. 53)

3. What is the cultural competency and Spanish-language capacity of programs and organizations to serve Latin@ and/or Spanish-speaking communities? (p. 59)

- a. How does the capacity of the organizations align with Latin@ and/or Spanish-speaking clients or untapped clients in their service area? (p. 60)
- b. How ready are organizations to engage in training and technical assistance around cultural competency and cross-cultural work? (p. 68)
- c. How does the political climate (e.g., readiness/willingness and funding priorities/mechanisms) affect the ability to serve Latin@ and/or Spanish-speaking communities? (p. 70)

4. What is the most effective role of the NSVRC in supporting advocates working with Spanish-speaking communities? (p. 73)

- a. What are the current relevant resources available at NSVRC? (p. 74)
- b. Are current NSVRC referrals for Latin@ and/or Spanish-speaking support appropriate? (p. 79)
- c. What further development of language and cultural competency would enable NSVRC to better align with the needs of supporting prevention and intervention in Latin@ and/or Spanish-speaking communities? (p. 81)
- d. What technical assistance model is most effective for NSVRC? (p. 82)

Who are potential NSVRC partners for supporting sexual violence prevention and intervention in Latin@ and/or Spanish-speaking communities?

Overview: Increased relationships and collaborations between the NSVRC and other entities actively providing services to Latin@ and/or Spanish-speaking communities is key to moving, and strengthening the field of sexual violence prevention and intervention towards more routine adoption of culturally relevant practices. Several data sources were used to determine potential partners, including: partner identification interviews, interviews with MAPA members and national organizations, two focus groups, and a national online survey.

The majority of participants expressed the need to know who else was “out there” conducting work with Latin@ and/or Spanish-speaking communities as well as the need to establish better collaborations. Many organizations were recommended through the assessment process due to their culturally relevant service provision or to specific projects developed that address sexual violence prevention. Basic information regarding the types of organizations identified is discussed in this section.

Partner identification methods

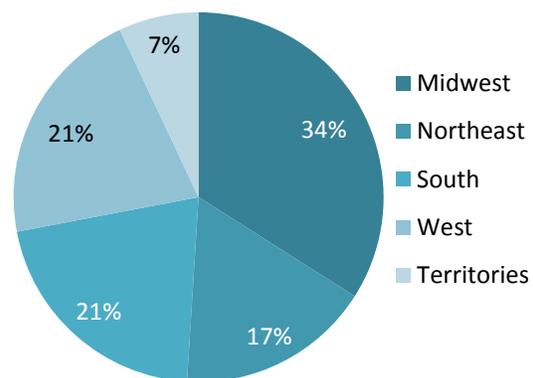
- MAPA member interviews
- Partner identification interviews
- Focus groups
- National organization interviews
- National online survey

Conducting, supporting, and coordinating sexual violence prevention work for Latin@ and/or Spanish-speaking communities at the national level is a monumental task. The NSVRC, in addition to the community of existing organizations, would greatly benefit from establishing partnerships and networks of support to advance the prevention work in

culturally-specific communities; those partnerships would also strengthen the existing sexual violence prevention system. The box above details the informational sources utilized to identify organizations doing the work at the national, state and local levels.

Researchers completed two rounds of partner identification interviews, identifying 325 organizations nationwide that are engaged in sexual violence prevention (or related work) with Latin@ and/or Spanish-speaking communities. In addition, interviews conducted with MAPA members and representatives of national organizations identified by MAPA revealed further potential partners and exemplary program models. Figure 4 depicts the geographic breakdown of organizations

Figure 4. Percentage of organizations by region that were referred by participants



identified during the partner identification interviews. The largest volume of referrals came from the Midwestern region (34%).

When asked where they turn with questions or needs for conducting culturally relevant prevention and/or services for Latin@ and Spanish-speaking communities, national survey respondents state that they primarily seek out community-based organizations (74.6%).

Respondents also note seeking out:

- Multicultural centers (33.9%),
- Internet searches (32.2%),
- Rape crisis centers (25.4%),
- State coalitions (23.7%), and
- National organizations (20.3%).

One hundred fifty-four referred organizations from Round 1 of partner identification interviews were contacted. Of these, a total of 92 interviews were completed (60%). Figure 5 represents the number of attempted and completed interviews by researchers.

Figure 7. Completed partner identification interviews

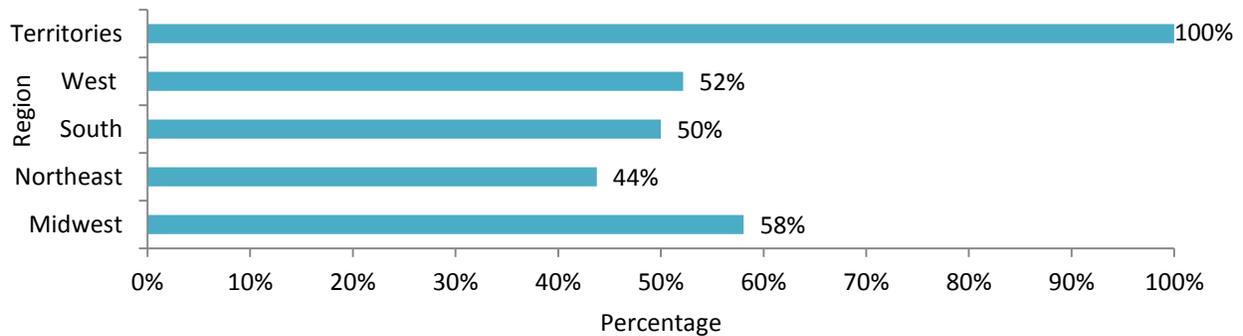


Researchers asked four basic questions about the organizations during the brief interviews, including if they are “Latin@-specific” (in this report, “LSO,” meaning they include serving Latin@s and/or Spanish speakers as part of their mission or scope of services), their degree of services with Latin@ and/or Spanish-speaking communities (e.g., dedicated staff vs. one person motivating services for Latin@ and/or Spanish-speaking communities), organizational type or how the organization identifies themselves (e.g., medical center or immigration clinic), the mission/goals of the organization (e.g., sexual violence prevention or cross-cultural work) and type of work conducted (such as education, research, and advocacy). Additionally, participants had the opportunity to share information about their organizations, special initiatives and/or projects, and needs and service improvements (presented in detail in Research Question 2).

Latin@-specific organizations (LSO)

Of the 92 referred organizations who participated in the brief interviews, 54% identified themselves as being “Latin@-specific or an LSO (i.e., they explicitly state serving Latin@s and/or Spanish speakers in their mission; see Figure 6). Aside from the territories, the Midwest had the largest proportion of organizations conducting work with Latin@ and/or Spanish-speaking communities which explicitly identified themselves as a “Latin@-specific organization.”

Figure 6. Percentage of Latin@-specific organizations (LSO) interviewed by geographic region



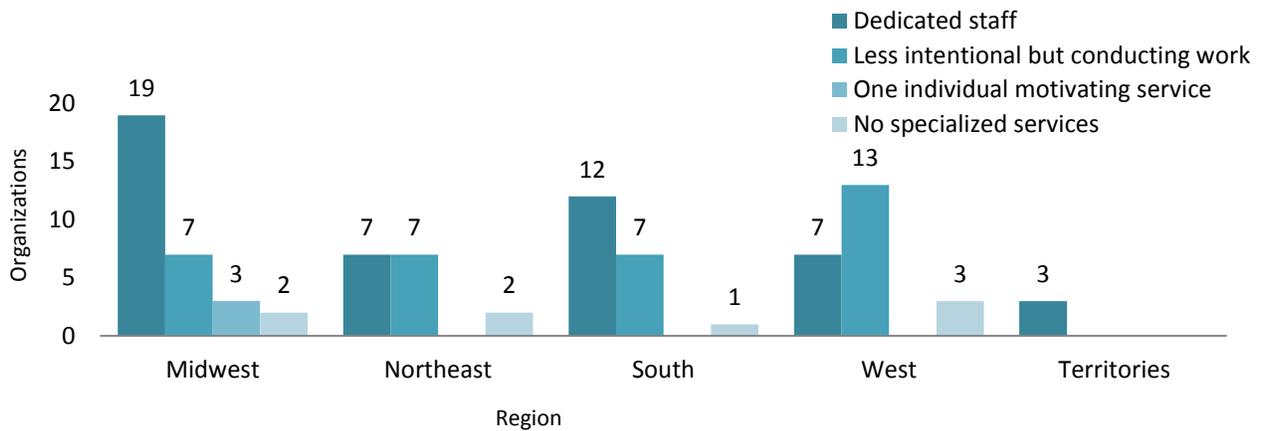
Degree of service provided

Four classifications were created to categorize the degree of services for Latin@ and/or Spanish-speaking communities. These include:

1. Dedicated services for Latin@ and/or Spanish-speaking communities.
2. Less intentional efforts, but still engaged with Latin@ and/or Spanish-speaking communities.
3. One individual motivating services for Latin@ and/or Spanish-speaking communities.
4. No specialized services for Latin@ and/or Spanish-speaking communities.

Figure 7 represents the breakdown of the organizations contacted and interviewed throughout the partner identification process, by region and by degree of services. Forty-eight out of the 92 organizations interviewed in Round 2 (52%) have dedicated staff or programs for Latin@ and/or Spanish-speaking communities, 34 (37%) have less intentional efforts but still conduct work with Latin@ and/or Spanish-speaking communities, three (3%) have only one individual motivating services, and eight (9%) have no specialized services for Latin@ and/or Spanish-speaking communities.

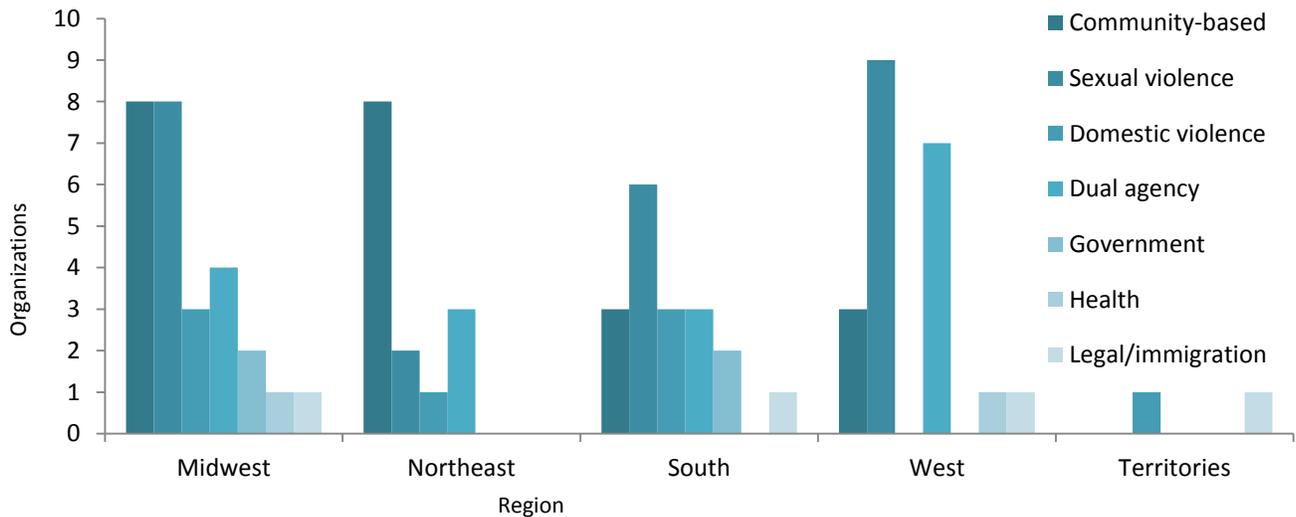
Figure 7. Degree of service of interviewed organizations



Organizational type

The referrals made during partner identification rounds 1 and 2 varied widely, and evidenced that the organizations collaborate with a variety of partners, not just with other sexual violence organizations. These include local groups with wide ranging missions and scopes. The majority of organizations identified as being community-based or sexual violence organizations; however, others identified as dual in sexual and domestic violence services (see Figure 8).

Figure 8. Organizational types of partners referred



Note. Between one and two organizations in each region are missing details regarding their organizational type.

Type of work

Participants were asked about their scope of work with Latin@ and/or Spanish-speaking communities. The majority of services provided by organizations to Latin@ communities include advocacy work and educational services/programs. In addition, they provide training, research, translation, and interpretation. As is discussed in the resource needs question later in the report (Research Question 2), advocacy often takes on many forms of assistance for victims and families, with advocates taking on roles as interpreters or legal advocates, as they try to assist victims and their families.

Organizational levels

In addition to the distinction between Latin@-engaged (LEO) and Latin@-specific (LSO) organizations, interviewees can also be categorized on three different levels as national organizations, statewide organizations, or local organizations.

All three levels of organization play an important role within the sexual violence prevention system. National organizations, for example, are in a position to participate in policy discussions, movements, training, information sharing, and materials development. Statewide organizations serve, or can serve, as liaisons between groups and have the ability to facilitate sharing of information at the state and local level. Local organizations implement programs and receive much of the feedback from participants/clients; due to their provision of direct services, they are able to provide feedback to other community-based groups and national organizations, sharing lessons learned and innovative ideas. It is important to note that organizations frequently represent and work across levels. For example, a primarily statewide organization may become well known for their approaches and consult and serve as a model at the national level.

Organizations referred by MAPA members and national organization interviewees as program models at a national level are presented in Figure 9. These organizations were referred as exemplary models for the great work they are doing, and services they are providing to Latin@ and/or Spanish-speaking communities around sexual violence prevention, or related work. Similar to the referrals made through partner identification interviews, program models or organizations referred include a variety of organizational focus.

Figure 9. National programs for culturally specific services referred in MAPA and national organization interviews



What types and quality (e.g., cultural competence) of sexual violence prevention resources for Latin@ and/or Spanish-speaking communities already exist?

Overview: Knowing what resources exist – and how suitable they are – is instrumental in determining how information can and should be shared. Data sources utilized to illuminate current resource availability include interviews with MAPA members and national organizations and national survey data. The majority of interviewees mentioned their needs to know what materials exist, and whether existing materials can be shared.

They also underscored the importance of ensuring that resources are culturally competent and relevant. Due to the reality of limited funding for sexual violence prevention, sharing existing materials would translate into being able to reallocate translation funding to other initiatives and unmet needs. MAPA members commented that translated materials were often poorly translated into Spanish (i.e., using a literal translation from English to Spanish), and could therefore pose a threat to the community. If materials are not adapted in a culturally appropriate way that resonates with the Latin@ community, information may be perceived differently than intended or rejected.

When asked about existing resources for sexual violence prevention for Latin@ and/or Spanish-speaking communities, MAPA members and national organizations largely stated that not enough resources exist for Latin@ and/or Spanish-speaking communities related to sexual violence prevention. Participants suggested that many that do exist are often not culturally competent or relevant for the intended communities. The need for enhanced cultural sensitivity throughout materials, services, and programs is a significant theme noted across data sources.

MAPA members stated that there are minimal offerings system-wide for Latin@ and/or Spanish-speaking communities. Relevant and competent materials that do exist appear to be developed by organizations directly focusing on Latin@ groups (i.e., LSOs) and are rigorously evaluated before dissemination.

MAPA members commented that translated materials were often poorly translated into Spanish (i.e., using a literal translation from English to Spanish), and could therefore pose a threat to the community. If materials are not adapted in a culturally appropriate way that resonates with the Latin@ community, information may be perceived differently than intended or rejected. An example that was noted in several partner identification interviews was the recommended process for help-seeking after experiencing a sexual assault. This approach is not always appropriate for undocumented victims (e.g., a recommendation to call the police first may not be fitting). The “cookie-cutter” approach to services (i.e., taking a basic prevention model normally used in mainstream services and simply applying it to Latin@ and/or Spanish-speaking communities, rather than tailoring it to specific cultures and values) was mentioned

often throughout MAPA interviews, revealing that services and materials need to be adapted to culturally specific populations rather than translated literally from English to Spanish.

Figure 10. Process considerations for adapting materials

Need for Adaptations

- *“Universities might have “ok” materials, but these need to be adapted to the community (language, literacy, generation).”*
- *“Materials for the community are not appropriate – they should be adapted to their educational level (i.e. image vs. text).”*
- *“Printed materials exist that make assumptions like “you will read it, understand it, and come to me for services.”*

Need for Shifting Away from Translation and into Community Engagement

- *“There are good materials at the national level but no real compilation on cultural competence.”*
- *“There is no methodological tool to educate the community.”*
- *“Flyers are not projects, campaigns, or strategies.”*

MAPA members stated that there are many people with good initiatives for Latin@ and/or Spanish-speaking communities, some of which are being conducted at the organizational level. They also indicated that the passion that advocates bring to the field is substantial and should be maximized by sharing existing Spanish-language resources.

Two themes emerged from interviews with MAPA members around the discussion of resources for Latin@ and/or Spanish-speaking communities: adaptation of existing materials to be more culturally-specific, and shifting away from translation and into community engagement (more detail presented on these needs in Figure 10).

Focus group participants commented that limited resources exist for proper training on the provision of culturally relevant services. Examples include:

- Limited training in Spanish
- Limited training on how to provide culturally relevant services, and
- Lack of resources around what it means to be Latin@, or what it means to be an immigrant.

Participants added that no program has been created that truly addresses prevention and is

appropriate for Latin@ and/or Spanish-speaking communities. Spanish focus group participants agreed on the limited functionality of programs, as well as the limited number of programs that are based on Latin@ values. Many comments brought up the lack of cultural sensitivity of programs, and the need for them to reflect values of Latin@ and/or Spanish-speaking communities.

Research Question 2. What are the resource needs of advocates, counselors, and other professionals in the field engaging in sexual violence prevention and intervention in Latin@ and/or Spanish-speaking communities?



Results: Research Question 2

What types of resources are needed in Spanish?

Overview: A primary purpose of the needs assessment is to determine the needs of prevention workers for collaborating with Latin@ and/or Spanish-speaking communities. All data sources were examined to identify needs. The information learned from each source supports the general finding that the resource needs go significantly beyond printed materials and much deeper into the need for a sexual violence prevention system equipped to work with specific cultural communities. This section outlines the five primary resource needs for working with Latin@ and/or Spanish-speaking communities, goes into further detail of the resource needs by specific group or data source, as well as specifics on the type of materials requested and the best methods for dissemination to the community.

Primary needs for serving Latin@ and/or Spanish-speaking communities across data

- Community outreach
- Multilingual/ multicultural staff
- Collaboration & partnership
- Materials in Spanish
- Culturally specific resources/ programs

The consistent message throughout this needs assessment is that the resources necessary for effective service provision in Latin@ and/or Spanish-speaking communities extend far beyond Spanish-language documents and translations. Some of the noted resources are at the systemic level, such as increased funding in various areas and the need for collaboration and partnership among practitioners. Other needed resources are related to specific topics at the

organizational level, such as how to reach out and establish trust with communities. In all areas, however, the guiding factor is to develop resources — whether that is prevention programs following a promotora^a service model, webinars, hiring strategies, etc. — that are culturally sensible, reflecting the diversity and values of Latin@ culture. Resource needs discussed throughout the needs assessment can be depicted in several categories, shown in the box, above, and described in detail in the following sections.

Community outreach refers to both the need for techniques of finding access points within Latin@ and/or Spanish-speaking communities, as well as appropriate ways to talk about sexual violence prevention with Latin@ and/or Spanish-speaking communities. Many discussions around outreach during the assessment emphasized the importance of meeting people “where they

*“The biggest challenge is finding the people that need our services.”***

– LEO in Midwest

**In order to ensure the cultural sensibility of this needs assessment, quotes from participants will remain in their original language as stated throughout data collection. A translation is in parentheses. Translations can be found in Appendix F.

^a *Promotora* is the Spanish word that refers to a community health worker, often using a peer education approach.

are” and doing so in a culturally appropriate way – for example, talking to community members after Spanish masses or going to salons to spread awareness of services provided related to sexual assault prevention and intervention. Organizations not only need material resources that include posters and brochures, but also media such as fotonovelas^b and radionovelas^c for outreach purposes. Additionally, organizations need training and technical assistance on best practices for incorporating themes that resonate with Latin@ cultures into outreach strategies, and communicating with Latin@ and/or Spanish-speaking communities around sexual violence prevention.

“The demand is so great. There’s just not that many of us doing the work.”

- English focus group participant

Multilingual and multicultural staff are needed at all levels of organizations, according to needs assessment participants. They are also needed in all types of organizations — not only sexual

assault centers who serve a variety of demographics, but also grassroots organizations which have an entire staff who speaks Spanish. The important factor is having cross-trained staff who are multilingual, multicultural, understand how to provide culturally relevant services, and have the knowledge and background in sexual violence services.

Collaboration and partnership across organizations is integral to moving the field of sexual violence prevention in Latin@ and/or Spanish-speaking communities forward, respondents frequently noted. Organizations consistently discussed the need for resource-sharing through such collaborations. Latin@ advocates also noted the need for collaboration between local agencies that may not specifically address sexual violence but have established trust with Latin@ and/or Spanish-speaking communities. Importantly, they underscored the need for collaboration among advocates who are doing similar work.

Materials in Spanish were discussed consistently throughout the needs assessment, and seem to be the vehicle for building relationships with Latin@ and/or Spanish-speaking communities. Two primary types of materials needs emerged: materials for organizational staff and materials for community members. Spanish-language materials for staff and advocates to spread prevention messages might include educational presentations in Spanish or training materials that help advocates learn how to talk about sexual violence with

- 1. Materials for organizational staff**
- 2. Materials for community members**

The two primary needs for materials that emerged in the needs assessment

^b A *fotonovela* is a traditional print medium using sequential illustrations or photographs accompanied by dialogue bubbles to depict a simple, dramatic story that contains a moral message.

^c A *radionovela* is a radio soap opera containing an educational or moral message.

Latin@ and/or Spanish-speaking communities. Materials for community members are those that describe services provided by organizations – for example, media such as radio ads and posters, and promotional materials such as nail files and bandanas. Resources should help the community to understand what services exist, and that services are available to them in their language with their values. While there is a long list of materials requested in Spanish and many topics on which these materials could be developed, the importance has been placed on moving beyond printed materials and toward community engagement.

“Need to design programs that are culturally competent, it is not only enough to hire bilingual staff...programs need to be designed to address the needs for the community to be served. [It is] more than translating documents, or thinking that it is enough to hire bilingual staff...training is key to success of projects.”

- National organization interviewee

Culturally-specific resource/program development has been emphasized across the needs assessment as necessary when providing services for Latin@ and/or Spanish-speaking communities. Designing culturally relevant programs and resources means taking into consideration the principal needs of the community (one example is obtaining satisfactory housing), including values and beliefs of the culture (two common examples are *marianismo*^d and *machismo*^e), and recognizing current experiences of the community (such as documentation requirements or acculturative stress). Recommendations from needs assessment participants were used to develop considerations for creating culturally-specific resources for Latin@ and/or Spanish-speaking communities and are included in this resource section.

Specific Resource Needs of Different Groups

While these overarching themes emerged across data sources regarding resource and support needs, some differences surfaced depending on the vantage point of the respondent; a direct service provider at a mainstream sexual assault organization, for example, has different suggestions and concerns than a service provider at a Latin@-specific organization, or than the director of a national organization. This subsection describes in more detail each specific source of data and the resources needed to better serve their communities.

Brief phone interviews. The brief phone interviews with state and territory coalitions, as well as LEOs referred by the coalitions, similarly prioritized four major themes, with differences in

^d *Marianismo* is a gender-specific value that encourages Latinas to use the Virgin Mary as a role model of the ideal woman.

^e *Machismo* is a gender-specific value that applies to Latinos, referring to a man's responsibility to provide for, protect, and defend his family.

how they rated the fifth commonly mentioned theme. Within the list of LEOs, a subsample exists of organizations that have the direct goal of providing services for Latin@ and/or Spanish-speaking communities (LSOs). The LSO subsample highlighted similar resource needs, however in a different order of priority (shown in Figure 21). The four most discussed themes prevalent in every round of brief phone interviews include:

- Community outreach: The need for better outreach strategies and resources for outreach.
- Multicultural/multilingual staff: An emphasis not only on staff that can speak Spanish, but staff that are culturally competent and maintain respect for Latin@ culture.
- Collaboration/partnership: Resource sharing, primarily with local community organizations that may not focus specifically on sexual violence but are engaged in Latin@ and/or Spanish-speaking communities, and also with advocates providing relevant services to sexual violence in those communities.
- Materials in Spanish: Including specific materials (such as power and control wheels or the root-cause discussion), basic materials (such as curricula, posters, and presentations), and considerations in creating culturally relevant materials.

Figure 11. Five major resource needs: state and territory coalitions

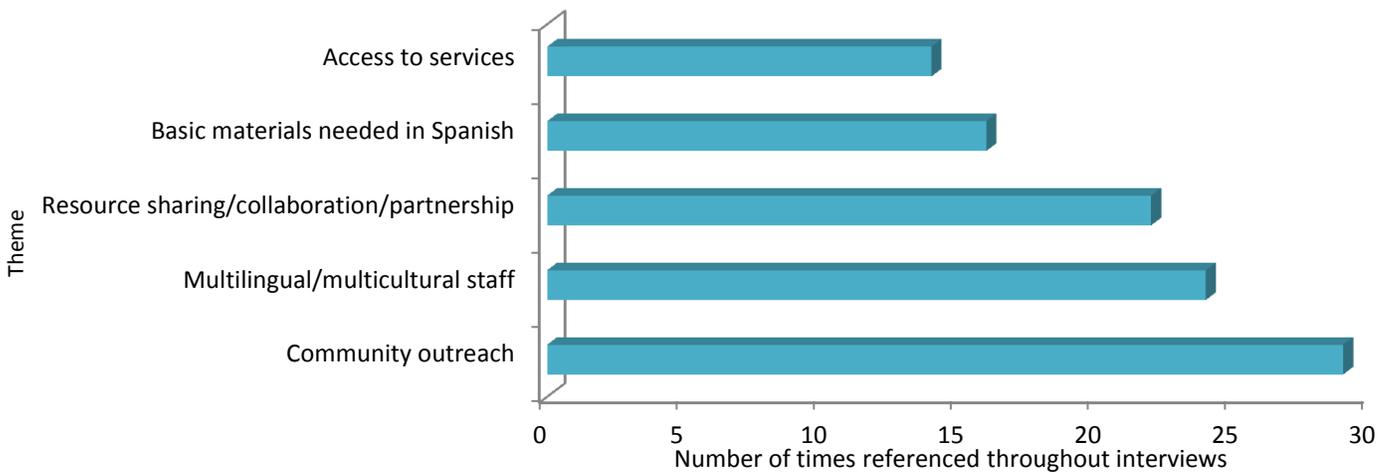
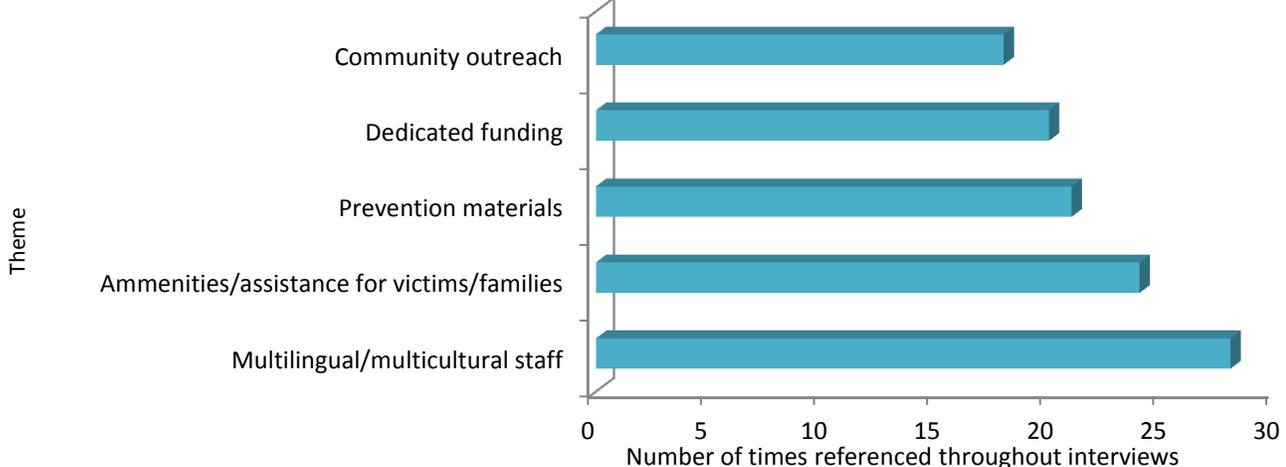


Figure 12. Five major resource needs: LEOs & LSOs



As Figures 11 and 12 demonstrate, two of the five major themes highlighted during partner identification interviews show a difference of opinion between coalitions and referred organizations (LEOs). While the coalitions named access to services (e.g., due to language or location barriers) and resource sharing as significant needs in their interviews, LEOs named amenities and assistance for victims and their families and dedicated funding as significant needs throughout their interviews.

LEOs frequently discuss the need for amenities and assistance for victims and families. In some ways this need is similar to access to services; however, it is much more involved in the specific assistance that the communities need in order to receive services (e.g., childcare, transportation, etc.). Many advocates discussed sexual violence as merely one component in the wide variety of help that victims need, causing advocates to become case workers and advocates in multiple areas. Types of assistance victims frequently need include transportation, childcare, housing, legal aid, financial assistance, and obtaining documentation. These are many issues that organizations working with intervention face; however, those conducting prevention services consider them as well in how to enable clients to attend presentations or meetings, or in getting the message out to Latin@ and/or Spanish-speaking communities that their organization is aware of their needs and prepared to assist them.

“Address needs of women within Latino community. Most immigrants, as well as non-immigrants do not have access to transportation, and in the name of privacy will not do home-visits. Services cannot be replicas of mainstream services.”

– Midwest state coalition

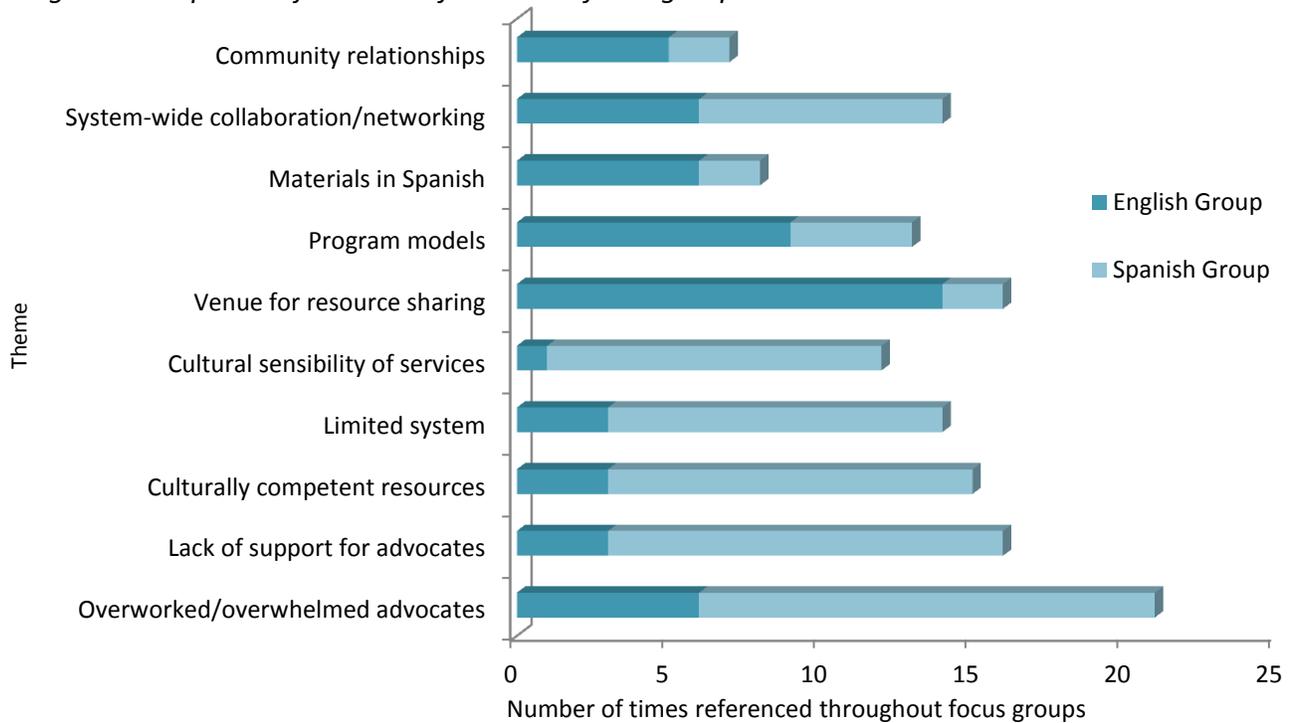
Focus Groups. The Spanish and English focus group participants presented strong discussion around needs, issues, and barriers within the system of services around sexual violence for Latin@ and/or Spanish-speaking communities. Participants largely described the system as providing limited services for Latin@ and/or Spanish-speaking communities. Participants noted that resources are inadequate, including but not limited to: funding, culturally-specific programs, multilingual/multicultural advocates, and support for advocates working with culturally-specific communities. They also said that many organizations or policies try to follow a “cookie-cutter” approach (meaning they take a program or model typically used with one community and apply it to another community without tailoring practices or taking into consideration culture or custom of that community), limiting the effectiveness of services.

*“Pero nuestra institución no nos provee lo que nosotras necesitamos para darles ese servicio.”
[...but our institution does not provide us with what we need to give that service...]*

– Spanish focus group participant

While the English focus group emphasized the need for a venue for resource-sharing and collaboration with other organizations, the Spanish group emphasized the lack of support for advocates and the overwhelming workload of the Latin@ advocate. Both issues resemble an underlying need for an integrated system; an integration of services and resources for advocates working with Latin@ and/or Spanish-speaking communities. Figure 13 demonstrates how prioritization of discussions varied by group.

Figure 13. Top 10 major themes from NSAC focus groups



Discussions around the main theme in the Spanish focus group of overworked/overwhelmed advocates, including the tokenization of advocates working with Latin@ and/or Spanish-speaking communities, at times referring to their isolation within the field of sexual violence, but most often discussing the overwhelming workload that is taken on as the Spanish-speaking advocate within an organization. There is a mentality as a “Latin@ advocate” to go above and beyond to help others in need. Participants also discussed the long hours and extra efforts required in order to meet clients where they are or to assist in the additional services needed (e.g., interpreting for police if no bilingual Sexual Assault Response Team members are available, accompanying clients to court until interpreters arrive, or going through the process of acquiring U-visas if no legal advocates are available). The

“Porque eso es otra cosa de nuestra cultura, queremos ayudar y ayudar y ayudar [...] Somos hijas del rigor.” [Because that is something else about our culture, we want to help, help, help... We are daughters of rigor.]
 – Spanish focus group participant

majority of participants in the Spanish group discussion felt a lack of support in their work whether they worked at the organizational, systemic, or policy level.

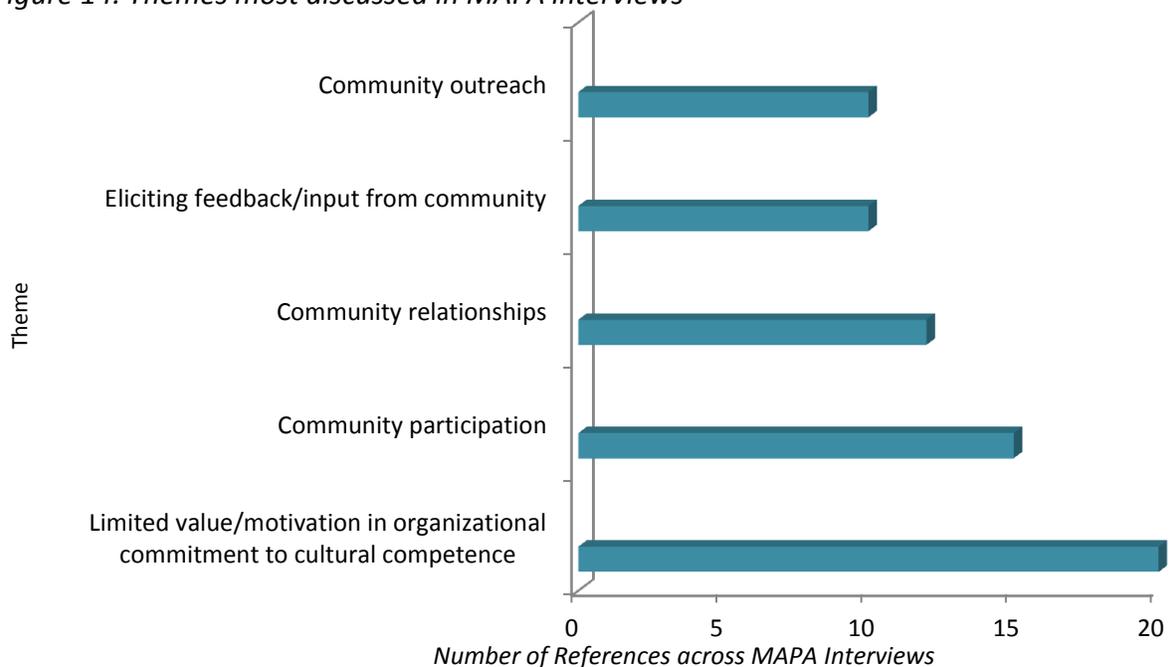
Discussions around the main theme of the English focus group, venue for resource sharing, included a need for sharing among advocates. This may take the form of conferences, workshops, online forums, or informal networking opportunities to better disseminate information to advocates. Many advocates mentioned the lack of resources that exist specific to Latin@ and/or Spanish-speaking communities, and the limited nature of accessing those that do exist (e.g., not available online for downloading or printing).

"[...] even webinars conference calls, times that people can get together and have a conversation around it. I mean, give me the information, but also give me some ideas and tips on what I can do with that and how I can do that."

– English focus group participant

MAPA interviews. Interviews with MAPA members focused on community-related issues. Key themes include the need for community outreach, the need for participation from the community, building relationships with the community, and eliciting feedback from the community. Additionally, MAPA members also underscored the lack of organizational commitment to cultural competence from service providers, and the limited system that currently exists for services for Latin@ and/or Spanish-speaking communities.

Figure 14. Themes most discussed in MAPA interviews



The top 10 subthemes discussed by MAPA members^f include:

1. Idea of organizations' commitment to cultural competence being a check-box, without the intrinsic motivation to provide culturally relevant services
2. Need for participation from the community
3. Importance of building relationships with the community
4. Need to elicit feedback from the community; gaining their input to improve services
5. Strong need for improving outreach within the community
6. A general lack of organizational commitment towards cultural competence
7. Prototypes of organizations who have good models for culturally specific services
8. Lack of a system of services for Latin@ and/or Spanish-speaking communities
9. Importance of understanding the diversity within the community in providing culturally-specific services
10. Individual efforts of advocates or organizations bringing strength to the "system"

MAPA committee members discussed their feelings of isolation and the pressure that they often are confronted with by being the only bilingual and bicultural staff members in their workplaces. This often results in them having to complete tasks outside of their roles and responsibilities. They also expressed reserved optimism in regard to the creation of the MAPA committee, sharing that other organizations (outside of the NSVRC) have formed committees in order to comply with specific requirements (e.g., funding), rather than from their true desire or ability to engage Latin@ and/or Spanish-speaking advocates. MAPA committee members further underscored, through their comments, insights, and participation to date, the need and desirability of having channels and a space to discuss their efforts and strategies to better serve Latin@ and/or Spanish-speaking communities.

"Más que materiales impresos... los cuales asumen muchas cosas: ej. lo vas a leer, lo vas a entender y vas a venir hasta donde mi para servicios..." [More than printed materials ... which assume many things: for example, that you will read, and you'll understand, and you'll come so far for services ..].

- MAPA member

One major focus in interviews is the need to move beyond printed and translated materials when collaborating with Latin@ and/or Spanish-speaking communities, and instead focus on relationship building and popular education. MAPA members felt that efforts to simply translate documents into Spanish would miss the opportunity to engage with communities, and

also be inaccessible to many Latin@s and/or Spanish speakers due to literacy levels, language and dialect variations, and assumptions about relevancy.

National organization interviews. Interviews with leaders of national organizations revolved largely around the need to have a "space to share." This space would provide "a place to

^f Calculated based on the number of times referenced in interviews.

discuss possible strategies to advance cultural competence and to discuss possible guidelines for the work.” Leaders also discussed their needs for training and technical assistance including toolkits for sexual violence advocates, leadership development of Latin@ advocates, and capacity building around sustainability and funding.

“Toolkits, resources, or curricula aimed at building leadership for systemic change /issues that address systemic violence/ more resources for leadership development and policy issues, support Latinos organize.”

- National organization interviewee

National surveys. The largest need presented in the national survey is for more multicultural and multi-lingual staff, followed by culturally specific resources and programs, and resources in Spanish (a full table of results can be found in Appendix A). Further data analysis reveals that 80% of SAC respondents reported needing more multicultural and multilingual staff (vs. 55.2% of LEO respondents). Additionally, LEO participants also prioritized the need for more outreach staff. When the data is analyzed based on the regions, the Northeast overwhelmingly reports a need for more multilingual and multicultural staff (92.3% report this need). Different from the data gathered with national organizations and MAPA members, survey respondents were least likely to prioritize the need for a platform for resource sharing (only 11.9% of respondents selected this as a primary need).

Needed materials can be divided into two categories: Materials for advocates to become better equipped to working with Latin@ and/or Spanish-speaking communities, and materials for victims and their families or fellow community members to become more aware of services and resources available to them.

Materials in Spanish

Throughout the needs assessment, participants cited a strong need for materials created in Spanish that are culturally relevant and/or culturally-specific. The needed materials can be divided into two categories: Materials for advocates to become better equipped to working with Latin@ and/or Spanish-speaking

communities, and materials for victims and their families or fellow community members to become more aware of services and resources available to them. Participants noted outreach as a major area for resource development, and also discussed presenting and disseminating information in various mediums.

Outreach Materials. A theme often highlighted in the partner identification interviews as well as through interviews with MAPA members was the need for better outreach in Latin@ and/or Spanish-speaking communities. Addressing this need would include providing training and technical assistance to advocates on strategies for how to conduct better outreach (explained in the next section, “Training & technical assistance”). Specific outreach materials in Spanish include curriculum to work in the community, as well as outreach materials in Spanish, such as small cards or pamphlets to pass

“I believe one-on-one contact through outreach is one of the most effective ways of providing information and material to the community.”

- National survey respondent

out or information for table events in the community. The majority of comments around effective outreach practices involve getting out into the community and talking with people. One organization representative referred to “the mamas” of the community, the go-to people to get the word out, as an especially useful resource.

Beyond Printed Materials. Participants discussed the importance of presenting sexual assault information to the community through multiple formats—not solely in printed word. This includes utilizing visual images; for example having “storybooks” to explain process of sexual assault; and audio/visual resources that take into consideration the education level of English and Spanish-speaking individuals. Interview participants also brought up the importance of including alternative methods such as media, to spread awareness and prevention messages around sexual violence. Suggested forms of media include:

- Spanish-language television or music video
- Commercials in Spanish
- Videos
- Educational DVDs or documentaries
- Radio shows/programming
- Newspaper

Disseminating information to the community. Quantitative data analysis of the national survey supports what was learned across interviews and focus groups regarding the importance of having multiple methods for making information accessible to Latin@ and/or Spanish-speaking communities. In general, organizations need materials to be able to share with community members regarding both prevention and their specific services. One phone interviewee mentioned the way she was able to successfully spread the message around her community about sexual assault by “talking about prevention in Latin@ communities, handing out cards to parishes, or on the bus.” Developing sample materials and models that could be adapted at the local level may be useful in supporting this need.

Participants discussed the importance of disseminating resources through school visits, churches, and places of employment; through community talks, having meetings in locations where the Latin@ and/or Spanish-speaking community looks for resources; this would provide opportunities to ask questions and discuss issues that interest the public. They also noted that

Most successful ways to disseminate information:

- In-person discussion (57.6%)
- TV ad (45.8%)
- Brochure (40.7%)
- Radio ad (37.3%)
- Poster (27.1%)

more creative mediums should be utilized for prevention messages to reach Latin@ and/or Spanish-speaking audiences.

National survey participants were asked to report the most successful modes of making information available to Latin@ and/or Spanish-speaking communities. While the overall data from

respondents shows that in-person discussions are viewed as the most successful way of disseminating information (see the box at left), the survey subsamples prioritize differently. The subsample of local Latin@-engaged organizations (LEOs) perceived TV ads (55.2%) and radio ads (48.3%) as most successful ways of spreading awareness around sexual violence, while the subsample of mainstream sexual assault centers (SAC) viewed brochures (50%), followed by TV ads (36.7%), as most successful.

Considerations for creating and adapting culturally specific resources for Latin@ and/or Spanish-speaking communities

Considerations for creating and adapting materials:

- Specific to the needs of the community
- Values community strengths, norms, and traditions
- Considers the diversity of the community
- Community-driven
- Accessible to community members
- Vetted (multiple people review)

Participants throughout the needs assessment consistently discussed the importance of creating culturally-specific materials that truly reflect the culture of Latin@ and/or Spanish-speaking communities. Based on their experiences working with Latin@ and/or Spanish-speaking communities, participants noted the need for appropriate materials that are culturally sensitive and reflect the diversity among Latin@s and/or Spanish speakers living in the United States.

Several main themes emerged which operationalize how participants define culturally relevant materials (see the box, left). It is important to note that these are not meant to be comprehensive, or a checklist, rather they are guiding principles that emerged from needs assessment data. Additional quotes are presented in Appendix E, in support of each theme described below.

Specific to the needs of the community. Address current experience of Latin@ and/or Spanish-speaking communities; for example, address fear of deportation by ensuring that victims know that if they come forward to seek help for a sexual assault, they will not be deported. Also provide information on the options victims or families have; for example, U-visas may be available to victims of domestic or sexual violence. Participants mentioned that some Latin@ and/or Spanish-speaking victims may not come forward about a sexual assault because by reporting assault they may lose economic support, housing, familial support, etc.

Values community strengths, norms, and traditions. Include in resources or materials or services familismo (the family-oriented nature of Latin@ families) and the protective nature of mothers prominent in many Latin@ cultures. Address cultural norms and gender roles such as machismo and marianismo. Honor success and resilience, and focus on empowerment and celebration of internal strengths. Recognize important holidays and festivals, and overcoming obstacles and oppression.

Consider the diversity within the Latin@ community. Take into consideration, and be sensible of the differences within the Latin@ community- differences in dialects, education level, generation level, country of origin, and acculturation level. Educational messages should be specific to the audience; understand the different perspectives of youth, vs. young mothers, vs. grandparents; as each generational group experience a different level of acculturation to the mainstream U.S. culture. The importance is placed on recognizing that all communities, including Latin@s, have different needs. Therefore, Spanish language materials may be appropriate for one community, yet need cultural adaptation for another. Spanish focus group participants at the National Sexual Assault Conference especially talked about a need for materials that can be translated and adapted for different communities and educational levels.

Community-driven. Incorporate community members in the development of resources. MAPA members emphasized the importance on integrating community participation and feedback throughout the process. Resources need to come from the community and be reflective of the individuals, values, and language of the community. Members should be included in the design of materials beyond consultation and through true collaboration. This will ensure that the relevant needs, values, and language (e.g., idioms, dialect) is reflected in materials.

Accessible to targeted audience. Materials are needed for education in a more oral way, around *charlas*^g, workshops, presentations for communities, visiting families at home, etc. Resources should include images and appropriate verbiage that resonate with the targeted audience, and allow for adaptation of materials to incorporate appropriate language to specific subcultures within the targeted population as needed. Many advocates mention that they need to either create the resources themselves (52.5% of national survey respondents) or that they have to adapt existing resources to be relevant and accessible (e.g., on the same reading level) for the target audience.

Vetted. The needs assessment data indicates a need for evidence-based practices or practice-based resources. While these resources are not in abundance for the sexual violence system of services for Latin@ and/or Spanish-speaking communities, current and new materials created by individuals or organizations should be approved as culturally competent by participation from stakeholders. MAPA members discussed significantly the need for more community participation throughout services. MAPA members also discussed the need for ensuring the quality of programs and models in their appropriateness for Latin@ and/or Spanish-speaking communities.

Additionally, several participants discussed the lack of models for developing culturally competent materials. One MAPA member talked about there being no real compilation on

^g *Charlas* is the Spanish word for *chats*, or *talks*.

cultural competence, and said it would be good to have a manual on this; another recommended that there should be a basic system for culturally competent program or material design that could be adapted for the needs of the different communities, a base that can be used as a model, to evolve.

What resources need to be developed for specific issues and themes related to sexual violence in Spanish?

Overview: A primary goal of the needs assessment is to determine the needs to translate training materials and resources into Spanish. The national survey is the main source of statistical data utilized to identify/prioritize specific issues, supported by qualitative data collected through partner identification interviews. In addition to thinking about general resource needs, individuals working with Latin@ and/or Spanish-speaking communities identified several specific topics as priorities (e.g., addressing stigma, human trafficking), which could be the starting point for materials development by NSVRC or other entities. Through several data sources, primarily the national survey of SAC and LEO subsamples, specific issues and themes have been identified that will aid the development of resources that resonate with Latin@ and/or Spanish-speaking communities.

National survey respondents were asked to prioritize topics related to building resources for Latin@s and/or Spanish-speakers; the list that respondents chose from was derived from a list of primary prevention topics from the *2010 RPE Annual Report* (California Department of Public Health), with additions from NSVRC staff and consultants. The five topics selected as most important by respondents are presented in the box, right. More information about each topic/need is described below, with qualitative data incorporated to provide additional context and support for findings.

Top five topics for resource development

- Addressing stigma of sexual violence within Latin@ communities
- Best practices for sexual violence prevention in Latin@ communities
- Engaging men and boys in sexual violence prevention
- Adapting prevention curricula and strategies for culturally-specific populations
- Human trafficking

Addressing stigma. Over half of the respondents (57.6%) reported a need for materials to address the stigma of sexual violence with Latin@ communities. MAPA members highlighted the difficulty of broaching the subject of sexual violence with/within Latin@ communities, as well as specific taboo topics such as incest. As one MAPA member described, there is a need for “materials that address the taboo of sexual assault, that define it, and that describes the continuum of sexual assault (victims, perpetrators, etc.) and that debunk sexual assault, to address the isolation in the Latino community, as they don’t know who they can talk to, making the experience harder to share.”

A note about the topic of immigration

Although the topic of engaging immigrants did not appear as one of the top five priority needs among national online survey respondents in general, this issue came up frequently in other sources of the needs assessment.

Several interviews with advocates focused on the need to address the fears of being undocumented, developing resources tailored to specific immigrant populations, developing resources to address and understand immigration status (no papers, misconception of reporting a crime), and developing materials for attorneys.

“Lot of concerns revolving around immigration issues- there is so much fear for an undocumented individual. There’s no real safe place or refuge for victims of sexual violence to seek out resources.”

- State coalition participant

Best practices. About half of the respondents (49.2%) prioritized best practices for Latin@ and/or Spanish-speaking communities as a need. This has been reiterated through requests for evidence-based practices or evidence-based articles on conducting sexual violence prevention services in the partner identification interviews with coalitions and LEOs. Participants seem to agree that there is a limited amount of best-practices for conducting sexual violence prevention work with Latin@ and/or Spanish-speaking communities, and a need for them to be increased.

Engaging men/boys. Work with men has been discussed as an area for development in resources for Latin@ and/or Spanish-speaking communities. Both rounds of the partner identification interviews have supported the discussion in the national survey on engaging men in sexual violence prevention as allies as well as victims. Conversations around incorporating cultural values merge with prevention messaging

to help modify gender roles (machismo and marianismo) and erase the mentality that sexual violence is acceptable.

Adapting curricula & strategies. Around one-third of the respondents (32.2%) indicated that they needed materials for adapting curricula and strategies for Latin@ and/or Spanish-speaking participants. Additional information on considerations for adapting curricula is presented earlier in this section (p. 46).

Human trafficking. Issues of human trafficking arose throughout the assessment, most commonly around migrant and farm workers. Almost one-third of respondents in the national survey (30.5%) listed materials around human trafficking as a resource need.

Areas for specific resource development by region

A secondary analysis of topics for resource development was conducted to identify the top five needs of the LEO and the SAC, and the top five needs by region to highlight possible similarities/differences. However, the sample size by categories (i.e., LEO vs. SAC and across regions) is smaller; therefore, statistical tests of differences were not conducted, and differences should be interpreted with some caution. Slight differences were apparent between the LEO and SAC prioritizations. However, the top three needs, while not in the same priority order, were the same. The top five (or six in case of a tie) specific resource needs for the two samples are presented in Figure 15.

The top five (or six in the case of a tie) specific resource needs by regions are presented in Figure 16. Notable differences include the high priority that the Northeast placed on Best Practices compared to the rest of the regions (i.e., 76.9% agreed this was a need compared to the overall average of 49.2%), and the high priority the Midwest placed on stigma issues (i.e., 90% of Midwestern respondents selected this as a top priority).

Figure 15. Top resource needs by sample type

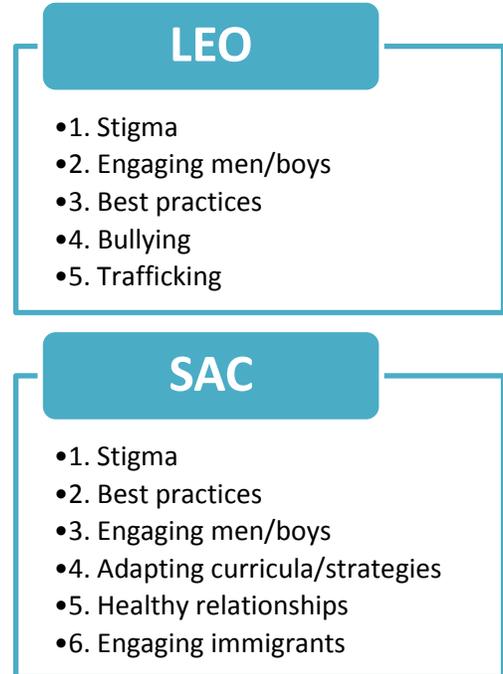


Figure 16. Top areas for resource development by region

Northeast	South	Midwest	West	Territories
<ul style="list-style-type: none"> •Best practices •Stigma •Trafficking •Immigrant •Adapting 	<ul style="list-style-type: none"> •Engaging men/boys •Best practices •Stigma •Legal/policy •Trafficking 	<ul style="list-style-type: none"> •Stigma •Adapting prevention curricula •Consent •Best practices •Engaging men/boys •Healthy relationships •Impact of rape 	<ul style="list-style-type: none"> •Stigma •Best practices •Engaging men/boys •Alcohol-facilitated rape •Family/schools •Immigrant 	<ul style="list-style-type: none"> •Engaging men/boys •Healthy relationships •Bullying •Alcohol-facilitated rape •Best practices •Collaborations with community •Family/schools

What types of training and technical assistance do organizations need to become more culturally competent and to work cross-culturally?

Overview: Two primary goals of the needs assessment are to determine the need to translate training materials and resources into Spanish, and to determine the needs of prevention workers for collaborating with Latin@ and/or Spanish-speaking communities. While slightly different, both of these questions address capacity-building needs (whether through building of infrastructure or training and technical assistance) of organizations to provide culturally relevant and appropriate services to Latin@ and/or Spanish-speaking communities. The primary data source used to uncover these needs include the national survey, with supporting qualitative data from the partner identification interviews, focus groups, and interviews with national organizations. Each source of data uncovered similar, yet distinct training and support needs for advocates (e.g., funding for more staff, training on outreach strategies). However, all sources embrace the desire to better incorporate Latin@ cultural values and experiences into their materials and service provision.

Areas for Capacity-Building

The national survey asked respondents to prioritize the three most important areas of capacity-building or support from national groups that would improve their organization's programs and/or service delivery to Latin@ and/or Spanish-speaking communities. The three most important areas recommended for capacity-building and support include (in order of importance):

1. Funding to hire more Spanish-speaking staff,
2. Strategies for outreach/relationship-building with Latin@ and/or Spanish-speaking communities, and
3. Information around immigration issues and serving undocumented clients.

"The main need for organizations is on the area of capacity-building, training, in order to strengthen their organization... we need to find a model to make organizations more sustainable."

- National organization interviewee

National survey subsamples that include mainstream sexual assault centers (SAC) and organizations referred through the partner identification process as doing work with Latin@ and/or Spanish-speaking communities (LEOs) showed slight differences in their prioritizations (see Table 1). For example, LEOs prioritized funding for hiring staff first, followed by information around immigration issues, strategies for outreach, and increased support for multilingual advocates (which was not prioritized as highly by the SAC participants). SAC participants similarly prioritized funding for staff and strategies for outreach, however they additionally selected training to work with diverse cultures as an important area for capacity building.

Table 1. Important areas for capacity building and support

	Total	LEO	SAC
Training to work with diverse cultures	26.8%	21.4%	32.1%
Information around immigration issues and serving undocumented clients	39.3%	46.4%	32.1%
Strategies for outreach and relationship building with community	44.6%	42.9%	46.4%
Increased support for multilingual advocates	32.1%	42.9%	21.4%
Funding for hiring Spanish-speaking staff	62.5%	60.7%	64.3%

Note. Three highest percentages for each source are in **bold** font.

Funding to hire more Spanish-speaking staff. The significant need for funding is reflected not only in national survey respondents (62.5% naming it their most important need in capacity building), but also in the partner identification interviews. Every region stated increased bilingual/bicultural staff as one of their top five needs, with dedicated funding for staff included in the top ten needs overall. Accessing funding is discussed as a barrier across all regions and territories. Advocates have made recommendations on strategies to recruit staff to fit the needs of the community, which often times means hiring from the community or training survivors that already understand the experiences of victims.

“We need to identify other funding resources to hire staff, but we need to educate the funders in order for them to understand that the staff that we should be hiring might not meet their requirements, but can meet the needs of the community. We need to look beyond our class system...”

– MAPA member

Strategies for outreach/relationship-building with Latin@ and/or Spanish-speaking communities. Outreach is a significant resource need for organizations working with Latin@ and/or Spanish-speaking communities across all data sources. Almost half of the national survey respondents (44.6%) selected strategies for outreach as an important area for capacity building. Outreach in the community is also noted in the top five major themes in the partner identification process, as well as during interviews with MAPA members. Respondents are talking about the need for ways and access points to reach out to the community, training on how to start that conversation, a model to establish trust with community members, and materials to help them do so.

A note about outreach

While many organizations are wondering how to do effective community outreach, several participants discuss their experiences conducting outreach and provide examples of strategies to raise awareness in the community. These sources provide models for those looking for ways to improve outreach strategies.

Providing more grassroots outreach within communities, incorporating faith leaders, rancho markets, going to folks who are a part of their everyday routine. Going back into schools and holding forums, partnering with ESL classes (i.e. if you want to reach parents participating in class, understand that they need a place for their kids as well during the class). It's important to partner up with someone in the community who understands who the community is, who can identify with the culture. It can be difficult to connect - you have to have the right person to deliver the message, and be creative in who you're partnering up with, bringing people to the table.

– Paraphrased from a state coalition participant

“So helping, not only provide the contact, but how do you deliver that, and what does that look like then? Because the way it looks for (name) is gonna be completely different for me. (name) might put on a play. And the community acts it out.”

– English focus group participant

Information around immigration issues and serving undocumented clients. An important part of creating culturally relevant resources, materials, or programs is providing information on specific issues that resonate with Latin@ and/or Spanish-speaking communities. One current issue is immigration and serving undocumented clients. Thirty-nine% of the national survey selected information around immigration issues as one of the most important areas for capacity-building and support.

This point came up frequently throughout partner identification interviews when discussing the significance of addressing immigration issues; many advocates may be addressing sexual violence prevention and/or intervention, but become an advocate and resource in court, housing, financial, and legal issues as well. Advocates need knowledge on how to address immigration or documentation either in prevention messages, or in helping victims of sexual violence through intervention efforts. In doing so, they must retain values of Latin@ and/or Spanish-speaking communities and the mentality of empowering victims to move forward, rather than thinking they will save them.

Training & technical assistance needs

Advocates, sexual violence counselors, managers, and directors of Latin@-engaged organizations (LEOs) requested training on the methods for provision of culturally relevant services for Latin@ and/or Spanish-speaking communities. While requests came from different places and by organizations with varying levels of current capacity, they share the end goal of

spreading awareness and reaching out to Latin@ and/or Spanish-speaking communities around sexual violence. Variations in types of training needs are outlined below (Figure 17).

Figure 17. List of training needs

Training for:	Prevention workers with the knowledge of sexual violence that need to adapt that to Latin@ and/or Spanish-speaking communities.
	Bicultural advocates with an understanding of the language and culture, but without the background in sexual violence.
	Community members who come from the community and know the community could become promotoras within the community.
	Police, sheriff's department, and hospital health providers on cultural competence.
	Local organizations who work with Latin@s and/or Spanish speakers on issues not related to sexual violence to be able to infuse themes of sexual violence prevention.
Training should be/include:	Broader than <i>individual</i> training on cultural competence.
	Engaging staff on what cultural competence means and the conversation itself.
	Providing Latin@ and/or Spanish-speaking communities with the tools to use in the future, respecting that they have the power inside themselves. In Spanish, from a culturally relevant perspective.

Training on
how to:

Provide culturally-specific services. Understand the most adequate way to serve the community.

Navigate the legal and health system.

Effectively educate on what the terms assault and sexual violence mean, and the implications.

Be respectful, familiarized with the culture with which you are interacting.

Approach advocacy as *empowering* Latin@ and/or Spanish-speaking communities and nurturing future skills—rather than *rescuing* them.

Conduct an organizational needs assessment; look internally and ask, “Does our organization have the capacity to work with Latin@ and/or Spanish-speaking communities?”

Conduct a needs assessment within the community; how to go to the community, how to ask them “what do you need so that we can prevent sexual violence?”

Understand what it means to be Latin@ and/or a Spanish speaker, and what it means to be an immigrant.

Gain an understanding that there are different processes and rhythms within Latin@ and/or Spanish-speaking communities.

Training from: Outside providers.

Organizational allies.

Provision of technical assistance

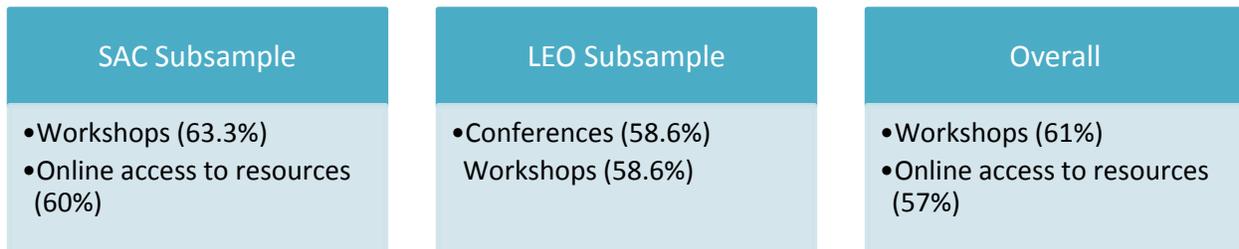
The national survey tried to gain information on how organizations want to receive capacity building and support. Figure 18 depicts how the survey subsamples similarly prioritized the provision of technical assistance (TA). Workshops and online access are the two most favorable methods for receiving capacity building information around culturally and linguistically relevant prevention programs. Additional technical assistance method preference in the overall data of survey respondents also include

“Training, and TA after the trainings are key to support cultural competence in the organizations.”

– National organization interviewee

webinars (50%), conferences (49%), and opportunities for advocates to talk with each other and share resources (39%).

Figure 18. Provision of technical assistance



National survey data also gathered information through open-ended responses on how information can be better disseminated throughout the network of agencies providing services to Latin@ and/or Spanish-speaking communities. Respondents discussed ways organizations could share resources, largely through electronic sharing between agencies, but also by having a central location for these resources specific to their fields of work. These responses and methods of sharing information are present not only in national survey data but across all data sources. Key ways to share information and resources include:

- **Electronic sharing of information:** Listserv, website, email groups with contacts from multiple agencies, emails about available materials.
- **Contact with fellow advocates:** Networking meetings, conferences, intra-agency meetings, trainings, workshops.
- **Central location for resources:** Clearinghouse for resources specific to Latin@ and/or Spanish-speaking clients, nationwide listserv of all bilingual/bicultural advocates to share information, having a central location for all resources, a possible website for non-profit organizations to “access and print materials at no cost when needed to fit individual or advocate needs.”

“No solamente 3 ó 4 personas, pero como 25 personas que tú puedes ir, puedes hablar sobre temas, que te van a entender, que te pueden ayudar. Si necesitas, que tú estás trabajando en un folleto, ‘¡Oh! Mira, yo tengo este folleto.’” [Not only 3 or 4 people, but more like 25 people that you can go to, can talk about things, and they will understand and help you.. if you need. If you are working on a brochure they can say ‘hey, look! I have this brochure...’]

– Spanish focus group participant

How does the capacity of organizations align with Latin@ and/or Spanish-speaking clients or untapped clients in their service area?

Overview: A key question in assessing services for Latin@ and/or Spanish-speaking communities is whether local organizations have the capacity to provide culturally appropriate and relevant services. The national survey asked several questions about the capacity and practices of organizations; although answers are self-reported, they provide some context around staff perspectives regarding their organizations. Data from MAPA interviews, focus groups, national organization interviews, and the national survey are used to highlight organizational capacity for conducting sexual violence prevention work with Latin@ and/or Spanish-speaking communities.

National survey respondents report high levels of support from their organizations and partners. However, MAPA members, national organization interviewees, and Spanish focus group participants seem to be in agreement that overall, there is not a strong commitment from organizations to ensure staff and service providers are appropriately trained to provide culturally competent services.

Organizational support of culturally relevant work

The focus groups at the National Sexual Assault Conference, MAPA members, and national organization interviewees consistently discussed the lack of commitment at the organizational level to cultural competence to better support Latin@ and/or Spanish-speaking communities and individuals in sexual violence prevention and intervention.

“A lot of work is needed in this area. As a coalition [we] have been working with continued education, but have not had the desired success / outcome. Cultural competence training is not seen as a continued need that needs to be reinforced and refreshed.”

- MAPA member

Participants discussed several underlying factors contributing to the lack of support for working with Latin@ and/or Spanish-speaking communities. Firstly, there is a lack of institutional support: Directors do not understand the time it takes to work with Latin@ and/or Spanish-speaking clients and/or do not approve of the number of hours necessary, they do not understand the cultural context of “contamos historias,”^h and have an unfamiliarity of service vs. connection. Participants also noted that there are limited to no services for indigenous communities or LGBTQ communities.

^h *Contamos historias* means *we tell stories* in Spanish.

Secondly, participants said there needs to be commitment from the top: Directors should demonstrate that cultural competence is important, as they are the ones approving programming, logic models, etc. Participants discussed needing administrators to act as role models for staff in implementing culturally relevant work, and to feel supported and encouraged by their top management and advisory boards/boards of directors.

MAPA members also emphasized the lack of organizational commitment to cultural competence, saying that a lot of work is needed. While there are some organizations that prioritize this commitment, many do not. They mentioned that much of the commitment is surface-level and while it may be reflected in their mission, it does not extend throughout services. This can be interpreted in different ways:

- Organizations could be unaware of the importance of culturally relevant services,
- They could think they are doing enough and not understand what enough truly is, or
- Organizations could be overwhelmed in services and funding and lack the time or capacity to ensure their commitment.

The current lack of cultural competence within organizations presents a need for policy or structure to require proof of working towards cultural competence; committing to the ongoing journey of providing culturally relevant services. While this may begin the improvement of service provision to Latin@ and/or Spanish-speaking communities, it does not ensure that organizations will commit beyond compliance to policy, continuing a “check-box” attitude toward cultural competence.

Need for more service providers

Some respondents indicated that there was a real need for more Latin@ service providers, and discussed the importance of organizations moving beyond hiring bilingual (and perhaps not bicultural) employees. As one respondent said, “there’s a lot of tokenism, even by Latinas, and programs are developed by misinformed people....” Other participants focused on the importance of organizations understanding that hiring a Latin@ did not make them culturally competent. Others still discussed the need for staff members to be competent across populations: “Some people are culturally competent with one group, but not with others, we should maximize the universal values of cultural competence, and recognize that all communities are different. Some of the things that we associate with Latino culture are not present at all Latino communities.”

A few interviewees said that their clients were mistreated at other organizations, or that there was a complete lack of referral sites for their clients. As one person put it, “It is hard to provide referral services because the majority of the workers in the RPEs (Rape Prevention and

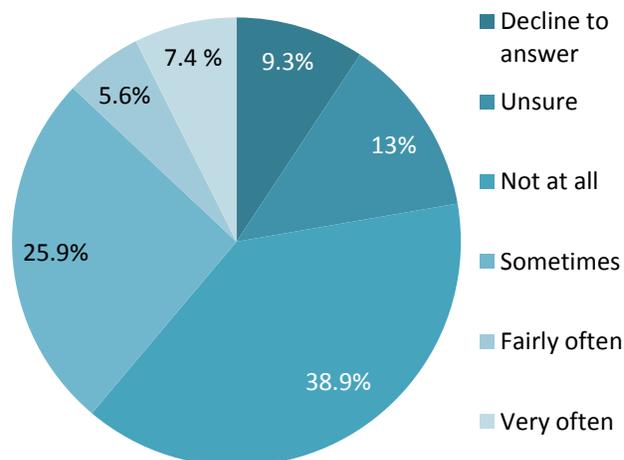
Education programs) are non-Latin@s that don't speak Spanish and cannot provide culturally relevant services.”

The overwhelming majority of national survey participants (87%) report that their organization supports culturally relevant and culturally informed work; 41.2% report that their organizations' mission statement incorporates linguistic competence and cultural relevance. However, national organization leaders and MAPA members were generally skeptical about the cultural competence, relevance, and readiness of most groups. In order to better understand the practices of organizations around culturally-informed work, several questions were asked about organizational practices.

Three-quarters (75.9%) of organizations provide formal training on diversity, specifically around working with different cultural groups. However, only 37.7% of organizations provide motivation/incentives to employees to improve their linguistic competence or their ability to reach out to culturally diverse communities.

One common theme throughout the assessment is the difficulty that some organizations have in accessing and/or serving Latin@ and/or Spanish-speaking communities. Interviewees talked about lacking capabilities for accessing the community, in part because of the intimate nature of Latin@ culture and the tendency to keep issues of sexual violence within the family, within the home. An interviewee from the Northeast said that they need strategies for “helping people to seek services rather than keeping information ‘in-house.’” Accessibility could also be due to the organization's ability to get information to the community, in terms of access points for outreach. As a representative from a western state coalition said, we need to “be able to get into the Latin@ community, for them to know the services that we provide [...] outreach – access to get translated materials out to the population.”

Figure 19. Organizations using resources that are culturally and linguistically relevant (from national survey)



Demographics of service area

The vast majority of national survey participants (91.4%) reported that their agency has identified the demographic composition of their service area. However, almost a fifth (19.3%) reported that they either were unsure or did not think that the clients their organization served matched the population they were trying to serve. One respondent commented, “We do not have the staff available to assist the number of Spanish-speaking participants.” According to national survey participants, over half

(57.4%) of organizations create (in-house) resources or materials for sexual violence prevention specifically for Latin@ /or Spanish-speaking communities; however, 38.9% never use resources that are culturally and linguistically relevant (see Figure 19).

Almost half (46.6%) of the individual interviews with LEOs revealed the need for organizations who work with Latin@ and/or Spanish-speaking communities to provide tangible support to communities whether through transportation, food, child care, or intangible support by connecting them to necessary services such as legal aid, housing, employment, financial support, documentation, etc.

“Meet where the victims need to meet. Often times Spanish-speaking clients have limited mobility whether from not being able to drive, being a stay-at-home-mom,”

– Partner identification interviewee

National survey respondents indicated that 37% of organizations “sometimes” employ appropriate supports that facilitate consumers’ use of services (e.g., location, affordability, transportation, child care), while one-quarter reported that these supports are never used. Additionally, less than half (44%) of participants report that their organization “sometimes” maintains a physical environment that is representative of diverse communities (e.g., including relevant images and reading materials), while 16.7% said the physical environment does not include this décor.

Percentage of organizations without culturally and linguistically diverse staff by position (from national survey):

- Board members – 14.8%
- Center directors- 39.2%
- Senior management - 44.2%
- Staff - 13%
- Consultants (including interpreters) - 25.9%
- Volunteers - 13.2%

Composition of staff

Another way to assess an organization’s efforts toward culturally competent services is by assessing the make-up of its staff. Participants consistently discussed the difficulty in hiring and/or retaining multilingual and/or multicultural staff members. The box at left shows the percentage of national survey participants that reported no culturally and linguistically diverse staff in key positions and highlights a lack of diversity. Furthermore, even if

an organization is able to hire a multilingual individual, there exist issues of him/her being culturally competent. Spanish focus group participants discussed in detail aspects of providing culturally-specific services to Latin@ and/or Spanish-speaking communities, saying it is more than speaking the language: Culturally specific services must include respect for the culture and an understanding of cultural values. A partner identification interviewee noted the difference in schools of thought when it comes to hiring Spanish-speaking individuals: Is it better to have the service exist, to have an individual speaking Spanish and trying to get the word out, while knowing there may be disconnect with the community versus no service at all?

As outlined above, participants throughout the needs assessment discussed the importance of seeing cultural competence demonstrated at all levels of the organization and within the system, specifically from the top. This need is reflected in survey data: More than 40% reported that senior management did not include culturally and linguistically diverse staff.

“Entonces, ellos siempre nos quieren rescatar. Tengo muchas voluntarias de que aprenden el idioma, estudian, todo lo hacen porque quieren ayudar, pero rescatar. Esa es la palabra, quieren rescatar a la persona en vez de darles los poderes. Empoderar a la persona para que siga adelante.” [And then, they always want to rescue us. I have a lot of volunteers that learn the language, go to school, all of it they do because they want to help, but rescue... That is the word, they want to rescue the person, instead of giving them power. Empower the person so that he/she moves forward.]

– Spanish focus group participant

Nearly half (46.3%) of the organizations have a specific person, group, or advisory council designated to promote and coordinate culturally and linguistically appropriate and relevant services. While MAPA members consistently discussed the need to stay connected to the community and derive direction from the community, very few organizations discussed involving community participants in program planning. Almost a fifth (18.9%) reported that their organization never involves community members in program planning, while 45.3% report “sometimes” involving community members. Additionally, cultural brokers or liaisons are used only “sometimes” to help organizations better understand beliefs and practices of culturally diverse groups. The most common way that organizations monitor the provision of culturally and linguistically relevant services is through consumer satisfaction data, followed by case reviews or audits and reviewing of grievances or complaints.

Participants mentioned several barriers to their organizations’ ability to provide culturally specific prevention programs, including; inadequate funding for general rape crisis prevention services as well as for Spanish-speaking advocates; lack of staff diversity (e.g., in leadership roles), and limited bilingual staff, and; larger political issues (e.g., resentment towards undocumented immigrants and community backlash) and white privilege. Participants had several recommendations for improving the cultural and linguistic competence, relevance and appropriateness of their organization including:

- Increasing outreach to Latin@ and/or Spanish-speaking communities about relevant services
- Hiring more bilingual staff/ diversifying staff
- More professional training
- Increasing awareness of funders about the needs of Latin@s and/or Spanish speakers

In addition to the barriers, participants also mentioned some things that their organization did well (see box titled “Examples: Current organizational strengths”).

Examples: Current organizational strengths

“The fact that we are helpful and advocate for all our clients regardless of immigration status results in many victims seeking our services in our rural area.”

“I collaborate, power share and live/work in the neighbor[hood].”

“We have the ability to offer meetings and programs in Spanish and our staff reflect the diversity of the community we serve.”

“We provide ongoing trainings and integrate cultural humility practices and addressing anti-oppression work with every single topic.”

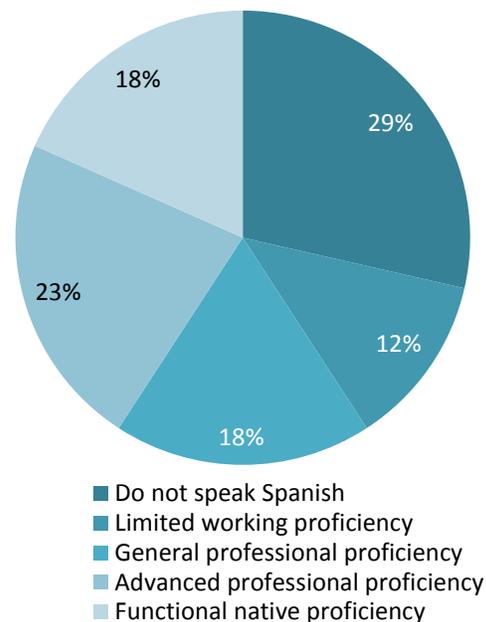
“Multicultural and multilingual staff (even though we are few).”

Data from the national organization interviews suggests that it is important to provide staff training and organizational capacity-building in order for organizations to more effectively serve Latin@ and/or Spanish-speaking clients/communities. There is a need to provide funds for training of Latin@s, and to compensate them according to their skills used on the job (i.e., multilingual skills), as well as to compensate them for their extra workload as the multilingual advocate. Organizations also need capacity-building to be more sustainable and to be able to more effectively compete for funding.

Individual readiness for culturally relevant workⁱ

A major theme discussed throughout qualitative data in the needs assessment is the lack of multiculturalism, Spanish linguistic

Figure 20. Spanish language proficiency among national survey respondents whose organizations serve Latin@s and/or Spanish speakers



ⁱ While the organizational sample for the national survey was drawn randomly from the partner identification process and the NSVRC *Directory of Sexual Assault Centers in the United States* (2008), Latin@s and/or Spanish speakers may be over-represented in the data due to either self-selection to complete the survey or their engagement with Latin@ and/or Spanish-speaking communities.

proficiency, and general under-preparedness of providers to conduct sexual violence prevention with Latin@ and/or Spanish-speaking communities. Therefore, several questions were asked in the national survey about individual readiness and capacity.

Just under half of the national survey participants (48.2%) self-identified as Latin@ and/or Hispanic; 67.9% of the LEO sample identified as Latin@ and/or Hispanic, while 28.6% of the SAC sample identified as Latin@ and/or Hispanic. Figure 28 presents the Spanish language proficiency of national survey participants who reported that their organization served a predominant number of Latin@s or Hispanics. Less than one-third (29%) of respondents overall reported that they do not speak any Spanish.



Participants were asked whether they feel as though they have adequate training to prepare them to conduct sexual violence prevention in Latin@ and/or Spanish-speaking communities. Of the total survey sample, less than half of the respondents (39.3%) reported readiness for this work (see the box, left). Among respondents who indicated that “Latin@s or Hispanics” is a predominant ethnic group within their service population, preparedness is 47.5%. Further analysis among organizations who specify sexual

violence prevention in their mission (excluding those who focus on immigration issues or are general health clinics) shows that 57.6% of advocates felt they had adequate training to conduct sexual violence prevention in Latin@ and/or Spanish-speaking communities. The majority of all survey respondents (81.5%) had participated in professional development on diversity, cultural competency, or cultural relevancy.

State coalition commitment to culturally relevant work

One recurring theme throughout the needs assessment is the lack of support that advocates feel for their work with Latin@ and/or Spanish-speaking communities. While some LEOs mention seeking out their state coalition as a resource for materials and training, MAPA members and participants in focus groups report feeling a lack of support from their own organizational leaders.

During the national survey, participants were asked how supported they felt to engage in culturally relevant and competent work by various groups (e.g., state coalition, other advocates). Almost 60% of participants felt that they were supported “very often” by their

“But I don’t think that there’s that formal type of structure that’s needed to really support Latina advocates in this work, both in sexual violence and domestic violence.”
– English focus group participant

organizations, while less than 30% felt they were supported “very often” by their state coalition. Additionally, the majority of advocates reported feeling supported by national organizations “sometimes.”

The data was further inspected to try to determine if state coalitions in certain regions were more supportive of this work. Advocates from the territories and the Midwest were most likely to say they were “well” or “very well” supported by their coalitions, while advocates from the South were least likely to feel supported.

Organizations were asked how their state coalition could better support their work, and responded in a number of areas, including:

- Supporting/providing funding, grants, and policy
- Bringing agencies together - furthering collaboration between groups
- Training and technical assistance
- Recruiting bilingual staff
- Supporting individual agencies and developing leadership within them
- Materials and resources in Spanish

National survey respondents varied in their qualitative responses to coalition support as well. For example, one respondent said, “I do not believe that the current coalition is equipped with tools and supports to infuse cultural relevant practices in a non-oppressive way” while another felt satisfied with current efforts. “Our coalition does a great in job in trying to provide relevant information and advocacy for the Spanish community. The coalition is join[ed] with the domestic violence coalition therefore the times funding, time, and personnel might be shortened, however they are trying to provide the best outreach to the community within their means.”

Several survey respondents list supports needed from their coalition beyond those listed previously (see box of examples, below).

Examples of requested support from coalitions

“I would like them to realize that undocumented Latinas are among the most vulnerable of the underserved populations in [the state].”

“Most coalitions ‘add on’ SA services and even more ‘add on’ working with communities of color. We need more support to increase the leadership of women of color in coalitions.”

“Supporting individual agencies, rather than funnel all Latin@ clients to one agency.”

“Que realizaran su trabajo de conocer cuáles son las necesidades de sus integrantes sobre este tema. Que realicen visitas a las organizaciones integrantes.” [That conduct their work knowing what the needs are of their members on this issue. Conducting visits to member organizations.]

“Offer training and materials for organizations that provide prevention and advocacy but are not the certified sexual assault center for the area.”

“Entrenar a las personas que hablan español que ya están trabajando en la agencia para ser intérpretes.” [Train Spanish-speaking staff that already are working in the agency as interpreters.]

How ready are organizations to engage in training and technical assistance around cultural competency and cross-cultural work?

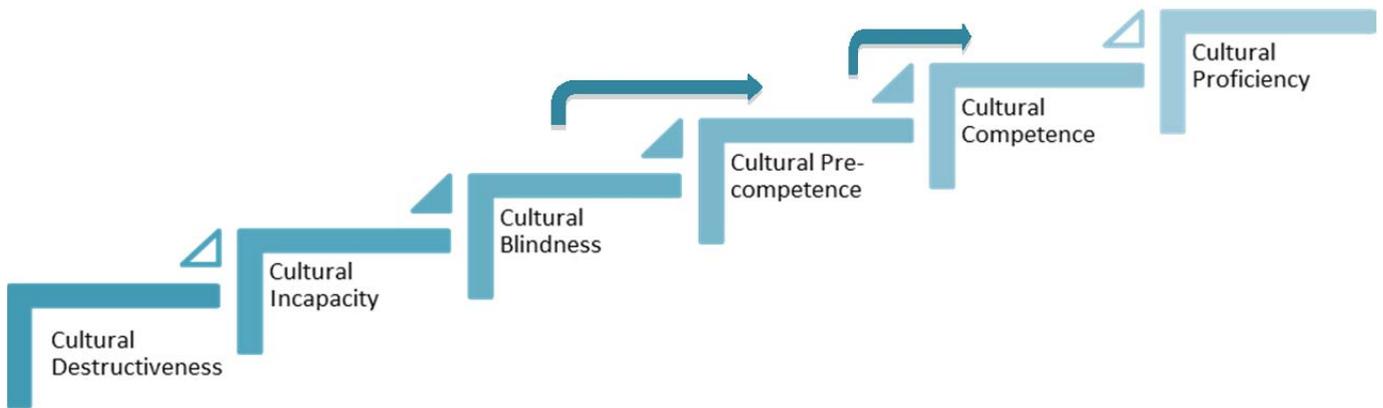
Overview: Organizations and individuals vary on their readiness for working with Latin@ and/or Spanish-speaking communities and their ability to participate and learn from trainings, technical assistance, and capacity building strategies. NSVRC can work with partners to help build capacity across the spectrum of organizational readiness, to support organizations at various stages. Data from the interviews with MAPA members and answers from the national survey inform these results. Organizations are generally working through barriers of language access and the limited system of services for Latin@ and/or Spanish-speaking communities. While individuals within organizations may be ready for change, the organizations themselves need more assistance. Following an established framework on organizational readiness will aid in the recommendations for engaging them in the process.

At the national level, there has been a push from those advocating for/on behalf of Latin@s and/or Spanish speakers, by funders, and by newer policies to increase cultural competence. However, some of these policies fall short, and organizations do not always know how to become culturally competent or they have not yet moved into action (e.g., not providing culturally relevant services). While there is much individual readiness and enthusiasm for change, there is less organizational capacity for change. Therefore, significant work at the organizational level needs to be accomplished to inspire internal motivation behind the process and create sustainability.

While MAPA members and partner identification interviewees discussed the lack of cultural competency among organizations to support Latin@ and/or Spanish-speaking communities and individuals in sexual violence prevention and intervention, 87% of national survey participants report that their organization supports culturally-relevant and culturally-informed work. The disconnect between intention and action may result from a lack of awareness or knowledge by individuals and organizations.

Figure 21 presents the cultural competence continuum, which depicts different stages that organizations may go through in their goal of implementing culturally relevant work. Based on all sources within the needs assessment, most organizations in the sexual violence prevention field appear to be at either the cultural blindness phase (unaware of the lack of fit between their service offerings and community needs), or the pre-competence phase (organizations with one or more bilingual/bicultural staff members), or the cultural competence phase (organizations with dedicated staffing and programming for Latin@ and/or Spanish-speaking communities). It is important to note that this path is not linear, and many organizations will revert back to prior stage (e.g., when the one Spanish-speaking staff leaves the organization) or can jump ahead (e.g., through the vision of a new executive director).

Figure 21. Organizational cultural competence (Cross et al., 1989)



Effective implementation of knowledge gained from training and technical assistance is most likely implemented by individuals and organizations that are open to and ready for the concepts; however, strategies can be used to move any organization along the path towards competence. Strategies for engaging groups and teaching concepts will differ based on the readiness of the organization. Models of readiness for behavior change can be applied to engaging entities in organizational change.

How does the political climate (e.g., readiness/willingness and funding priorities/mechanisms) affect the ability to serve Latin@ and/or Spanish-speaking communities?

Overview: Although the anti-sexual violence movement is moving toward embracing principles of cultural competence and beginning to implement culturally relevant services and programs, political realities, funding priorities, and the wider culture have impeded forward movement. Data from the national organization and MAPA member interviews revealed several barriers (e.g., funding) and a few supports (e.g., increased awareness) based on the current political climate that affect the ability of organizations to conduct and engage in culturally relevant work.

Several main themes exist around the political climate of language access for sexual violence prevention in Latin@ and/or Spanish-speaking communities. These include funding, organizational readiness, discrimination, immigration policy, increased awareness and prioritization, and general policy effort. More information regarding each theme is presented below.

Funding. Two main issues came out of the qualitative analysis regarding funding – underfunding and divisive funding. The English and Spanish focus group discussions, 38% of coalitions, 85% of MAPA members, and 66% of LEOs brought up the issue of funding for the system of sexual violence prevention services for Latin@ and/or Spanish-speaking communities as a barrier.

“We need to be able to impact / change the funding sources ideas of what it means to be culturally competent, change the approach of “checking” a box of compliance with cultural competence.”

-MAPA member

Leaders consistently noted that sexual violence work is underfunded. Specifically, programs are currently providing services beyond their mandate based on the primary needs of the community (and are therefore engaged in culturally relevant work). While the sexual violence field is well organized, it has been traditionally under-funded. Organizations must do much more to fill the void of services than what they are designed or funded to do (and the work they are designed to do is also frequently underfunded). One respondent pointed out that when funding is tight and service provision is cut, women are historically targeted in service cuts.

Furthermore, in order to become involved in the journey of committing to cultural competence, organizations need support from funders. Participants across every data source discussed the need for funding, in every area possible. Specifically, one national organization interviewee discussed funding to support their commitment to providing culturally relevant programs and materials. They said they make sure to remind funders that they spend a lot of money to ensure

materials are culturally competent and accessible, but the return on investment is slower. This interviewee said that their outcomes may look different but are as important.

In addition to being underfunded for the work, the separation of funding and limited funding streams for sexual and domestic violence work have sometimes created competition for resources across these groups. One national organization interviewee said “Latina workers are starting to work on the issue of violence, intra-family violence, not only sexual violence or domestic violence. We need to continue collaborating and not see each sector as competition.”

Priority on serving Latin@s and/or Spanish speakers. The political climate has created many barriers for organizations in conducting sexual violence prevention among Spanish-speakers; chief among them is the low priority on serving Latin@s and/or Spanish speakers. Contrary to the NSVRC’s statement *Centrality of multilingual access to sexual violence prevention and intervention*, the nation has not embraced this social justice stance. This might stem from racism or discrimination towards those who are undocumented, and within organizations, the demand of resources it requires to appropriately serve them (e.g., employment of interpreters, hiring of Latin@ staff members). This lack of commitment and priority at the national level has resulted in a dearth of multilingual/multicultural service providers. Therefore, organizations have a smaller pool of trained and skilled workers, low capacity to seek out workers, and low awareness of their critical role.

Immigration. Immigration policy has created difficulties in reaching and serving some clients and communities (e.g., undocumented clients). According to some participants, many organizations do not know how to interpret the law and therefore do not know if or how they can provide services to undocumented clients. Additionally, the reality of immigration has lowered the importance placed on sexual violence prevention/intervention in some communities in comparison to other pressing needs. For example, the issue of what one respondent described as “virtual slavery” among farmworkers principally affects the lives of many immigrants, and requires attention before other issues can be undertaken.

“The issue of immigration is key when providing services.”
- National organization interviewee

Fracturing between Latin@ leaders. There was some indication that Latin@ groups have not been able to fully collaborate based in part on tokenism (of and by each other), lack of inclusion and leaving out specific Latin@ groups based on racism (e.g., African Latin@s), and competition either due to funding or territorialism. As one national organization interviewee noted, “We need to learn from each other and to feel like we all belong, and that we are all part of the same movement.”

Policy efforts. Some policies have been included at the national level that can benefit Latin@s and/or Spanish speakers, and provide greater access (e.g., health care reform); there is a

greater recognition that this is important and necessary, and groups are pushing this agenda. However, these policies fall short.

Throughout focus groups, national organization interviews, and MAPA interviews, significant emphasis is placed on policy to support organizations in ensuring culturally relevant services. Participants discussed the need for policies to strengthen and solidify the commitment to ensuring culturally competent work. This reiterates the importance of commitment coming from the top, from the policy makers reflecting the needs of the community. Responsibilities for service for Latin@ and/or Spanish-speaking communities often falls on the Latin@ advocate/ Spanish-speaking staff, which tokenizes them for being the front person for ensuring cultural competence, the sole bilingual advocate driving services, or as one MAPA member said, for “*photo opportunities*.” Larger policy needs to be in place to support organizations in prioritizing culturally relevant services.

Increased awareness/commitment. Specific funds and support for cultural competence have been allocated on a national level, with some funders beginning to require this work by organizations. At that national level, there has been a push from those advocating for Latin@s and/or Spanish speakers, funders, and newer policies to increase cultural competence. However, organizations often do not know the process for engaging in culturally appropriate work. Participants commented that directors sometimes speak on behalf of the whole community while leaving out the needs of specific populations. Often organizations will not involve communities in decision-making, and will make assumptions about what needs exist—resulting in a poor fit between what is available and what is needed.

While there is some lack of knowledge, there is also hope: “that there are a number of organizations advocating for Latin@s and to ensure that services are culturally competent, we have a strong voice...; I see the commitment stronger now, and in part because funding obligates that services are culturally competent, and they need to write on the reports their compliance with cultural competence, their funding could be at play” (national organization interviewee).

What are the current relevant resources available at the NSVRC?

Overview: To provide critical data to inform the development of a culturally relevant and effective technical assistance model, data was collected and analyzed to shed light on the NSVRC's current capacity. Information was gathered through an interview with the head librarian at the NSVRC, document review, and analysis of call center logs of requests for Spanish-language materials. Since this needs assessment began in late 2010, the NSVRC has taken great strides to improve their language access capacity, through the creation of a new position titled "language access specialist," ongoing development of the language access workgroup, Spanish-language library acquisitions, partnership development, as well as a position statement on multilingual access in 2012.

Examples of key NSVRC resources

- Spanish-Language Resources
- NSVRC Library
- Diversity Workgroup
- Call Center Database
- Language access specialist

NSVRC Library. An interview with the NSVRC head librarian, as well as a review of the library materials, revealed several strengths of the library. Importantly, NSVRC has an established team that reviews materials for the library holdings. This team maintains an important goal of identifying culturally competent materials, allowing for NSVRC to keep in circulation

culturally competent materials from trusted sources such as the World Health Organization and the Centers for Disease Control and Prevention. The library staff has also hosted bilingual interns who have assisted in seeking out international materials written in Spanish. Therefore, there is a wide range of materials within the current holdings in Spanish or focusing on Spanish-speaking populations.

The publication *NSVRC resources on sexual violence in Spanish* was published in 2008 (in English and Spanish) to highlight the library holdings for working with Spanish-speaking populations. This is a valuable resource as it includes a wide variety of materials (e.g., posters, videos and pamphlets) and presents the organizations that produced the materials, and where they can be accessed. The NSVRC website, which allows access to the Pennsylvania Coalition Against Rape (PCAR) resources as well, contains a very comprehensive library with diverse resources. The library has a "special search" option with pre-selected searches, one of which is for Spanish-language resources. As of this publication, the special search provides a list of 750 materials and resources that are translated to or written in Spanish. In addition to materials in Spanish, 124 materials are found when search

"...I love the NSVRC library I think it's a great resource. So I think having more resources they could add to that. And then having curriculums that we could actually use that are not repeats of what's already out there, translated into Spanish. They created 20 years ago in English and now 5 years ago they translated them all into Spanish and at the end of it, not culturally competent."

– English focus group participant

parameters read “Latino” while 169 materials are found when search parameters read “Latina.” The authors of the resources that are in Spanish and/or geared toward Latin@s vary greatly, including but not limited to: international organizations (e.g., Isis International and Amnesty International), federal agencies (e.g., U.S. Department of Justice), national organizations (e.g., National Latino Alliance for the Elimination of Domestic Violence), coalitions, local organizations, and individuals.

Resources in Spanish and/or for Latin@s at NSVRC exist in a variety of modes, many of which are accessible immediately through links to websites or online material. If they are not available for immediate access, one can contact the librarian. Audio/visual materials or books are not available for circulation through the library; though the call number and publisher information is publicly available. The library exhibits well rounded resources for organizations working with Latin@ and/or Spanish-speaking communities. Additionally, the library webpage contains a list of links to other libraries.

While several strengths were identified, a few challenges were noted for the NSVRC library to meet the needs of Latin@ and/or Spanish-speaking audiences. The main challenge is the lack of bilingual staff at NSVRC. There is a limited amount of reputable, relevant sources to be used, and no one is able to monitor those journals or publications written in Spanish. Importantly, the NSVRC’s library webpage (and NSVRC homepage) is not written in Spanish, limiting those who prefer to read information and interact with the website in the Spanish language.

Spanish-language publications. The NSVRC has produced Spanish-language versions of documents that have already been produced in English. For the past several years, NSVRC has produced about two Spanish-language translations on top of documents translated for the Sexual Assault Awareness Month campaign.

Between 2005 and 2012, the NSVRC produced approximately 20 documents in Spanish; of those, 14 were either created for or promoted through the annual Sexual Assault Awareness Month campaign.

Online resources. The NSVRC maintains an online collection of resources in Spanish on its website, www.nsvrc.org.

Language line. NSVRC has contracted with Pacific Interpreters to help respond to calls in languages staff members do not speak (at the time of the publication of this report, calls in languages other than Spanish and English). Training was provided to all staff on how to use the phone-based service (in which staff members placed the caller on hold, dial Pacific Interpreters and patch in an interpreter). Beginning in October 2012, staff has a quarterly opportunity to practice using Pacific Interpreters.

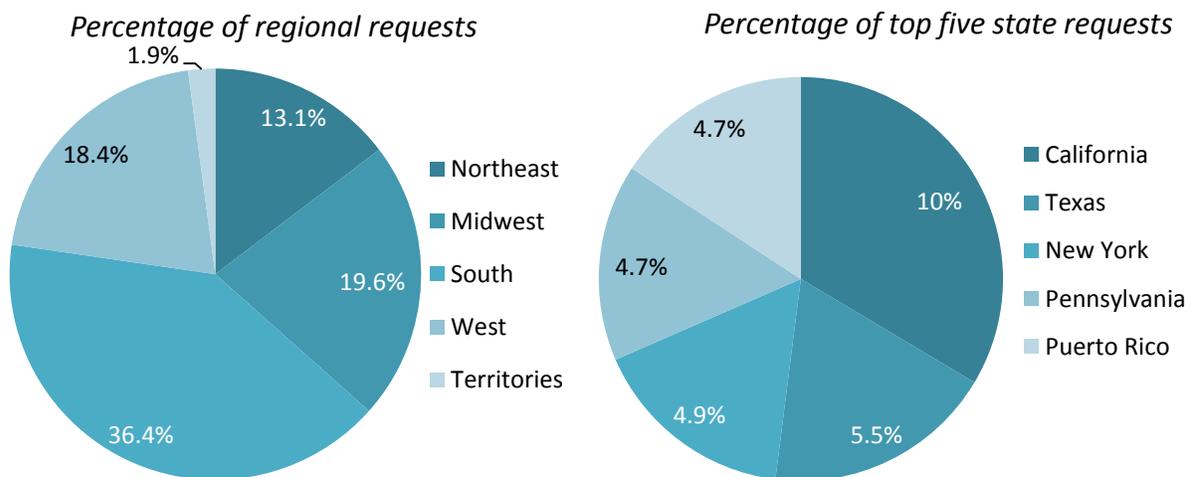
NSVRC Call Center. The NSVRC provides technical assistance on a wide variety of queries related to sexual violence prevention. Staff respond to queries from individuals who are either English-speakers seeking materials in other languages, or non-English speakers seeking materials in their preferred language.

An analysis of technical assistance (TA) request logs showed all 50 states, the District of Columbia, and one territory called the NSVRC with what were considered “special language requests.” Three calls were international (see data on calls in Figure 22).

Almost one-third of the “special language requests” calls came from advocates (32%), followed by administrators (6%), and educators (3%). Six calls were interpreted. Call Center topics for special languages were analyzed according to a list of topics of technical assistance provided in the NSVRC Technical Assistance Manual.

While many calls were general requests for Spanish materials on sexual assault, researchers attempted to place those requests in the categories provided. They include community and provider education (73.1%), referrals to services (8.7%), research (4.5%), diversity and multiculturalism (2.8%), translation services (2.8%), collaboration (1.9%), other (2.3%) and unidentifiable (3.9%). It is important to note the significant amount of standardized Sexual Assault Awareness Month (SAAM) orders requested, categorized as community and provider education. Due largely to this, community and provider education has the largest amount of requests, followed by referrals and research, respectively.

Figure 22. Special language technical assistance requests by region and state



Note. 5.3% of state data in the call center database could not be located.

Analysis of technical-assistance logs also placed requests into categories of the Type of Material Requested (note that SAAM orders were placed under the category of posters).

- Articles
- Brochures
- DVDs
- Public-service announcements
- Webinars
- CDs
- Posters
- Videos
- Fact sheets
- Pamphlets
- Training guides

Diversity Workgroup. In 2005, NSVRC and PCAR staff participated in a diversity assessment, which led to the creation of a five-year strategic plan that involved multiple diversity goals for the agency. Included in this plan was the development of the Diversity Workgroup, intended to incorporate culturally competent policy throughout both NSVRC and PCAR.

Language access specialist. While the NSVRC’s head librarian noted that former bilingual interns helped develop the selection of materials in Spanish, she mentioned that it was limiting to not have a full time bilingual staff member to monitor materials in Spanish, and contribute to the language access capability at NSVRC as well. The creation of a “language access specialist” position within NSVRC will help to guarantee the cultural and linguistic relevance in materials and TA provision, and is a tangible resource for the field of sexual violence prevention.

Position statement on multilingual access. In the spring of 2012, the NSVRC developed a public statement titled *Centrality of multilingual access to sexual violence prevention and intervention*. They discuss the centrality of multilingual access in the movement toward eradicating sexual violence and how it is a social justice issue critical to the movement.

“Multilingual access propels us forward and works to dismantle power imbalances that have long-existed across languages and cultures.”

- NSVRC public statement

Spanish-language Sexual Assault Awareness Month (SAAM) campaign. NSVRC provides translated versions of English-language SAAM handouts in Spanish for the April campaign. The NSVRC also produces Spanish-language products for partners (e.g., pens and pins), and a website with Spanish-language information.

Language Access Workgroup. This group is comprised of five to 10 internal staff from PCAR and NSVRC, and discusses finding and producing materials in languages other than English. The workgroup addresses issues related to cultural and linguistic relevance, as well as using plain language and reaching illiterate individuals.

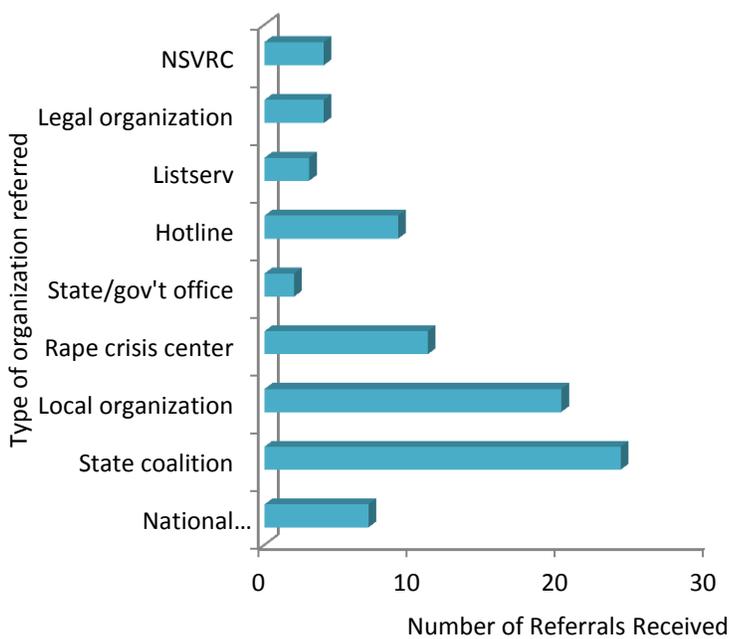
National Sexual Assault Conference. NSVRC provides two key supports related to language access during the National Sexual Assault Conference: Spanish-English oral interpretation

during workshops and conference plenaries and translation of written materials. The NSVRC's partnerships with interpreters who understand language access as a social justice issue have been critical to this process. Additionally, interpreters work to build relationships with conference participants and are grounded in the linguistic diversity of Spanish. The written materials that are translated typically include the program booklet.

Are current NSVRC referrals for Latin@ and/or Spanish-speaking support relevant to existing resources?

Overview: As part of the internal assessment of the NSVRC’s Spanish-language materials, researchers evaluated the referrals provided through the call center, using the database provided by the NSVRC. Of the referrals, the majority were to state coalitions, local organizations, and rape crisis centers, respectively. Nineteen percent of the call center referrals matched organizations referred through the partner identification interviews as engaged in work with Latin@ and/or Spanish-speaking communities.

Figure 23. Call center referrals



An analysis of technical assistance request logs within the “special language requests” database showed 64 referrals^j provided by NSVRC staff from 2000-2010. The majority of referrals were to state coalitions and local organizations (see Figure 23). Researchers cross-referenced the Call Center referrals to organizations included in the list of those engaged in Latin@ and/or Spanish-speaking communities (LEOs) with the intention of providing some context around the referral.

Of the referrals, 12 referred organizations (19%) were identified as doing sexual violence prevention work in Latin@ and/or Spanish-speaking communities (LEOs)

through the partner identification process. The others were largely referrals to coalitions or groups not nominated in the partner identification process. This could be due to a number of factors; for example, the NSVRC has trusted and capable referral sources that they rely upon that are not Latin@-specific organizations, or perhaps the NSVRC refers advocates to established sexual violence organizations that may further connect with Latin@ and/or Spanish-speaker-specific organizations. In any case, an established directory of partners engaged in

^j There were additional referrals beyond the 64, which did not include enough information for analysis (e.g., no information on the referral was provided or information was cut off drastically).

work with Latin@ and/or Spanish-speaking communities would be a beneficial resource, for both communities and the organizations working with them.

What further development of language and cultural competency would enable NSVRC to better align with the needs of supporting prevention and intervention in Latin@ and/or Spanish-speaking communities?

Overview: Following discussion around NSVRC’s current capacity and strengths to provide supports for conducting sexual violence prevention work with Latin@ and/or Spanish-speaking communities, it is important to consider further steps for capacity-building and development. Taking into consideration the significant needs discussed by local and state organizations, national organizations, and advisory group (MAPA) members, there are areas for development that the NSVRC can engage in, allowing them to become an asset in the anti-sexual violence movement and system of services for Latin@ and/or Spanish-speaking communities.

Improving language access for Latin@ and/or Spanish-speaking communities around sexual violence prevention and intervention is an enormous task, requiring commitment from those at each level of the system. Needs assessment results show that the sexual violence prevention system itself needs improvements for serving general populations; adding an emphasis on specific communities, such as Latin@ and/or Spanish-speaking populations, further complicates the undertaking. As a resource center, it is up to the NSVRC to ensure the cultural competency of its resources; whether by developing resources themselves, or by promoting or collecting those at high levels of quality and cultural relevance. The following considerations may assist in the further development of language and cultural competency—some of which may have been discussed through the report, or is already in process by the NSVRC.

- Ongoing development of culturally-specific programs and resources.
- Develop space on NSVRC’s website, within specific sections such as the Network of Experts or Organizations, or under Highlighted Projects, for resources specific to working with Latin@ and/or Spanish-speaking communities.
- Become resource and communication hub (potentially open-access) for information specific to Latin@ communities: develop listservs, online forums, etc. for organizations to better access information.
- Incorporate MAPA members’ perspectives and recommendations on how to improve the system and support the field in culturally-informed sexual violence prevention and intervention with Latin@ and/or Spanish-speaking communities.
- Sustain current initiatives regarding the support of Latin@ and/or Spanish-speaking communities; continue to advocate for increased funding for these and new initiatives.

“...they [NSVRC] need to adapt their system and to include the voice of the community.”

- MAPA member

What technical assistance model is most effective for the NSVRC?

Overview: A primary goal of the needs assessment is to provide information to equip NSVRC with critical data that will help to shape the NSVRC's ability to support prevention and intervention efforts within Latin@ and/or Spanish-speaking communities. A sustainable model of support for culturally relevant prevention and services is based on assessments of the strengths and needs of the NSVRC and the strengths and needs of its partners. Data from interviews with other national organizations and MAPA members was used to develop a proposed model for NSVRC to strengthen the needs of the sexual violence system for individuals, organizations and communities around culturally appropriate, relevant, and competent initiatives.

Needs assessment data shows that support from NSVRC is most needed in four specific types of technical assistance (shown in Figure 24 and discussed below). Prioritization of TA is suggested, based on the strengths and capacity of NSVRC, potential barriers to effectiveness, researcher expertise on training and TA systems, and uniqueness of the NSVRC mission and goals.

Call Center. The NSVRC has established a strong Call Center for receiving and triaging requests for materials and referrals. The Call Center serves, in part, as the base of the TA model as it is through these efforts that NSVRC staff document their work, and identifies the needs of their constituencies. The manual on how to process, research, and refer calls appears to be successful in seeking out resources requested. The NSVRC may not need to make radical changes to their current practice to continue providing referrals, and for meeting needs of those whose first language is not English. The directory of organizations will be a helpful tool in providing more diverse and potentially appropriate referrals.

MAPA initiative host.

The Multilingual Access Project Advisory committee (MAPA) was developed in 2009 to initially cover needs related to Latin@ and/or Spanish-speaking populations, with the goal of expanding to other languages as funding allowed. The group can be a key support system for culturally relevant sexual violence prevention and intervention services and can be an important

Figure 24. Proposed NSVRC model for supporting culturally relevant work



contribution to the movement. NSVRC is well situated to host MAPA due to its historical achievements, strong connections, and past collaborations which have cultivated strong relationships with organizations. NSVRC's role as a national technical assistance center and access to funds situates them for success. The past two years of MAPA development have strengthened relationships and roles for MAPA members and provided the initial foundation for the effort. The full-time "language access specialist" position provides a solid foundation to support this effort.

"With the funding, provide staff to organize process, serve as keeper of the initiative, create a national directory with the information of the organizations, provide a space to learn or share information between national organizations, it would be highly beneficial to have an online directory."

- National organization interviewee

However, advocates have been quick to point out their disappointment with prior efforts by national organizations that resulted in minimal movement and success. One MAPA member, for example, was reticent to endorse national movements as she felt that the funding often did not reach community members, and when priorities changed, these efforts were derailed or abandoned. She commented that, "some initiatives may start, but nothing will necessarily come of it. [...] The funds are received by some organizations, but the money does not always impact the community. [...] There are a lot of initiatives that start and nothing ever happens, trends changes, initiatives change... cultural competence is the same."

NSVRC may consider developing the infrastructure for MAPA so that the initiative can survive funding, staff, and priority shifts, and potentially become a self-sustaining entity, if this is the goal of MAPA. This entity can host policy initiatives that advocate for policy change. For example, they could reinforce requirements for ongoing commitment to culturally appropriate service; lobby for increased funding around services for Latin@s and/or Spanish speakers in general and sexual violence in particular; and create space for discussion, fellowship, and connections. Recommendations to increase MAPA capacity for success include:

- **Project coordinator/language access specialist.** Secure funding and continue to staff a coordinator of the initiative. This person should be fully bilingual and bicultural and dedicated to the project full-time.
- **Regular MAPA meetings.** Host six MAPA meetings a year in Spanish and English through web and telephone conferencing. One meeting per year should be held in person to allow face-to-face conversation and annual planning.
- **Formalize roles.** Provide annual stipends for core MAPA members, which include travel to meetings. Ensure that MAPA members understand their roles, and the expected contributions. Provide recognition for MAPA member organization where possible.
- **Create action plan.** Develop MAPA action plans with goals, objectives, concrete tasks and timelines.

“They [NSVRC] could serve as a clearinghouse of materials.”

- National organization interviewee

Clearinghouse for resources. The NSVRC has over a decade of experience providing and developing resources for advocates. One of the primary needs discussed was for materials in Spanish, and

materials that are culturally relevant for working with Latin@s and/or Spanish speakers. The NSVRC’s language access workgroup should continue to approve and/or develop materials as needed, and the NSVRC library should continue to seek out appropriate materials. Developing the infrastructure to hire more Spanish-speaking staff and interns would greatly improve NSVRC’s ability to develop and seek out these materials.

In addition to developing materials, the NSVRC should consider expanding their online functionality in regard to sharing resources and programs. Hosting a space for advocates to share resources and connect, such as an online forum, adding functionality to the NSVRC website and Facebook page on resources specific to working with Latin@ and/or Spanish-speaking communities, hosting a blog, and using other social media to alert advocates when new materials are available may be useful. Importantly, developing an open-access listserv for advocates of all backgrounds to post questions about working with Latin@ and/or Spanish-speaking communities would assist the NSVRC in reaching a wider audience. Similar resources — such as Mujeres del Movimiento and ALAS — are available for Latin@ practitioners, and non-Spanish speakers and non-Latin@s have requested a similar resource. NSVRC should consider partnering with resources like this one to expand their reach.

Training & technical assistance. A recent review of research underscored the importance of careful training on professional curricula; implementation cannot occur unless the practitioner is well-prepared to deliver the program (Fixen, Naoom, Blasé, Friedman, & Wallace, 2005). The money, time, and expertise needed to provide this level of support may be beyond the current capacity of NSVRC by itself; therefore, the NSVRC may consider leveraging their current resources to identify other organizations conducting high quality training and technical assistance (see partner identification section for potential collaborators) and collaborating with them to host trainings, or to provide explicit linkages to the other organizations. NSVRC may also prioritize developing best practice models for cultural adaptation and materials development for sexual violence prevention with Latin@ and/or Spanish-speaking communities (see prior sections for potential issues and training topics, such as community outreach).

“What comes to mind is the NSVRC’s ability to pull in significant funding to really implement some mini grant projects around the country, with different populations... and then identify what are the best practices and work on duplicating that.”

- MAPA member

Potential barriers to success of proposed technical assistance model

MAPA and national organization interviewees identified a few potential barriers for the effective rollout of this technical assistance model. Table 2 provides a description of each barrier, and potential solutions.

Table 2. Barriers to success of a NSVRC initiative for supporting culturally relevant work

<i>Barriers to success</i>	<i>Barrier description</i>	<i>Way forward</i>
Low priority	Violence against Latin@s and/or Spanish speakers is a low priority among some funders, mainstream communities, and organizations. Some victim’s organizations treat it as a checkbox, rather than as a mission. Some Latin@ and/or Spanish-speaking communities discount need to tackle issue due to presence of more imminent/pressing issues.	Advocate for increased funding (for all services related to violence against Latin@s and/or Spanish speakers. Continue to use a social justice framework. Meet communities where they are at by including more services (lobby for increased funding of those services).
Lack of collaboration among Latin@s	Competition for funds. Lack of inclusion. True collaboration.	Fully engage and include domestic violence and intimate partner violence advocates. Include unheard voices and groups. Create a sustained shared space and concrete action plans.
Failure of prior initiatives	Respondents indicated that national efforts have been designed before, resulting in little progress. This is partially due to changing priorities.	Develop long-term plan for sustaining the MAPA with buy-in from NSVRC, the Centers for Disease Control and Prevention, and MAPA members. Ensure sufficient staff capacity and dedicated resources to initiative.

Research Question 1. Who are the key groups/organizations engaging in and/or supporting sexual violence prevention and intervention in Latin@ and/or Spanish-speaking communities?

When it comes to strengthening the sexual violence prevention system, organizations of all types and sizes could be potential partners for the NSVRC and for each other. Due to the complexity of the work that needs to be done in order to reduce and prevent sexual violence in Latin@ and/or Spanish-speaking communities, every organization can play a role, from the national advocacy group to the community-based education program to the faith-based initiative. All data sources shared something in common: the need and desire to partner and collaborate with other existing organizations. Suggested roles are presented in Figure 25.

Figure 25. Recommended partnership roles



The existing resources for Latin@ and/or Spanish-speaking communities are lacking in quantity, appropriateness, relevance, and accessibility. Limited funding and resources further complicate the panorama for organizations working on sexual violence prevention. It should also be noted that cultural tendencies around professional help-seeking behavior in Latin@ and/or Spanish-speaking communities and the stigma around sexual violence translates into a need to incorporate education and sexual violence prevention information in other materials (e.g., school health curriculum and church bulletins).

As evidenced by the organizations identified throughout the data gathering process, partnerships are necessary in order to strengthen the sexual violence prevention system of services for Latin@ and/or Spanish-speaking communities. Having readily available connections for effective referrals, as well as shared culturally appropriate/relevant materials, will ensure that the sexual violence prevention message reaches a larger and more diverse audience.

National online survey respondents reported turning primarily to community-based organizations with questions for conducting relevant prevention services for Latin@ and/or Spanish-speaking communities, considerably more than their local rape crisis center or state coalition. This demonstrates the need for prioritization of funding to support existing work in local organizations, as well as to develop resources (e.g., trainings, provision of culturally specific technical assistance) within coalitions and rape crisis centers. Furthermore, the nature of seeking out local organizations substantiates a need for establishing a formal directory of organizations engaged in Latin@ and/or Spanish-speaking communities to assist in connecting organizations, whether to create dialogue on resources created/utilized, or to share training or technical assistance models for culturally relevant service provision.

Many individuals (i.e., MAPA interviews, partner identification interviews, and focus groups) discussed the availability of existing resources for Latin@ and/or Spanish-speaking communities coming from community-based organizations that may not have sexual violence specified in their mission/vision. While relationship-building with these groups is important, the issue of tokenization of Latin@ advocates should be noted and efforts need to be made to avoid tokenization of not only Latin@ and/or Spanish-speaking advocates as individuals, but as Latin@- and/or Spanish-speaker-specific organizations as well. Partnership with Latin@- and/or Spanish-speaker-focused organizations should not replace the hiring of multilingual/multicultural advocates or training of current staff.

“Una infraestructura es, este, poder tener una disponibilidad o una disposición de tener una conexión directa con todos los centros, con todas las latinas, tener directorios, información, en donde tú puedas ir y decir, en California hice esto, en Massachusetts, lo que sea. Tener un directorio de referencia de las latinas, de los centros, de los lugares, que esté circulando siempre información, donde tú puedas tener la disponibilidad por la computadora, o lo que sea...” [An infrastructure is having the availability of, being able to, or having the disposition of having a direct connection with all of the centers, with all Latinas, having directories, information, of the places where you can go and say, I did this in California, or in Massachusetts, or wherever. Having a reference directory of the Latinas, the centers, the places, constantly circulating information, where you can have the availability of the information in the computer, or however.]

– Spanish focus group participant

Recommendations for NSVRC

1. Share needs assessment report with all organizations identified as part of the partner identification process.
2. Design a collaboration model to ensure partnership feasibility for different types of organizations.
3. Maximize relationship with MAPA (e.g., for continued collaboration and as a liaison with larger community).

Recommendations for the sexual violence prevention system

1. Strengthen partnerships and collaborations (both within the sexual violence system and more broadly) in order to maximize the limited sexual violence prevention funding. Examples include sharing and disseminating resources, developing more culturally specific resources and creating shared space for advocates to support each other more.]
2. Continue collaborating with other non-sexual violence prevention organizations in order to maximize culturally competent services for Latin@ participants/clients.

Research Question 2. What are the resource needs of advocates, counselors, and other professionals in the field engaging in sexual violence prevention and intervention in Latin@ and/or Spanish-speaking communities?

All needs assessment participants reiterated the overwhelming need for resources beyond just printed material. Whether or not organizations have funding or fully bilingual staff, services for culturally-specific communities need to be relevant and reflective of the diversity, values, and needs of that community. Overarching resource/supports needs across all data sources include:

- Community outreach
- Collaboration & partnership
- Culturally-specific resources & programs
- Motivation/value in commitment to culturally competent services
- Multilingual/multicultural staff
- Materials needed in Spanish
- Increased support for advocates
- Participation from community

Specific areas for capacity-building include:

- Information around immigration issues and serving undocumented clients
- Funding to hire more Spanish-speaking staff
- Training to work with diverse cultures
- Strategies for outreach/relationship-building with Latin@ and/or Spanish-speaking communities
- Increased support for multicultural advocates within their organizations

Great strides need to be made not only in developing the aforementioned resources (especially in mediums other than printed word), but also collaborating with fellow national organizations to create a clearinghouse for resources. Participants discussed the significant need to disseminate resources in a better way to advocates working with Latin@ and/or Spanish-speaking communities (preferred methods include through workshops, conferences, webinars, and online access to resources). Advocates noted the need for training on outreach strategies, and favored disseminating information to the community through in-person discussion, TV ads, brochures, radio ads, and posters.

Recommendations for NSVRC

1. Become clearinghouse for culturally relevant resources.
2. Develop more resources in multiple mediums (TV and radio ads, brochures, etc.) which are culturally-specific to Latin@ and/or Spanish-speaking communities.
3. Develop training programs and models based on recommended areas for capacity-building.

Recommendations for the sexual violence prevention system

1. Enhance funding for sexual violence prevention within multi-service organizations embedded within Latin@ and/or Spanish-speaking communities.
2. Support collaboration between established organizations within Latin@ and/or Spanish-speaking communities and sexual violence prevention advocates.
3. Dedicate funding to develop resources/models specifically for Latin@ and/or Spanish-speaking communities.
4. Create space for Latin@ advocates to meet semi-regularly and to collaborate nationwide.

Research Question 3. What is the cultural competency and Spanish-language capacity of programs and organizations to serve Latin@ and/or Spanish-speaking communities?

Researchers evaluated the capacity of organizations, individual readiness, political climate, and state coalition commitment to try to understand organizational readiness for change. Analyses led to the development of strategies to engage them in the process of committing to the provision of culturally relevant services.

The overall sentiment among the individuals participating in the needs assessment is that the lack of organizational commitment and support regarding cultural competence. In terms of existing commitment, participants said it is often surface-level, a “check-box” approach that lacks internal motivation and value. National survey data shows that current efforts are indeed being made; the majority says they feel some level of support by their organizations. For example, the majority of respondent organizations provide training; however few provide tangible support (e.g., salary increases) to improve linguistic competence or the ability to reach out.

Organizations have a difficult time accessing Latin@ and/or Spanish-speaking populations; while the majority (91.4%) has identified demographics of their intended service population, not many (19.3%) thought that their clients-served matched their targeted service population. More than half of survey respondents report needing to provide extra services or assistance to clients (e.g., in finding appropriate housing and obtaining a U-visa); less than half of national online survey respondents reported that their organization provides supports to facilitate the use of services (e.g., transportation and childcare). Additionally, organizational staff does not seem to reflect the diversity of the community, especially in senior management.

“Yo considero que nosotras como advocates latinas reconocemos las necesidades de nuestras comunidades y sí queremos, sabemos que falta el adiestramiento, que falta el respeto a nuestra cultura, pero desafortunadamente, institucionalmente no hay respeto para nuestras comunidades. O sea, nosotras como advocates que les damos el servicio tratamos de hacer lo mejor que podemos, pero nuestra institución no nos provee lo que nosotras necesitamos para darles ese servicio.” [I consider that we, as Latina advocates, recognize the needs of our communities and if we want to, we know that there is more training needed, that there is more need for respect of our culture, but unfortunately, there is no institutional respect for our communities. That is, we as advocates that provide services try to do the best we can, but our institution does not provide us with what we need to offer the service.

– Spanish focus group participant

Figure 26. Strategies to engage organizations toward culturally appropriate work

Cultural Competence

- Support continued development of culturally competent material, internal policy, and services.

Cultural Pre-competence

- Conduct assessment of Latin@ and/or Spanish-speaking communities needs and begin development action plan.

Cultural Blindness

- Use data to increase awareness of benefits of promoting cultural competence in organization.

Cultural Incapacity

- Increase consciousness of importance of culturally relevance targeting upper-level staff.

National survey respondents report the need for more support from their state coalitions for enhancing organizational infrastructure (funding, training, hiring, policy, etc.). The majority of representatives of these organizations seem to be ready for change toward the provision of more culturally relevant and linguistically competent services. Based on participants' discussions, however, there are plenty of organizations that are not even aware of the efforts that need to be made, or they think they are making strong efforts when in reality they are not.

Applying models of readiness for change to the cultural competence continuum (described in detail on page 67) can help to develop leverage points for engaging organizations. While many organizations are in cultural pre-competence and cultural incapacity stages, there are still several actions that NSVRC or other advocates of culturally relevant prevention can take that may engage organizations into the journey.

As information gathered from interview, survey and focus group participants consistently demonstrates, policy is fundamental in establishing a structured system to support sexual violence prevention work with Latin@ and/or Spanish-speaking communities. Efforts are currently being made in improving these services; however success will require the commitment of those at each level of the system.

Recommendations for NSVRC

1. Establish ongoing training opportunities around cultural competence and/or language access for managers and directors of organizations to support commitment across levels.
2. Continue to announce grant and funding opportunities for organizations that work with Spanish-speaking and/or Latin@ communities through NSVRC website.
3. Develop or partner organizations to provide ongoing training to advocates on skills for working with Spanish-speaking communities.
4. Work with state coalitions to maintain necessary resources related to Spanish-speaking and/or Latin@ communities to provide to local organizations.

Recommendations for the sexual violence prevention system

1. Establish funds for training of Latin@s and/or Spanish speakers and to compensate them according to their skills.
2. Create training programs (e.g., apprenticeships, internships, university programs) for training of multi-cultural advocates.
3. Establish policies to move organizations toward committing to cultural competence.
4. Develop grants for local organizations already doing work with Latin@ and/or Spanish-speaking communities to be trained on sexual violence prevention.
5. Dedicate funds to hire more advocates to work with culturally diverse communities.
6. Compensate multilingual/multicultural employees according to their additional skill set.

Research Question 4. What is the most effective role of the NSVRC in supporting advocates working with Latin@ and/or Spanish-speaking communities?

The NSVRC has many strengths that place it in a prime position to lead an initiative which supports and expands the current sexual violence prevention work within Latin@ and/or Spanish-speaking communities. Sample strengths include:

“They [NSVRC] could do a good job on this, they seem to have the capacity to make it work.”
- National organization interviewee

- Established workgroup that identifies and reviews culturally competent materials to be accepted in to the library;
- Wide range of materials (from trusted sources) within the current holdings in Spanish or focusing on Latin@ and/or Spanish-speaking populations, as well as well-rounded resources for organizations working with Latin@ and/or Spanish-speaking communities;
- Staff with the ability to respond to special language requests for technical assistance;
- Language Access workgroup, an internal committee dedicated to incorporating culturally relevant services throughout the resources within the NSVRC;
- Language access specialist recruited to support the NSVRC inclusion of linguistic access in resources across the country; and
- Hosting the Multilingual Access Project Advisory committee (MAPA) composed of key leaders and advocates.
- Partnerships with interpreters, translators, and culturally specific organizations.

Data across the needs assessment evidenced that there are areas for development that the NSVRC can engage in, allowing them to become an asset in the sexual violence system of services for Spanish-speaking and/or Latin@ communities. One of the main needs, identified is having a full time bilingual staff member that can monitor materials in Spanish as well as contribute to the language access capability of the organization.

NSVRC should prioritize their work to align with their current strengths and capacity and focus primarily on the MAPA initiative and their resources dissemination. The Call

Figure 27. Proposed NSVRC model for supporting culturally relevant work



Center should continue to drive and support all language access efforts. The NSVRC should also leverage their resources (both fiscal and relational). The NSVRC's position, along with the current needs of the field will facilitate success through concerted, collaborative, and sustained efforts.

Recommendations for NSVRC

1. Identify other organizations conducting high quality training and TA, and leverage current resources to collaborate with them to either host trainings, or provide explicit linkages to the other organizations.
2. Advocate for increased funding for all services related to violence against Latin@s and/or Spanish speakers.
3. Support the creation of a shared space for partners and other organizations to discuss sexual violence prevention in Latin@ and/or Spanish-speaking communities.
4. Hire additional bilingual staff that can monitor materials in Spanish as well as contribute to the language access capability of the organization.
5. Increase Spanish language functionality of the NSVRC and Library webpage.
6. Continue development of culturally-specific program models and resources.
7. Develop space on NSVRC website, within Network of Experts or Organizations by type, or under Highlighted Projects, for resources specific to working with Latin@ and/or Spanish-speaking communities.
8. Become clearinghouse for information specific to Latin@ and/or Spanish-speaking communities: develop listservs, online forums, etc. or for organizations to better access information.
9. Expand online functionality in regard to sharing resources and programs.
10. Process MAPA members' perspectives and recommendations on how to improve the system and create action plan.
11. Develop a long-term plan for sustaining the MAPA with buy-in from NSVRC, the Centers for Disease Control and Prevention (CDC), and MAPA members. Ensure sufficient staff capacity and dedicated resources to initiative.

Recommendations for the sexual violence prevention system

1. Support NSVRC's work with MAPA through sustained funds.
2. Refer resources identified as culturally appropriate to NSVRC, in order to include in the library.
3. Share lessons learned in the implementation of programs or adaptation of resources.
4. Collaborate with NSVRC to provide trainings and capacity building.
5. Actively use the resources available at the NSVRC.

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