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Valeria Garcia-Lara

Merrimack College, garciavd@merrimack.edu

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**Cultivating the *Guerrera* Spirit: Forming Social Justice Warriors Through Latina
Empowerment and Development**

Valeria García-Lara

Winston School of Education and Social Policy, Merrimack College

2023

MERRIMACK COLLEGE

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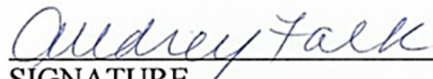
COMMUNITY ENGAGEMENT

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AUTHOR: Valeria García-Lara

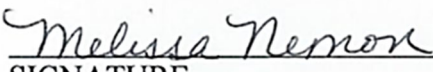
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Audrey Falk, Ed.D.
DIRECTOR, COMMUNITY
ENGAGEMENT


SIGNATURE

April 19, 2023
DATE

Melissa Nemon, Ph.D.
INSTRUCTOR, CAPSTONE
COURSE


SIGNATURE

April 19, 2023
DATE

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A una edad muy temprana aprendí que la vida es una lucha, pero al paso del tiempo me fui encontrando con la valentía, las ganas, y la entrega de muchas guerreras que ayudaron a formarme. Este proyecto y este sueño no hubiesen sido posible sin el apoyo incondicional de muchos. Pero en especial, mi mami y papi.

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A todas las mujeres fuertes que conozco (especialmente Clarita y todas mis amigas de Monte Sinaí y Casa de Acogida) – sus historias y consejos los llevo conmigo siempre. Ustedes me han enseñado lo que es ser una guerrera y una líder sin necesidad de libros y research. Es un sueño hecho realidad compartir este triunfo con ustedes. Para mí misma, me aplaudo y me abrazo – jamás me di por vencida, aunque hubo días que me dejaron destrozada. Thank you, Chica Project for allowing me a space to share this project with you and for the amazing opportunities you are creating for young Latinas and girls of color – the opportunities I wish I had when I was younger. Finalmente, para todas las guerreras Latinas que han estado antes, las que ahora luchan, y las que vendrán en un futuro... may our guerrera spirits unite us in the fight for change. ¡Vale la pena!

Abstract

The presence of the Latina/x community in the U.S. is loud and powerful. Constituting over 18% of the entire U.S. population and the fast-growing numbers that reflect the changing face of the country calls for an examination of current leadership narratives and demands a commitment to elevate and empower Latina leadership (U.S. Census Bureau, 2022). In a society divided by power and discrimination, it is crucial that Latinas and Women of Color (WOC) have access to spaces that cultivate and celebrate their unique gifts and talents which are often overlooked and undervalued. This project gathered WOC from the Chica Project community to explore a new element of Latina leadership, the *guerrera* spirit, through community, storytelling, art, reflection, and meaningful discussion. Through a combination of data presentation, conversations, and interactive activities, participants engaged in dialogue over what the *guerrera* spirit looks like in their personal lives, how storytelling and art can be utilized as tools for leadership, and how this can be applied to the further advancement of Latina leadership. This project found that participants connected deeply with the element of *guerrera* leadership through collective, intimate, and creative lenses and adds to previous literature calling for revolutionary leadership narratives.

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Cultivating the *Guerrera* Spirit: Forming Social Justice Warriors Through Latina Empowerment and Development

A *guerrera* means being a warrior. According to the Britannica Dictionary (n.d.), a warrior is “a person who fights in battles and is known for having courage and skill.” Interestingly enough, it also includes a ‘figurative’ meaning, including the example of, “she has been a warrior against injustice” (Britannica Dictionary, n.d.). Latinas encompass both – they fight, have fought, and will be forced to continue to fight real-life battles with courage and determination, but they should not be limited to playing the role of the oppressed. Latinas have the capability and must be given the space, to be warriors against injustice as leaders, directors, and presidents of organizations across sectors.

Women of color (WOC), specifically, Latinas and Afro-Latinas, are underrepresented across all fields – with an important emphasis on the nonprofit sector. Though often present in community engagement and social justice efforts, Latinas are rarely recognized for being at the forefront of the justice battles. At times, WOC themselves may be unaware of the impact their presence, experiences, gifts, and skills have on today’s most pressing needs.

Given today’s times and the continued fight for equity, it is imperative that Latinas involved in nonprofit organizations, community development, advocacy, and activism have the opportunity and space to explore their strength, courage, and capability to lead change. According to a U.S. Census Bureau article (Jones, et al., 2021), there are over 62 million Latinos in the country and are the fastest-growing population. As the number of Latinas continues to increase, opportunity must too. Latina women are already creating change on multiple dimensions – within their homes, at their schools, at their jobs, and in their communities, but the

question is, what can be done to help develop and empower Latinas so that they may continue to challenge the disparities that exist and tap into their own *guerrera* power?

Community organizations dedicated to empowering Latinas at all stages of their lives are increasing across the country. These organizations are mission-driven and develop holistic programs that foster Latina leadership. Chica Project (CP) is one of the many organizations that is working to close the disparities and help Latinas succeed. Based in Boston, Massachusetts, and working throughout the region, Chica Project's mission "is to close the opportunity divide for Latinas and other Women of Color by empowering them with the skills, confidence, and network necessary to thrive personally and professionally" (Chica Project, n.d.). Centered on the values of power and potential, *cariño* and connection, radical authenticity, and grace and intention, Chica Project has developed its own curriculum and programming which has served more than 3,000 young girls. Guided by the exemplary and holistic curriculum developed by Chica Project, the purpose of this project is to provide an intentional and safe space through a workshop model, where participants can engage in leadership development and reflection regarding their courage, strength, and capability for success through their own stories, connections, and identities.

Literature Review

Latinas often find themselves in between two worlds; one in which they are marginalized and another, where they possess more privileges than others. Not only do Latinas walk in between worlds in regards to privilege, but this 'borderland' as Anzaldúa (2012) referred to it, also exists within their own identity – racially, ethnically, and even, culturally. *Latinidad* is a complex concept – it encompasses different cultures, values, histories, and languages (Guajardo, et al., 2020). For Latinas in the United States, their connection to their own identity may vary, and rightfully so. Many grow up with deep ties to their home culture and traditions, while others

have lived a life more distanced from their roots. The reality is that the Latina/o/x community is extremely diverse and in a society that sees Whiteness as superior, it can become difficult to explore and navigate one's Latina/x identity.

As the United States becomes more diverse, researchers predict Latinas will make up a significant percentage of the community in the near future. Latinas' multidimensional identity and marginalization positionality raise significant questions in the quest to elevate Latinas as social justice leaders. Latinas and Afro-Latinas in the United States often do not occupy a seat at the table where important conversations are occurring. The Latina/o/x community is often part of the conversation as the marginalized, but rarely are Latina/o/x voices brought into the dialogue as leaders. Previous research has led to a better understanding of the experiences of Latinas in the United States through LatCrit, identity development, multicultural feminism theories, and intersectionality. However, despite all the research, there is a practical and critical need to foster a space of community, development, and empowerment for Latinas of all roots, colors, ages, and self-identification.

Racial-Ethnic Identity Development

The Latina/o/x community is often categorized or identified as one homogenous group. The reality, however, is that the Latina/o/x community is much more complex and multifaceted. Latinas/os/x come from all different types of regions, histories, and realities. The varying phenotypes in Latinas hence call us to pay close attention to the differences that make this community unique and powerful, but it also demands we examine elements such as identity development through a much more focused lens. Not every Latina looks, thinks, identifies, or acts the same, though oftentimes, the lack of research and practice makes it easy to assume that. The racial diversity among the Latino/a/x ethnic group must be acknowledged and recognized in

order to better understand the experiences of Latinas in a more authentic manner and one that promotes justice and equity.

Racial-ethnic identity is considered a critical aspect of both, individual identity and collective identity (Chavez & Guido-DiBrito, 1999). Chavez and Guido-Brito (1999) point out that minority groups in the United States manifest their racial and ethnic identity in a much more conscious way in comparison to White Americans given their differing positionalities. The consciousness with which minority populations in the United States must explore their racial and ethnic identity can derive from both, positive and negative influences. Because dominant culture reflects White Americans' behaviors, attitudes, and beliefs, it is less likely that White individuals will engage in such conscious engagement. As Chavez and Guido-Brito (1999) suggest, however, everyone can benefit from conscious ethnic identity development and multicultural frameworks.

Racial-ethnic identity models were initially created to better understand African Americans' experiences in the U.S. (Chavez & Guido-Brito, 1999). Today, many theories and models have emerged given the rapidly growing diversity of U.S. society. While not many models have been developed specifically for Latina/o/x identity development, Torres (2003) developed a model that provides further insight into different associations. Known as the Torres Bicultural Orientation Model (BOM), this model includes four orientations Latinas/os/x may identify with: bicultural orientation, Latino/Hispanic orientation, Anglo orientation, and marginal orientation (Torres, 2003). This model helps identify and examine the choices Latinas/os/x make between their native/origin culture and majority culture, though does not explain the process of how these choices were made (Torres, 2003). In short, racial-ethnic identity development

frameworks are vital to better understand how it informs Latinas' sense of self and how that relates to community and leadership.

Multicultural Feminism

Feminist theory has been around for many years; however, arguments have been made that traditional feminist theories do not account for the diverse and multifaceted identities of multicultural women around the world (Hurtado, 2009). Multicultural Feminism was born in the 1980s after feminist writers challenged the lack of variations that fully represented women from across cultures. Among the core concepts of multicultural feminism, Hurtado (2009) identified three concepts in her work: intersectionality, self-reflexivity, and accountability.

Multicultural feminism provides a unique lens that highlights the humanness and everyday experiences of women of color. As Hurtado (2009, p. 30) states, "The nexus for multicultural feminist theory is tucked within the everyday experiences of human beings who love, live, laugh, cry, and think." It is through our most innate humanness that connection can be created, a community can be formed, and change and empowerment can be achieved.

The multicultural lens that distinguishes this framework connects with the varying multidimensional identities of Latinas. As a community, Latinas/x bring a multitude of different experiences and perspectives that align with the three concepts Hurtado (2009) identified in her research. Multicultural feminism places a significant emphasis on the intersection of identities. This is important because as research suggests, Latinas often find themselves in between worlds and at intersections. In efforts to foster leadership development among Latinas, these aspects must be recognized and taken into consideration. Hurtado (2009) also states that self-reflexivity is an integral component of multicultural feminism as it poses questions regarding privilege. In crafting a space where Latinas are being empowered to find the power in their own voice,

identity, and experiences, they must also be given the opportunity to enter into an intentional analysis of the way privilege influences their life in relation to self and in relation to those around them, in and out of the Latina/o/x community. Lastly, accountability, the third concept that informs the multicultural feminist theory, focuses on knowledge production and the ways it is being used for transformation and social change (Hurtado, 2009). Latinas can benefit from these concepts as they are empowered to tap into their own power. Overall, as Hurtado (2009) suggests, multicultural feminism theory demands a much more relational and purposeful perspective and analysis – one that can better fit the needs of future Latina/x leaders.

Intersectionality

Latinas belong to both the larger society and their Latino/a/x community. At times, this in turn results in oppression from both communities, including their own Latina/x community. Quite often, Latinas express feeling caught between two worlds and two cultures. Not only do Latinas feel this way in the context of the U.S. society and their ethnic community, but also experience it rather often. Though not all, many are bilingual, bicultural women who find themselves conflicted in their own identities in the smallest of ways.

Latinas lie at the intersection of multidimensional identities and histories. Latinas possess varied intersections as bilingual and bicultural community members who have experienced interconnected manifestations of oppression. Hurtado (2009) states intersectionality serves as an imperative framework for social justice. In their work, Montoya and Galvez Seminario (2020) state Latinas have forced their own way in, ready to lead by resisting and pushing back on injustice and simultaneously, using their gifts and skills produced by their intersectional position as tools to mobilize. As the struggle against injustice, marginalization, and discrimination

continues for Latinas and other Women of Color, it is crucial that organizations develop programs and services that account for the complexity of intersectionality.

LatCrit

Stemming since the 1990s, LatCrit theory has aimed to examine more deeply the role of race in the experience of Latinas/os/x and center that perspective as a framework to move forward. With its roots in legal academia, LatCrit theory has now provided insight and revelations utilized in other sectors. LatCrit provides a comprehensive look at how Latino/a/x individuals experience aspects of race and identity in relation to issues pertinent to the Latino/x community, including language, culture, immigration, and ethnicity (Pérez Huber, 2009). LatCrit particularly explores the role of race and has attempted to reconstruct the traditional discourse by going beyond the black/white paradigm (Trucios-Haynes, 2000). This literature has allowed us to explore topics through a lens that is adjusted to the diverse culture, history, and values pertinent to the Latino/a/x community and reflects the community's multicultural roots (Hernandez-Truyol, 1999). This framework helps highlight the ways in which Latina engagement and activism can anchor intersectionality as a strength and as a tool with which to promote social justice.

Latina Leadership and Professional Development

While still largely underrepresented in leadership roles, Latinas have fought with resilience and courage to make their way into leadership positions. These leadership roles happen both, in formal and informal contexts. It is important to analyze leadership in the Latina/x context to ensure this project is guided by culturally relevant values. Segura and Facio (2007, p. 301) wrote that Latina leadership, “focuses on developing relationships between people to develop a collective, shared vision to solve community problems.” Similarly, in her work,

Hardy-Fanta (2002) found an emphasis on relational aspects of Latina leadership. Rather than considering positional aspects of leadership as the priority, Latinas expressed that personal relationships were more important than power or control (Hardy-Fanta, 2002). In a society and culture like the U.S., where egocentric values are more commonly accepted and pursued, Latinas have demonstrated a much more communal and relational approach – one that does not align with the dominant narrative. It could be society's inability to accept and celebrate differing value-centered approaches to leadership that is hindering Latinas' access to leadership positions. This is an important element to consider in the creation of professional development opportunities and initiatives for Latinas. The dominant narrative does not align with the values, perspectives, and gifts of this community. Because professional development can be defined and understood in varying ways, knowledge of significant factors can be helpful in tailoring professional and leadership development opportunities that reflect the language and values of Latinas.

Overall, it is important to recognize how culture, values, tradition, and experiences influence Latinas' behaviors and priorities, which in turn, can have an effect on their leadership styles. Many of the influential elements in Latina leadership can be connected to their own identity journeys as bicultural and multicultural individuals who form part of different social identities (Chavez and Guido-Brito, 1999). As racial-ethnic identity development theories suggest, identity development is a process that consists of a starting point, also known as the *Situating Identity and Influences on Change* (Chavez and Guido-Brito, 1999). Like any process, transformation and evolvment occur which bring about change. Latina leadership, then too, can evolve and transform as the sense of self, agency, and capability is explored and celebrated.

In order to arrive at a position where Latina leadership is celebrated, the distinct talents and characteristics of Latinas must first be recognized. Following Multicultural Feminist Theories can help build a foundation – one that is solid, yet open to change and adaptability in a world where Latinas are learning to use their experiences as tools for leading change, while simultaneously, continuing to fight oppression at the individual, communal, and systemic levels. LatCrit and Intersectionality theories help shed light on the ways Latinas’ multidimensional positionalities and identities can be utilized as assets in the fight for social justice. The constant exposure to different worlds and realities equips Latinas to navigate complex situations as leaders (Anzaldúa, 2012). These frameworks call us to translate Latinas’ experiences of power and oppression as strengths, resilience, and source of leadership.

Latinidad has the power and capability to change the leadership narrative that contributes to cycles of oppression and marginalization. Through its intersectional attributes regarding race, ethnicity, language, and cultural exposure, Latinas can lead communities inspired by authentic relationships that elevate communities to self-recognize their power and lead through change. The goal is not to make space at the table – the goal is to build a new table that exists to reinvent structures and narratives. While largely looked down upon in most cases, Latinas’ resilience and humanness can serve as a revolutionary leadership trait that changes the way communities are empowered. Latina leaders will not become a voice for the voiceless – they have the talents, passion, and resilience to inspire others to tap into their own voice.

Guerrera Spirit

The term ‘*guerrera spirit*’ is used to symbolize the resilience, courage, and powerful characteristics that invoke Latinas’ ability to overcome challenges and transform their struggle and pain into sources of compassion, community, and leadership, similar to Guzman’s (2012)

definition. Guzman (2012, p. 45) states that being a *guerrera* “is to courageously disrupt the deficit discourses perpetuated about our communities through a healing and transformative self/community love manifested in a decolonizing counter-narrative.” This project hopes to provide a space for Latinas to engage in self and communal reflection of their own identities and stories that help form their *guerrera* spirit and allow them to tap into that power – however that may look for each individual.

While increased Latina leadership would certainly diversify the community of those in leadership positions, diversity is not the only goal. By preparing Latinas and advancing their development, a new element of leadership is introduced. This element of leadership is one that is rooted in resilience, courage, and power – the *guerrera* spirit. The need for Latina leadership is critical to better understanding the Latinx/a/o community and the everchanging needs of society as a whole, however, Latina leadership should not only be encouraged but celebrated. By celebrating Latina leadership, Latinas are not expected to assimilate or conform to the dominant culture, rather, it recognizes and elevates their uniqueness, authenticity, and capability for change. This in turn validates, welcomes, and uplifts the experiences and voices of Latinas as strengths.

Testimonio and Personal Storytelling

Personal storytelling has gained visibility and importance throughout the years among researchers. Fuentes and Perez (2016) call story-telling a tool with multipurpose benefits that can be used “to dismantle systems of oppression, inspire social change, and to reclaim the right to survive and thrive” (Fuentes & Perez, 2016, p. 8). As Rodriguez (2010) states, storytelling is a tool to create “collective transformational spaces” (Rodriguez, 2010, p. 1) through deeper relationship-building, racism disruption, and to create spaces where personal experiences are

shared. Reyes and Rodriguez (2012) say the objective of *testimonio* is to “bring light a wrong, a point of view, or an urgent call for action” (Reyes & Rodriguez, 2012, p. 1). In this light, *testimonio*, a form of storytelling and narrative can be utilized as a way to foster affirmation, agency, and empowerment – all of which are necessary to polish leadership skills. The importance of *testimonio* and storytelling as tools for leadership development connects with the *guerrera* spirit’s unique characteristic of resilience and its ability to disrupt traditional narratives through a decolonized manifestation of healing and transformative love (Guzman, 2012).

Young Latinas’ Development

The road to empowering Latina leaders begins much earlier than college and at the workplace. Young Latinas across the country are experiencing a variety of struggles and challenges. By creating spaces for young Latinas to develop their leadership skills, young girls become more aware of the qualities that distinguish them, can gain the confidence to utilize them unapologetically, and inspire them to take action. As worded by Chica Project, by equipping young Latinas with leadership skills, they are being prepared to “lead their generation as bold, joyful and resilient agents of change” (Chica Project, n. d., para.2).

An example of this type of leadership development is an organization working towards promoting and celebrating the gifts and talents of young Latinas known as the Chica Project. The Chica Project is a Boston-based organization working to equip more Brown and Black girls with the skills, tools, connections, and self-confidence to thrive in their personal and professional lives (Chica Project, n.d.). Chica Project intentionally crafts spaces where young girls of color can engage in identity exploration and reflect on the connection and the role they play within the communities, environments, and systems they are a part of.

Through in-school, community-based, and summer programs, Chica Project engages young girls of color in intentional reflections and dialogue about different aspects of identity and culture as a step towards leadership, empowerment, and agency. By inviting young Latinas into these spaces and conversations, they are working to boost self-esteem and self-confidence and inspire healthier life choices, which in turn can result in increased educational achievement and professional growth.

Current Project

The current project seeks to engage the staff and educators at a Latina-serving nonprofit in a workshop to explore Latina leadership development and to co-create ways to design activities and reflections around the *guerrera* spirit philosophy. Further, this workshop will highlight the critical need for Latina leadership and the use of storytelling as a tool for developing a warrior-leader – *guerrera* – spirit.

Project Plan

This project is focused on providing a safe and intentional space where community, connection, trust, and reflection occur for Latinas and Women of Color involved with the Chica Project. In an effort to further develop and empower Latinas through their own identity exploration, stories, and voice discovery, this project will consist of an interactive workshop that combines activities, art, and poetry to elevate and empower Latinas, a historically and systemically marginalized community, to discover the power of their voice and highlight their resilience and *guerrera* spirit.

Situation Statement

The number of Latinas in the United States is on the rise. Yet, the representation of Latinas in educational, professional, and justice initiatives continues to reflect a significant

disparity. There is a lack of space for Latinas and Women of Color to engage in identity exploration, community sharing, and reflection to promote self-confidence, leadership, and agency.

Define Your Goals

The goal of this project is to provide a space of intentionality and community sharing, where participants can engage in reflection regarding their qualities, characteristics, and abilities to grow, succeed, and lead justice-oriented initiatives.

- Goal 1: Participants will engage in a safe and intentional space of self-reflection on their own individual identities and stories.
- Goal 2: Participants will connect with fellow participants and develop a deeper understanding of the intersections between their communal identities and abilities.
- Goal 3: Participants will be invited to explore what defines their *guerrera* power, what it means to them, and encouraged to tap into it as they develop personally and professionally.

Target Audience

The target audience for this project is the Chica Project community. Those who are part of the Chica Project community include staff, board members, and volunteers who actively engage with Chica Project's programming and identify with the organizational mission.

Additional people of interest may include community organizations and nonprofits that work with Latina/o/x communities in areas of self-development, reflection, and advocacy efforts.

Chica Project has an established curriculum composed of three modules: Power of Me, Power of My Freedom, and Power of My Service. The curriculum begins with module one, Power of Me. As noted by the Chica Project, this module sets the foundation for the development

and growth of participants. The Power of Me module centers on developing character, competence, confidence, and respect through conversations and reflections on identity, privilege, the burden of identities, systems of oppression, and intersectionality. The second module is the Power of My Freedom. This module aims to build on the learnings from the first module and highlight connection, caring, resiliency, and relationships. The goal of this module is to bridge the personal and interpersonal and teach resilience through solidarity. Common topics of conversation include culture, values, and beliefs. Lastly, the third module is the Power of my Service. Module three focuses on professional development, goal setting, and community and civic engagement. This module seeks to foster the importance of contributing, resistance, and responsibility. Together, these modules are meant to help young girls of color navigate their identities and strengths in order to promote personal and professional success. This workshop will benefit the target audience by helping expand the curriculum by designing and evaluating a new topic of reflection for participants.

Incentives for Engagement

This project seeks to craft a space where young girls and Women of Color can engage in self and communal reflection regarding their identities, stories, and abilities that fosters and further develops the *guerrera* spirit within them. This project will provide an opportunity for Chica Project staff to witness and evaluate a workshop that fosters connection, resiliency, and leadership. Further, this project will help expand the organizational curriculum.

Crafting a Clear Message

As reported by the Pew Research Center (2022), the Latina/o/x community in the United States has reached over 62.5 million. Almost 30 million of those constitute Latinas and it is estimated that by 2060, 27% of all women in the United States will be of Latina/o/x descent

(AAUW Latina Initiative, 2021). Yet, educational attainment and leadership representation does not reflect the rapidly-growing numbers of the nation. While significant progress has been made by the Latina community in educational and economic contexts, in 2019, only 5.7% of Latinas held advanced education degrees (AAUW Latina Initiative, 2021). An article from the Urban Institute (2021) highlights the underrepresentation of Latina/o/x and BIPOC individuals in leadership positions in the nonprofit sector on both, governing boards and leadership levels. The question then is, what can organizations do to further develop and empower Latinas to strengthen their sense of self and agency? By fostering and crafting spaces that are designed to fit the multidimensional identities and intersectionality of Women of Color, specifically Latinas and Afro-Latinas, organizations can benefit by advancing ways to elevate and empower women to recognize and tap into their *guerrera* power.

Identify Outreach Methods

Methods of outreach will include:

- Flyer shared and posted within Chica Project spaces
- Social Media invite for Chica Project community
- Mass invite through WhatsApp on the Chica Project channel/groups

Responsibilities Chart

NAME	ORGANIZATION OR AFFILIATION	RESPONSIBILITIES	CONTACT INFORMATION
Valeria Garcia	Project Leader	Will organize, lead, and facilitate workshop.	garciavd@merrimack.edu ; 956-908-9902
Zaida Istambul Oliva	Chica Project	Will recruit/invite participants that will be attending the workshop.	zaida@chicaproject.org ;
Reyna Lopez	Guest	Will assist with note-taking and additional help if needed.	N/A
Jessica Pareja	Guest	Will assist with note-taking and additional help if needed.	N/A

Tools/Measure to Assess Progress

For this workshop project, data will be collected through the following mediums: post-workshop evaluation, observation rubrics, Jamboards, and Mentimeter activities.

Implementation Timeline

January 2023	1/10: Solidify workshop outline 1/31: Confirm event modality
February 2023	2/15: Acquire all supplies necessary for workshop 2/28: Event marketing begins
March 2023	3/1: Registration opens 3/16: Workshop and data analysis begins 3/31: Send thank you notes to involved parties
April 2023	4/14: Full capstone draft due
May 2023	4/27: Submit final capstone paper for publication 5/10: Present project at the capstone colloquium

Logical Framework

<p>We will...</p> <p>Craft a space of community and trust through an interactive and creative workshop that engages participants in identity exploration, storytelling, and reflection to foster critical consciousness, self-empowerment, and a sense of agency and leadership among Latinas and WOC.</p>
<p>So That...</p> <p>Latinas and WOC intentionally reflect on their personal stories and journeys of strength, resilience, and capability in a creative manner.</p>
<p>So That...</p> <p>Latinas and WOC have an opportunity to create a community of trust where they can learn about and affirm their own and others' stories and identities.</p>
<p>So That...</p> <p>Latinas and WOC are elevated and empowered to lead change.</p>
<p>So That...</p> <p>Visibility of Latina leadership increases and their voices be amplified by allies.</p>
<p>So That...</p> <p>Latinas and WOC tap into their individual and communal <i>guerrera</i> voice and challenge systemic injustices and oppression.</p>
<p>So That...</p> <p>The leaders at the forefront of community-led justice initiatives are diverse and representative of the communities they serve.</p>

Implementation Notes

The implementation of this project in the future requires a Memorandum of Understanding (MOU) with the partner organization. This workshop was held exclusively with the Chica Project community because of its alignment with the organizational curriculum, mission, and values. When implementing this project in the future, ensure the MOU is completed in the early stage of the planning process. MOU can be found in Appendix A.

Methodology

The Cultivating the *Guerrera* Spirit workshop was developed and held in collaboration with Chica Project's professional development series. The virtual, interactive workshop was held over Zoom on March 16th, 2023, and aimed to create a safe space for members of the Chica Project community to engage in meaningful reflection and dialogue on Latina leadership development through a two-hour agenda. The workshop featured content delivery, interactive activities, the utilization of images and poetry, and visual media, followed by critical questions, storytelling, and community sharing. Data were collected during and after the workshop through different formats including Jamboards, Mentimeters, observation rubrics, and post-evaluation surveys. Quantitative and qualitative data were gathered and analyzed through a mixed methods approach to assess the effectiveness, strengths, and implications of this project.

Participants

The target audience for this workshop was the Chica Project community which included professional staff members, fellows, volunteers, and other organizational stakeholders. Given the focus on Latina/x leadership and inspired by Chica Project's unique curriculum, this workshop was uniquely designed for individuals who have demonstrated an interest in the topic and are familiarized with the Chica Project three-module curriculum, though this was not a prerequisite

for participation. The workshop was included as part of the organization's professional development series and was optional for attendees. Marketing and participant recruitment were held by both the organization and the facilitator through calendar invites and flyer distribution on virtual platforms.

Materials

The workshop required several different tools to engage participants in the activities, facilitate community building and dialogue, and utilized to assess the effectiveness of the project. Through the use of WhatsApp, Google Calendar, Zoom, Google Jamboard, Mentimeter, Canva presentation slides, observation rubrics, and post-event surveys, the facilitator was able to track the number of participants, display content, facilitate engagement, and gather additional information.

Canva Presentation

The presentation slides utilized for content delivery were designed on Canva (Appendix B). Canva is a free and user-friendly graphic design tool used to create a variety of different visual aids, presentations, websites, and more. The facilitator chose a presentation template and tweaked different elements in order to include all the necessary content, multimedia links, and align the visual appearance with Chica Project's visual identity.

Flyer

A workshop flyer was designed and created by the facilitator for recruitment and marketing purposes within the Chica Project community (Appendix C). The flyer was created on Canva and included the title of the workshop, date, time, contact information, and a QR code to RSVP through Google Forms. The flyer was then shared through email and WhatsApp. Chica Project also sent a mass email with the flyer and a calendar invite.

Zoom

Given the virtual nature of the workshop, the platform utilized to conduct and execute the project was Zoom. A pre-scheduled meeting room and time were set, and a unique invitation URL was created for the workshop. The Zoom invitation information was shared with the targeted audience for easy access. Through the Zoom software, the virtual presentation and activities were facilitated in an interactive manner. Zoom features include video conferencing, a chat box through which participants can send group or individual direct messages, breakout rooms, and screen sharing. In addition, Zoom allows an entire session to be recorded if desired. For the purpose of this project, this workshop was recorded based on the participants' agreement.

Google Jamboard

Google Jamboard was utilized during the workshop for the opening icebreaker activity (Appendix D). Google Jamboard is another software created and offered by Google free of cost to create digital whiteboards that allow for interactive, real-time collaboration by participants. The facilitator created a project Jamboard pre-workshop where the icebreaker question was written and where participants could include their answers. Google Jamboards were also utilized for the storytelling and virtual gallery activity. Each image in the gallery was linked to a unique Jamboard that included three reflection questions for participants to engage with.

TEDx

A TEDx event recording was also part of the workshop agenda. TEDx events are public speaking events that aim to spark conversation, connection, and community on a specific topic organized by a local community. The TEDx talk that was used for this project was titled “Revolutionary Self-Love” by Kim Guerra, a queer woman of color who is a writer, advocate,

and entrepreneur (Brown Badass Bonita, n.d.). The TEDx talk recording was played via screen sharing during the first activity of the agenda.

Mentimeter

Another tool that facilitated creative and interactive opportunities for participants during the workshop's activities was Mentimeter. Mentimeter is a presentation software that contains different features that can be used as visual aids that engage an audience through the creation of word clouds, polls, quizzes, and more. Mentimeter was utilized for the first activity debrief (Appendix E).

Online Gallery

An online gallery was curated by the facilitator on Canva. The online gallery was available in a website format which included 13 different images of art and poetry. The gallery was accessible through a QR code and each image was linked to Jamboards for the purpose of the workshop activity based on participant selections. Examples of the images and Jamboards utilized for the online gallery can be found in Appendix F.

Observation Rubric

An observation rubric was created by the facilitator for assigned notetakers who were present during the virtual workshop. The notetaker exclusively attended the workshop as a notetaker to observe and gather data based on the different components of the workshop (Appendix G). The observation rubric aimed to collect information on participants and the overall structure of the project.

Google Forms Post-Evaluation Survey

A post-event evaluation survey was created by the facilitator on Google Forms to gauge participants' perspectives and feedback (Appendix H). Google Forms is a free and user-friendly

survey administration software offered by Google. The platform allows for the creation of surveys through different types of questions. The post-evaluation survey created for this workshop included short-answer questions, scale questions, and multiple choice. Google Forms allows for participants to open surveys and participate in them through mobile or web browsers making them easily accessible for workshop participants.

Procedure

The facilitator partnered with Chica Project to recruit, promote, and facilitate the workshop. Prior to the workshop, Chica Project included the workshop in their professional development series and scheduled the event for Thursday, March 16th, 2023 at 12:00 PM. A Google Calendar invite was sent out to the entire organization community where participants were encouraged to RSVP. The facilitator designed and formatted a flyer for marketing purposes and after obtaining approval, Chica Project shared it with their staff, volunteers, fellows, and leadership via email and WhatsApp. Zoom information for the workshop was included on the Google calendar invite, on the flyer, and via email to the targeted audience. The workshop agenda can be found in Appendix I.

Introduction

The workshop began with an introduction from the presenter who welcomed and thanked participants for attending. The presenter also introduced a notetaker who was present in the session and explained that she would not be participating in the activity. After that, a brief workshop outline was presented by the facilitator to give participants a general idea of the workshop.

Icebreaker

After the facilitator's introduction, the workshop took off with an icebreaker titled "A *Guerrera* In Your Life." The icebreaker invited participants to share the name of a woman/*guerrera* they admired, their relationship to them, and two qualities that described her/they. In this activity, participants were invited to scan a barcode or press a link that took them directly to a Google Jamboard, previously prepared for the activity. Participants were asked to utilize the platform's sticky note feature to include the name of the individual they admired, their relationship to them, and two qualities that described the individual. During the icebreaker introduction, it was made clear the person they chose could be someone in their lives whom they have close contact with, someone who is no longer alive, or someone they do not know personally, but know of, so as long they were able to identify two qualities they admired about them. The goal of the icebreaker was multifaceted. First, the activity was meant to encourage participants to begin reflecting on the *guerrera* spirit and how it has manifested in their own lives through those they admire. This activity also helped provide initial data on how participants interpreted *guerrera* through the qualities they assigned the individuals they admired. While the targeted audience was directly tied to Chica Project, a Latina/x-serving organization, no information on language skills was gathered before the workshop, nor was it a requirement, therefore, an English translation of the word 'guerrera' was available to participants on a Canva slide. The icebreaker activity's goal was to help establish a sense of community, trust, and relatability among the group as the workshop dove deeper.

Topic 1: Guerrera Spirit

Once the icebreaker concluded, the first part of the workshop's content began. A Canva presentation on the topic of the *Guerrera* Spirit as a framework for Latina leadership was

facilitated by the presenter. The presentation included a brief introduction on the significance of the *guerrera* spirit as utilized in previous research, data regarding Latina and Women of Color (WOC) leadership, and other pertaining theories and frameworks including racial-ethnic identity development, multicultural feminism, and intersectionality. The goal of the first component of the workshop was to introduce participants to the terminology, data, and theories used as the foundation for this project which helped participants understand the need for such a workshop. The presentation on the first topic also aimed to provide a space for participants to reflect and define the term ‘*guerrera*’, Latina and/or WOC, leader, and whether they identified any overlap in the terms, ideas, and their perspectives and experiences.

Activity 1: Revolutionary Self-Love TEDX Talk

Following the presentation, an activity was introduced. This activity was a direct follow-up to the presentation and included a 10-minute TEDx video by Kim Guerra. The TEDx talk was titled “Revolutionary Self-Love” where the speaker tells a story about how she came to tap into her own power and voice through self-love. The talk dives into the importance of self-love and the power it possesses as a revolutionary tool to discover one’s own *guerrera* version. Participants viewed the video as a group and were provided with four prompts to reflect on. This activity included a Mentimeter in which participants were able to answer the following question: What makes you a *guerrera*? The answers were recorded privately through Mentimeter and were displayed anonymously on the screen as answers came in. Overall, the goal of this activity was to introduce a new voice, that of a BIPOC, queer, Latina, to participants that they could relate to in some dimension. Through the sharing of each participant’s anonymous answer, participants were able to hear from one another and gain a greater understanding of the elements of their stories and identities interconnected or differed.

Topic 2: Storytelling as a Tool for Leadership

Next, the second topic, which focused on storytelling was introduced. This part of the workshop aimed to discuss storytelling not only as a practice but rather, as a tool for leadership. The concept of storytelling as a tool for leadership and empowerment was broken down and highlighted the significance and importance of storytelling in the Latinx/a community. The goal of this discussion was to allow participants to understand storytelling as a tool and identify the ways storytelling formed part of their own experiences.

Activity 2: Telling Your Story

The last activity of the workshop was an opportunity for participants to engage in storytelling through different mediums. Due to the number of participants, all were kept in the main room, to facilitate a more intimate and timely activity. Different images as well as poetry were made available through an online gallery platform. Participants scrolled through the gallery individually for the first 5 minutes of their time together. There was a total of 11 images and 2 poems/quotes in the gallery. After participants scrolled through the gallery, they were asked to select at least one image/piece of writing they identified with and believed helped tell their *guerrera* story and reflect on the why. After selecting the image/writing they identified with, participants were to press the select button which led them to a Jamboard in which they had to leave a comment around the image/poem that answered any or all of the following questions: 1) Why did you pick this image? What about it stood out to you? 2) How does this piece help tell your story? Through what? 3) If this image told your story, what would you title it? Once the activity concluded, participants gathered back and volunteers were invited to share any thoughts on the activity or previous experiences with sharing their stories. The purpose of the activity was to connect participants with different mediums of storytelling tools they can utilize in the future

for personal or professional purposes. The activity was also meant to help participants identify their connection and attitude towards storytelling and be inspired to mimic the strategies and outlets provided beyond the workshop.

Conclusion and Post-Evaluation Surveys

To conclude the workshop, the final 15 minutes were dedicated to the concluding remarks and evaluations. For 5 minutes, the facilitator led a concluding discussion on the materials covered and asked one final question for open discussion. The final discussion was meant to ask participants how they might use the concepts delivered in the workshop with the young girls they work with through Chica Project. Lastly, the facilitator asked participants to complete a post-evaluation survey. The link to the survey was shared on a slide through a scannable barcode and via the Zoom chat box. For participants who did not fill out an evaluation, Chica Project sent a post-workshop reminder via email to participants to complete the survey. The post-evaluation survey included questions that pertained to five different sections: General, Workshop Structure, Content, Moving Forward, and About You. The post-evaluation survey can be found in Appendix H.

Results

After the completion of the workshop project, all data collected through icebreakers, activities, surveys, and observation rubrics were assessed and analyzed. Both, quantitative and qualitative data were obtained throughout the workshop and were examined through a mixed methods approach. There was a total of 11 participants who joined the workshop virtually. However, due to different levels of engagement and participation throughout the workshop, only five participants completed a post-event evaluation survey (n=5). A sixth evaluation was filled out after the data collection timeframe and was not considered for this analysis. All participants

formed part of the Chica Project community and held varying positions. A breakdown of the participants' demographics is detailed in the post-evaluation survey results.

Qualitative Findings

The qualitative findings of this project are arranged by activity. The results show an overall positive evaluation and interesting insight that is helpful in identifying themes and trends to consider.

Icebreaker: A Guerrera In Your Life

The opening icebreaker activity was available to participants through the Jamboard feature, which asked participants to utilize the sticky note feature to include the name and relationship to them, of an individual they admired, along with two qualities that described them. Five written responses and one verbal response were collected during this activity. Responses included a variety of individuals including friends (n=2), professional/educational connections (n=2), and religious/historical leaders (n=2). The qualities that described the individuals that participants admired included: advocate, leader, unapologetic, social justice driven, badass, goddess/bruja, compassionate, fair, reliable, harmonious, unstoppable, committed, and charismatic. When invited to expand on their answers, additional qualities that were described verbally by a participant were passionate, strong, and relentless. During the sharing of these names and qualities, another participant expressed joy in honoring the *guerreras* in her life through this activity and shared that she took a photo of her answer and sent it to her friend as a way to thank her and honor her.

Activity 1 Data: What Makes You a Guerrera?

The activity following the first topic activity and TedX talk was available to participants through the Mentimeter word cloud tool. This activity asked participants to answer the question

“What makes you a guerrera?” There were a total of nine responses collected which were divided into the three themes of identity (n=2), resilience (n=5), and resistance (n=2). For the second question “When have you felt like a guerrera?” there were a total of nine answers recorded (n=9). For this data analysis, two themes were identified: community/collectivism and power of self. The responses categorized under ‘community/collectivism’ included statements such as: “When I’m among other *guerreras* doing the work,” “Well educated my children”, and “When I am able to advocate for others.” Some of the responses categorized under ‘power of self’ included: “When I showed the power of independence, I re-wrote what dependency on others looked like” and “When I refuse to conform”.

In the debrief following this activity, participants were invited to elaborate on any thoughts they had. One participant shared she really appreciated the speaker’s honesty and transparency in highlighting the fact that being a *guerrera* is not easy. She continued by saying that to be this type of person is hard, draining, and complicated when tasked to challenge the perspectives of others, especially people they love. She added that historical heroes paved the way, but expressed the responsibility now lies on other generations to keep pushing. Another participant expressed she agreed with what was shared, specifically about challenging perspectives of family members, such as the example the speaker shared in her talk. Lastly, one other participant shared she believes there is so much beauty and power in culture, yet there is a lot to unlearn. She mentioned there are cultural perspectives that can cause harm and expressed identifying with the speaker’s experience of hearing “*calladita te ves más bonita*”, which translates to “you look prettier when you’re quiet” as a common idea that is imposed on Latinas by their own community.

Activity 2 Data: Storytelling

The second activity included an online gallery. After hearing about storytelling as a tool for leadership within Latina/x communities, participants had the opportunity to scroll through the online gallery for a few minutes. The online gallery consisted of 13 different images/poems created by authors/artists of color. Only five attendees (n=5) recorded their participation in this activity via the Jamboards. Official names/titles of the images and poems were intentionally left out to avoid any influence on the participants, but credits to the artists were referenced in the gallery. During this activity, participants viewed the online gallery and were asked to select an image they felt most connected to and answer three prompting questions: 1) Why did you pick this image and what about it stood out to you?, 2) How does this piece help tell your story? Through what?, and 3) If this image told your story, what would you title it? Out of the five participants that recorded their answers, data showed that image #11 (Appendix F) was selected by two participants (n=2). One participant (n=1) selected image #10 (Appendix F). One participant (n=1) selected image #4 (Appendix F). Lastly, one participant (n=1) selected image #3 (Appendix F) which was a poem. All the participants (n=5) marked the “strongly agree” box when asked if the use of images was helpful in understanding storytelling as a tool.

For the debrief conversation following the activity, a participant stated she selected image #3 which was a poem by Rupi Kaur (2014, p. 171) that read, “our backs tell stories no books have the spine to carry”. The participant stated this piece was powerful because she reflected on the ways her own body and DNA carry scars that cannot be spoken into words. Other participants included their reflections on the Jamboards and chat box. The two participants who selected image #11 both answered all three questions. A theme that was highlighted by both participants for this image was tied to the ‘younger self’. For the question that asked participants,

“If this image told your story, what would you title it?”, the answers were, “Give it time” and “You will surprise yourself, if only you knew.” For image #10, the participant who selected this image focused on her role as a mother. For the second question, “How does this piece help tell your story? Through what?”, she answered the image reflected both, her younger self and her daughter and her desire to rewrite her story which was also reflected in the third question. The participant stated she would rename the image, “Writing our own story”. Lastly, one participant selected image #4. The participant stated she selected the image to represent her healing journey and “self-soothing”. In response to the second question, she stated that in order to love others, she has to love herself too. In response to the third question, she answered she would title her story, “the galaxy of life”. The participant later added in the debrief that an important aspect of vulnerability is learning to love oneself and that should be step one in any journey.

The conversation then transitioned into the final component of the debrief discussion which posed three questions: 1) Overall, any thoughts or questions you would like to share?, 2) Was there anything that stood out or that resonated with you?, and 3) How might you utilize today’s materials in your work with Latinas at Chica Project? One participant shared that her role at Chica Project is to assist young girls with their college and scholarship applications. She stated this is applicable in helping shape how they tell their stories through essays and applications. The participant also mentioned that she appreciated the breakdown of the *guerrera* spirit because it helped her reflect on how to implement this in professional spaces. The participant added there should not be a distinction between professional and personal leadership and how WOC are expected to lead. Another participant also contributed to the discussion by sharing her appreciation for this work which she considers “spiritual” and “academic” as well as “personal” and “professional.”

Post-Event Evaluation

To gather additional data, a post-event evaluation survey was shared with participants at the conclusion of the workshop (Appendix H). Out of the initial 11 participants, 5 completed the survey. An additional survey was received past the data collection timeline, therefore, was not included in the findings. The evaluation survey participants completed was divided into five sections: General, Workshop Structure, Content, Moving Forward, and About You (Demographics).

General Feedback

The first section of the post-event evaluation survey asked participants to express their overall thoughts and feedback on the workshop through open-ended questions. All the participants rated the quality of the workshop as excellent (n=5). Two open-ended questions were included in the general feedback component of the evaluation which asked, “Was there a part of the workshop that stood out to you the most or felt the most valuable to you? If so, please share with me what it was and why it stood out to you” and “Overall, how could this workshop be improved? Was there something missing or that you would have liked to see during this workshop? Please explain.” In response to the first question, three of the five participants mentioned the video as a component that stood out (n=3). One participant mentioned the gallery (n=1) and one participant mentioned it tapped into “many spaces” (n=1). For the second question regarding improvement, most participants mentioned they would like further expansion on language/discussion topics (n=4). One participant stated more time discussing the *guerrera* spirit would be helpful (n=1).

Workshop Structure

In addition to general feedback, the participants were also asked specific questions regarding the structure of the workshop. This specific section included a scaled question with seven statements to which they were to respond on a 4-point scale of Strongly Agree, Agree, Disagree, and Strongly Disagree to determine the effectiveness of the project structure. The questions asked included: “The goals of the workshop were clear to me,” “The activities were relevant to the topic,” “The icebreaker activity (Guerrera In Your Life) was engaging and helped me reflect on the Guerrera Spirit present in my life,” “Activity 1 (Kim Guerra TEDx Talk) helped me explore the idea of self-love and the Guerrera Spirit,” “The use of images during Activity 2 (Telling Your Story) helped me reflect on different types of storytelling,” “The discussions were helpful in exploring the topics,” and “There was a sense of community and belonging at the workshop”. All the participants selected they strongly agreed (n=5) with each statement.

Content

Participants were asked if they agreed with the following statements: “I better understand the guerrera spirit as a framework for Latina leadership development”, “I better understand data regarding Latina leadership in the United States,” “I learned new language around Latina development and empowerment and have a solid understanding of it,” “I feel that storytelling is an effective tool for Latina leadership development,” “I believe my Latina identity plays an important role in my leadership development,” “The resources provided at the workshop are relevant to my professional/personal experiences,” and “I felt empowered by the end of the workshop.” For every question, all participants “strongly agreed” (n=5) out of a four-point scale.

Moving Forward

Participants were also asked to identify how likely they were to follow through with specific action statements moving forward. All the participants (n=5) stated they were very likely to incorporate the material presented in the workshop in future leadership development sessions. All the participants also stated they were ‘very likely’ to attend additional sessions on the topic. Similarly, all six respondents stated they were ‘very likely’ to invite other WOC/Latinas to attend the workshop. And lastly, all participants (n=5) stated they were ‘very likely’ to recommend the topic be offered to Latina youth.

This section of the evaluation also included an open-ended question “How would you apply what you learned today to your work with youth of color?” All participants (n=6) submitted an answer. Responses included the areas of education (n=1), self-reflection/creativity (n=3), and advocacy (n=1).

Participant Demographics

The final portion of the post-event evaluation survey collected participant demographic data through a set of questions regarding, age, professional and educational background, and relationship status. First, the evaluation sought to understand how long participants have been involved in the nonprofit sector. Three of the five participants (n=5) stated they have only been working in the field 0 to 2 years, one participant (n=1) stated she has been in the nonprofit sector between three to five years and one other (n=1) has been working in the field for 10+ years. The second question asked regarding the length of time working with youth of color in any context such as professionally, as a volunteer, or in other positions. Data demonstrated a shift with two participants (n=2) who have been working with youth of color from 0 to 2 years and three (n=3) who have been involved with youth of color for 10+ years. More specifically, the demographic

section of the evaluation asked how long they had been involved with Chica Project. All participants (n=5) stated they have only been involved with the organization for 0-2 years. Two (n=2) of the participants were full-time staff members with the organization while the other three (n=3) marked “other” which could constitute volunteers, fellows, mentors, or any other relationship. All of the participants had high levels of education with four having a bachelor’s and one (n=1) with a master’s degree. All the participants (n=5) selected they identified with the “she/her/hers” pronouns. Lastly, two (n=2) were between the age of 18 to 25, two (n=2) were between the age of 26-34 and one (n=1) was between the age of 35-44.

In addition to the participants’ evaluation forms, two guests/notetakers provided their observation rubrics (Appendix G). The observation rubric asked notetakers to rate between Excellent, Good, and Needs Improvement on five components: Learning Goals, Icebreaker Activity, Activity 1, Activity 2, and Debrief. For the Learning Goals component, the observation rubric’s criteria read, “The workshop’s purpose and learning goals were clearly communicated.” Both observers rated this component as Excellent. Excellent was defined as “Workshop purpose and learning goals were communicated, explained in detail, and available on visual aids for participants.” For the icebreaker, both observers also rated the components as excellent. Excellent was defined as “All/majority of participants answered the icebreaker question, navigated the platform without trouble, and seemed to enjoy the activity.” For the Activity 1 component, the criteria stated, “...was communicated clearly, connected with the workshop topic, and engaged participants in self-reflection.” Both observers rated the component as excellent, and both noted additional comments stating participants expressed the Ted talk video was relatable and easy to connect with. The Activity 2 component of the rubric was rated as excellent by both observers. Excellent was defined as “Participants answered all Jamboard

questions and demonstrated the ability to use storytelling as a tool to share their *guerrera* power.” One observer noted that participants utilized the chat box to affirm one another after sharing. Lastly, the debrief component criteria stated, “Debrief was intentional and met the goal of engaging participants in a dialogue.” Observers rated this component as excellent. Both observers noted the gratitude expressed by participants for a workshop that, in the words of a participant quoted, “was tailored to us.”

Discussion

This project aimed to achieve three major goals: 1) creating a safe and intentional space for self-reflection, 2) fostering a sense of community and belonging among WOC, and 3) initiating meaningful dialogue and discussion that challenges, inspires, and empowers Latina leadership. The workshop activities and discussions proved to be effective in these goals based on the feedback and input participants offered.

Workshop Goals

The participants’ evaluation of the Cultivating the *Guerrera* Spirit workshop reflected an overall positive response. All of the participants rated the quality of the workshop as excellent (n=5). They each also shared parts of the workshop that stood out the most to them and felt the most valuable. Among the responses, participants used words such as “enlightening”, “safe”, “seen”, “empowered”, “beautiful”, “intellectual”, “personal”, “spiritual”, “creative”, “wholesome”, “real”, and “relatable”, all of which tie gracefully and positively to the topic and goals of the workshop.

To further assess whether the specific goals of the workshop were met through the activities offered in the workshop, the evaluation form asked participants to reflect on three sections: workshop structure, content, and moving forward. To assess the first goal of creating a

space for self-reflection, the evaluation asked participants whether they agreed the icebreaker activity allowed them to reflect on the *guerrera* spirit present in their individual lives. As previously mentioned, all the participants who filled out an evaluation form stated they strongly agreed (n=5). These data demonstrated the importance of allowing personal experiences into workshops and the influence they can have on community-building and connection among participants. It also adds a new lens to consider self-reflection through. Previous research identifies Latina leadership as much more collective than others, making it evident that in leadership development efforts, a collective lens must be incorporated. Perhaps, for Latinas to engage more fully and without hesitation, they must be allowed to bring the names of people in their lives and their personal experiences into spaces of reflection and development. It is interesting data that validates the idea of Latinas' humanness as a strength, rather than a weakness.

The second goal which was fostering a sense of community among WOC was proved to be met through the responses of all participants strongly agreeing with the statement, "There was a sense of community and belonging at the workshop." In addition, one participant specifically noted the place felt "safe". Overall, there was a strong connection between the sense of community and *guerrera* leadership throughout the workshop. This was also accomplished through the findings of the second question in the Mentimeter activity, "When have you felt like a *guerrera*?" Two-thirds of the responses (n=6) for this specific question were centered on the theme of community and/or collectiveness. Whether that was through accompaniment, advocacy, or accountability, participants felt like a *guerrera* mostly when participating in collective efforts. This, again, is an interesting finding that confirms what researchers have already highlighted regarding Latina leadership styles.

Lastly, the third goal of initiating meaningful dialogue and discussion that challenges, inspires, and empowers Latina leadership was evaluated through the question that asked participants to agree whether they felt the discussions were helpful in exploring the topics presented throughout the workshop. All five participants (n=5) rated they strongly agreed with the discussions being helpful. In addition, one key trend that was recognized among the findings was the shared desire from multiple participants for further strategies and activities centered around language and conversation. When asked how the workshop could be improved or if there was a component that was missing and would have liked to see, all but one (n=4) participant responded with a statement that involved definitions, shaping conversations, more discussion, and language that promotes this type of leadership. This demonstrates the impact the discussions had and the need and desire for more of it. The inclination participants demonstrated toward language and dialogue was surprising, but significant.

Guerrera Spirit Leadership

As the title of this workshop suggests, one of its main objectives was to introduce and elevate a new element of Latina leadership through the *guerrera* spirit framework. Based on the results of this project, participants expressed confidence, excitement, connection, and even ownership of the *guerrera* spirit, with a participant referring to their power as “my guerrera spirit”. This is important as efforts aim to increase confidence and self-agency among Latina leaders. As I reflect on the importance of elevating this new element of Latina leadership, I think about the power of affirmations and feel intrigued by the possibility of incorporating affirmation-style activities into workshops teaching about the *guerrera* spirit.

The first activity which followed the TEDx talk and invited participants to reflect on the two questions “What makes you a guerrera?” and “When have you felt like a guerrera?” revealed

important insight. The qualities that participants recognized in themselves represented three main themes through which they were organized. The three themes that were identified in this activity were identity, resilience, and resistance. Two of the answers (n=2) that were submitted anonymously through the Mentimeter platform highlighted a component of identity as what they believed made me them *guerreras*. These two included the comments of “my ancestral blood” and “my voice”. It is important to note that there were multiple instances throughout the session in which different participants brought ancestors and historical figures into the conversation. Recognizing the importance and influence that ancestors and historical leaders carry in the lives and development of Latinas and WOC is crucial to this work. This calls for the inclusion of names and stories of previous leaders who represent and value the *guerrera* spirit as a way to maximize the connection between participants, history, and themes.

Five out of the nine responses submitted by participants were arranged under the theme of resilience (n=5). Qualities that resembled resilience overpowered the activity. These activity results prove what previous research suggests, in how Latinas view their humanness as strength. Among the responses were statements such as “vulnerability”, “acceptance”, “strength”, “love”, and “continuing to get up”. As programs continue to develop, ensuring there is a focus on self-reflection and resilience must be a priority.

Lastly, two responses were identified under the theme of resistance (n=2). This data reveals how Latinas recognize the importance and value of resisting dominant narratives that can impede their growth and success in leadership positions. The responses submitted through Mentimeter that were categorized under this theme were “refusing colonizing narrative” and “unapologetically myself.” The words “refusing” and “unapologetically” reflect resistance in

direct and indirect ways, to dominant narratives and perspectives which is vital to the *guerrera* spirit.

Storytelling as a Tool

Similarly, this workshop aimed to use storytelling through different mediums as a tool for leadership among Latinas, during the workshop, and simultaneously, gauge participants' perspectives on the tool. Again, 100% of the participants who provided an evaluation form stated they strongly agreed with storytelling being an effective tool for Latina leadership development (n=5). Three out of five participants mentioned the video that was played as part of the first activity as what they found most valuable. While the video that was shared with participants served as an introduction for reflection on the *guerrera* spirit, it was done so through a storytelling format by a BIPOC woman. Participants seemed to really enjoy the video through their body language, head nods, and laughter. One participant (n=1) also mentioned the video was relatable and enjoyed the culture and humor in it. Cultural representation is key in leadership development and storytelling because it allows participants to engage in authentic reflection and sharing. Cultural representation allowed participants to connect with parts of the story and served as a point of reference in their evaluations and discussions. In addition to this, the debrief that followed the storytelling gallery activity further explained the depth of connection participants experienced with the artwork. The participants all found something powerful in the artwork they selected and in their own reflections, demonstrated ties to the topics covered in this project including self-love, collectivism, leadership, and storytelling.

Limitations of the Project

While the workshop received positive feedback and sparked meaningful dialogue during the event, one main limitation of this project was the date and time at which the workshop was

delivered. While the workshop was scheduled as part of the professional development series available to the Chica Project team, the event occurred on a day that landed during spring break. Given that Chica Project is mostly staffed by volunteers, fellows, students, and interns who are unpaid staff and do not necessarily follow the organizational calendar, the number of participants who engaged in the workshop was lower than expected. The total participant number began at 11 but decreased to five by the end of the workshop, allowing only those five to fully move through the entirety of the workshop. Despite previously arranged calendar invites and registration marketing, the date significantly impacted the overall attendance of the project. Due to the low number of participants who logged on to the workshop, the data collected during activities were limited and the dialogue that followed each was shorter than anticipated.

Similarly, Zoom, the virtual platform/tool through which the workshop was delivered posed additional limitations. Due to the workshop forming part of the Chica Project professional development series, the Zoom meeting link that was created in advance and included on calendar invites was created by a Chica Project staff member who was unable to join the session and prevented guests, including the facilitator from being able to join the meeting on time. Due to this, a new Zoom meeting link had to be created and reshared which caused a delayed start. While some participants did join the new meeting link that was emailed by Chica Project leadership, it is reasonable to assume that participation could have been impacted by this technical difficulty and delayed start. As a result, the delayed start also caused time issues. It is recommended that for future purposes, the workshop meeting link is easily accessible for others to join without the requirement of a host in attendance to ensure that access and agendas are fulfilled successfully.

Implications for Future Projects

Future projects centering on Latina leadership and the *guerrera* spirit should consider expanding their audience. Given the very small sample size of participants in this workshop, a larger, more diverse participant audience is recommended for deeper community building and dialogue. Additional participants from more than one organization could signify more experiences, stories, and identities being brought together. Through a larger participant pool that does not require an exclusive organizational tie, a community of passionate leaders from different organizations and locations can come together and participate in critical reflection and dialogue over the topics of the workshop. The varying identities, experiences, and work sectors represented could contribute meaningful insight that is born naturally from more diverse groups.

Ideally, an in-person event and a multi-session series style would be most beneficial in ensuring activities are not rushed, building authentic relationships, and ensuring full participation from attendees. Through an in-person format, conversations could flow more naturally, allowing for interjections, responses, and commenting during small and large group discussions, which was not common during the virtual workshop. It can be assumed that because of the virtual nature of this project and the option to be muted, this could have impacted the level and timing of engagement. In addition, the multi-session workshop series style would allow more time for dialogue, while still shortening the length of activities to maintain participants' attention spans.

Overall, future projects focusing on the *guerrera* spirit as a framework for leadership among Latinas and other WOC should consider the way this workshop can be adapted for a younger audience. In order to form, elevate, and celebrate Latinas' unique *guerrera* leadership, young Latinas and girls of color should have the opportunity starting at an early age to engage in activities, discussions, and workshops such as these to spark critical reflection, dialogue, and

self-love. While the workshop content is designed for a wide age range, it could be helpful to expand on some of the terminology utilized in this project to ensure successful delivery to a younger audience. In addition, recreating this workshop among a younger audience can make room for new generational perspectives, experiences, and insights that may not be considered in this current project. In the quest to cultivate and foster the *guerrera* spirit, future projects should emphasize the unique perspectives and experiences Latina leaders bring to the table.

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Appendix A: Memorandum of Understanding (MOU)

Capstone Project Memorandum of Understanding

This Memorandum of Understanding, made as of [2/28/2023], by and between Chica Project (hereinafter called "Partner") and Valeria García (hereinafter called "Student"), candidate for a Master of Education in Community Engagement in the Winston School of Education and Social Policy at Merrimack College, to fulfill the mutual objectives as set forth below.

Time Period:

Student project created for this capstone will occur before March 17, 2023. The scheduled date for the project is Thursday, March 16th, 2023 at 12:00 PM.

Project Description and Responsibilities:

The title of this project is: Cultivating the *Guerrera Spirit*: Forming Social Justice Warriors Through Latina Empowerment. The purpose of this project is to provide an intentional and safe space through a workshop model, where participants can engage in reflection regarding their courage, strength, and capability for success through their own stories, connections, and identities. The workshop will be offered virtually to the Chica Project community as part of their professional development series.

Partner Responsibilities: Partner shall determine a suitable date for the workshop in collaboration with Student, invite and assist with the marketing of the project with the Chica Project team, assign a staff to work with the Student to develop, implement and provide technical assistance as needed. The Partner shall provide input to Student that will improve the project execution and help in the education of the Student.

Student Responsibilities: Student will develop, implement, and provide a suitable project for the Partner based on agreed upon topic(s). Student will develop presentation, marketing materials, evaluation materials, and gather resources for participants.

Project Deliverables:

- Goal 1: Participants will engage in a safe and intentional space of self-reflection on their own individual identities and stories.
- Goal 2: Participants will connect with fellow participants and develop a deeper understanding of the intersections between their communal identities and abilities.
- Goal 3: Participants will be invited to explore what defines their *guerrera* power, what it means to them, and encouraged to tap into it as they develop personally and professionally.

Information Supplied by Partner:

Partner agrees that no confidential information will be given to Student. Any information, data, parts, and knowledge disclosed to Student by Partner shall be at the sole discretion of Partner and shall be in the form and detail deemed appropriate by Partner.

Project Publication:

It is understood that the principal product anticipated from this experience will be a final Masters

Capstone paper that will be published in Merrimack College ScholarWorks. If requested, Student will provide Partner with link to publication.

Signatures:

Student Signature *Vulpia Joice* Date 2/28/2023

Partner Signature *Zandra Allen* Date 3/01/2023

Faculty Signature *Melissa Neman* Date 03/15/23

Appendix B: Workshop Presentation



Icebreaker:

A Guerrera in Your Life

A guerrera/warrior you admire, relationship, + 2 of their qualities



So, what is the "guerrera spirit?"

- Guzman (2012) refers to *guerrera* as a way to signify a sense of positive self-agency in Latinas
- 'Guerrera Spirit' refers specifically to a **"warrior spirit that invokes resistance and resilience"**
- "To be a *guerrera* is to **courageously disrupt the deficit discourses perpetuated about our communities** through a **healing and transformative self/community love** manifested in a decolonizing counter-narrative" (Guzman, 2012, pp. 45)



Theories and Frameworks

This workshop is based on theories, frameworks, and previous research on Latina leadership and **calls to redefine and celebrate a different leadership style** and to **recognize a new approach to social justice** that highlights the gifts, experiences, resiliency, community, and revolutionary self-love of Latinas.



Guerrera Spirit as a Leadership Framework

Introduces a new element of leadership that allows Latinas to be authentic without needing to conform/assimilate



Latina Leadership

A communal and relational approach in different contexts -- homes, organizations, movements, etc.



Racial-Ethnic Identity Development

Vital to understanding how their identity informs Latinas' sense of self and relation to their community.



Multicultural Feminism

Connects multidimensional identities of WOC and places an emphasis on intersecting identities



Intersectionality Theory

Highlights the intersection of identities through which oppression is multiplied

Why does this matter?

Latina Leadership Data

By **2050**,



will be Latina

Latinos make up

17%

of the labor force

1%

elected and appointed officials in the U.S.

Out of 1750+ nonprofits,

only **5%**

were Latinx board members (Board Source, 2017)

71

Latinas are promoted for manager for every **100 men**

3%

senior level positions are occupied by Latinas in comparison to 66% of white men

25.8%

the expected Latina labor force growth



Sources: (Board Source, 2017) and (Hispanic Star, 2022)

Activity 1: Revolutionary Self-Love





Storytelling

A Tool for Guerrera Leadership



- A tool with multipurpose benefits
(Fuentes & Perez, 2016)
- Fosters affirmation, self-agency, and empowerment
- Helps create collective transformational spaces
(Rodriguez, 2010)
- Disrupts traditional narratives through decolonized manifestation of healing and transformative love



Virtual Gallery

Scan the barcode to enter the virtual gallery. Scroll through the gallery and reflect on an image or poem that helps tell your own guerrera story.



Jamboard Activity

When you choose an image/poem, you can press the "select" tab and it will redirect you to a Jamboard with 3 questions. Use the sticky note feature to answer the questions.

TELL YOUR STORY. TELL YOUR STORY. TELL YOUR STORY.

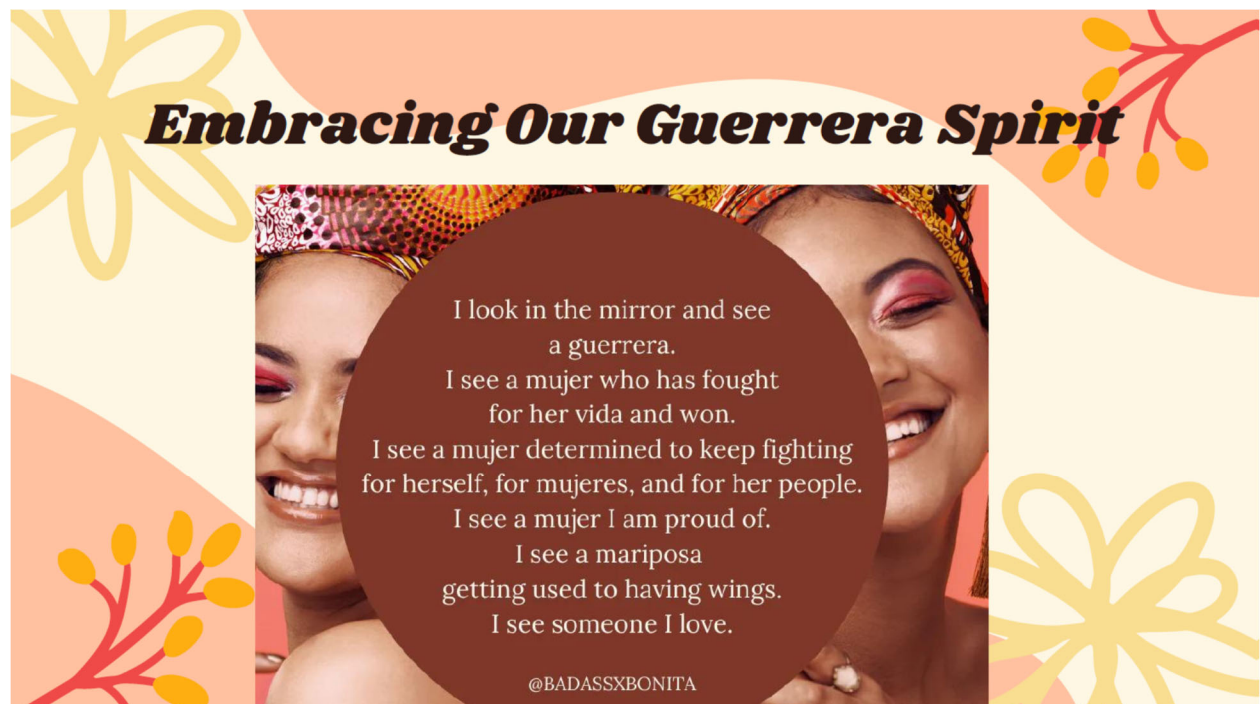


Workshop Debrief

Overall, any thoughts or reflections you would like to share?

Was there anything that stood out to you or something that really resonated with you?

How might you utilize today's materials in your work with young Latinas at Chica Project?



Embracing Our Guerrera Spirit

I look in the mirror and see a guerrera.
I see a mujer who has fought for her vida and won.
I see a mujer determined to keep fighting for herself, for mujeres, and for her people.
I see a mujer I am proud of.
I see a mariposa getting used to having wings.
I see someone I love.

@BADASSXBONITA

Evaluation Forms



Please press this [link](#)
or scan the barcode to fill out a
brief survey!



Thank you for joining me today!

Please don't forget to fill out the evaluation form.

Last but not least, drawing time!



¡Mil gracias a todas/x!

Contact Info:

VALERIA GARCÍA-LARA



956-908-9902



GARCIAMD@MERRIMACK.EDU



WWW.LINKEDIN.COM/IN/VALERAGARCIALARA

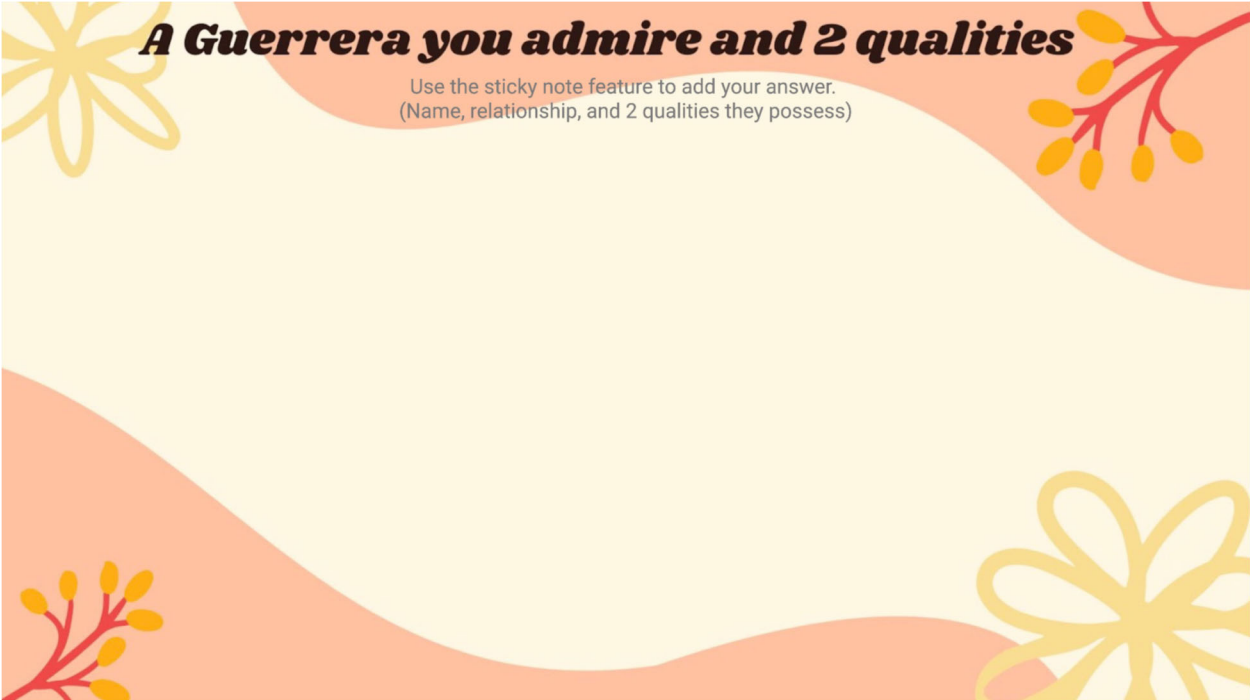


MERRIMACK COLLEGE

Appendix C: Workshop Flyer



Appendix D: Icebreaker Activity

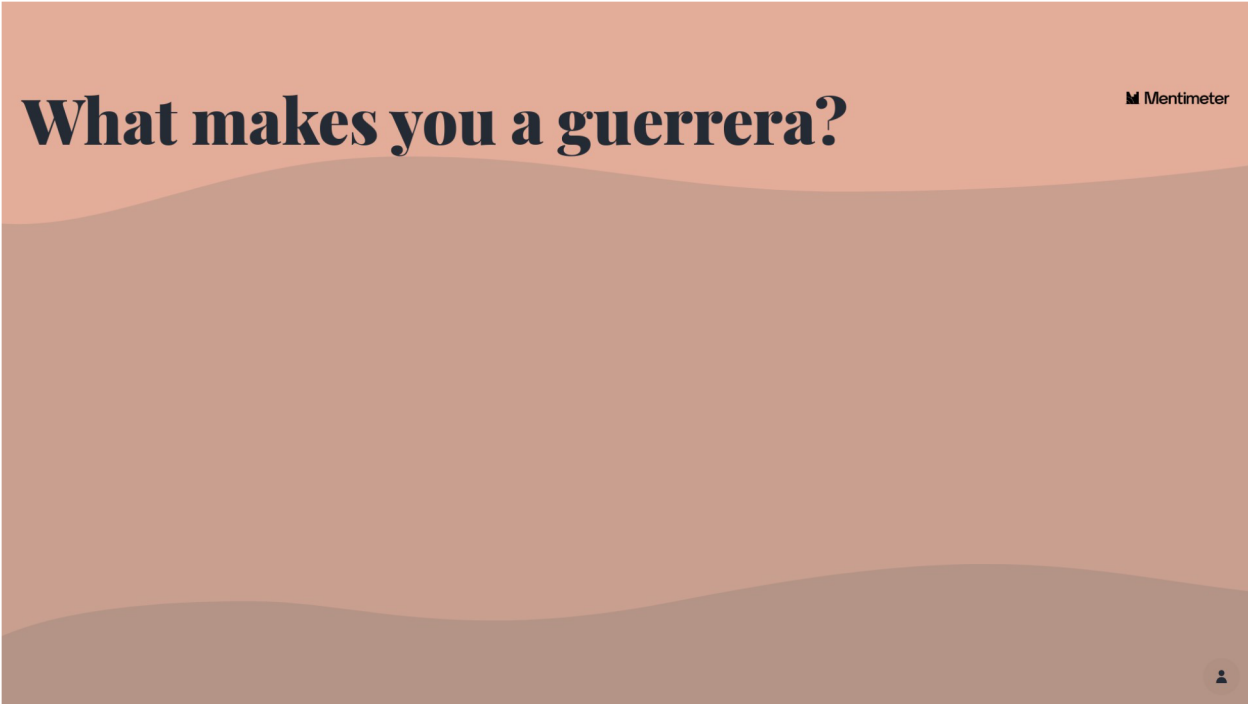


A Guerrera you admire and 2 qualities

Use the sticky note feature to add your answer.
(Name, relationship, and 2 qualities they possess)

The graphic features a light yellow background with wavy orange borders at the top and bottom. It is decorated with stylized floral and branch motifs in orange and yellow.

Appendix E: Mentimeter Activity



Appendix F: Online Gallery Images

Why did you pick this image?
What about it stood out to you?



If this image told your story,
what would you title it?

How does this piece help tell your story? Through what?

#11 - Artist: Manuela Guillen

Why did you pick this image?
What about it stood out to you?



If this image told your story,
what would you title it?

How does this piece help tell your story? Through what?

#10 - Artist: Sol Cotti

Why did you pick this image?
What about it stood out to you?

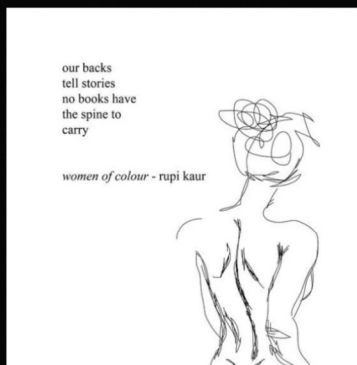


If this image told your story,
what would you title it?

How does this piece help tell your
story? Through what?

#4 - Artist: Mia Adams

Why did you pick this image?
What about it stood out to you?



If this image told your
story, what would you title
it?

How does this piece help tell
your story? Through what?

#3 - Artist: Rupi Kaur

Appendix G: Observation Rubric

Observation Rubric
Cultivating the *Guerrera* Spirit: Forming Social Justice Warriors Through Latina Empowerment

Workshop Component	Criteria	<i>Excellent</i>	<i>Good</i>	<i>Needs Improvement</i>	Comments [State your rating (<i>Excellent, Good, Needs Improvement</i>) and briefly explain]
Learning Goals	The workshop's purpose and learning goals were clearly communicated.	Workshop purpose and learning goals were communicated, explained in detail, and available on visual aids for participants.	Workshop purpose and learning goals were stated, but not elaborated and/or available.	Workshop purpose and learning goals were not shared with participants.	Rating: Comments:
Icebreaker Activity	The icebreaker activity was explained clearly, easily accessible to participants, and engaging.	All/majority of participants answered the icebreaker question, navigated the platform without trouble, and seemed to enjoy the activity.	Some participants answered the icebreaker but appeared distracted and/or struggled to navigate the platform.	Minimal or no participation from attendees, were unable to navigate the platform without help, and/or appeared disengaged.	Rating: Comments:
Activity 1	Activity 1 (Mentimeter) was communicated clearly, connected with the workshop topic, and engaged participants in self-reflection.	Participants accessed the activity easily, answered intentionally, and shared further detail on their responses.	Participants accessed the activity easily, answered intentionally with limited elaboration on their responses.	Participants had a hard time accessing the activity and/or showed very little participation/elaboration.	Rating: Comments:
Activity 2	Activity 2 (Gallery/Jamboard) was communicated clearly and met the learning goal.	Participants answered all Jamboard questions and demonstrated the ability to use storytelling as a tool to share their <i>guerrera</i> power.	Participants answered only some Jamboard questions and/or expressed limitations with the activity.	Participants did not answer questions and/or expressed struggle/lack of connection between storytelling and their power.	Rating: Comments:
Debrief	Debrief was intentional and met the goal of engaging participants in a dialogue.	Participants elaborated on their thoughts, responded to fellow peers, and/or asked questions.	Participants shared brief responses without responding/asking further questions.	Participants did not engage in sharing/asking during the final debrief.	Rating: Comments:

Appendix H: Post-Event Evaluation

Post-Event Survey: Cultivating the *Guerrera* Spirit

Thank you for attending *Cultivating the Guerrera Spirit: Tapping into the Power of Your Voice* in collaboration with Chica Project. Please complete this evaluation before logging off.

As a Community Engagement graduate student at Merrimack College, today's workshop is a part of my capstone project. I would appreciate it if you could complete this evaluation based on the workshop today.

Your thoughts, opinions, and reactions will be used solely for research purposes, and all responses will be kept confidential. I look forward to receiving your feedback!

Section 1: General

1. Overall, how would you rate the quality of the workshop?

Mark only one oval per row.

	Excellent	Very Good	Good	Fair	Poor
(Select one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Was there a part of the workshop that stood out to you the most or felt the most valuable to you? If so, please share with me what it was and why it stood out to you.

3. Overall, how could this workshop be improved? Was there something missing or that you would have liked to see during this workshop? Please explain.

Section 2: Workshop Structure

4. Please read the statements below and check one.

Check all that apply.

	Strongly Agree	Agree	Disagree	Strongly Disagree
The goals of the workshop were clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The activities were relevant to the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The icebreaker activity (Guerrera In Your Life) was engaging and helped me reflect on the Guerrera Spirit present in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity 1 (Kim Guerra TEDx Talk) helped me explore the idea of self-love and the Guerrera Spirit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The use of images during Activity 2 (Telling Your Story) helped me reflect on different types of storytelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The discussions were helpful in exploring the topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There was a sense of community and belonging at the workshop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: Content

5. After participating in this workshop, how strongly do you agree or disagree with the following statements? (Check one)

Check all that apply.

	Strongly Agree	Agree	Disagree	Strongly Disagree
I better understand the guerrera spirit as a framework for Latina leadership development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I better understand data regarding Latina leadership in the United States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learned new language around Latina development and empowerment and have a solid understanding of it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that storytelling is an effective tool for Latina leadership development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I believe my Latina identity plays an important role in my leadership development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The resources provided at the workshop are relevant to my professional/personal experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I felt empowered by the end of the workshop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 4: Moving Forward

6. Please read the statements below and select how likely you are to do the following:

Check all that apply.

	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
I would incorporate this material into leadership development sessions in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would attend additional workshops on the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would invite other WOC/Latinas to attend this workshop.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would recommend this topic be offered to Latina youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. How would you apply what you learned today to your work with youth of color?

Section 5: About You

8. How long have you been involved in the nonprofit sector?

Mark only one oval.

- 0-2 years
- 3-5 years
- 6-8 years
- 9-10 years
- 10+ years

9. How long have you worked with youth of color? (professional, volunteer, or any other capacity)

Mark only one oval.

- 0-2 years
- 3-5 years
- 6-8 years
- 9-10 years
- 10+ years

10. How long have you been involved with Chica Project?

Mark only one oval.

- 0-2 years
- 3-5 years
- 6-8 years
- 9-10 years
- 10+ years

11. What is your role at Chica Project?

Mark only one oval.

- Staff
 Volunteer
 Other

12. What is the highest education level you have completed?

Mark only one oval.

- High School Diploma/GED
 Associate's Degree/Vocational Degree
 Bachelor's Degree
 Master's Degree
 Doctorate Degree or other Professional Degree (Ph. D, Ed. D, J.D., M.D, etc.)

13. Please select your preferred pronouns (Select all that apply):

Check all that apply.

- She/her/hers
 He/his/him
 They/them/theirs

14. To what age group do you belong?

Mark only one oval.

- 18-25
 26-34
 35-44
 45-54
 55-64
 65+

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Google Forms

Appendix I: Workshop Agenda

Annotated Agenda

Cultivating the Guerrera Spirit

February 16, 2023

12:00 PM - 1:30 PM

Time	Description	Materials
<p>10 minutes or 12:00PM - 12:10PM</p>	<p>Introductions Welcome</p> <ul style="list-style-type: none"> ● Facilitator gives a brief welcome and introduces herself. ● After introductions and brief overview of the workshop, all participants will be encouraged to participate in the opening icebreaker. <p>Icebreaker: A Person/<i>Guerrera</i> You Admire and 2 qualities to describe her/they</p> <ul style="list-style-type: none"> ● Through the icebreaker activity, participants will be invited to begin reflecting on the <i>guerrera</i> spirit and how it has manifested in their own lives through those they admire. This activity will also provide initial data on how participants interpret <i>guerrera</i> through the qualities they share. Similarly, this will establish a sense of community and trust among the group as we begin to dive deeper into the topics. 	<ol style="list-style-type: none"> 1. Agenda 2. Canva Presentation 3. Jamboard activity
<p>15 minutes or 12:10PM - 12:25PM</p>	<p>Topic 1: Guerrera Spirit as a Framework for Latina Leadership</p> <ul style="list-style-type: none"> ● A brief presentation will be shared with participants with important data about Latina leadership, the significance of the <i>guerrera</i> spirit in previous research, and pertaining frameworks (racial-ethnic identity development, multicultural feminism, intersectionality) 	<ol style="list-style-type: none"> 1. Presentation

	<ul style="list-style-type: none"> ● The goal of this presentation is to introduce participants to the terminology and theories being used for this project. The purpose of this topic presentation is to start reflecting on their definition of a guerrera, a Latina, and a leader and whether there is any overlap in those. ● The topic will be shared via a Canva slide deck/presentation 	
<p>20 minutes or 12:25PM – 12:45PM</p>	<p>Activity 1 (10 minutes): Revolutionary Self-Love TEDx by Kim Guerra</p> <ul style="list-style-type: none"> ● Participants will watch a 10-minute TEDx talk by Kim Guerra in which she tells a story about how she came to tap into her own power and voice. The video dives into the importance of self-love as a revolutionary tool to discover one’s own guerrera version. <p>Debrief (10 minutes):</p> <ul style="list-style-type: none"> ● Participants will then be provided some prompts to reflect on before watching the video. <ol style="list-style-type: none"> 1. Is there anything that the speaker said that stood out to you? Why? 2. Do you relate to anything that was shared? 3. Is there anything you did not agree with? ● The debrief will conclude with a specific question via a Mentimeter activity: <ol style="list-style-type: none"> 1. Reflect on the parts of your identity and story that you believe make you a <i>guerrera</i>. <i>What makes you a guerrera?</i> ● Participants will be invited to write their answer anonymously via the Mentimeter activity ● The goal of this portion of the workshop is to introduce a new voice (a BIPOC, Latina, queer voice) to participants that they can relate to in some dimension. Through this activity, participants will hear from one another, and come to a greater understanding of the ways their stories and identities interconnect or differ. 	<ol style="list-style-type: none"> 1. Presentation 2. TEDx Talk 3. Mentimeter activity

<p>15 minutes or 12:45PM -1:00PM</p>	<p>Topic 2 (15 minutes): Storytelling as a Tool for Leadership</p> <p>A brief conversation on the importance of storytelling as a tool for leadership and empowerment. The conversation will also include the importance of storytelling in the Latina/o/x community.</p> <p>The goal of this portion of the workshop is for participants to become in touch with storytelling as a tool and begin to identify the ways storytelling has formed part of their journeys.</p> <p>This will be a verbal discourse/presentation.</p>	<p>1. Presentation</p>
<p>15 minutes or 1:00PM – 1:15PM</p>	<p>Activity 2 (10 minutes): Telling your Story</p> <ul style="list-style-type: none"> ● Participants will then be invited to press a link or scan a QR code that will lead them to an online gallery ● A culmination of images and poetry will be in the gallery for participants to look through. Participants will be reminded about the previous activity’s question: Reflect on parts of your identity and story that you believe make you a <i>guerrera</i>? ● Participants will have the opportunity to look through the images/poems provided and pick one they identify with and believe helps tell their <i>guerrera</i> story and why. ● Participants will select an image/poem that they believe helps tell their guerrera story and will be automatically taken to a Jamboard with the following questions: <ol style="list-style-type: none"> 1. Why did you pick this image? What about it stood out to you? 2. How does this piece help tell your story? Through what elements? 3. If this image told your story, what would you title it? <p>Debrief (5 minutes):</p> <ul style="list-style-type: none"> ● Afterwards, the facilitator will briefly go through 	<p>1. Presentation 2. Online Gallery 3. Jamboard Activity</p>

	<p>the Jamboards and participants will be invited to share their thoughts and reflections.</p> <ul style="list-style-type: none"> ● The purpose of this activity is for participants to identify their connection and attitude towards storytelling so that they may mimic this beyond the workshop. This activity would also give them access to different mediums with which to engage in storytelling (verbal, art, or poetry). 	
<p>10 minutes or 1:15PM – 1:25PM</p>	<p>Conclusion</p> <ul style="list-style-type: none"> ● Brief open discussion for participants to share any thoughts or reflections on the activities, if desired. ● Participants will be invited to write a word/phrase that summarizes their experience participating in the workshop. 	
<p>5 minutes 1:25PM – 1:30PM</p>	<p>Evaluation Forms</p> <ul style="list-style-type: none"> ● Facilitator will thank all participants for attending and engaging. ● Evaluation forms will be available via link/QR code. 	<ol style="list-style-type: none"> 1. Presentation 2. Evaluation forms

Additional Comments/Notes: