### Cultural Specific Core Component

**Organization engages communities and participants to shape the way the organization and its programming operate. In this case, the work is put into the hands of the Amig@s.**

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| Do Amig@s experience increased capacity in the areas of leadership skills, project planning/implementation, and partnerships development for their community action projects? | • Amig@s start taking on more leadership roles and demonstrating their ability to lead efforts (e.g., offering to lead something, referring to self as leader).  
• Amig@s start planning project and implementing timelines (e.g., meeting with facilitator for planning).  
• Amig@s start building partnerships within and outside of CdE. | • Survey on leadership skills/Meeting notes/Not currently collecting observations of facilitator  
• Forms used for planning purposes/Tracking projects (number of projects, who they reach etc.)  
• SurveyMonkey-network analysis showing participant connections within and outside of the organization | • Will add a question for the facilitator to record their observations of participants’ leadership skills | Will add the facilitator form by next data collection of survey. |

| Do Amig@s influence their networks to take action around healthy relationships? (community mobilization) | • New community members get involved with Amig@s initiative.  
• New community members start sharing resources and knowledge that they learned from Amig@s | • Not currently collecting | • Ask why new members are joining on intake forms and indicate if it’s because of the influence of current Amig@s  
• From attendance logs, contact attendees and follow up with community members who have been reached by Amig@s | Will add these to current evaluation practices in 2016 |
## Fuerza Unida Amig@s (Casa de Esperanza) Evaluation Plan

| Organization acknowledges the multiple and intersecting cultures of participants (e.g. Trans culture, deaf culture, biculturalism, transnational, migrant cultures, etc.). | Do Amig@s experience increased knowledge of domestic violence and resources, as well as, knowledge of diverse cultures and impact of diversity on taking action? | Amig@s start to share DV-related information with others in their trainings and in the community.  
  - After completion of diversity training the members begin to talk about diversity issues or facilitator notices change in their willingness to utilize a human rights approach and be respectful of diversity within the community (e.g., Latin@ LGBTQ members) | Survey items related to DV knowledge and resources/Not currently collecting observations of facilitator.  
  - Not currently collecting facilitator observation | Will add a question related to DV specific knowledge to facilitator form  
  - Will add a question related to diversity to facilitator form (e.g., the facilitator notices that the Amig@s tries something new or experiences something new in relation to that cohorts diversity topic).  
  - Will add the facilitator form by next data collection of survey. | Will add a question related to DV specific knowledge to facilitator form  
  - Will add a question related to diversity to facilitator form (e.g., the facilitator notices that the Amig@s tries something new or experiences something new in relation to that cohorts diversity topic).  
  - Will add the facilitator form by next data collection of survey. |
| --- | --- | --- | --- | --- | --- |
| **Organization incorporates Latin@ cultural worldviews including the importance of family, the value of children, and the power of sharing their stories in their native language.** | How do the Amig@s experience the Amig@s initiative? What is their feedback about how the program works and the support they get from CdE? Is it culturally-relevant? What needs improvement? | Participants feel respected and supported by CdE staff in and outside of their roles as Amig@s  
  - Participants report understanding how the program works and offer opinions about how things can be improved.  
  - Participants discuss points of the program that are culturally-relevant for them (e.g., offered in their language, can share about their various identities). | Interviews/listening session  
  - Project planning sessions/interviews  
  - Interviews/listening sessions | | |}

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