



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

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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

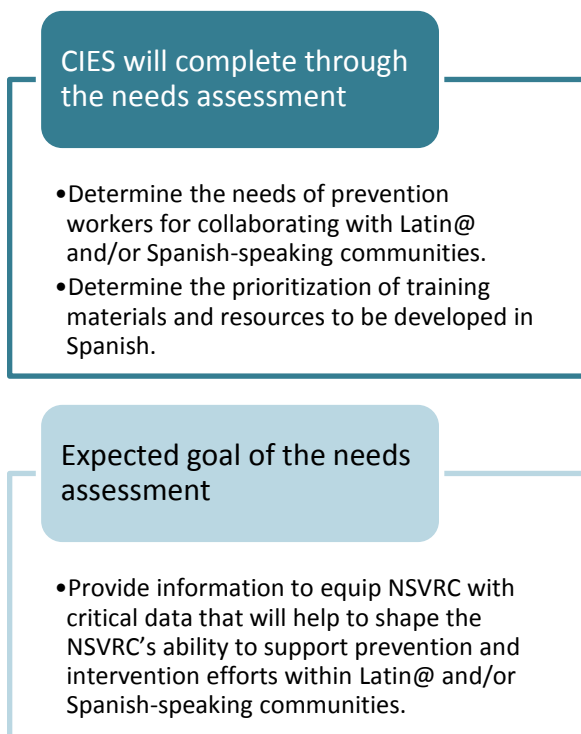
Assessment findings show a need for greater systemic and coordinated efforts to improve prevention and intervention services for Latin@ and/or Spanish-speaking communities. This report provides the results of the comprehensive national language access needs assessment as well as research-based recommendations 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?

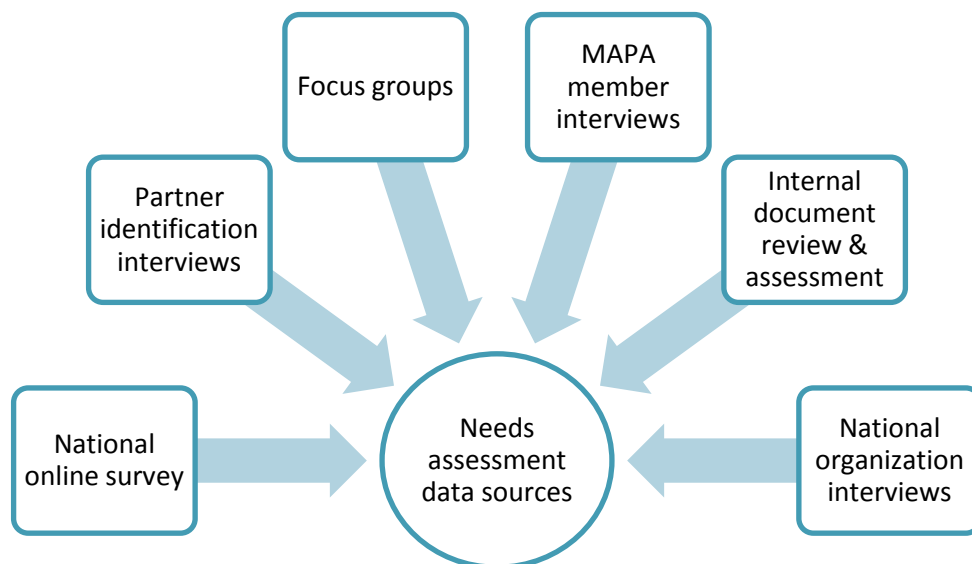
2. What are the resource needs of advocates, counselors, and other professionals in the field engaging in sexual violence prevention and intervention in Latin@ and/or Spanish-speaking communities?
3. What is the cultural competency and Spanish-language capacity of programs and organizations to serve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



Results

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

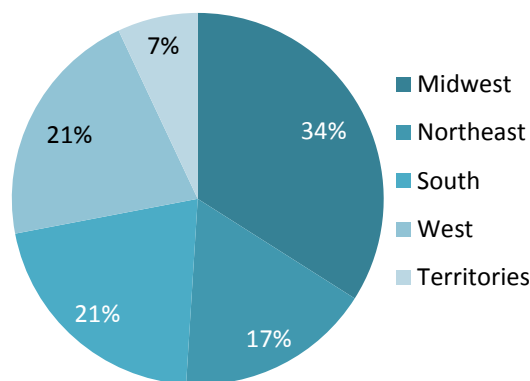
- MAPA member interviews
- Partner identification interviews
- Focus groups
- National organization interviews
- National online survey

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%).

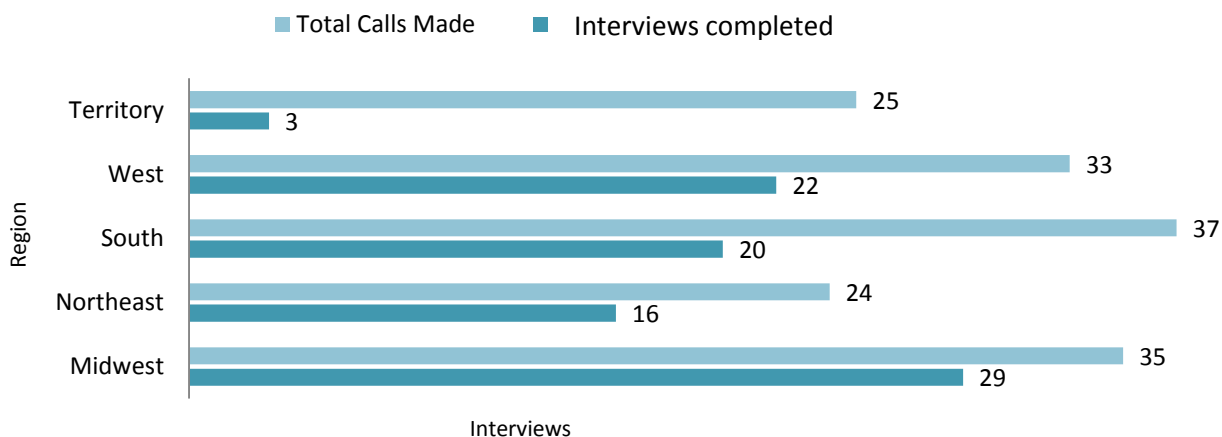
When asked where they turn with questions or needs for conducting culturally relevant prevention and/or services for Latin@ and Spanish-speaking communities, national survey respondents state that they primarily seek out community-based organizations (74.6%).

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

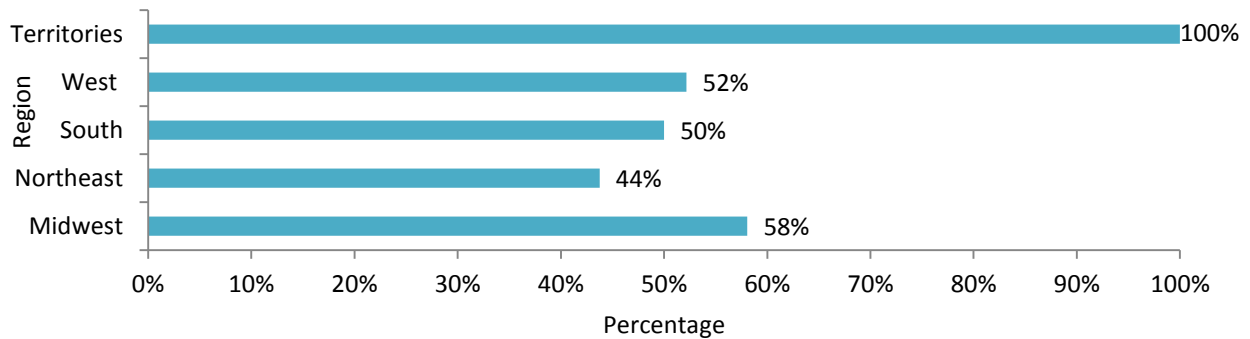


Researchers asked four basic questions about the organizations during the brief interviews, including if they are “Latin@-specific” (in this report, “LSO,” meaning they include serving Latin@s and/or Spanish speakers as part of their mission or scope of services), their degree of services with Latin@ 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



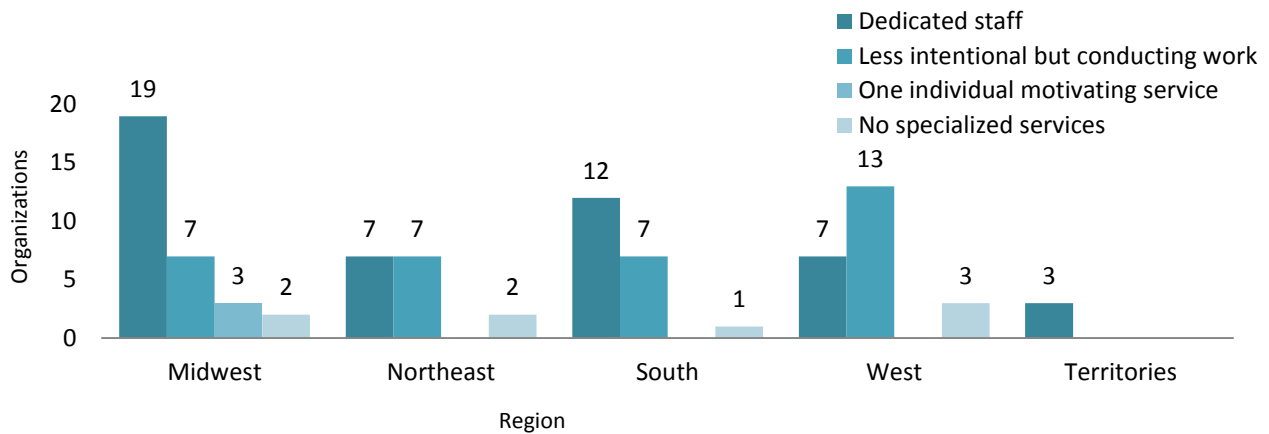
Degree of service provided

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.

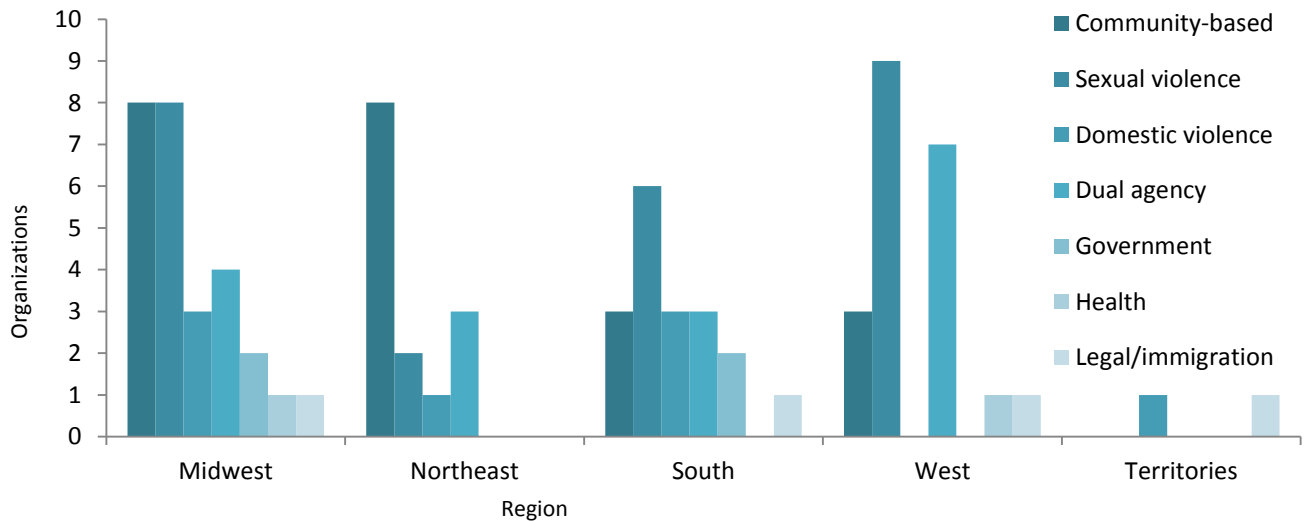
Figure 7. Degree of service of interviewed organizations



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.

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

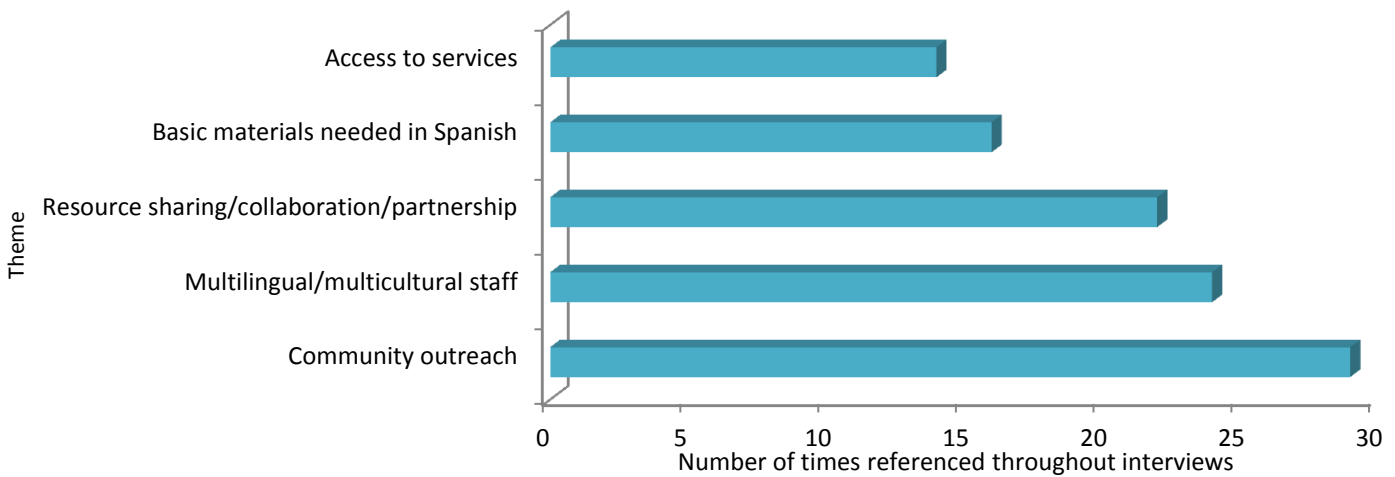
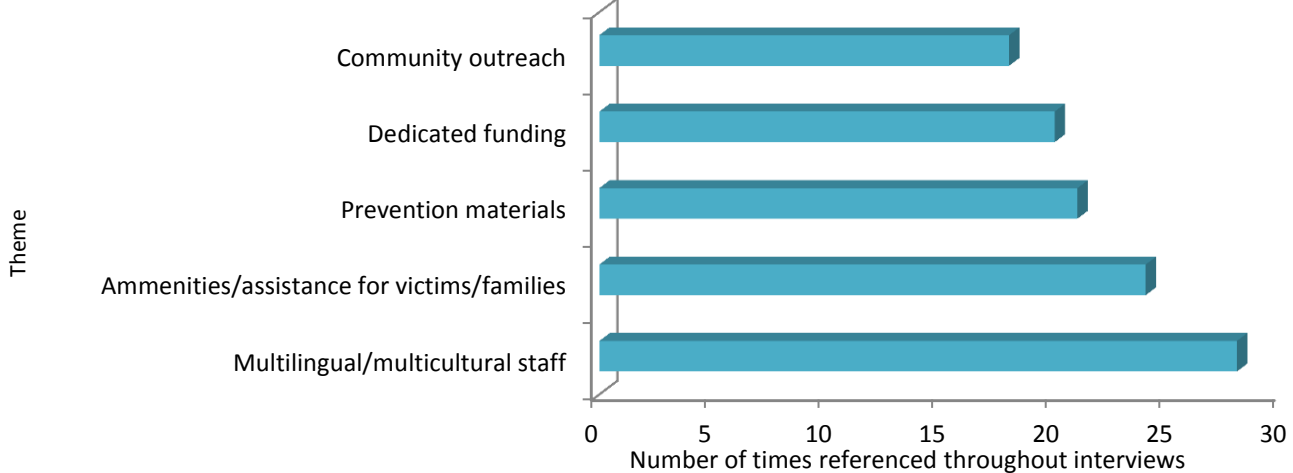


Figure 12. Five major resource needs: LEOs & LSOs



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

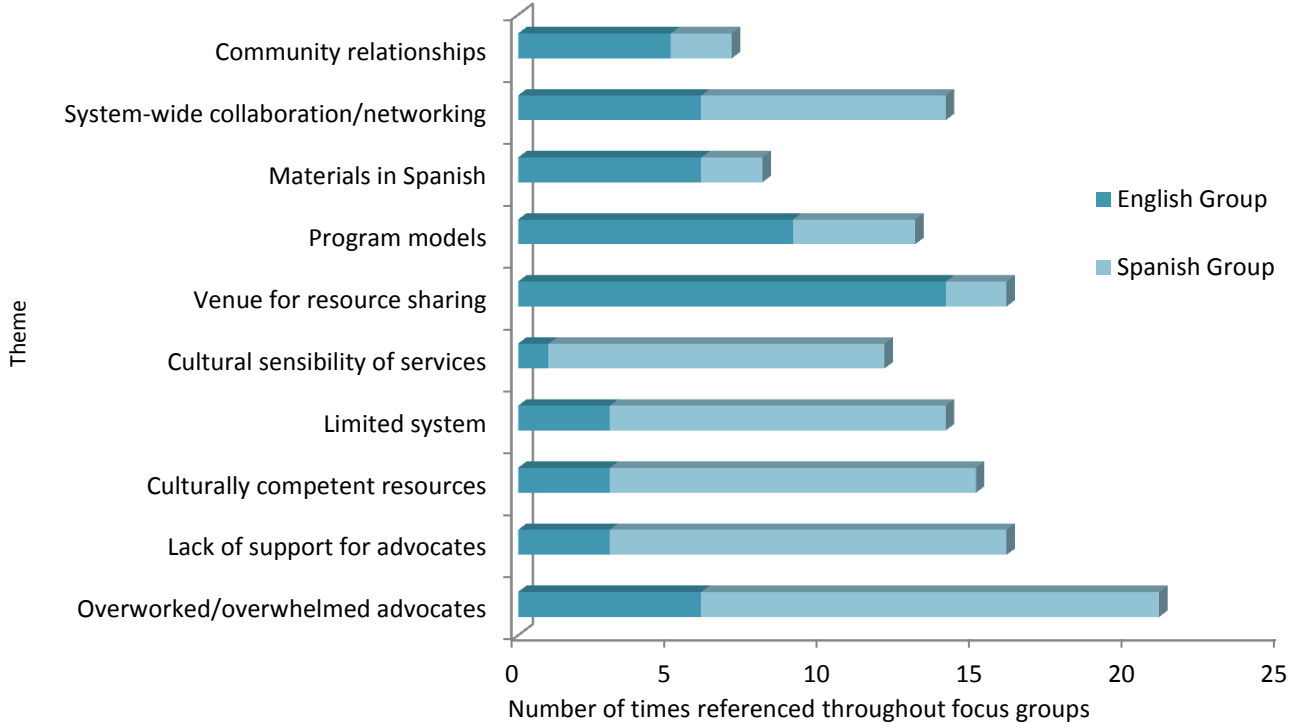
Focus Groups. The Spanish and English focus group participants presented strong discussion around needs, issues, and barriers within the system of services around sexual violence for Latin@ and/or Spanish-speaking communities. Participants largely described the system as providing limited services for 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.

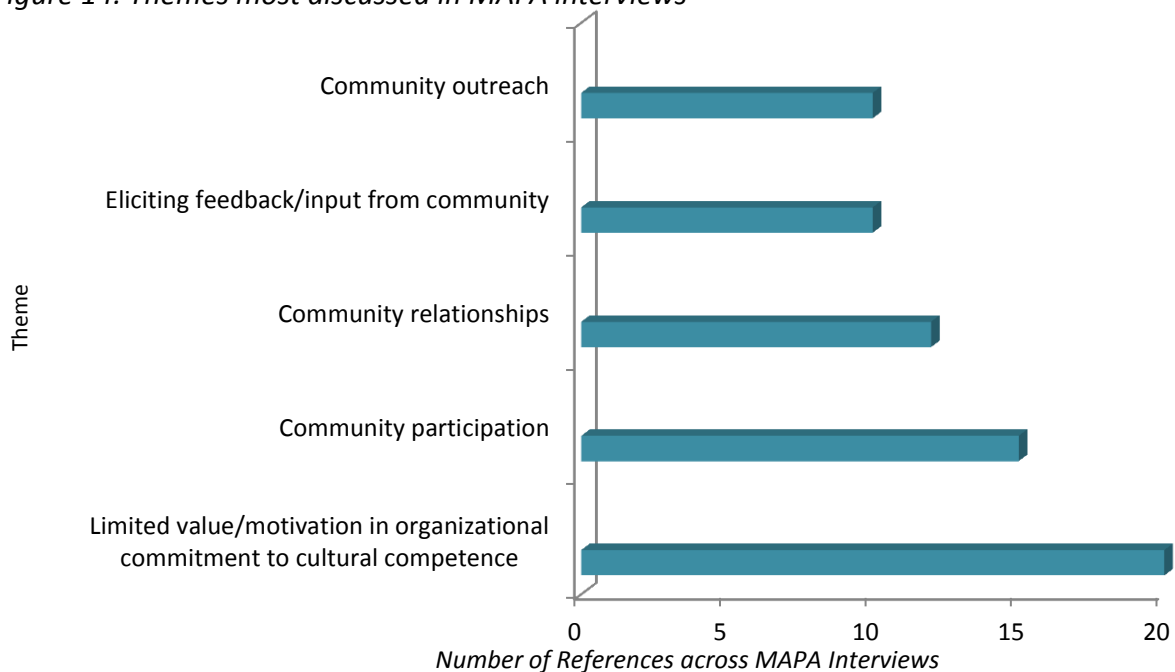
Discussions around the main theme of the English focus group, venue for resource sharing, included a need for sharing among advocates. This may take the form of conferences, workshops, online forums, or informal networking opportunities to better disseminate information to advocates. Many advocates mentioned 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

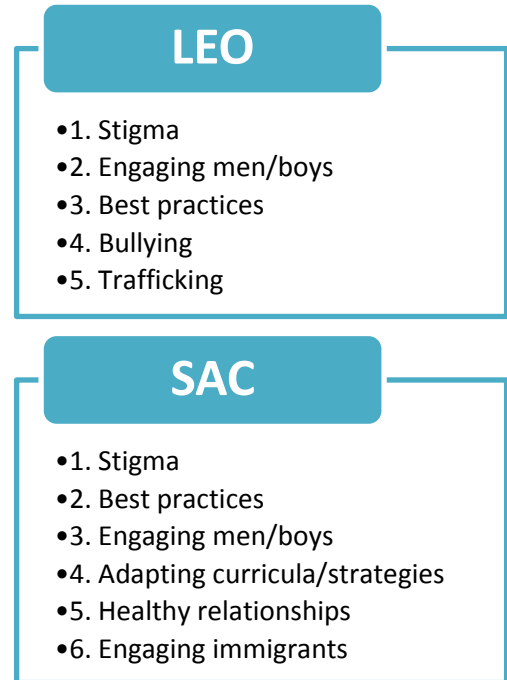


Figure 16. Top areas for resource development by region

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

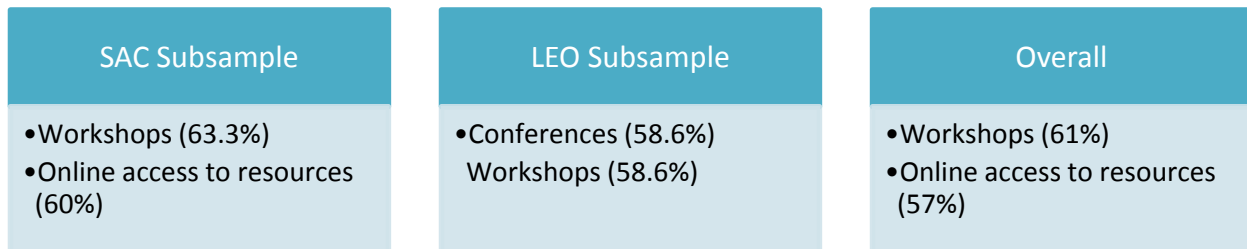
The national survey tried to gain information on how organizations want to receive capacity building and support. Figure 18 depicts how the survey subsamples similarly prioritized the provision of technical assistance (TA). Workshops and online access are the two most favorable methods for receiving 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

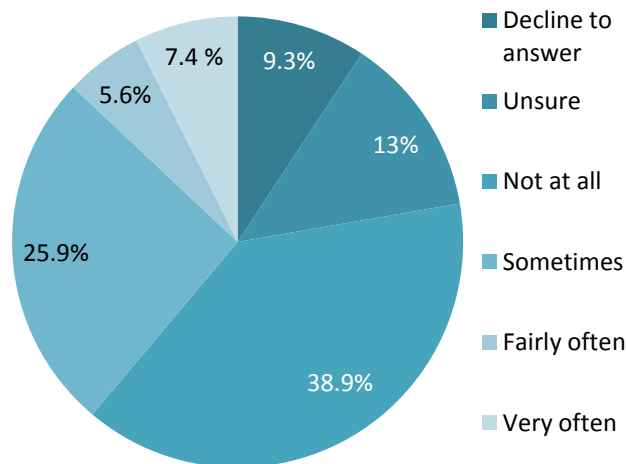
Education programs) are non-Latin@s that don't speak Spanish and cannot provide culturally relevant services.”

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.”

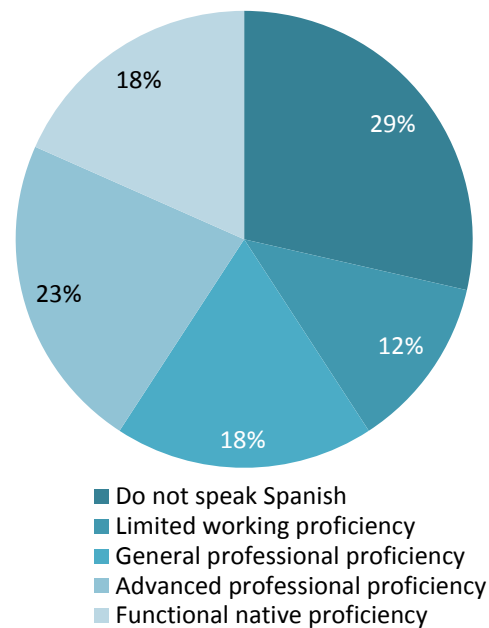
“Multicultural and multilingual staff (even though we are few).”

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.

SAC: 35.7%
LEO: 42.9%
Total: 39.3%

Providers who feel prepared to conduct sexual violence prevention with Latin@ and/or Spanish-speaking communities (from the national survey)

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?

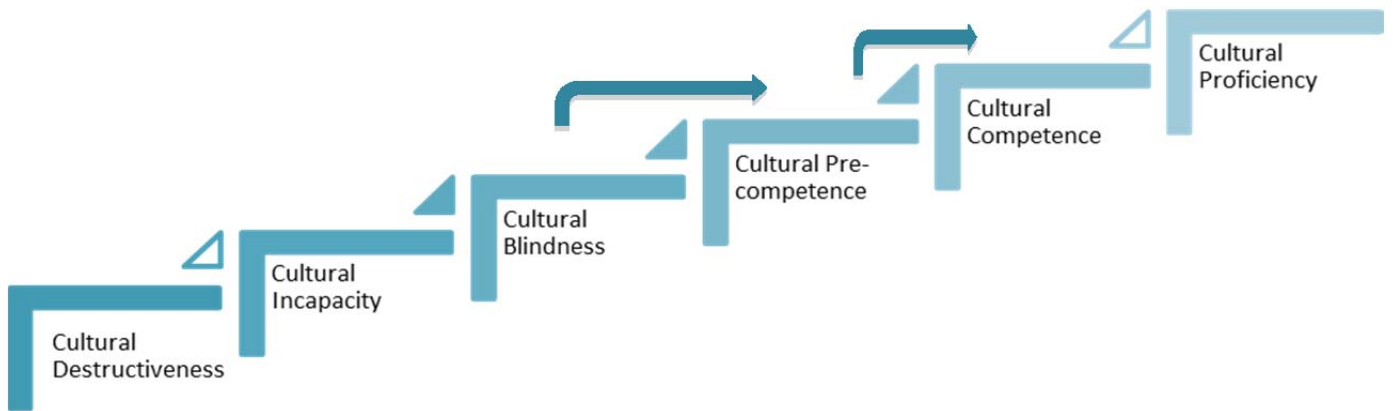
Overview: Organizations and individuals vary on their readiness for working with Latin@ and/or Spanish-speaking communities and their ability to participate and learn from trainings, technical assistance, and capacity building strategies. NSVRC can work with partners to help build capacity across the 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.

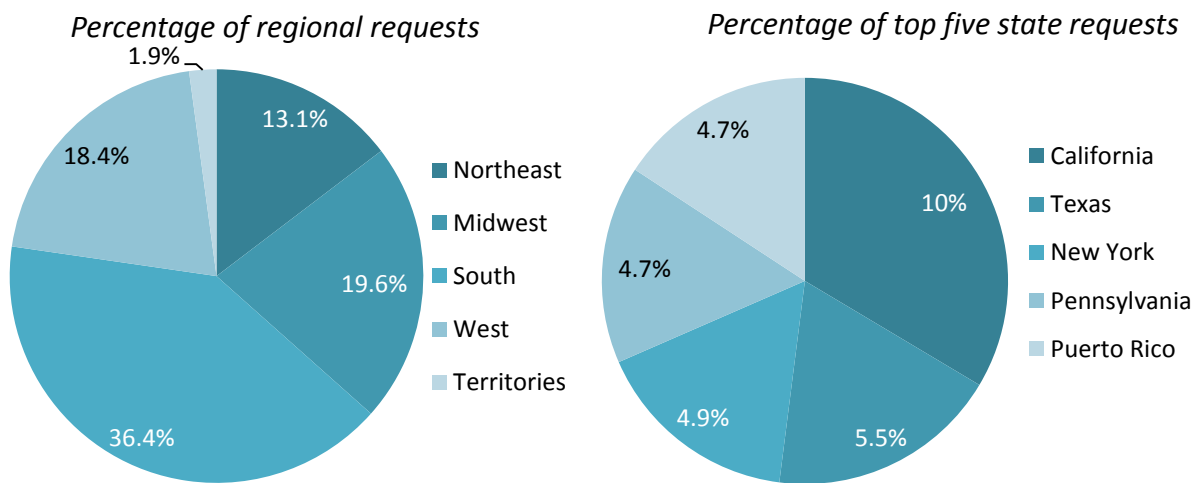
NSVRC Call Center. The NSVRC provides technical assistance on a wide variety of queries related to sexual violence prevention. Staff respond to queries from individuals who are either English-speakers seeking materials in other languages, or non-English speakers seeking materials in their preferred language.

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.

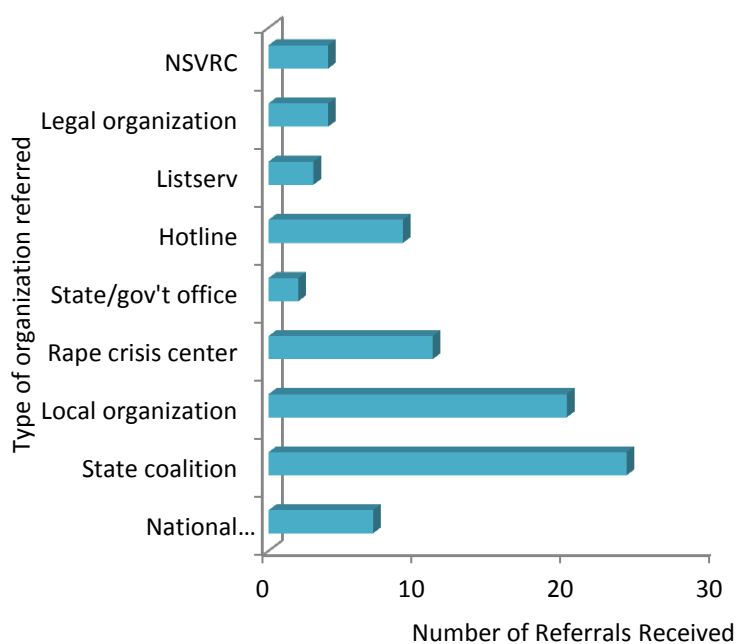
National Sexual Assault Conference. NSVRC provides two key supports related to language access during the National Sexual Assault Conference: Spanish-English oral interpretation

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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Appendix A. Resource Needs

Table 1. Most significant resource needs for national survey respondents to better serve Latin@ and/or Spanish-speaking populations

Resource	Total %	LEO %	SAC %
Staff			
More multilingual/multicultural staff	67.8	55.2	80
More outreach staff	33.9	44.8	23.3
Materials			
Resources available in Spanish	35.6	31	40
Resources available in languages other than Spanish or English that are used by Latin@ populations	13.6	13.8	13.3
Resources that apply to all literacy levels	30.5	24.1	36.7
Resources of other mediums	30.5	37.9	23.3
Access			
Increased access to culturally and/or linguistically specific resources	30.5	24.1	36.7
Platform for resource sharing	11.9	10.3	13.3
Programs			
Evidence-based programs developed for Latin@ and/or Spanish-speaking communities	30.5	37.9	23.3
Culturally-specific resources/programs	39	31	46.7
Other	10.2	2.7	2.9

Note. ‘Other’ resource needs are encompassed throughout report in relevant areas (e.g. immigration resources and funding resources)

Table 2. Three most important areas for capacity building or support

Area	Total %	LEO %	SAC %
Strategies to recruit multilingual/multicultural staff	30.4	35.7	25
Training to work with diverse cultures within the community	26.8	21.4	32.1
Information around immigration issues and serving undocumented clients	39.3	46.4	32.1
Cultural inclusion in organizational policy	1.8	3.6	0
Strategies for outreach/relationship-building with Latin@ and/or Spanish-speaking communities	44.6	42.9	46.4
Increased support for multilingual/multicultural advocates	32.1	42.9	21.4
Funding to hire more Spanish-speaking staff	62.5	60.7	64.3
Improved collaborations between organizations who work with Latin@ communities	21.4	14.3	28.6
Development of culturally-specific prevention models	26.8	28.6	25
Increased advocacy around the topic of serving Latin@ and Spanish-serving populations by national groups	14.3	14.3	14.3

Table 3. Topics selected by national survey respondents related to prevention and sexual violence, for culturally-specific resource development

Topic	Total %	LEO %	SAC %
Adapting prevention curricula and strategies for culturally-specific populations	32.2	27.6	36.7
Addressing the stigma of sexual violence with Latin@ communities	57.6	55.2	60
Alcohol/drug facilitated sexual violence	13.6	13.8	13.3
Best practices for sexual violence prevention in Latin@ communities	49.2	41.4	56.7
Bullying & sexual violence	25.4	31	20
Causes of rape	11.9	13.8	10
Collaboration and community mobilization strategies in prevention	18.6	13.8	23.3
Consent vs. coercion	18.6	24.1	13.3
Engaging men and boys in sexual violence prevention	44.1	48.3	13.8
Family and schools as a nexus for prevention	15.3	13.8	16.7
Gender roles	13.6	17.2	10
Healthy relationships	28.8	20.7	36.7
Human trafficking	30.5	31	30
Impact of rape	11.9	17.2	6.7
Legal/policy info	20.3	24.1	16.7
Media advocacy	6.8	6.9	6.7
Media literacy	5.1	3.4	6.7
Offender profiles	6.8	6.9	6.7
Oppression	15.3	20.7	10
Popular education materials	11.9	13.8	10
Prevention of perpetration	6.8	3.4	10
Reaching immigrant populations	27.1	17.2	36.7
Reaching farm workers	8.5	10.3	6.7
Role of bystanders	22	17.2	26.7
Role of the advocate	8.5	3.4	13.3
Root causes of sexual violence	11.9	13.8	10
Safety/equality/respect	13.6	10.3	16.7
Sexual harassment	8.5	10.3	6.7
Sexual violence in the context of dating	16.9	10.3	23.3
Social norms and gender norms as part of prevention	18.6	24.1	13.1

Appendix B. Interview Guides

Language Access Needs Assessment

Snowball Sampling Brief Interview Guide

Introduction

- Hello, my name is _____, and I am calling on behalf of the National Sexual Violence Resource Center (NSVRC) in collaboration with the University of Puerto Rico School of Public Health, Center for Evaluation and Sociomedical Research (CIES).
- We are conducting a language access needs assessment to learn more about the barriers as well as supports that prevention and crisis workers face in providing services to Spanish-speaking communities. Our assessment is a part of the NSVRC's three-year prevention needs assessment.

Coalition: We're calling you because of your position with the state sexual assault coalition.

Referred agency: We're calling because _____ [referral agency] referred you to us as an organization/individual/group who serves the Latin@ communities, and is knowledgeable on the topic of sexual violence, domestic violence, IPV prevention [OR other issue noted].

- The purpose of this brief interview is to identify key organizations and individuals who are working with Spanish-speaking communities on sexual violence prevention in your state. We will be compiling a national directory to identify key individuals/groups who can help us understand the issues they face, and the resources required to better serve their communities.
- This resource directory will also be made public in order to promote awareness and collaboration around services for Spanish-speaking communities. This data collection will allow us to complete one of the objectives set by the NSVRC: to assess and prioritize the prevention resource needs of constituents who speak Spanish.

Are you the person in your office who is most knowledgeable about the programs across the state who are serving individuals who speak Spanish?

➡ **IF YES-** Do you have time to answer a few questions? This should take about 5-10 minutes.

↻ **IF YES-** Before we begin, may I answer any questions you have about our work?

➡ **IF DO NOT HAVE TIME NOW-** [Reschedule with them ASAP. If they are not able to reschedule on the spot, let them know that you will call them back in a couple of days. Track changes in database.]

➡ **IF NOT THE RIGHT PERSON-** [Ask for the appropriate person to call, that person's phone number, thank them for their time, and let them know that you will be calling the new contact shortly. Track changes in database.]

➡ **IF Referred agency:** Thank you. I just want to verify the information that was provided by [insert referral agency name] is accurate, as well as understand a few more details about your organization. [Verify that all of their information is correct before proceeding with interview.]

➡ **IF Final Confirmation:** Thank you. Actually, I just need to confirm that the information provided by [insert referral agency name] is accurate. [Verify that all of their information is correct using table above. Thank them for their time and end call.]

➡ **IF RPE/Coalition/MAP:** Begin the interview.

Interview Questions

Introduction. As I mentioned, we are trying to find out more about those who are conducting sexual violence **prevention** work in your state with Spanish-speaking communities. We are interested in two types of organizations.

- a. The first type are those who are specifically focused on the issue of sexual violence prevention with Latin@ communities. They have committed staff or programs, and may self-identify as serving Latin@s in their missions. I use the term sexual violence not in reference to domestic or intimate partner violence, but as a separate issue.

Sexual violence means that someone forces or manipulates someone else into unwanted sexual activity without their consent (Definition referenced from NSVRC website).

- b. We are also interested in organizations that are doing something particular with sexual violence prevention in Latin@ communities, but it may not be their main goal. These may be mainstream RPE-funded programs, or even other types of service organizations such as multicultural centers, for example. Please keep these types of organizations in mind as we brainstorm potential contacts.
1. Who would you note as the key players in your state that engage in prevention and/or intervention efforts with Latin@ communities? [Collect Data Sheet Information]
 2. From this list, who addresses sexual violence within Latin@ communities? Are you aware of other advocates working with Spanish-speaking communities and Latin@s in the field that may be allies in the work done by sexual violence prevention workers? [PROBE: addressing any sexual violence issues in general? Perhaps LGBT groups, reproductive justice, faith communities, or men's groups, or with specific Spanish-speaking sub-populations?; Collect Data Sheet Information]

3. Are there any Latin@ serving organizations in your State that, while not focusing solely on sexual violence, should be contacted to provide insight on this topic? [PROBE: perhaps organizations addressing domestic or intimate partner violence? Or organizations providing legal, cultural, or other specific services to Latin@ population?; Collect Data Sheet Information]

4. Among the following categories, what groups are you familiar with in your State that primarily serve the Spanish-speaking population? Are there any: [PROBE to determine whether they would be appropriate contacts for the snowball; Collect Data Sheet Information]

Campus-focused groups
Federal Government
Lesbian, Gay, Bisexual, Transgender, Questioning Organizations
National Organizations
Sex Offender Treatment Organizations
Sexual Violence Specific Organizations
State and Territory Coalitions
Community-based or local organizations
Technical Assistance Providers
Victim/Survivor Support Organizations
Farmworker
Multi-service Clinic
Other

5. Can you name specific groups or agencies outside of your state who are currently engaged in sexual violence prevention with Latin@s and Spanish-speaking communities? [Collect Data Sheet Information]

6. In your opinion, what person or group from the ones in your state is most knowledgeable about sexual violence issues and working with Latin@ or Spanish-speaking communities?

7. To your knowledge, do any of the contacts you referred to me prefer to speak Spanish rather than English?

- [Contingent on conversation] While we are on the topic of organizations who serve Latin@ communities in the field of sexual violence prevention, can we take a quick moment to talk about some baseline needs? This will be covered as our next step in the language access needs project.
 - What are your needs as a sexual violence prevention / services advocate / worker within the Latin@ community?
 - If you could have 3 things to improve services for Spanish-speaking communities, what would they be?
 - How would you promote awareness and collaboration around services for Spanish-speaking communities?

- [Verify that contact information for referrals is recorded; inquire where necessary]

Closing

Thank you for the information you have shared with me today! As mentioned before, we will use this information, as well as that from NSVRC, to compile a national directory of agencies and coalitions addressing sexual violence issues for the Spanish-speaking population. Your assistance will allow us to implement our needs assessment; aiding the NSVRC in better serving Latin@ communities. If you have any questions or concerns, please contact: Dr. Marizaida Sanchez-Cesareo or Monica Adams, MPH, PHDc, CIES Principal Investigators, 787.758.2525xt.1422 or Donna Greco, MSW, Training and Technical Assistance Director, National Sexual Violence Resource Center 877.739.3895.

Language Access Needs Assessment Multilingual Access Project Advisory (MAPA) Committee In-Depth Interview

Introduction

- Hello, my name is _____, and I am calling on behalf of the National Sexual Violence Resource Center (NSVRC) in collaboration with the University of Puerto Rico, Center for Evaluation and Sociomedical Research (CIES).
- As you know, the CIES was hired to conduct a language access needs assessment to learn more about the barriers as well as supports that prevention and crisis workers face in providing services to Latino and Spanish-speaking audiences. Our assessment is a part of the NSVRC's three year prevention needs assessment.
- **MAPA:** We're calling you because of your position as a member of the NSVRC MAPA/Multilingual Access Project Advisory Committee.
 - The purpose of this interview is to discuss your experiences working with sexual violence prevention in Latin@ communities, and your recommendations on how to improve the system. We are also interested in identifying other key organizations and individuals who are conducting this work.
 - Before we begin, may I answer any questions you have about this project?
 - ➡ **IF DO NOT HAVE TIME NOW FOR INTERVIEW-** [Reschedule with them ASAP. If they are not able to reschedule on the spot, let them know that you will call them back in a couple of days. Track changes in database.]

Interview Questions

Background: The following questions are regarding the topic of prevention and service provision for Latin@ and Spanish-speaking communities around sexual violence. We are also interested in learning more about the cultural competency in the field to serve other ethnic minority groups. Throughout the interview, I ask that you keep in mind both the systemic level services for Latino and Spanish-speaking communities, as well as the individual organizational services.

1. I would like to learn about how you conceptualize these issues.
 - a. When you hear the term “cultural competence,” what comes to mind?
 - b. When you hear the term “linguistic competence” what comes to mind?

2. In general, do you think that there is organizational-level commitment to cultural competence among sexual violence prevention organizations? ([Organizational Values](#))
 - a. If so, what examples of this have you seen, or what agencies could be role models for others, in terms of promoting cultural competence in their organizational values?
 - b. Do you have recommendations on how other organizations can progress their organizational commitment to cultural competence?
3. How do organizations, if they do, ensure staff and service providers are appropriately trained to provide culturally competent services? ([Human Resources Development](#))
 - a. PROBE: In your opinion, what is the best way to recruit culturally competent staff?
 - b. PROBE: What types of services, programs, etc. are available, to sexual violence workers regarding language/cultural and cultural competence-related issues? How useful do you think they are?
 - c. How do they evaluate individual staff competence in this area?
4. Are organizations eliciting participation from Latin@ consumers and communities? ([Community and Consumer Participation](#))
 - a. How are advocates developing their relationship with the community?
 - b. How are community members invited to participate in organizational programs?
 - c. How can these relationships be strengthened/developed?
5. How do you see organizations assessing the needs of their constituents? Do they pay attention to cultural competence and fit with their target population when planning and evaluating their programs and services? ([Planning/Monitoring/Evaluation](#))
 - a. Do organizations evaluate their overall (organizational) cultural competence to make sure the demographic needs of the community are being met?
6. What mechanisms, if any, are in place to promote communication among different levels and departments of the sexual violence system in regard to issues of cultural competence? ([Communication](#))
7. How would you describe the existing services for sexual violence treatment and prevention for the Latin@ and Spanish-speaking communities?
 - a. Would you consider that there is a “system” in place? ([Policies/Procedures/Governance](#))

8. What efforts have been attempted to meet the needs of Latin@ communities in the sexual violence system? (Facilitation of a broad services array)
 - a. Have they been effective?
 - b. What issues have arisen?

9. What policies/practices impact the provision of services for Latin@ communities? (Policies/Procedures/Governance)
 - a. What types of policies are important for organizations to adopt to become more culturally competent? PROBE: organizational policies, system-level policies
 - b. What types of policies hinder cultural competence? PROBE: organizational policies, system-level policies

10. Part of the MAPA's goals will be to advocate and collaborate for inclusion and access to culturally relevant essential tools for prevention such as prevention guidelines, national epidemiological surveys, toolkits, and SART exams. What do you think are the greatest prevention resource needs of Spanish speaking constituents? Which ones do you think that NSVRC should prioritize for creation and/or translation for Spanish-speaking constituents?

11. What are your greatest needs as a sexual violence prevention / services advocate / worker within the Latin@ community? (Organizational Resources)

12. What do you think is necessary for the "system" to achieve in order to be able to better serve Latin@ communities?

13. To summarize, what are the greatest strengths and the biggest concerns of the sexual violence system in regard to the delivery of care / prevention to and interactions with the Latin@ populations? (Facilitation of a broad services array)
 - a. Strengths:
 - b. Concerns:

14. Is there anything else that you would like to add regarding provision of support to organizations working with Latin@ populations on sexual violence issues?

Thank you! ¡Gracias!

Language Access Needs Assessment NSAC Focus Group Guide

Background

[Hand out the consent form to each participant]. Thank you for taking the time to be a part of our discussion today. My name is _____ and I am from the Center for Evaluation & Sociomedical Research from the University of Puerto Rico, Graduate School of Public Health. Assisting me is _____. We're working with the NSVRC to conduct focus groups to inform the Language Access Needs Assessment.

- Our main goal of this needs assessment is to determine the resource needs of advocates, counselors, and other professionals in the field engaging in sexual violence prevention in Spanish-speaking communities. When we say “prevention,” we mean the primary prevention of sexual violence: stopping sexual violence before it occurs.
- We are also interested in learning more about organizational capacities around cultural relevance or sensitivity in the field to serve Latin@ and other ethnic minority groups. Throughout the discussion, I ask that you keep in mind both the systemic level services for Latin@ and Spanish-speaking communities, as well as the individual organizational services.
- We brought you all together today as community and sexual violence prevention / services experts.
- We realize that some of you have a lot of experience with serving the Spanish speaking community, while others of you may be wondering how to engage more actively with the Latino communities.
- We'd like to hear about all of your experiences, with the successes, the barriers, and the suggestions you have for improvement of prevention resources.
- We would also like to know what role you think the NSVRC should play in facilitating the development and dissemination of culturally-relevant resources by and for Latin@ communities working to end sexual violence.

Consent

First I need to go over some housekeeping business: I want to review the consent form for participating in the focus group today. Your participation is totally voluntary, and you can stop participating at any time. There are no risks associated with participating, other than what you might encounter on a normal day. Importantly, our conversation will be confidential—meaning that no one outside this group will know what you said. The final report written for NSVRC will

describe common themes heard across groups; quotes will be used to illustrate those themes; no names or other identifying information will be associated with any quote. If you say something that identifies you or your agency, we will remove that identifying information from the quote. So you can feel free to speak candidly. We take confidentiality quite seriously and want you all to feel comfortable saying whatever is on your mind. We ask that in order to keep this confidentiality-- group members not share with people outside the group what was discussed today. It is important that everyone respect each other's privacy and keep this information confidential. We as facilitators are also bound to keep what is said here confidential. We will not share identifiable statements with anyone else, including those at the NSVRC. We will be recording this conversation so that we can type up your answers and review the discussion if necessary. Does anyone have any questions? **[Answer any questions]**. Please sign and date the consent form. **[Collect the forms, and sign them as a witness. Provide them with a copy of the form. Facilitator hand out the incentive to each participant]**.

[Pass out the Sociodemographic Information Sheet]. Okay, the second item of housekeeping is our information form. We would like you to please fill out the demographic and informational questions to help us better understand who is in this group. This form is anonymous, and the information will only be used to aid us in interpreting the findings. Feel free to leave any questions blank. I will collect these at the end of the discussion.

Procedures

Before we get started, let me make a few suggestions about the focus group process:

- Please speak up when you're talking—and please only one person talk at a time.
- We'll record the conversation as we're going and don't want to miss any of the important things you have to say.
- We'll address each other on a first name basis during today's group, but please know that when we transcribe the tapes—no names or identifying information will be used.
- Also, if you say something during the group that you don't want to become part of the transcripts you can say that you want to strike it from the record and we won't transcribe that comment.

My role here today is to ask questions and to listen:

- I won't be participating in the conversation, but I want you to feel free talking to each other.
- I'll be asking several questions over the next hour and a half, and I'll also be responsible for moving the conversation from one topic to the next and taking some notes.
- I may ask you to clarify or explain something.

- I may also need to direct the conversation to a different area than what people are discussing. This isn't because I want to cut you off—it's just because I need to keep the discussion focused to a few questions with the amount of time we have today.
- I want to be considerate of your time.

There is a tendency in these types of group conversations for some people to talk a lot and others not to say much.

- It's important that we hear from all of you because some of you may have different experiences from each other. So if one of you is sharing a lot, I may ask you to let others talk. Also, if one of you isn't saying much, I may ask you to share your thoughts.

Please feel free to enjoy the refreshments. We appreciate your time and effort today. Okay, let's get started. **[Turn recorders on, state date and Facilitator & Notetaker names].**

Questions

1. What word or phrase would you use to describe the existing resources for sexual violence prevention for Latin@ and Spanish-speaking communities, and why? **[Make sure everyone answers this question, and record response on flip-chart paper].**
 - a. PROBE: Would you consider that there is a "system" in place?
2. In your experience, what makes prevention efforts or resources culturally relevant?
 - a. PROBE: In your experience, what is the best way of engaging Latin@ communities in sexual violence prevention (through print, web, in person, a combination)?
 - a. PROBE: What do culturally-relevant prevention efforts or resources "look like" to you? How are they "delivered" or "packaged"?
 - b. PROBE: Or, from the opposite perspective, what do you see in prevention that makes it NOT culturally relevant?
3. How prepared, or not prepared are organizations to engage in culturally appropriate or relevant prevention strategies with the Latin@ and Spanish-speaking communities?
 - a. What are the biggest challenges that organizations face with engaging in culturally-relevant prevention? What are the biggest successes?
 - b. How prepared, or not prepared are organizations to provide culturally-relevant services to Latin@ and Spanish-speaking communities?

- c. What are the biggest challenges that organizations face in providing culturally-relevant services? What are the biggest successes?
 - d. Do you think that there is organizational-level commitment to cultural sensitivity among organizations? How can this be increased?
- 4. What has been done to meet the needs of prevention educators working with Latin@ communities in the sexual violence movement?
 - a. What efforts have been most effective?
 - b. What materials have been most useful for prevention educators? For other providers? Which materials appear most useful for communities?
 - c. What difficulties have arisen?
- 5. Where do you go/where would you go to access materials and resources to assist your prevention work with Latin@ and Spanish-speaking communities?
 - a. PROBE: How do you feel about the quantity and quality of these resources?
 - b. Who do you turn to for support in your work? Do you receive it from your organization, professional contacts, or others?
- 6. What are your greatest needs as a sexual violence prevention / services advocate / worker within the Latin@ and Spanish-speaking community?
 - a. If you could have one thing to support your work, what would it be?
 - b. Who are collaborators and key leaders?
 - c. What do you think would be the most culturally-relevant prevention tools and topics? What format should these be delivered? (PROBE: social marketing campaigns, online learning, print materials, web-based information, etc.)
- 7. **[Facilitator summarize what has been discussed so far].** Based on our discussion, what are your recommendations for NSVRC to assist in strengthening the materials available to organizations?
 - a. What recommendations do you have about strengthening the sexual violence prevention system for Latin@ and Spanish-speaking communities? PROBE: What role do you see NSVRC playing in this effort?
 - b. Are there critical partners that can support these efforts?
- 8. Is there anything else that you would like to add regarding provision of support to organizations working with Latin@ populations on sexual violence issues?

Closing

Thank you so much for your time. We appreciate your insights and participation today. If you have any further questions or comments, please do not hesitate to contact me personally **[hand out business cards; collect Sociodemographic Information Form].**

Thank you! ¡Gracias!

Language Access Needs Assessment Phone Interview with Key National Groups

Introduction

Hello, my name is _____, and I am calling on behalf of the National Sexual Violence Resource Center (NSVRC) in collaboration with the University of Puerto Rico, Center for Evaluation and Sociomedical Research (CIES).

I am calling you because of your organization’s work with Latin@ communities and/or sexual violence prevention nationally. I am hoping to interview you about your experiences collaborating with Latin@ or Spanish-speaking communities, and your recommendations on how to improve the national sexual violence prevention system. This work is part of the NSVRC’s three-year prevention needs assessment. Before we begin, may I answer any questions you have about this project?

➡ **IF DO NOT HAVE TIME NOW FOR INTERVIEW-** [Reschedule with them ASAP. If they are not able to reschedule on the spot, let them know that you will call them back in a couple of days. Track changes in database.]

➡ **CONDUCT CONSENT PROCEDURE.**

Background: The NSVRC is trying to learn from the experiences of leaders, like your organization, on the national scene working with Spanish-speaking and Latin@ communities. The goals of these discussions are for NSVRC to better understand:

- How organizations and national efforts can ensure equal access to sexual violence prevention information and services; and is there climate for the creation of a central repository of “approved” materials?
- How can collaboration be improved between and among national, state and local organizations? and;
- What role can the NSVRC play to aid organizations in providing better services for Spanish-speaking and Latin@ communities?

Throughout the interview, I encourage you to think about examples from your work on sexual violence, or other types of work with Spanish-speaking and Latin@ communities that can be applied to sexual violence prevention. As we go, I ask that you keep in mind both the systemic level of services for Latin@ and Spanish-speaking communities, as well as the individual services your organization or others may utilize.

Interview Questions

1. I would like to learn more about (insert organization name). My understanding is that (insert information from preliminary research). Could you tell me a little bit more about the work that your organization does around sexual violence prevention and/or the work you do in Latin@ communities?
 - a. In general, how would you describe how (insert organization name) deals with issues of cultural and linguistic competence in the communities that you work?
 - b. How has your organization elicited participation from Latin@ consumers and communities? ([Community and Consumer Participation](#))
 - c. Is there an example that you are particularly proud of?
2. What policies/practices impact the provision of services for Latin@ communities? ([Policies/Procedures/Governance](#))
 - a. What types of policies are key for organizations to become more culturally competent? PROBE: organizational policies, system-level policies
 - b. How should national groups collaborate to advocate for these policies? Who needs to be at the table?
3. What do you see as the greatest organizational needs for working in Latin@ and Spanish-speaking communities? ([Organizational Resources](#))
 - a. How has your organization secured resources to attend to these needs?
 - b. What obstacles have your organization, or others in your field faced in your work related to Spanish-speakers? How have these been overcome?
 - c. How should national groups collaborate to advocate for these resources?
 - d. What do you see as your role, or the role of the NSVRC in this process?
4. What do you think could promote communication and collaboration among those who work in Spanish-speaking communities and multiple sectors of the sexual violence system in regard to issues of cultural competence? ([Communication](#))
 - a. How should organizations be collaborating with Latin@ and Spanish-speaking populations?
 - b. How should national groups collaborate?
 - c. What do you see as your role, or the role of the NSVRC in this process?
5. In general, how would you describe the commitment at the national level (e.g. by national groups, federal agencies, leaders, etc.) to providing culturally competent services to Latin@s around issues of sexual violence prevention? ([Organizational Values](#))
 - a. What do you think is needed to advance the national commitment and values towards cultural competence? PROBE: collaboration, policy, training
 - b. Who should be at the table to ensure that this commitment moves forward?
 - c. What do you see as your role, and the role of the NSVRC in this process?

6. What efforts have been attempted to meet the needs of Latin@ and Spanish-speaking communities in the sexual violence system at a systems-level? (Policies/Procedures/Governance)
 - a. Who has undertaken these efforts?
 - b. Would you consider that there is a “system” in place?
 - c. What should we learn from the mistakes and the successes of the past?
 - d. What about at an organizational level? How would you describe the existing services for Latin@ and Spanish-speaking communities especially how they relate to sexual violence issues? (Facilitation of a broad services array)
 - e. How do you see organizations assessing the needs of their constituents? Do they pay attention to cultural competence and fit with their target population when planning and evaluating their programs and services? (Planning/Monitoring/Evaluation)
 - f. How do organizations, if they do, ensure staff and service providers are appropriately trained to provide culturally competent services? (Human Resources Development)
 - g. What should we learn from the mistakes and the successes of the past at an organizational level?
7. Part of the NSVRC’s goals will be to advocate and collaborate for inclusion and access to culturally relevant essential tools for prevention such as prevention guidelines, national epidemiological surveys, toolkits, and SART exams. What do you think are the greatest prevention resource needs of Spanish speaking constituents for sexual violence prevention?
 - a. Which resources do you think that NSVRC should prioritize for creation and/or translation for Spanish-speaking constituents?
 - b. How has your organization prioritized in order to meet the needs of cultural sub-groups and multiple stakeholders? Can you tell me more about the resources your organization has developed (mention any resources you are aware of from preliminary research).
 - c. What role do you see NSVRC playing in the advancement of access to culturally competent materials and services for Latin@ and Spanish-speaking communities? Where do you see NSVRC’s efforts being the most effective?
8. To summarize, what are the greatest strengths and the biggest concerns in regard to the delivery of care / prevention to and interactions with Latin@ populations for sexual violence prevention? PROBE: What about at the systems level? (Facilitation of a broad services array)
 - a. Strengths:
 - b. Concerns: PROBE: Who should lead efforts to overcome these concerns?

9. Is there anything else that you would like to add regarding the role of NSVRC in this process, the needs for resources which NSVRC can develop or advocate for, or collaboration with Latin@ communities?

Thank you! ¡Gracias!

Appendix C. National Online Survey

Language Access Needs Assessment

Organizations serving Spanish-speaking and/or Latin@ Communities Survey

Introduction

- The purpose of this survey is to gain information on prevention and service provision for Latin@ and/or Spanish-speaking communities around sexual violence, and to identify needs and resources.
- This survey will take approximately 20-30 minutes to complete. Your participation is totally voluntary, and you can stop participating at any time or skip any questions. There are no risks associated with participating, other than what you might encounter on a regular day. This survey is confidential and all information will be reported without organization or individual names. If you have any questions you can contact Maria Voell at 414-979-1540.
- You will receive \$20 in the form of a Visa gift card in recognition for your participation. You will need to fill out the contact information at the end of the survey to receive this incentive.

A note about definitions

This survey will ask questions about working with Latin@ cultures. You will see terms such as “cultural relevance,” “cultural competence,” “cultural sensitivity” and others. We recognize that to prevent sexual violence and help survivors, it is important to understand people within their cultural contexts. Developing this understanding is a **journey; an ongoing commitment that encompasses culturally sensitive, relevant, and appropriate services.**

Linguistic competence is the capacity of an organization and its personnel to communicate effectively, and convey information in a manner that is easily understood by diverse audiences.

About your organization’s mission

Does your organization specify work around sexual violence issues in its mission statement?

- Yes
- No
- Unsure
- Decline to answer

If yes, please select any of the following that apply to your organization:

- We have dedicated funds for prevention
- We have dedicated programs for prevention
- We have dedicated staff for prevention
- Other (please specify) _____

About your organization’s needs

This section asks questions about your organization’s needs for serving Latin@ and/or Spanish-speaking populations. Feel free to include more information or comments in the spaces provided.

Please select up to three most significant resource needs for organizations like yours to better serve Latin@ and/or Spanish-speaking populations.

Category	Resource
Staff	<input type="checkbox"/> More multilingual/multicultural staff <input type="checkbox"/> More outreach staff
Materials	<input type="checkbox"/> Resources available in Spanish <input type="checkbox"/> Resources available in languages other than Spanish or English that are used by Latin@ populations (such as an indigenous language) <input type="checkbox"/> Resources that apply to all literacy levels <input type="checkbox"/> Resources of other mediums (e.g., visual/images, radio programs, popular education materials)
Access	<input type="checkbox"/> Increased access to culturally and/or linguistically specific resources <input type="checkbox"/> Platform for resource sharing
Programs	<input type="checkbox"/> Evidence-based programs developed for Latin@ and/or Spanish-speaking communities <input type="checkbox"/> Culturally specific resources/programs
Other	
Unsure	
Decline to answer	

Please select up to 3 most important areas of capacity building or support from national groups that would improve your organization’s programs and/or service delivery to Latin@ and/or Spanish-speaking communities.

- Strategies to recruit multilingual/multicultural staff
- Training to work with diverse cultures within the community
- Information around immigration issues and serving undocumented clients
- Cultural inclusion in organizational policy
- Strategies for outreach/relationship-building with Latin@ and/or Spanish-speaking communities
- Increased support for multilingual/multicultural advocates
- Funding to hire more Spanish-speaking staff
- Improved collaborations between organizations who work with Latin@ communities
- Development of culturally-specific prevention models
- Increased advocacy around the topic of serving Latin@ and Spanish-speaking populations by national groups (specify) _____
- Other (specify) _____
- Unsure
- Decline to answer

Additional comments about your organizational needs: _____

The following is a list of topics related to prevention and sexual violence. Which of these would you like to have resources in Spanish and/or resources that are culturally specific to Latin@ communities? (Please select up to five)

- | | | |
|---|--|---|
| <input type="checkbox"/> Adapting prevention curricula and strategies for culturally-specific populations | <input type="checkbox"/> Engaging men and boys in sexual violence prevention | <input type="checkbox"/> Reaching immigrant populations |
| <input type="checkbox"/> Addressing the stigma of sexual violence with Latin@ communities | <input type="checkbox"/> Family and schools as a nexus for prevention | <input type="checkbox"/> Reaching farm workers |
| <input type="checkbox"/> Alcohol/drug facilitated sexual violence | <input type="checkbox"/> Gender roles | <input type="checkbox"/> Role of bystanders |
| <input type="checkbox"/> Best practices for sexual violence prevention in Latin@ communities | <input type="checkbox"/> Healthy relationships | <input type="checkbox"/> Role of the advocate |
| <input type="checkbox"/> Bullying & sexual violence | <input type="checkbox"/> Human trafficking | <input type="checkbox"/> Root causes of sexual violence |
| <input type="checkbox"/> Causes of rape | <input type="checkbox"/> Impact of rape | <input type="checkbox"/> Safety/equality/respect |
| <input type="checkbox"/> Collaboration and community mobilization strategies in prevention | <input type="checkbox"/> Legal/policy info | <input type="checkbox"/> Sexual harassment |
| <input type="checkbox"/> Consent vs. coercion | <input type="checkbox"/> Media advocacy | <input type="checkbox"/> Sexual violence in the context of dating |
| | <input type="checkbox"/> Media literacy | <input type="checkbox"/> Social norms and gender norms change as part of prevention |
| | <input type="checkbox"/> Offender profiles | <input type="checkbox"/> Other (please specify) _____ |
| | <input type="checkbox"/> Oppression | <input type="checkbox"/> Unsure |
| | <input type="checkbox"/> Popular education materials | <input type="checkbox"/> Decline to answer |
| | <input type="checkbox"/> Prevention of perpetration | |

In your opinion, what is the most successful way to make information accessible to Latin@ and/or Spanish-speaking communities around sexual violence prevention? (select all that apply)

- | | | | |
|---|---|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Billboard | <input type="checkbox"/> Newspaper ad | <input type="checkbox"/> Radio ad | <input type="checkbox"/> TV ad |
| <input type="checkbox"/> Poster | <input type="checkbox"/> Promotional items (pens, whistles, etc.) | <input type="checkbox"/> Website | <input type="checkbox"/> Brochure |
| <input type="checkbox"/> Curricula | <input type="checkbox"/> In-person discussion | | |
| <input type="checkbox"/> Other (please specify) _____ | | | |
| <input type="checkbox"/> Unsure | <input type="checkbox"/> Decline to answer | | |

Where do you turn when you have questions or needs for conducting culturally relevant prevention and/or services for Latin@ and/or Spanish-speaking individuals?

- | | | |
|--|---|--|
| <input type="checkbox"/> Community-based Organizations | <input type="checkbox"/> Local/state government | <input type="checkbox"/> National organizations (please specify) _____ |
| <input type="checkbox"/> Multicultural centers | <input type="checkbox"/> Internet search | _____ |
| <input type="checkbox"/> State coalition | <input type="checkbox"/> Federal government | _____ |
| <input type="checkbox"/> Health department | <input type="checkbox"/> Family services agency | <input type="checkbox"/> Other (please specify) _____ |
| <input type="checkbox"/> Faith-based organization | <input type="checkbox"/> Private organization | _____ |
| <input type="checkbox"/> Rape crisis center | <input type="checkbox"/> Multi-service clinic | <input type="checkbox"/> Unsure |
| | | <input type="checkbox"/> Decline to answer |

Please list below any useful, specific curricula or education models that you may be aware of that people are using in their communities to engage Latin@ and/or Spanish-speaking communities in prevention.

-
-
- _Unsure
 - _Decline to answer

Does your organization create resources or materials for prevention of sexual violence specifically for Latin@ and/or Spanish-speaking communities?

- _Yes
- _No
- _Unsure
- _Decline to answer

If you answered yes, would you be willing to share those resources with other agencies, or allow the NSVRC to share them with other organizations working with Latin@ and/or Spanish-speaking communities?

- _No
- _Unsure
- _Decline to answer
- _Yes. Please list and briefly describe the programs or resources developed that you would like to share. _____

Please select up to 3 ways you would like to see capacity building, support, and information provided to help further the development of culturally and linguistically competent and relevant prevention programs in the anti-sexual violence field.

- _Conferences
- _Workshops
- _Webinars
- _Listserv / Email list
- _Online access to resources
- _Opportunities for advocates to talk with each other and share resources
- _Weekly forum
- _Other (please specify) _____
- _Unsure
- _Decline to answer

Does your organization have sufficient technological resources to receive information online?

- _Yes
- _No
- _Unsure
- _Decline to answer

How can informational materials or educational resources be better disseminated throughout the network of agencies providing services to Latin@ and/or Spanish-speaking communities?

- Unsure
- Decline to answer

Other comments regarding resources, training and capacity building/support needs of your organization:

About your community/service population

The following questions are about the demographics of the service population and/or clients of your organization. Please respond to the best of your ability based on your experiences and understanding of your organization's target community:

Your state/territory:

- | | | |
|---|---|---|
| <input type="checkbox"/> Alabama | <input type="checkbox"/> Kentucky | <input type="checkbox"/> Northern Mariana Islands |
| <input type="checkbox"/> Alaska | <input type="checkbox"/> Louisiana | <input type="checkbox"/> Ohio |
| <input type="checkbox"/> American Samoa | <input type="checkbox"/> Maine | <input type="checkbox"/> Oklahoma |
| <input type="checkbox"/> Arizona | <input type="checkbox"/> Marshall Islands | <input type="checkbox"/> Oregon |
| <input type="checkbox"/> Arkansas | <input type="checkbox"/> Maryland | <input type="checkbox"/> Pennsylvania |
| <input type="checkbox"/> California | <input type="checkbox"/> Massachusetts | <input type="checkbox"/> Puerto Rico |
| <input type="checkbox"/> Colorado | <input type="checkbox"/> Michigan | <input type="checkbox"/> Rhode Island |
| <input type="checkbox"/> Connecticut | <input type="checkbox"/> Minnesota | <input type="checkbox"/> South Carolina |
| <input type="checkbox"/> Delaware | <input type="checkbox"/> Mississippi | <input type="checkbox"/> South Dakota |
| <input type="checkbox"/> District of Columbia | <input type="checkbox"/> Missouri | <input type="checkbox"/> Tennessee |
| <input type="checkbox"/> Florida | <input type="checkbox"/> Montana | <input type="checkbox"/> Texas |
| <input type="checkbox"/> Georgia | <input type="checkbox"/> Nebraska | <input type="checkbox"/> US Virgin Islands |
| <input type="checkbox"/> Guam | <input type="checkbox"/> Nevada | <input type="checkbox"/> Utah |
| <input type="checkbox"/> Hawaii | <input type="checkbox"/> New Hampshire | <input type="checkbox"/> Vermont |
| <input type="checkbox"/> Idaho | <input type="checkbox"/> New Jersey | <input type="checkbox"/> Virginia |
| <input type="checkbox"/> Illinois | <input type="checkbox"/> New Mexico | <input type="checkbox"/> Washington |
| <input type="checkbox"/> Indiana | <input type="checkbox"/> New York | <input type="checkbox"/> West Virginia |
| <input type="checkbox"/> Iowa | <input type="checkbox"/> North Carolina | <input type="checkbox"/> Wisconsin |
| <input type="checkbox"/> Kansas | <input type="checkbox"/> North Dakota | <input type="checkbox"/> Wyoming |
| | | <input type="checkbox"/> Decline to answer |

Geographic description (Please select all that apply): Urban Rural Suburban Border Coast
 Unsure Decline to answer

Has your organization identified the demographic composition of clients served (may include race, gender, language preference) within your service area?

- Yes
- No
- Unsure

Decline to answer

Do you feel that the clients you *actually* serve match the population you are *trying* to serve?

Yes

No

Unsure

Decline to answer

If you answered no, why do you think there is a difference? _____

 Unsure

Decline to answer

Please select the average household income of your organization's clients:

Under \$10,000

\$10,000 - \$20,000

\$20,000 - \$35,000

\$35,000 - \$50,000

\$50,000 - \$75,000

Over \$75,000

Unsure

Decline to answer

Please select up to three most predominant ethnic/racial groups within your service population:

Unsure

Hispanic or Latin@

Asian

Native Hawaiian or other Pacific Islander

Black or African American

Non-Hispanic White

American Indian or Alaska Native

Other (please specify) _____

Unsure

Decline to answer

Of the Hispanics and Latin@s in your service population:

Please select the generation level(s) in the United States most represented among your current clients:

1st 2nd 3rd 4th

Unsure Decline to answer

Please select the cultural heritage most represented:

Mexican

Puerto Rican

Cuban

Central American

South American

Dominican

Unsure

Other (please specify) _____

Decline to answer

Please list the language(s) represented in your service population (i.e. Taíno, Hmong, German, Catalan, Spanish, English, etc.):

With regard to the Latin@s in your service population, how well would you say the majority...				
	Very well	Well	Not well	Not at all
Understand English when it is spoken to them?				
Speak in English?				
Read in English?				
Write in English?				

With regard to the Latin@s in your service population, how well would you say the majority...				
	Very well	Well	Not well	Not at all
Understand Spanish when it is spoken to them?				
Speak in Spanish?				
Read in Spanish?				
Write in Spanish?				

Please provide any additional information to help understand your community:

About you

These questions are about you and your experiences.

Which of the following best describes your position within the agency in which you work?

- I am in a management or supervisory position
- I provide administrative support or clerical assistance
- I provide prevention services
- I provide community outreach services
- I provide language access services
- I provide counseling and advocacy services
- I provide case management and crisis intervention services
- I work in public policy
- I work in fundraising
- I am a human resource specialist
- Other _____
- Unsure
- Decline to answer

Do you feel as though you have adequate training to prepare you to conduct sexual violence prevention in Latin@ and/or Spanish-speaking communities?

- Yes
- No
- Unsure
- Decline to answer

In your work with Latin@ and/or Spanish-speaking	Not at all	Someti mes	Fairly Often	Very Often	Unsure	Decline to
--	------------	------------	--------------	------------	--------	------------

communities, do you feel supported by:						answer
National organizations						
Your state coalition						
Other advocates in the field?						
Your organization?						
The Latin@ and/or Spanish-speaking community in your service area?						
The community at large in your service area?						

How would you suggest improving collaboration and awareness between advocates and organizations working with Latin@ and/or Spanish-speaking communities?

-
- _Unsure
 - _Decline to answer

How long have you been working in the sexual violence field?

- _Less than 2 years
- _2 – 4 years
- _5 – 7 years
- _8 or more years
- _Unsure
- _Decline to answer

Do you identify as Latin@ and/or Hispanic?

- _Yes
- _No
- _Unsure
- _Decline to answer

Which of the following statements best describes your linguistic proficiency in Spanish?

- _Do not speak Spanish
- _Limited Working Proficiency
- _General Professional Proficiency
- _Advanced Professional Proficiency
- _Functional Native Proficiency
- _Unsure
- _Decline to answer

Which of the following statements best describes your linguistic proficiency in English?

- _Do not speak English
- _Limited Working Proficiency

- _General Professional Proficiency
- _Advanced Professional Proficiency
- _Functional Native Proficiency
- _Unsure
- _Decline to answer

About your organization

These questions are about the policies and procedures in your organization that focus on the inclusion of culturally relevant prevention work.

Do you feel that your organization has a structure/environment that supports culturally-relevant and culturally-informed work?

- _Yes
- _No
- _Unsure
- _Decline to answer

Has your organization made changes to your practices, based on research or evidence-based programs, to ensure greater service acceptance and improved outcomes for diverse communities?

- _Yes
- _No
- _Unsure
- _Decline to answer

Does your organization:	Yes	No	Decline to answer	Unsure
Provide formal training on diversity, specifically working with different cultural groups within your organization?				
Provide motivation/incentives for employees throughout the organization to improve linguistic competence and/or their ability to reach out to culturally diverse communities?				
Have a mission statement that incorporates linguistic competence and cultural relevance in prevention and/or service delivery?				

Does your organization:	Decline to answer	Unsure	Not at all	Sometimes	Fairly Often	Very Often
Use resource materials that are culturally and						

linguistically relevant (not only in multiple languages, but literacy level as well) to inform diverse groups about sexual violence issues?						
Encourage communication across organizational levels around issues of diversity and/or inter/intracultural work?						
Employ appropriate supports that facilitate consumers' use of services (i.e. location, affordability, transportation, child care)?						
Maintain a physical environment that has images, photographs, posters, and reading materials that are representative of diverse communities throughout the facility?						

Does your organization have culturally and linguistically diverse individuals as:	None	Some	Quite a few	Many	Decline to answer	Unsure
Board members						
Center directors						
Senior management						
Staff (e.g., outreach and prevention education specialists, victim advocates, counselors, multicultural services advocates)						
Consultants (including interpreters)						
Volunteers						

Which of the following activities does your agency use to monitor the provision of culturally and linguistically appropriate/relevant prevention and services?

- Collection, review and analysis of quality outcome data
- Internal working groups or committees
- Grievance and complaint tracking
- Chart reviews or audits
- Client focus groups
- Consumer satisfaction survey data
- Other (please specify) _____
- None of the above
- I don't know
- Unsure
- Decline to answer

Is there a specific person/group/advisory council at your agency that is designated to promote and coordinate culturally, traditionally and linguistically appropriate/relevant services?

- Yes

- _No
- _Unsure
- _Decline to answer

Have you participated in training or professional development on diversity, cultural competency, inter/intracultural work, or cultural relevancy?

- _Yes
- _No
- _Unsure
- _Decline to answer

Does your organization work with social or professional contacts (e.g., cultural brokers, liaisons) that help you understand beliefs and practices of culturally diverse groups in your service area?

- _Not at all
- _Sometimes
- _Fairly often
- _Very often
- _Unsure
- _Decline to answer

Are there structures in your organization to ensure consumer and community participation in:	Not at all	Sometimes	Fairly often	Very often	Decline to answer	Unsure
Program planning						
Service and/or prevention delivery						
Evaluation of services and programs						
Quality improvement						
Hiring practices						
Performance appraisal						
Customer satisfaction						

What would you recommend for improving collaborations between agencies who work with Latin@ and/or Spanish-speaking communities?

- _Unsure
- _Decline to answer

How would you suggest improving the cultural and linguistic competence, relevance, and/or appropriateness of your organization?

- _Unsure

Decline to answer

What barriers exist in your organization's ability to provide culturally specific prevention programs?

How well does your state coalition currently support the provision of culturally relevant prevention and services in your area?

- Very well
- Well
- Not well
- Not at all
- Unsure
- Decline to answer

What role would you like your state coalition to play in supporting the provision of culturally relevant prevention and services in your area? What actions could they take to further support work in this area?

What does your organization do well in terms of promoting culturally specific prevention and service programming?

Clausura / Closing

Thank you so much for your time. If you have other comments, please write them in the space below. If you would like to learn more about the Needs Assessment, please contact Maria Voell at 414-979-1540 or mariavoell@gmail.com.

Muchas gracias por su tiempo. Si tiene otros comentarios, por favor, escríbalos en el espacio de abajo. Si interesa saber más sobre el Estudio de Necesidades, comuníquese, por favor, con Maria Voell llamando al 414-979-1540 o enviando un mensaje a mariavoell@gmail.com.

If you listed resources or programs that you would like to share with the NSVRC and other organizations like yours, please provide information for the appropriate person to contact.

Si enumeró recursos o programas que le interesaría compartir con el NSVRC y otras organizaciones como la suya, por favor, provea la información de la persona contacto apropiada.

Program Name / Título del programa:

Contact Name / Nombre de contacto:

Phone Number / Número de teléfono:

Email Address / Dirección de correo-e:

In order for you to receive the \$20 incentive for completing this online survey, please provide your contact information.

Para poder recibir los \$20 de incentivo por cumplimentar esta encuesta en línea, por favor, provea su información de contacto.

Name / Nombre:

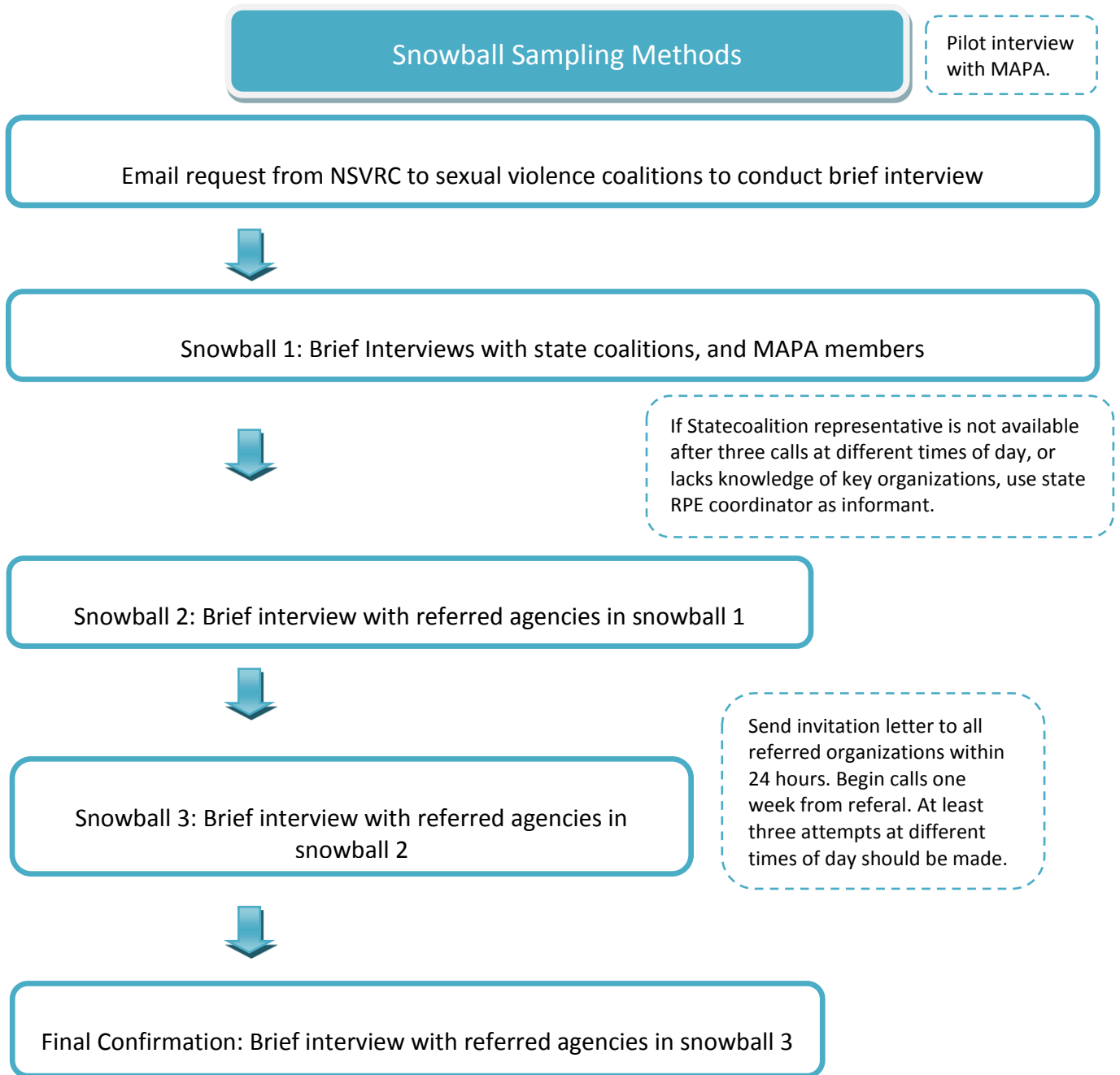
Address / Dirección:

Phone Number / Número de teléfono:

Thank you! ¡Gracias!

Appendix D. Partner Identification Protocol

Protocol: Identification of key partners in providing sexual violence prevention/intervention services to Latin@ and/or Spanish-speaking audiences for needs assessment sample



Frequently-Asked Questions – Snowball Sampling

What is the *Org. ID*? – The *Org. ID* (organizational identifier) is a unique identifier which will be assigned to each organization in order to be able to track the organizations during the needs assessment. The shaded box for the *Org. ID* will refer to the organization responding the interview. The box for the *Org. ID* in the table will refer to organizations referred by the interviewee. An *Org. ID* will be assigned to each organization included in the snowball sampling. The *Org. ID* will contain an abbreviation of the state/territory where its main office is located (the first two boxes), its snowball number (third box), as well as the order in which it was identified (last boxes). For example, the first organization that was referred for the needs assessment in snowball sampling Round 1 in Alabama would be assigned this identifier: ***Org ID*: AL11**. Example:

AL	1	1	= AL11
State	Snowball Sampling	Identification Order	

What is the *Ref ID*? – The *Ref ID* is the identifier for the organization that referred another organization for the snowball sampling. One organization may have multiple *Ref IDs*, but only one *Org ID*.

What does the ‘Most Important’ category mean? – This refers to the organization which was identified during the referral as the most important one (among all of those identified) for follow-up. “Yes” will be checked in the “Most Important” box.

How do we know if an organization identifies as Latin@ or focuses on Latin@s? –

Organizations that qualify under this category will be identified by checking “Yes” in the relevant box. In order to determine whether an organization qualifies under this category, each must confirm so through its name, mission statement, vision, goals, or the type of work it does. In order to qualify under this category, the organization must have an explicit focus, not just work with Latin@ communities.

How do we know what the main “mission/goal” of an organization is? What if there are several? – An organization may have more than one main goal. These are the goals by which the organization is recognized, the goals included in its mission statement, etc. **All goals that apply must be selected.** For example, an organization may indicate that it works on sexual violence or domestic violence. However, if the organization runs a shelter for victims of domestic violence, providing services for veterans through a pilot project would not count as a main focus area.

How can we distinguish among different types of “partners”? – The difference lies on whether the focus is intentional through resource allocation and planning or whether focuses emerge tangentially depending on needs and interests.

What is the difference between a “national” organization and a “Federal Government” agency? – A Federal Government agency is governed by a direct mandate from Congress (for example, FDA, EPA) and its directors advise the president on public policy issues, help implement public policies, and/or provide special services. A national organization may receive funding from a variety of groups, including federal agencies; however, it does not report to Congress, but to the groups and/or agencies that provide them with funding (for example, NSVRC).

The data collection form makes reference to an “organization.” What if it is a state agency or an individual? – For the purposes of the needs assessment, all the individuals to be interviewed will be identified as “organizations” in the data collection form.

Appendix E. Quotes to support culturally-specific resource development considerations

Values community strengths, norms, and traditions.

“Un punto en común es nuestra capacidad de sobrevivencia”.

[“A point in common is our capacity for survival.”]

– Spanish focus group participant

Consider the diversity within the Latin@ community.

“En el contexto de latinos en ee.uu., la diversidad y los mosaicos que tenemos es muy diverso. Y realmente para las personas que trabajamos en los centros de crisis de violaciones es un reto. Primeramente, entender esa aproximación hacia la cultura. Segundo, entender esta diversidad de latinos. Y tercero, el reto que para mí es mayor es el reto intergeneracional de los latinos. 1ª, 2ª y 3ª generación. No es lo mismo”.

[“In the context of Latin@s in the U.S., the diversity and mosaics we have are very wide. And this is actually a challenge for those of us who work in rape crisis centers. First of all, understanding how to approach culture. Secondly, understanding this diversity of Latin@s. And third, the challenge that to me is the greatest: the intergenerational challenge of Latin@s. First, second, and third generations. They’re not the same.”]

– Spanish focus group participant

“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.”

– National organization interviewee

Community-driven.

“I would say that it has to be grounded in Latino realities, meaning that it’s reflective of the communities that we’re working with, that it takes into account the cultural diversity within the culture. It takes into account values and beliefs. But that it also has community input, so, you know, in developing materials, or in developing programs, we always go back as an organization back to the community.”

[“Yo diría que debe tener como base las realidades latinas; es decir, ser un reflejo de las comunidades con las cuales estamos trabajando, tener en cuenta la diversidad cultural dentro de la cultura. Toma en cuenta los valores y las creencias. Pero también tiene insumos de la comunidad. Entonces, sabes, al desarrollar materiales o al desarrollar programas siempre regresamos como organización a la comunidad”.]

– English focus group participant

“Yo voy a mi comunidad. Yo les pregunto a ellos: ‘¿Qué necesitas? ¿Me entiendes de esta manera?’ Y si ellos me dicen: ‘No, no te entiendo’. ‘Entonces, ¿cómo me dirías tú?’ Y trato de

explicar. Yo voy a lo que la comunidad me dice. Y por supuesto que a veces sí, ‘checko’ los websites. Veo lo que hay fuera. Pero al final de cuentas termino adaptando lo que mi comunidad me está diciendo”.

[“I go to my community. I ask them, ‘What do you need? Do you understand me this way?’ And if they say, ‘No, I don’t understand you,’ I say, ‘Then, how would you say it?’ And I try to explain. I guide myself by what the community tells me. And, of course, yes, sometimes I check out the websites. I see what’s out there. But I finally end up adapting what my community is telling me.”]

– Spanish focus group participant

Accessible to targeted audience.

“Que yo tengo que integrar la cultura popular de las personas”.

[“That I have to integrate the popular culture of the people.”]

– Spanish focus group participant

“Que se entienda tanto el idioma, lo verbal, lo que está por escrito, para mí las imágenes [...], porque si no se parece a algo que yo reconozco, pues, no [...]”.

[“The language needs to be understood, what is verbal, what is written; for me, the images [...], because if it doesn’t look like something I can recognize, then no [...].”]

– Spanish focus group participant

“Un ejemplo bien vivo pa’ nosotros, aunque es de violencia doméstica, el de, como le dicen en inglés, el [...] Goodwill. Varias señoras nos dijeron: ‘Ésa parece una rueda de carreta. ¿Qué es eso?’ ¿Verdad? Pues será porque no lo relacionaban porque, y ya que se les explicó, de todas maneras que se les explicó, de todas maneras, para ellas, cuando lo miraban, era una rueda de carreta y de allí no las sacabas. No lo relacionaban [...]”.

[“A very vivid example for us, although it’s about domestic violence, is that of—how is it called in English?—Goodwill. Several ladies told us, ‘That looks like a cart wheel. What is that?’ Right? It must have been that they couldn’t relate it to anything because—and it was explained to them, in every way it was explained, in every way—when they looked at it, they thought it was a cart wheel, and they wouldn’t budge. They didn’t identify it.”]

– Spanish focus group participant

Vetted.

“Need to focus on outcomes—to have everybody reach the same outcome.”

– MAPA member

Appendix F. Table of quotation translations

Section	Page #	Original Quotation	Translation	Source
RQ2	38	<i>"The biggest challenge is finding people who need our services."</i>	El mayor reto es encontrar a las personas que necesitan nuestros servicios.	LEO in Midwest
RQ2	39	<i>"The demand is so great. There's just not that many of us doing the work."</i>	La demanda es tan alta. No hay suficientes de nosotr@s haciendo el trabajo	English focus group participant
RQ2	40	<i>"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."</i>	Se necesita diseñar programas que sean culturalmente competentes, no es suficiente contratar personal bilingüe... Los programas necesitan estar diseñados para atender las necesidades de la comunidad a la que van a servir. [Es] más que traducir documentos o pensar que es suficiente contratar personal bilingüe.. Adiestrar es la clave del éxito de los proyectos.	National organization interviewee
RQ2	42	<i>"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."</i>	Que se atiendan las necesidades de las mujeres dentro de la comunidad latina. La mayoría de los inmigrantes, así como los no inmigrantes no tiene acceso al transporte, y por proteger la privacidad, no aceptan visitas al hogar. Los servicios no pueden ser réplicas de los servicios a la mayoría.	Midwest state coalition

RQ2	42	<i>“Pero nuestra institución no nos provee lo que nosotras necesitamos para darles ese servicio.”</i>	...but our institution does not provide us with what we need to give that service...	Spanish focus group participant
RQ2	43	<i>“Porque eso es otra cosa de nuestra cultura, queremos ayudar y ayudar y ayudar [...] Somos hijas del rigor.”</i>	Because that is something else about our culture, we want to help, help, help.... We are daughters of rigor.	Spanish focus group participant
RQ2	44	<i>“[...] 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.”</i>	[...] incluso llamadas de video conferencia para seminarios virtuales son oportunidades en que las personas se pueden juntar y tener una conversación al respecto. O sea, sí dame la información, pero también dame alguna ideas y consejos de lo que puedo hacer con eso y cómo lo puedo hacer yo.”	English focus group participant
RQ2	45	<i>“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...”</i>	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
RQ2	46	<i>“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.”</i>	Herramientas, recursos o currículos dirigidos a levantar el liderato para el cambio sistémico/ temas que aborden la violencia sistémica/ más recursos para el desarrollo de liderazgo y asuntos de políticas, apoyo para que los latinos se organicen.	National organization interviewee
RQ2	47	<i>“I believe one-on-one contact through outreach is one of the most effective ways of providing information and material to the community.”</i>	Creo que el contacto personal en el alcance comunitario es una de las formas más efectivas de transmitir información y materiales a la comunidad.	National survey respondent

RQ2	51	<i>“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...”</i>	Materiales que atiendan el tabú de la agresión sexual, que lo definan y que describan el continuo de la agresión sexual (víctimas, victimarios, etc.) y que desenmascaren la agresión sexual, de manera que se enfrente el aislamiento [de las víctimas] en la comunidad latina, ya que no saben con quién pueden hablar, haciendo que la experiencia sea más difícil de compartir...	MAPA member
RQ2	52	<i>“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.”</i>	Muchas inquietudes alrededor de los temas de inmigración – hay tanto miedo para una persona indocumentada. En realidad, no hay lugares seguros o albergues a los cuales pueda recurrir la víctimas de violencia sexual en búsqueda de recursos.	Western state coalition
RQ2	54	<i>“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.”</i>	La necesidad principal de las organizaciones es la del desarrollo de capacidad, adiestramiento, de manera que fortalezcan su organización... necesitamos encontrar un modelo para hacer las organizaciones más sustentables.	National organization interviewee
RQ2	55	<i>“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</i>	Necesitamos identificar otros recursos de fondos para contratar personal, pero necesitamos educar a los donantes para que entiendan que el personal	MAPA member

		<i>requirements, but can meet the needs of the community. We need to look beyond our class system..."</i>	que contratemos quizás no cumpla con todos sus requisitos, pero sí satisfaga las necesidades de la comunidad. Tenemos que mirar más allá de nuestro sistema de clases...	
RQ2	56	<i>"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."</i>	De manera que se trata de ayudar, no solo proveer el contacto, sino cómo llevas eso, y cómo se ve eso desde después? Porque cómo se ve para (nombre) va a ser totalmente diferente de cómo se ve para mí. (nombre) puede organizar una obra. Y la comunidad la interpreta.	English focus group participant
RQ2	59	<i>"Training, and TA after the trainings are key to support cultural competence in the organizations."</i>	Adiestramiento y AT tras los adiestramientos son vitales para la competencia cultural en las organizaciones.	National organization interviewee
RQ2	59	<i>"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.'"</i>	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
RQ3	61	<i>"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."</i>	Mucho trabajo está necesitado en este area. Como una coalición, hemos estado trabajando con la educación continuada, pero no hemos tenido el éxito / resultado deseado. El adiestramiento de la competencia cultural no se ve como una necesidad	MAPA member

			continuada que requiere refuerzo.	
RQ3	62	<i>“There’s a lot of tokenism, even by Latinas, and programs are developed by misinformed people....”</i>	Hay mucho ‘inclusión simbólica’, hasta de parte de Latinas, y personas mal informadas terminan desarrollando los programas ...	National survey respondent
RQ3	62	<i>“Some people are culturally competent with one group, but not with others, we should maximize the universal values of cultural competent, and recognize that all communities are different. Some of the things that we associate with Latino culture are not present at all Latino communities.”</i>	Algunas personas son competentes en términos culturales para un grupo y no para otros. Debemos maximizar los valores universales de la competencia cultural, y reconocer que todas las comunidades son diferentes. Algunas cosas que asociamos con la cultura latina no están presentes en todas las comunidades latinas.	National survey respondent
RQ3	62	<i>“It is hard to provide referral services because the majority of the workers in the RPE’s are non-Latin@s that don’t speak Spanish and cannot provide culturally relevant services.”</i>	Es difícil brindar servicios de referido porque la mayoría de l@s trabajadores(as) del RPE no son latin@s, no hablan español y no pueden brindar servicios culturalmente relevantes.	National survey respondent
RQ3	63	<i>“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.”</i>	Poder entrar a la comunidad latina, que las personas conozcan los servicios que proveemos [...] alcance comunitario – el acceso que permita hacer llegar a la población el material traducido.	Western state coalition
RQ3	64	<i>“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-</i>	Encuéntrese con las víctimas en donde ellas lo necesiten. Muchas veces los clientes que hablan español tienen una movilidad	Partner identification interviewee

		<i>home-mom,”</i>	limitada, sea por poder conducir, o ser una madre ama de casa.	
RQ3	65	<i>“Entonces, ellos siempre nos quieren rescatar. Tengo muchas voluntarias 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.”</i>	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
RQ3	66	<i>“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>	El hecho de que seamos útiles por todos nuestros clientes y abogamos por ellos independientemente de sus estatus migratorios resulta en que muchas víctimas busquen nuestros servicios en nuestra área rural.	Partner identification interviewee
RQ3	66	<i>“I collaborate, power share and live/work in the neighbor[hood].”</i>	Colaboro, comparto el poder, y vivo y trabajo en el vecindario.	Partner identification interviewee
RQ3	66	<i>“We have the ability to offer meetings and programs in Spanish and our staff reflect the diversity of the community we serve.”</i>	Tenemos la capacidad para tener reuniones y ofrecer programas en español, y nuestro personal refleja la diversidad de la comunidad a la que servimos.	Partner identification interviewee
RQ3	66	<i>“We provide ongoing trainings and integrate cultural humility practices and addressing anti-oppression work with every single topic.”</i>	Proveemos adiestramientos regularmente, integramos prácticas de humildad cultural y abordamos el trabajo contra la opresión	Partner identification interviewee

			en todos y cada uno de nuestros temas.	
RQ3	66	<i>“Multicultural and multilingual staff (even though we are few).”</i>	Personal multilingüe y multicultural (aunque estamos pocos).	Partner identification interviewee
RQ3	67	<i>“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.”</i>	Pero no creo que realmente existe ese tipo de estructura formal que se necesita para apoyar de manera real a las procuradoras latinas en este trabajo, tanto con la violencia sexual como con la violencia doméstica.	English focus group participant
RQ3	68	<i>“I do not believe that the current coalition is equipped with tools and supports to infuse cultural relevant practices in a non-oppressive way”</i>	No creo que la coalición actual tenga las herramientas ni las estructuras para comunicar prácticas culturalmente relevantes de una manera que no sea opresiva.	National survey respondent
RQ3	68	<i>“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.”</i>	Nuestra coalición realiza un buen trabajo al tratar de brindar información relevante y procuraduría a la comunidad hispanoparlante. La coalición está fusionada con la coalición de violencia doméstica, por lo que el tiempo, los fondos y el personal puede que sean menores, pero están tratando de hacer el mejor alcance comunitario posible dados sus recursos.	National survey respondent
RQ3	68	<i>“I would like them to realize that undocumented Latinas are among the most vulnerable of the underserved populations in [the state].”</i>	Quisiera que comprendieran que las latinas indocumentadas están entre las más vulnerables de las poblaciones menos	National survey respondent

			atendidas de[l estado].	
RQ3	68	<i>“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.”</i>	La mayoría de las coaliciones ‘añaden’ los servicios relacionados a la agresión sexual, y ‘añaden’ encima el aspecto de trabajar con las comunidades de color. Necesitamos más apoyo para aumentar la representación de las mujeres de color en el liderato de las coaliciones.	National survey respondent
RQ3	68	<i>“Supporting individual agencies, rather than funnel all Latin@ clients to one agency.”</i>	Apoyar a agencias individuales, en lugar de canalizar a todas y todos los clientes latin@s hacia una sola agencia.	National survey respondent
RQ3	68	<i>“Que realizaran su trabajo de conocer cuales son las necesidades de sus integrantes sobre este tema. Que realicen visitas a las organizaciones integrantes.”</i>	That conduct their work knowing what the needs are of their members on this issue. Conducting visits to member organizations.	National survey respondent
RQ3	68	<i>“Offer training and materials for organizations that provide prevention and advocacy but are not the certified sexual assault center for the area.”</i>	Ofrezcan adiestramiento y materiales para las organizaciones que ofrecen prevención y procuraduría, pero no son parte del centro de asistencia a víctimas de abuso y violación sexual certificado del área	National survey respondent
RQ3	68	<i>“Entrenar a las personas que hablan español que ya están</i>	Train Spanish-speaking staff that already are working in	National survey

		<i>trabajando en la agencia para ser interpretes.”</i>	the agency as interpreters.	respondent
RQ3	71	<i>“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.”</i>	Necesitamos poder tener impacto, cambiar las ideas de las entidades financiadoras sobre lo que significa ser competente culturalmente, cambiar el enfoque de “marcar” un lugar en una lista de cumplimiento con la competencia cultural.	MAPA member
RQ3	71	<i>“Latina workers are starting to work on the issue of violence, intrafamily violence, not only sexual violence or domestic violence. We need to continue collaborating and not see each sector as competition.”</i>	Las trabajadoras latinas están comenzando a trabajar el tema de la violencia, la violencia intrafamiliar, no solo la violencia sexual o la violencia doméstica. Necesitamos continuar colaborando y no ver el otro sector como competencia.	National organization interviewee
RQ3	72	<i>“The issue of immigration is key when providing services.”</i>	El tema de la inmigración es clave al proveer servicios.	National organization interviewee
RQ3	72	<i>“We need to learn from each other and to feel like we all belong, and that we are all part of the same movement.”</i>	Necesitamos aprender unas de otras y sentir que pertenecemos, y que todas somos parte del mismo movimiento.	National organization interviewee
RQ3	73	<i>“That there are a number of organizations advocating for Latinos 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</i>	Porque hay un número de organizaciones que abogan por los latinos y por garantizar que los servicios sean competentes culturalmente, tenemos una voz que se hace escuchar....; veo el compromiso más fuerte ahora, y se debe en parte a que los fondos	National organization interviewee

		<i>with cultural competence, their funding could be at play.”</i>	obligan a que los servicios sean competentes culturalmente, y ellos necesitan escribir informes de cumplimiento con el renglón de la competencia cultural cubierto, por lo cual sus fondos están en juego.	
RQ4	75	<i>“... 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.”</i>	... Sea, me encanta la biblioteca de NSVRC, pienso que es un gran recursos. Así que pienso que con más recursos podrían añadirle a lo que tienen. Y luego, conseguir currículos que pudiéramos, en realidad usar, que no sean repeticiones de lo que ya existe, traducidos al español. Produjeron algo hace 20 años en inglés, y ahora hace 5 años los traducen todos al español, y ahí queda el asunto. No es competente culturalmente.	English focus group participant
RQ4	78	<i>Multilingual access propels us forward and works to dismantle power imbalances that have long-existed across languages and cultures.</i>	El acceso multilingüístico nos impulsa hacia delante y funciona para derribar los desbalances de poder que han existido por mucho tiempo entre lenguas y culturas.	NSVRC public statement on multilingual access
RQ4	82	<i>“...they [NSVRC] need to adapt their system and to include the voice of the community.”</i>	...ellos [NSVRC] tienen que adaptar su sistema e incluir las voces de la comunidad.	MAPA member
RQ4	84	<i>“With the funding, provide staff to organize process, serve as keeper of the initiative, create a national</i>	Con los fondos, que coloque el personal para organizar el proceso, sirva de protector	National organization interviewee

		<i>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.”</i>	de la iniciativa, produzca un directorio nacional con la información de las organizaciones, provea un espacio para aprender e intercambiar información entre organizaciones nacionales, sería muy útil tener un directorio en línea.	
RQ4	84	<i>“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.”</i>	Puede que algunas iniciativas comiencen, pero eso no significa que algo vaya a surgir de ellas. [...] Algunas organizaciones reciben los fondos, pero el dinero no siempre tiene un impacto en la comunidad. [...] Existen muchas iniciativas que comienzan y nada pasa después, las tendencias cambian, las iniciativas cambian... la competencia cultural es lo mismo.	MAPA member
RQ4	85	<i>“They [NSVRC] could serve as a clearinghouse of materials.”</i>	El [NSVRC] podría servir de centro de información para los materiales.	National organization interviewee
RQ4	85	<i>“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.”</i>	Lo que se me ocurre es la habilidad del NSVRC para atraer fondos significativos para implementar realmente algunos proyectos de subvenciones pequeñas alrededor de la nación, con diferentes poblaciones... y luego, identificar cuáles son las mejores prácticas y trabajar para reproducir eso.	MAPA member
Summary	89	<i>“Una infraestructura es, este,</i>	An infrastructure is having	Spanish

	<p><i>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...”</i></p>	<p>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.</p>	<p>focus group participant</p>
<p>Summary 93</p>	<p><i>“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></p>	<p>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.</p>	<p>Spanish focus group participant</p>
<p>Summary 96</p>	<p><i>“They [NSVRC] could do a good job on this, they seem to have the capacity to make it work.”</i></p>	<p>Ellos [NSVRC] podrían hacer un buen trabajo en esto, parecen tener la capacidad para lograr que funcione.</p>	<p>National organization interviewee</p>

Appendix G. Regional division of states/territories

Region	States/Territories		
Northeast	Maine	New Hampshire	Vermont
	Massachusetts	Rhode Island	Connecticut
	New York	Pennsylvania	New Jersey
Midwest	Wisconsin	Michigan	Illinois
	Indiana	Ohio	Missouri
	North Dakota	South Dakota	Nebraska
	Kansas	Minnesota	Iowa
South	Delaware	Maryland	District of Columbia
	Virginia	West Virginia	North Carolina
	South Carolina	Georgia	Florida
	Kentucky	Tennessee	Mississippi
	Alabama	Oklahoma	Texas
	Arkansas	Louisiana	
West	Idaho	Montana	Wyoming
	Nevada	Utah	Colorado
	Arizona	New Mexico	Alaska
	Washington	Oregon	California
	Hawaii		
Territories	American Samoa	Guam	Marshall Islands
	Northern Mariana Islands	Puerto Rico	US Virgin Islands