LOS ANGELES LGBT CENTER

RISE

2016 RISE PROJECT
OUTREACH AND RELATIONSHIP BUILDING
PROGRAM MANUAL

Volume 1

PII

PERMANENCY INNOVATIONS INITIATIVE

LOS ANGELES LGBT CENTER

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A Statement on Language

The Outreach and Relationship Building Manual uses the acronym "LGBTQ+." For these purposes, these letters stand for lesbian, gay, bisexual, transgender, and questioning. The "+" is to acknowledge the multiple identities, orientations, and expressions that are not explicitly recognized by the acronym. Language is always evolving, and older tools and training from RISE may still use LGBTQ. In other venues, some of these letters may represent other identities, and others may be aware of acronyms that use additional terms. These terms have been included in the glossary below and the more comprehensive glossary located in **Volume 2** of the training manual.

The definitions offered here can help when reading this manual. Always remember, however, not to impose these words as labels on anyone. Ask others how they self-identify and ask about the language that makes them feel safe. If they choose to avoid self-identifying terms, honor their decision—doing this will clearly indicate to children and youth their right to be themselves and to be safe.

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Affirm: To acknowledge or assert as fact; here, to assert one's own sexual orientation or gender identity strongly and publicly or to openly acknowledge and publicly assert the rights and dignity of LGBTQ+ people.

Anti-Gay Bias: Hatred of, discrimination against, or aversion to lesbian, gay, and/or bisexual (LGB) people; people perceived to be LGB; and/or those associated with persons who are LGB; often referred to as homophobia.

Anti-Transgender Bias: Hatred of, discrimination against, or aversion to transgender or gender-variant people, people perceived to be transgender or gender variant, and/or those associated with persons who are transgender or gender variant; often referred to as transphobia.

Biological Sex: The sex assigned at birth by a doctor based on physical anatomy and hormones. Designations include male, female, and intersex; also referred to as assigned sex at birth.

Cisgender: A description for a person whose gender identity and biological sex align (e.g., a person identifies as a man and was assigned male at birth by a doctor.)

Coming Out: The process of acknowledging one's sexual orientation or gender identity to oneself and/or individuals in one's life; often incorrectly thought of to be a one-time event, this is a lifelong and sometimes daily process.

Feminine: A term used to describe the socially constructed and culturally specific gender behaviors expected of females.

Gay: A term used to describe a man who is attracted to another man; this term may also be used by women attracted to other women.

Gender: Social and cultural expression of sex; different than biological sex.

Gender Binary: The idea that there are only two genders (males/females and man/woman) and that a person must be strictly gendered as either/or.

Gender Expression: The ways in which an individual communicates their[2] gender to others through behavior, clothing, hairstyle, voice, etc.; not an indication of sexual orientation.

Gender Fluid: An individual whose gender identity may continually change throughout their lifetime. These individuals may not feel confined within the socially and culturally expected gender roles and, in fact, may identify differently from situation to situation.

Gender Identity: One's internal, personal sense of their gender. Gender identity can be represented as a spectrum and an individual may move around this spectrum. Some terms that are associated with this spectrum are male, female, agender, gender fluid, genderqueer, trans, transgender, and two-spirit.

Gender Variant/Gender Nonconforming: Expressing gender and/or having gender characteristics that do not conform to the expectations of society and culture; also referred to as gender nonconformity or gender creative.

Heterosexism: A dominant notion that everyone is heterosexual (or should be) and that heterosexuality is superior, better, and preferred.

Heterosexual: Feeling romantic, emotional, and sexual attraction to a person(s) of the opposite gender with which one identifies; sometimes referred to as being "straight".

2 In order to respect gender identity and fluidity, this manual will use "they" and "them" as gender neutral pronouns when referring to an individual or person. Gendered pronouns like "he" and "she" are uncomfortable and limiting for some who do not identify with the gender binary.

Homosexual: Feeling romantic, emotional, and sexual attraction to a person(s) of the same gender with which one identifies. Although some individuals may identify with this term, it is now a dated term that has negative connotations and is considered derogatory.

Identity: What, how, and who one perceives oneself to be; a multi-faceted component of self-concept and can evolve throughout one's life span.

Lesbian: A term used to describe a woman who is attracted to another woman.

LGBTQ+: An acronym for Lesbian, Gay, Bisexual, Transgender, and Questioning or Queer.

Masculine: A term used to describe the socially constructed and culturally specific gender behaviors expected of males.

Questioning: Being unsure of where one's primary attraction or gender identity lies.

Safe Space: A place where anyone can relax and fully express themselves without fear of being made to feel uncomfortable, unwelcome, or unsafe on account of biological sex, race/ethnicity, sexual orientation, gender identity, gender expression, cultural background, age, and/or physical or mental ability; a place where the rules guard each person's self-respect and dignity and strongly encourage everyone to respect others.

Sexual Orientation: Describes the emotional, romantic, and physical feelings of attraction (usually over a period of time); distinct from sexual behavior.

Trans: An umbrella term that refers to all non-cisgender identities within the gender-identity spectrum.

Transgender: An individual whose gender identity differs from their biological sex.

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1 BACKGROUND

As a part of the federal Permanency Innovations Initiative (PII), the Los Angeles (LA) LGBT Center developed the Outreach and Relationship Building (ORB) intervention, which is designed to create more competent and affirming professional and caregiving environments for lesbian, gay, bisexual, transgender, and questing (LGBTQ+) children and youth in foster care in LA County.

History of the PII Project

PII is a 5-year, $100 million initiative of the Children's Bureau underway since 2010 that includes 6 Grantees,[3] each with an innovative intervention designed to help a specific subgroup of children leave foster care in less than 3 years. The project combines requirements for purposeful application of implementation science, rigorous evaluation, and coordinated dissemination of findings. PII aims to:

- Implement innovative intervention strategies, informed by relevant literature, to reduce long-term foster care stays and to improve child outcomes;
- Use an implementation science framework enhanced by child welfare expertise to guide technical assistance (TA) activities;
- Rigorously evaluate the validity of research-informed innovations and adapted evidence supported interventions (ESIs)[4] in reducing long-term foster care; and
- Build an evidence base and disseminate findings to build knowledge in the child welfare field.

This integration of implementation science and program evaluation in a coordinated framework is intended to build or enhance the capacity of child welfare agencies to develop, implement, and evaluate research-informed innovations and adapted ESIs and to provide evidence about program effectiveness. An overarching objective of PII is to increase the number of ESIs available to the child welfare community. To this end, Grantees follow a systematic approach (the PII Approach[5]), focusing on clearly operationalizing the infrastructure needed to support practitioners' implementation of the interventions as intended.

The PII Approach readies interventions for broad-scale use, which is more likely to be warranted and feasible when interventions have been well operationalized with specified core components, and implementation teams have documented necessary infrastructures to support, sustain, and improve implementation integrity over time. The PII Approach provides a model for child welfare administrators and agency directors to add evidence to the body of knowledge about what works in child welfare. Its systematic approach offers a guide for child welfare stakeholders to identify existing interventions or to develop innovations to solve complex problems and evaluate them for effectiveness.

The federal government is supporting Grantees as they implement and evaluate their interventions through two offices within the Administration for Children and Families: the Children's Bureau and the Office of Planning, Research and Evaluation (OPRE). The Children's Bureau is providing training and technical assistance (T/TA) to Grantees to strengthen their use of best practices in implementation. OPRE is

3 The Grantees include: Arizona Department of Economic Security; California Department of Social Services; Illinois Department of Children and Family Services; LA LGBT Center; University of Kansas; and Washoe County, Nevada Department of Social Services. For more information about Grantees' target populations and interventions, please visit http://www.acf.hhs.gov/programs/cb/resource/pii-project-resources.

4 Evidence-supported interventions are specific, well-defined policies, programs, and services that have shown the potential, through rigorous evaluation, to improve outcomes for children and families (Framework Workgroup, 2014).

5 More information about the PII, PII Grantees, and the PII Approach, can be found at the Children's Bureau website at http://www.acf.hhs.gov/programs/cb/resource/pii-project-resources.

supporting rigorous within- and cross-site evaluations of Grantees' interventions.[6] Both offices are working together to disseminate the lessons learned from PII.

Purpose of This Manual

This program manual provides detailed information about the implementation process of the LA LGBT Center's (the Center) PII: Recognize, Intervene, Support, and Empower (RISE Project). RISE aims to improve permanency for LGBTQ+ children and youth in the foster care system by reducing heterosexism, anti-gay bias, and anti-transgender bias. The purpose of the manual is to assist others in the field in replicating or adapting a key component of the RISE Project, ORB, for their local use. Replicating or adapting ESIs with fidelity to the interventions builds evidence in child welfare and expands the range of intervention effectiveness to different target populations and organizational contexts. These efforts to build evidence serve several purposes, including preparing an intervention for evaluation, either during implementation or later, depending on the organizational context in which an intervention is implemented, and building a base of replicable interventions that can serve the complex needs of diverse communities of children and families. This manual does not provide details about or findings from the evaluation. The evaluation report is being published separately.

The intended audience for this program manual includes potential implementers of the intervention, including child welfare administrators and staff, evaluators, and purveyors. This document contains background information about the interventions themselves and detailed explanation of implementation processes related to:

- System readiness
- Teaming and team communication
- Building the Outreach and Relationship Building team and team responsibilities
- The Outreach and Relationship Building intervention
- Self-care for trainers
- Improving implementation through fidelity reviews, supervision, and coaching
- Using implementation data for decision making and improvement

It also includes reflections, practice tips, and other practical information based on the experience of the RISE executive leadership and implementation team. The appendices include numerous program documents, including an implementation plan, usability plans, practitioner assessments, fidelity measures, and other useful tools. The training curricula and handouts, a practice profile to guide trainers' delivery of the curricula, and specific tools for ORB training and coaching developed during implementation are available in the appendices.

History of RISE

Since 1969, the Los Angeles LGBT Center (formerly known as the L.A. Gay & Lesbian Center) has cared for, championed, and celebrated LGBT individuals and families in LA and beyond. Today, the Center is the world's largest LGBT organization, with six facilities in LA and a vital presence on the national and international stage. The Center's mission is to build a world where LGBT people thrive as healthy, equal, and complete members of society. In 2010, the Center received a landmark grant through PII. As a PII Grantee, the Center launched the RISE Project and assembled a broad and diverse group of partners to design intervention components to reduce the amount of time LGBTQ+ children and youth spend in foster care in LA and to increase the number of LGBTQ+ foster youth living in safe and stable homes with lasting emotional support.

6 For more information about the evaluation, see: http://www.acf.hhs.gov/programs/opre/research/project/permanency-innovations-initiative-pii-evaluation.

The RISE Project's intervention consists of two components:

1. Providing Care Coordination Team (CCT) services[7] for a small group of LGBTQ+ children and youth involved in the child welfare system, designed to increase their permanency and well-being outcomes at the child and family level
2. Facilitating change at the organizational level of the child welfare system in LA. ORB was designed to develop more competent and affirming professional and caregiving environments using LGBTQ+ educational materials and coaching.

This manual focuses on the second component of the RISE intervention: ORB.

How This Manual is Organized

ORB training includes two three-hour training modules:

1. "LGBTQ Foundation" focuses on knowledge acquisition and understanding the experiences of LGBTQ+ children and youth
2. "Social Work Practice with LGBTQ Youth" focuses on applying knowledge to practice and practicing skills to support LGBTQ+ youth in care.

An additional module, created and used by RISE but not evaluated, is "Supportive Families, Safe Homes". This training, available in English and Spanish, is for foster parents and relative caregivers. It is focused on basic foundational LGBTQ+ identity, the coming-out process, and the impact of rejection, support, and acceptance. These efforts have not yet been evaluated for impact.

The manual is organized into four volumes:

- **Volume 1. Outreach and Relationship Building Manual:** Manual to assist others in the field in replicating or adapting a key component of the RISE project, ORB, for their local use.
- **Volume 2. LGBTQ Foundation Manual:** Curriculum for the "LGBTQ Foundation" training of the ORB intervention, which focuses on knowledge acquisition and understanding the experiences of LGBTQ+ children and youth.
- **Volume 3. Social Work Practice for LGBTQ Youth Training Manual:** Curriculum for the "Social Work Practice with LGBTQ Youth" training of the ORB intervention, which focuses on applying knowledge to practice and practicing skills to support LGBTQ+ youth in care.
- **Volume 4. Supportive Families, Safe Homes:** Curriculum for the "Supportive Families, Safe Homes" training of the ORB intervention, focused on basic foundational LGBTQ+ identity, the coming-out process, and the impact of rejection, support, and acceptance.

Identifying and Understanding the Target Population

The ultimate target population for the RISE Project is LGBTQ+ and gender nonconforming children and youth, aged 5 years and older, involved in the LA County child welfare system. Gender-nonconforming children and youth, also referred to as gender fluid and gender-variant, are those whose gender expressions do not conform to societal or cultural norms. The RISE Project's long-term, child-level goals are to expand durable adult connections, strengthen emotionally

7 The Care Coordination Teams are another intervention of the RISE Project, which adapts the wraparound approach of a child and family team to include family search and engagement strategies informed by LGBTQ+ competencies to alleviate issues arising from heterosexism and transphobia.

permanent adult connections, and achieve legal permanency (family reunification, adoption, or legal guardianship) for LGBTQ+ children and youth in foster care. As part of the RISE Project, a survey was conducted which found that over 19 percent of young people in L.A. County's child welfare system, the largest child welfare system in the U.S., identify as LGBTQ.[8]

To competently and safely identify LGBTQ+ children and youth and create a climate of acceptance for this population, ORB produces trained, competent professionals to serve them. The target population for ORB is public and private agency employees, foster parents, and kinship caregivers in the child welfare system, not just those who provide direct services to children and youth. In addition to social workers, supervisors, clinicians, and child caring staff, RISE was also interested in engaging all levels of staff in the system, including trainers, managers, administrators, clericals, and groundskeepers, etc.

The RISE Theory of Change

LGBTQ+ children and youth are often subjected to anti-gay, anti-transgender, and heteronormative biases within the child welfare system that is charged with protecting their safety; nurturing their well-being; and meeting their long-term needs for safe, stable, loving, and lifelong family connections. RISE theorized that these biases are the basis of many barriers to long-term permanency for this population and have resulted in their overrepresentation among teenagers in foster care and youth who age out of foster care. The RISE Project postulated that if LGBTQ+ foster care youth and their families were competently identified and appropriately served, they would achieve safe and stable permanency, as outlined in **Figure 1.** Within the grant timeframe of 5 years, consensus was that change at the system level of ecology would not be feasible as that would entail legal, policy, and procedural changes affecting multiple public and private jurisdictions. However, the project was determined to include intervention components that affected the organizational level of care because of the belief that child-level interventions could be doomed to failure by actions of the organizational environment responsible for their care.

> Biased service professionals and care providers can negatively affect the health and well-being of LGBTQ+ youth in their care. Examples of bias in a caregiving settings include denying resources, overlooking placement options, funneling youth into group home settings, refusing to advocate in instances of bullying, and ignoring a youth's right to freedom of expression.

Designing ORB

Building on the work of nationally known leaders and experts in the field of LGBTQ+ youth, three essential

> All training focused on LGBTQ+ competency should incorporate:
>
> - An intersectional approach to understanding the unique needs and experiences of LGBTQ+ youth in care;
> - Additional modules for targeting and reducing bias;
> - More information on supporting transgender and gender-variant youth, including, but not limited to, transitions, gender fluidity, and victimization; and
> - Approaches for supporting families whose biases are rooted in cultural and/or religious values.

8 This from a study conducted for RISE by the UCLA Williams Institute (http://williamsinstitute.law.ucla.edu/wp-content/uploads/LAFYS_report_final-aug-2014.pdf.)

FIGURE 1: RISE PROJECT LOGIC MODEL

Resources

LA County Foster Care System

All LGBTQ+ children & youth in the custody of the LA County child welfare system and their families [biological, relatives, Non Related Extended Family Members (NREFM), durable connections, potential permanency options)

Child welfare staff and organizations providing formal support to foster children and their families

Implementation
Formative Evaluation

CCT

Integration, training, and testing of CCT, which is a combination of wraparound model, Family Finding and Engagement, LGBTQ+ competency, and support strategies (case-specific & basic) among family members, key contact staff, and key peers

ORB

Development and testing of Outreach and Relationship Building Protocol aimed at LGBTQ+ competency and support strategies targeting:

- Administrative units
- Direct care staff (non-case-specific)
- Organizational structure

Outputs
Process Evaluation

CCT

- # of CCT teams created
- # of staff who receive training
- # of LGBTQ+ children & youth who receive services
- # of parents/kin who receive services
- # of connection maps created

ORB

- # of staff who receive trainings
- # of discussions about sexuality and gender delivered
- # of symbols affirming sexuality and gender expression and diversity displayed
- Outreach intervention conducted with fidelity to protocols

Outcomes
Summative Evaluation

PROXIMAL

A. Family Level

1. Increase in number of family and/or other supportive adult connections
2. Increase in level of family and child's integration into community
3. Increase in family's supportive behaviors
4. Decrease in family's rejecting behavior

B. Child Level

1. Increase in LGBTQ+ youth's level of comfort in discussing sexuality and gender
2. Increase in LGBTQ+ youth's comfort disclosing sexual or gender minority status
3. Improvement in safety and sensitivity post-disclosure
4. Increase in perceived organizational support related to LGBTQ+ identity felt by youth
5. Increase in self-acceptance

C. Staff Level

1. Improvement in staff members' knowledge about LGBTQ+ competencies and skills in applying knowledge
2. Increasing perceived organizational support related to working with LGBTQ+ children, youth, and their families felt by staff

DISTAL

Increase in # of durable (frequently activated) family and other supportive adult connections

LGBTQ+ children & youth achieve sustainable Legal Permanency and reduction in long-term foster care (defined as reunification, adoption, or legal guardianship)

LGBTQ+ children & youth achieve Emotional Permanency (defined as increase in youth's integration into family structure)

Increase in youth's well-being (defined as psychological, behavioral, & physical health and safety, including LGBTQ+ self-acceptance)

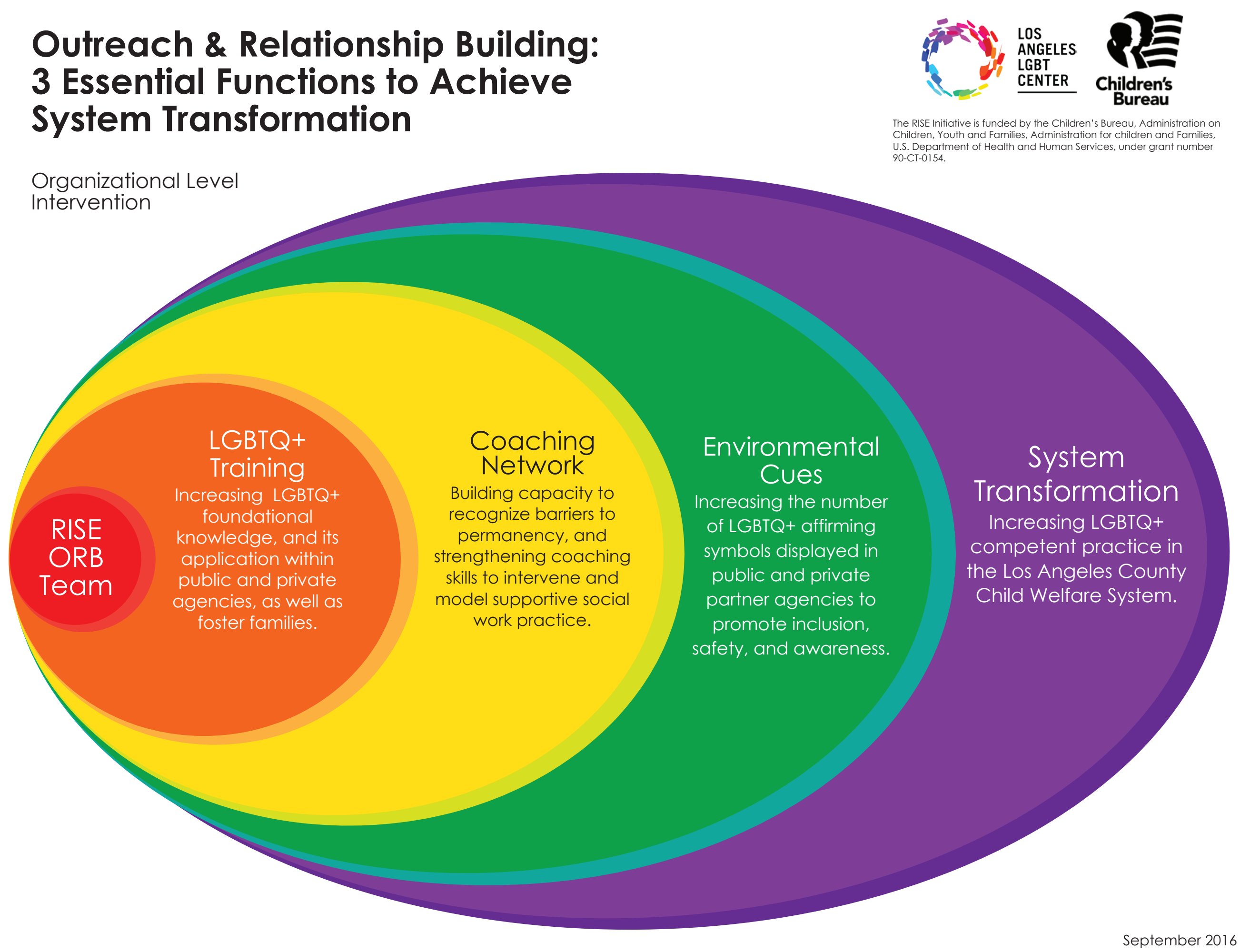
ORB functions were identified and implemented, as shown in **Figure 2:**

1. Training for employees and foster parents
2. Coaching for employees
3. Deploying environment cues of inclusion

The development and implementation of each of these essential functions is described in the sections that follow. The implementing bodies responsible for recruiting the target population for ORB were both public and private child welfare agencies. Professionals from these agencies participate in ORB training and coaching and work with ORB practitioners to create affirming environments for LGBTQ+ children and youth in foster care.

The implementation framework used to support ORB outlines systematic, research-based steps to effectively implement interventions in a child welfare setting in order to ultimately improve outcomes for children and families.[9] The following sections of this manual summarize suggestions for using these steps: system readiness, teaming and communication, ORB trainer recruitment and selection, client recruitment and selection, operationalizing the intervention, training and coaching for ORB trainers, fidelity assessments, and use of data.

FIGURE 2: ORB ESSENTIAL FUNCTIONS TO ACHIEVE SYSTEM TRANSFORMATION



9 Permanency Innovations Initiative Training and Technical Assistance Project, & Permanency Innovations Initiative Evaluation Team. (2013). *The PII approach: Building implementation and evaluation capacity in child welfare* (Rev. ed). Retrieved from http://www.acf.hhs.gov/sites/default/files/opre/pii_approach_report_final_508_5514.pdf.

2 SYSTEM READINESS

Site readiness at the implementing organization and at the public and private child welfare agencies is a key element of higher or lower levels of success. Readiness factors both internally and externally turned out to be key facilitators and barriers.

Internal Readiness

The National Implementation Research Network (NIRN) suggests that an innovation is ready for implementation when it is "teachable, learnable, doable, and readily assessed in practice."[10] NIRN's criteria for assessing readiness for implementation come from seeking to understand the extent to which:

- The innovation has been well defined;
- The essential functions have been delineated;
- The indicators of each essential function are observable and measurable to ensure consistency across practitioners;
- Stakeholders, consumers, leaders, and practitioners understand what is to be implemented or the "it;" and
- These same persons know how "it" will be implemented and what will happen when 'it' is implemented.

ORB meets these criteria, yet NIRN also suggests that the readiness of the implementation supports also needs to be assessed to ensure there is a "hospitable environment" in which the practitioners can implement the intervention or practice model.[11] Implementing organizations should consider some of these questions to assess internal readiness:

> There are agencies that have never offered LGBTQ+ competency training to their staff, sometimes despite staff requests for this training.

- Are there established criteria for recruiting and selecting ORB trainers for implementation? Are these based on best practices?
- Are there established training curricula and plans for coaching?
- Are there established fidelity measures and protocols to assess ORB trainer implementation?
- Are needed policies and procedures in place?
- Are there protocols for gathering and using data to inform implementation?
- Are the right consumers, stakeholders, practitioners, and leaders engaged?
- Is needed funding available for the intervention, as well as the implementation supports, such as data systems, fidelity assessments, and coaching for the ORB team[12]?

After going through this assessment of internal readiness, implementing organizations should make any needed adjustments prior to beginning implementation.

Training on LGBTQ+ identity, heterosexism, and anti-gay and anti-transgender biases may be provided by many different individuals from many different disciplines in an organization. However, training must be consolidated in one department, or approached as a service provided to stakeholders, and tracked,

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10 Permanency Innovations Initiative Training and Technical Assistance Project. (2016). *Guide to developing, implementing, and assessing an innovation* (Vol. 2, p. 59). Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau. Retrieved from http://www.acf.hhs.gov/programs/cb/resource/guide-developing-implementing-assessing-innovation.

11 Permanency Innovations Initiative Training and Technical Assistance Project. (2016).

12 The ORB team refers to the staff that implement the ORB intervention.

> Agencies in which supervisors and leadership receive training before their staff communicate a strong investment in LGBTQ+ youth and set the tone for their staff.

measured, or evaluated. Data systems need to be prepared for large data sets for the amount of training involved in ORB and for the depth of the fidelity assessment of training.

Administrative supports (e.g., policies and procedures) and organizational supports, (e.g., budget and human resources (HR) practices), need to be developed and adjusted over time. Standards for annual performance evaluations need to be aligned with fidelity assessment performance findings and expectations. Procedures for confidential staff feedback should be in place to illuminate performance issues that need to be unpacked as fidelity findings are examined. Budgets, too, need to be prepared if extra coaching or supports are needed for ORB staff. HR policies must be prepared to respond to flexible hours and salary compression. If organizations are not accustomed to field-based work, a shift in organizational culture may also be needed to prevent trainer burnout and retention problems.

Even when there is great motivation among leadership to transform the heteronormative culture of the child welfare system and willingness to invest in ORB, readiness is key. Experience with models of implementation and, in particular, experience in "coaching" is helpful. In addition, implementing agencies must be prepared for the toll that intentional and repeated exposure to bias can take on staff.

Ongoing Readiness With External Organizations

Not only does the implementing agency need to be ready for ORB, so do any partner organizations that may be involved in the intervention. These partnering relationships are just as important as the intervention content because without community buy-in and support, the ORB team will not be able to complete the trainings, deploy the environmental cues, or sustain change efforts through the Coaching Network. Maintaining these relationships is an integral part in strengthening the project's influence in the community.

> It is not well understood that nondiscriminatory care for LGBTQ+ youth means that they receive equitable resources and support based on their individual needs.

Many agencies face their own readiness strengths and challenges. Several key factors contribute to successful and sustained partnership and engagement:

- Executive sponsorship and buy-in is one strong predictor of sustaining continued engagement. Inviting executive leadership to participate in training (usually adapted for management) is a good strategy. Ideally this would take place before staff training, but that may not always be possible.
- The mission(s) of both the partner agency and intervention aligns.
- Consistent participation in Coaching Network activities contributes tremendously to an agency developing its own coaching approaches and activities.

- Individual champions in partner agencies (e.g., training director, clinicians, social workers, supervisors, and managers) bring technical child welfare expertise and help keep a strong focus on implementation barriers and successes, both at a practice and a policy level. They are also important to sustaining ongoing engagement. This can be a serious challenge for many agencies if they are not allocating resources for LGBTQ+ youth.
- There is a commitment to training and coaching staff on LGBTQ+ competencies. Coaching for staff may be new to many agencies, and, even if the interest is there, resources may not be sufficient to invest in staff development (e.g., providing more training sessions for new hires after an initial training series is completed at an agency).

RISE PRACTICE TIPS—READINESS

- Create valuable experiences for community partners, and celebrate accomplishments with them.
- Include community partners in creating strategies and solving problems.
- Identify training participants who will be good agency contacts for further correspondence and partnership.
- Meet agency contacts where they are, and work around the barriers they may be facing.
- Continue active communication and check-ins with agencies that have been trained.
- Develop strategies to communicate with stakeholders outside of routinely scheduled meetings.
- Strive to strengthen partnerships that are mutually beneficial.
- Be honest with your partners about what is and is not working.
- Re-visit agencies that may not be as actively involved.
- Offer additional trainings.

3 TEAMING AND TEAM COMMUNICATION

A teaming structure is the primary means to establish and build upon collective partnerships needed to guide and support successful implementation and to meaningfully involve consumers and stakeholders. An Implementation team should be established to lead appropriate workgroups. For example, RISE created a teaming structure to design ORB and collected information and recommendations about the target population from a variety of sources, including an expert roundtable, speak-out sessions with young people, focus groups with county and private social workers and caregivers, as well as data mining and case record reviews.

Once the teaming structure is in place, concrete mechanisms are used to facilitate communication between teams. Communication is essential at all levels for effective implementation. The ORB Manager must communicate consistently with the Project Director about the ORB team, trainings, achievements, or barriers to implementation. In addition, the ORB Manager should have a standing weekly meeting with the Project Director on anything related to the ORB team or the intervention. The Project Director should brief the department directors on updates concerning ORB. On a monthly basis, the entire project should meet for an all-staff meeting where achievement, updates, and barriers to implementation can be discussed and communicated to every staff member.

Communication between the ORB Manager and the ORB team occurs on several levels. At the beginning of every week, the entire team gathers for a "huddle," or weekly meeting, to discuss the week's schedule. A self-care check-in[13] follows this meeting to ensure that all members have a plan for managing self-care. This meeting also creates a space for team members to seek help from teammates if needed.

RISE PRACTICE TIPS—TEAM COMMUNICATION

- Build trust and transparency with executive leadership at your organization.
- Maintain open and constant communication across the team.
- Implement team debriefs after each training and at the end of each week to improve implementation and team members' self-care efforts.
- Implement policies to help the integration of significant field work.

Regular close-out meetings should also be conducted at the end of the work week. In this meeting, team members debrief each training that occurred that week, coaching sessions, and any additional presentations or events. One team member should be responsible for recording notes about barriers to delivering the interventions, and the team should troubleshoot plans to overcome those barriers. Group supervision may follow this meeting. Group supervision allows the trainers to open up communication about issues within the team or to conduct professional development trainings.

The ORB Manager should meet individually with each trainer once a month for individual supervisions. Each trainer should also have the opportunity to meet with an outside coach once per month.

13 A self-care check-in refers to a meeting where individuals are afforded the opportunity to discuss stressors, wellness plans, and needs for support.

4 BUILDING THE OUTREACH AND RELATIONSHIP BUILDING TEAM AND TEAM RESPONSIBILITIES

Training and Coaching Instructor Responsibilities

ORB Training and Coaching Instructors (also referred to as ORB trainers) are expected to provide onsite T/TA and coaching support for child welfare agencies and CCTs. ORB trainers are also expected to participate in and/or conduct adapted trainings and workshops at local, regional, and national conferences.

ORB Team Guiding Principles and Community Agreements

The following principles (**Figure 3**) and agreements (**Figure 4**) guide the work and collegiality of the ORB trainers and can be modified as needed to ensure they reflected team membership and needs.

> When approaching organizations or groups, personal engagement is necessary (e.g., in-person presentations, networking, canvassing at conferences, etc.).

ORB Team Organizational Chart and Task Descriptions

Figure 5 lays out the organizational chart showing the ORB team's reporting hierarchy and functional division of labor, other than training, by task area.[14] Descriptions of the positions' tasks then follow.

ORB Manager: The manager works with Training and Coaching staff, the Implementation Team, and various workgroup members to adapt and implement training and coaching curricula and processes for child welfare agencies and the court, partner agencies, educators, foster parents and relative caregivers, and other stakeholders. The manager supervises individual ORB team members and team relationships and responsibilities, facilitates fidelity feedback and performance development, provides coaching for team members and volunteer coaches, and develops tools for improving performance. In addition, the ORB Manager tracks and reports the team's outputs, manages the development of new projects and curricula, and acts as the liaison between the ORB team and the project's executive leadership.

Training and Coaching Instructors: Instructors work with Training and Coaching staff, the Implementation Team, and various workgroup members to adapt and implement training and coaching curricula and protocols for child welfare agencies and the court, partner agencies, educators, foster parents, relative caregivers, and other stakeholders. They conduct trainings for child welfare system staff and foster parents. They present adapted training sessions for other system stakeholders (e.g., the Probation Department) and may conduct workshops at local, regional, and national conferences. They provide onsite T/TA and coaching support for partner agencies and the CCT.

14 While all ORB roles are necessary, the organization can spread the roles among the ORB trainers as it sees fit. For example, the Canvassing Lead does not need to be the same person as the Self-Care Lead, though both roles are essential.

FIGURE 3: ORB COMMUNITY PRINCIPLES

Integrity	We must be honest with ourselves and with each other. Be consistently who we are and who we say we want to be. Do the right thing, even in the absence of others.
Self-Care	We will attend to, honor, and have awareness of self-needs. We have a responsibility to each other to take care of ourselves. We will ask for help when we need it.
Feedback	We will ask for feedback, receive feedback with professionalism, and always deliver feedback in a constructive manner.
Professionalism	We have a commitment to representing the quality of the project in every interaction.
Unity	We will not gossip or attack others. We will strive to affirm and support one another.
Continuous Learning	We will strive to improve and to learn more. To enrich the work, we will seek opportunities and knowledge to share with the team.
Celebration	We will celebrate our accomplishments, the lessons learned from our mistakes, and each other.

FIGURE 4: ORB COMMUNITY AGREEMENTS

Have a ritual before each training to honor, acknowledge, and hold good intentions for each other.

Conduct debriefs after each training.

Apply our principles to everyone in our training/ ORB space.

Remember that we have each other's backs.

Keep lines of communi-cation open and honest. If you are upset about something, talk about it. If communication breaks down, the team suffers.

Have a meal together monthly as a team.

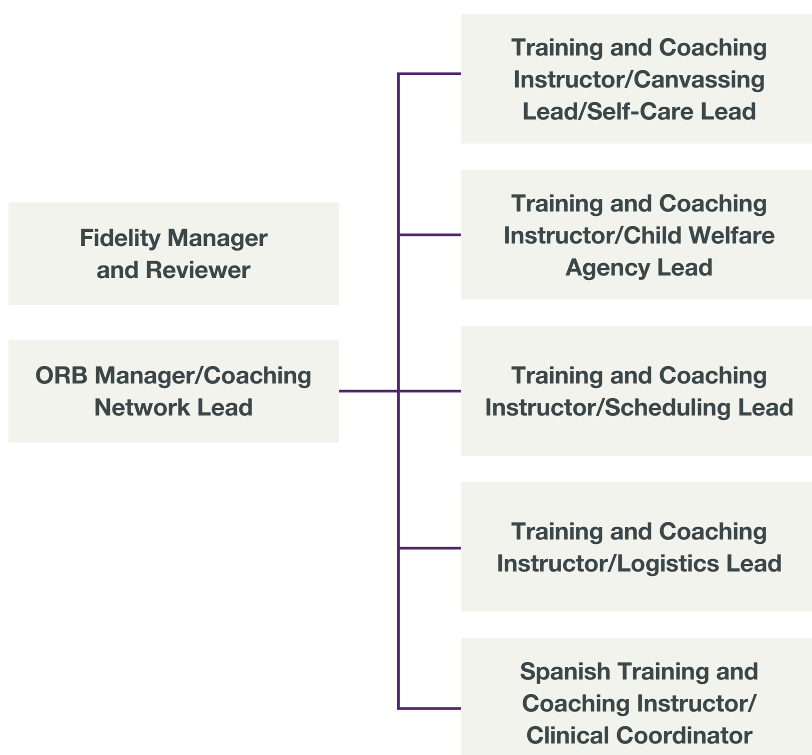
Canvassing Lead: This team member identifies, contacts, and builds relationships with private agencies by offering them training, coaching, and support to better serve LGBTQ+ youth in their care. The canvasser is the first point of contact with many agencies. As a result, the canvasser has to build rapport and educate agencies on the project and assess their need for the project's services. The Canvassing Lead works closely with the Scheduling Lead to secure agency participation and to maintain an efficient and clear stream of communication.

Scheduling Lead: This team member manages the team's training schedule and provides the necessary event information (e.g., agency name, location, time, and contact person). Scheduling is the second step in recruiting an agency after canvassing. As part of building rapport with agencies, the scheduler ensures that the agency is booked in the calendar as quickly and efficiently as possible.

Child Welfare Agency Lead: This team member coordinates training with the identified public child welfare liaisons. This coordination involves working with child welfare leaders and assigned staff to choose appropriate dates, ensure space availability, and arrange participant recruitment presentations for public child welfare staff. This individual also handles any troubleshooting necessary in the event of low registration and/or potential low training attendance.

Logistics Lead: This individual tracks material distribution and manages the inventory for the team. Inventory includes handouts, posters, stickers, and training enhancements (e.g., pens, other promotional materials). This team member ensures that all training materials are up to date and stocked for upcoming

FIGURE 5: ORB ORGANIZATIONAL CHART



trainings. The Logistics Lead also manages the distribution of survey materials and certificates of completion.

Self-Care Lead: The Self-Care Lead is responsible for organizing self-care-related meetings and activities for the training team. This individual facilitates regular check-in meetings where trainers develop and discuss self-care plans. The Self-Care Lead identifies and shares relevant research, as well as activities for dealing with the challenges of bias exposure, stress, and compassion fatigue. Each quarter, this individual leads workshops involving activities that will alleviate stress, increase well-being, and, ultimately, strengthen trainer performance.

Coaching Network Lead: This individual plans and prepares for each Coaching Network meeting by developing the boosters and learning labs (described later in this chapter), setting the agenda, and assigning facilitation roles to the team. This team member also is the lead to support coaches requesting assistance, supplemental materials, and tools. This individual is available to coaches and their agencies throughout the month.

It is up to the ORB Manager to decide who gets assigned additional tasks outside of training and coaching. These tasks should be assigned based on the ORB trainer's strengths and interests. These roles should be divided as is most beneficial to the team.

ORB Trainer Recruitment and Selection

Recruitment

ORB Training and Coaching Instructor job descriptions can be posted on an organization's website and in other locations as directed by the HR department. Resumes or employment inquiries received by HR should be reviewed by the ORB Manager. Use of the applicant screening tools (see **Appendix D**) can help determine which applicants qualify for a phone interview, an in-person interview, and/or a training demonstration. Each stage of the interview process requires its own screening tools to measure the areas the training team deemed valuable in any candidate. It is essential to hire staff who will be a good fit for this role, which may take many months to accomplish.

Qualifications

Training and Coaching Instructors should have a minimum of 2 years' training and coaching experience. Candidates should also possess high LGBTQ+ competency. A high LGBTQ+ competency is defined by ORB as having knowledge of LGBTQ+ issues, language use, and the ability to identify and address biased statements and behaviors. In addition, during the interview, hiring teams should use behavioral questions to determine a candidate's response style when confronted with hard questions or tense situations, such as those they are likely to encounter in training spaces. It is essential to makes sure that potential hires can handle those situations positively and effectively.

Hiring

Training and Coaching Instructor candidates should participate in the following four screening processes (see **Appendix D**):

- Resume review
- Phone interview
- In-person interview
- Training demonstration[15]

Each process measures qualifications and assigns the candidate a certain number of points. The ORB team needs to decide, prior to the interviews, the minimum score for each screening tool. The screening tools allow for specificity, as well as flexibility. They

15 The training demonstration is a critical part of the interview process and should not be skipped. Many candidates do well on the resume review, phone interview, and in-person interview, but cannot demonstrate their training experience or abilities. The training demonstration is essential for an informed hiring processes.

RISE PRACTICE TIPS—HIRING

- Find applicants with the unique qualifications required for this role by using intentional recruitment strategies, such as posting announcements at local schools of social work and recruiting at LGBTQ+-relevant events.
- Select trainers who have the most significant skills needed—training ability and LGBTQ+ competency.
- Prepare memos describing every essential function in ORB to make training new staff simple and comprehensive.
- Keep detailed records of all decision-making processes to ensure that there is knowledge continuity even as staff leave the project.
- Develop an intentional training schedule for new hires that includes everything relevant to training content, facilitation skills, and the project's public and private partners.
- Develop an intentional and targeted approach to recruiting potential candidates for training and coaching positions.

clarify skill priorities, while also allowing candidates to bring skills previously unconsidered. Each member of the hiring team receives a vote in each candidate's hiring decision. Once a team is in place, all ORB team members should attend each in-person interview and training demonstration. If an ORB team member cannot attend an interview, it is recommended that the interview be taped for later review. This hiring process is essential for the creation of ORB's desired team dynamic. All new hires need to hit the ground running and have good rapport with other team members, and the team needs to be proud of its hiring decisions. The executive leadership from an organization may be invited to sit in on interviews, especially the training demonstration (the final interview). Throughout the hiring process, the ORB Manager should keep their supervisors up to date on the hiring process and the potential candidates.

> Buy-in from agency leadership is essential for creating training opportunities for agency staff. Individual bias within an agency's leadership can block access for the entire organization.

Developing a Process to On-Board and Train New Trainers

In-service training is completed through on-boarding activities. ORB trainers receive an on-boarding binder with materials about the project and organization, the curriculum they are training, and relevant research. Though a great on-boarding tool, the binder should not be the exclusive tool for training. Additional training should include:

- Facilitation skills
- History of the project and the need for ORB
- Training on the other interventions (if applicable)
- Social work practice training
- Self-care maintenance

Appendix H.1 shows a sample agenda for on-boarding a new trainer. Completing the on-boarding process typically takes 1 full month.

RISE PRACTICE TIPS—ON-BOARDING

- Have an extensive and detailed on-boarding process that allows trainers time to feel comfortable in delivering the training.
- Ensure that on-boarding material and packets prepare ORB trainers for what they need to start work in the field.
- Allow trainers a month to familiarize themselves with the training materials prior to training in the field.

Canvassing for and Recruiting Participants

Agency canvassing, or recruiting, precedes scheduling any training. The ORB team's Canvassing Lead must research prospective participants from within public and private child welfare agencies and then market the ORB curriculum to these agencies. Once an agency agrees to train at least a portion of its staff, the canvasser transfers the agency contact to the Scheduling Lead, who controls the training calendar. A canvassing tool is available in **Appendix B** to help with outreach efforts and to advertise to different agencies. The following components are essential to ORB's canvassing success:

- Attending networking events such as conferences, panels, and ribbon-cuttings
- Attending implementation, union, and general staff meetings
- Offering free services (e.g., coaching and technical assistance) after the completion of staff training, including coaching and foster parent training
- Offering marketing incentives (e.g., cups, stress balls) to increase awareness of ORB trainings
- Offering continuing education units (CEUs) for licensed professionals
- Sending the ORB canvassing letter (see **Appendix B.1**) to agency leadership and training coordinators

Private Agency Scheduling[16]

Once an agency agrees to schedule training, the ORB Scheduling Lead contacts the agency within 48 hours to secure training dates. The scheduling process requires extreme flexibility. An ideal training includes 15-25 participants to encourage appropriate dialogue and to allow for group work. Many agencies cannot commit to a 1-day, 6-hour training due to staffing requirements. The following accommodations may be offered:

- Two sessions of 3 hours each
- Evening trainings
- Weekend trainings
- Invitations to attend trainings at other offices
- Trainings conducted at an alternative location

In general, private agencies seemed more eager to receive the ORB trainings and to participate in the Coaching Network than public agencies. Several barriers were identified that contributed to the lack of participation from public agencies, including size of the bureaucracy, lack of resources, competing priorities, and lack of policies guiding LGBTQ+ practice.

16 The RISE Project was conducted in Los Angeles County, which has a wide range of private child welfare agencies. Some states and regions may not have an extensive network of private agencies with which to work.

Public Agency Scheduling

Scheduling with public agencies may require different approaches to canvassing and scheduling. With some organizations, meetings may have to happen with executive leadership to gain buy-in and support for the training long before a training is scheduled. Complex organizational structures with multiple locations or staff that have multiple job responsibilities can also pose challenges. It can be helpful to enlist the help of liaisons within the organization that can help canvass, market trainings, and schedule trainings throughout the office.

RISE PRACTICE TIPS—SCHEDULING

- Set minimum and maximum participant slots for each training to ensure efficient resource allocation and the creation of an environment conducive to engaged learning.
- Work with agencies to schedule trainings around their schedules by offering trainings on the weekends or in the evenings.
- When scheduling with public agencies, increase marketing effectiveness by working through a management-level agency liaison.
- Create elevator speeches, or pitches, to introduce trainings at regular staff meetings (or a similar convening) to increase registration rates.
- After an agency has agreed to schedule a training, a team member should follow up immediately to complete the scheduling process.
- Make building and strengthening relationships with agencies a priority for each team member.
- Gaining buy-in from agency leadership will improve canvassing and scheduling for both private and public agencies.
- Identify a contact within the agency who knows about the training and can be called prior to the training to confirm the participant numbers, location, and date.
- Ensure that the training team has all the equipment needed to conduct the training, including computer, projector, and screen.
- Always ensure that there is a detailed system that tracks all scheduled trainings, contact personnel, addresses, and anticipated number of participants.
- Avoid splitting the staff curriculum into more than two training sessions.
- Avoid scheduling the “Foundation” and the “Social Work” modules more than a month apart from each other.

5 THE OUTREACH AND RELATIONSHIP BUILDING INTERVENTION

Background

ORB training includes 2, 3-hour training modules, which are intended to be sequential:

1. "LGBTQ Foundation" module, which focuses on knowledge acquisition and understanding the experiences of LGBTQ+ children and youth
2. "Social Work Practice with LGBTQ Youth" module, which focuses on applying knowledge to practice and on practicing skills to support LGBTQ+ youth in care

An additional module, created and used by RISE, but not evaluated, is "Supportive Families, Safe Homes."

Two trainers deliver the two modules to groups of child welfare professionals. The modules can be delivered as a full-day of training, with the "Foundation" module in the morning and the "Social Work" module in the afternoon, or split up into 2 days ("LGBTQ Foundation" on the first day and "Social Work Practice with LGBTQ Youth" on the second day). RISE found the multiple-day delivery to be more problematic in terms of getting consistent employee participation, forcing trainers to spend more time recapping material in the second session and shortening the time available for child welfare scenarios testing application of knowledge.

> If trainings are not mandatory, biased staff or staff who overestimate their LGBTQ+ competency can self-select out of the training.

To enhance the training, RISE offers coaching to all trained agencies. This coaching component is referred to as the Coaching Network. The Coaching Network helps to deepen and sustain LGBTQ+-competent practice in the field. The Coaching Network provides additional training modules and scenarios that help agency coaches practice coaching. The following sections detail these training modules, environmental cues, and the Coaching Network.

> Interactive handouts appeal to different learning styles and can re-enforce learning.

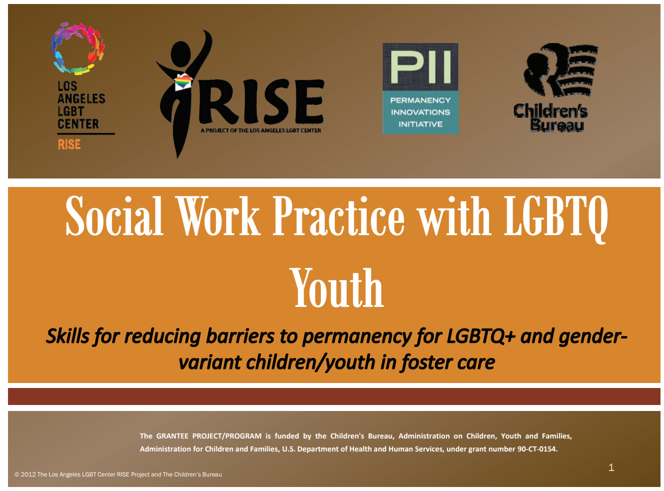
ORB Training Module: "LGBTQ Foundation" Training for Child Welfare Professionals

This training is intended for public and private child welfare services employees and is aimed at improving knowledge about sexual orientation, gender identity and expression, and the unique barriers to permanency and well-being that LGBTQ+ children and youth face. The 3-hour "LGBTQ Foundation" training is divided into the 5 units described later. This training

should be followed by the "Social Work Practice with LGBTQ Youth" training; it is intended to increase participants' basic knowledge of LGBTQ+-related concepts and the specific barriers presenting challenges to permanency for LGBTQ+ youth.

ORB Training Module: "Social Work Practice with LGBTQ Youth" Training for Child Welfare Professionals

The second half of the ORB staff training lays out strengths-based best practices for working with LGBTQ+ children and youth and their families, including principles for effective communication, assessing the safety and well-being of LGBTQ+ youth, and guidance for intervening when confronted by anti-gay bias, anti-transgender bias, and heterosexism. This sequentially second 3-hour module of the total 6 hours training was designed to practice application of knowledge about working with LGBTQ+ children and youth in the child welfare system.



"LGBTQ Foundation" Curriculum	Topics
Unit 1: Permanency and RISE	• Introduce RISE. • Review training goals and structure.
Unit 2: The Basics of Language and Development	• Define key terminology and core concepts around sexual orientation, gender expression, and gender identity. • Understand timeline of healthy child development, and differentiate between sex assigned at birth, gender identity, gender expression, and sexual orientation.
Unit 3: Recognizing and Intervening to Reduce Barriers to Permanency	• Recognize anti-gay and anti-transgender biases, as well as heterosexism. • Understand the potential benefits and challenges to coming out. • Understand the impact of accepting and rejecting behaviors on the health and well-being of LGBTQ+ children and youth.
Unit 4: Supporting and Affirming Toward Permanency	• Understand the potential positive impacts of environmental cues and linkages to permanency.
Unit 5: Empowering the Professional	• Review state and federal laws protecting the rights of LGBTQ+ children and youth.[17] • Discuss managing information about a youth's sexual orientation or gender identity.

See **Volume 2** to read the "LGBTQ Foundation" training slides, manual, and handouts.

17 State and local guidelines will need to be updated based on the location of the training. Likewise, the training needs to be updated often to reflect the most up-to-date laws and standards.

"Social Work Practice" Curriculum	Topics
Unit 6: Reviewing Effective Communication	• Review active listening, self-awareness, and motivational interviewing as dynamic tools for working with LGBTQ+ children and youth.
Unit 7: Language in Practice	• Understand the impact of language and youth self-definition. • Revisit gender identity, and increase comfort with pronoun usage.
Unit 8: Acceptance and Rejection in Practice	• Identify supports for a youth's coming-out process and the environment's adjustment process.
Unit 9: Affirming Environments in Practice	• Recognize behavior that truly creates an affirming environment. • Respond to supportive and negative comments and questions.
Unit 10: Legal Framework and Professional Standards in Practice	• Review legal and professional standards regarding the disclosure of a youth's sexual orientation and/or gender identity.

See **Volume 3** to read the "Social Work Practice" training slides, manual, and handouts.

ORB Training Module: "Supportive Families, Safe Homes" Training for Foster Parents and Relative Caregivers

This 90-minute foster parent and relative caregiver curriculum is based on 3 sections of the "Foundation" module and is available in English and Spanish. It is designed to take under 2 hours recognizing that foster parents and busy relative caregivers do not have a lot of time available. Although this module was not evaluated as part of the RISE Project, it was delivered in L.A. County. Most foster family agencies offer regular monthly evening or weekend training opportunities and provide child care and refreshments or dinner. It is recommended that this be a mandatory training.

In some cases, marketing this training as a diversity training, rather than identifying the content as LGBTQ+ specific, can help increase caregiver attendance.

"Supportive Families, Safe Homes" Curriculum	Topics
Unit 1: Introducing Terms	• Define key terminology and core concepts around sexual orientation, gender expression, and gender identity. • Practice use of inclusive language.
Unit 2: The Coming-Out Process	• Understand the potential benefits and challenges to coming out. • Discuss the family's coming-out process.
Unit 3: Acceptance, Rejection, and Health Outcomes of LGBTQ+ Children and Youth	• Understand the impact of accepting and rejecting behaviors on the health and well-being of LGBTQ+ children and youth.

See **Volume 4** to read the "Supportive Families, Safe Homes" training slides, manual, and handouts.

RISE PRACTICE TIPS—ORB FOSTER PARENT AND RELATIVE CAREGIVER TRAINING

- Foster parent and relative caregiver training served as an effective marketing tool and incentive for agencies to train their staff on LGBTQ+ competency. The ORB team's policy was to require that agencies fully train their staff before ORB trained the agencies' caregivers.
- The foster parent and relative caregiver training enabled agencies to identify additional safe homes for LGBTQ+ youth, while also identifying some foster parent and relative caregivers that would not support LGBTQ+ youth. However, some foster parents did remain silent during the training. As a result, it was difficult for agency staff to gauge their level of acceptance or rejection.
- While formal evaluation surveying was not done for this training, the ORB team were amazed at how much positive empathy building, education, and alignment could be accomplished in 90-minute sessions with foster parents and relative caregivers.

ORB Environmental Cues of Inclusion and Acceptance

Brave Space posters are given to every agency that participates in employee training. The poster's message is one of inclusion. It denotes a "Brave Space" where courageous conversations about gender identity, gender expression, sexual orientation, race, and sexism can be held. The posters, as an environmental cue, are meant to signal to viewers that the space is inclusive and respectful for all youth and that LGBTQ+ youth will be embraced and celebrated in that space. LGBTQ+-affirming visual symbols are cited by many young people as clear signals that they are welcome and will be supported by staff. This is not only a way to communicate safety to LGBTQ+ children and youth; it also communicates to agency staff, caregivers, and family members that acceptance is the professional standard when serving LGBTQ+ youth.

The "Foundation" module highlights the power of visual symbols of inclusion (rainbow colors are often cited as a widely recognized, supportive symbol for the LGBTQ+ community) and encourages agency staff to deploy them in offices and in the field. Brave Space posters are 18" x 24" and can also be printed as stickers and 8 ½" x 11" mini posters. It is recommended that agencies display a Brave Space poster (or other environmental cues) in areas where children and youth pass through, gather regularly, and live.

Youth residents at a group home have created a support group to address relevant issues. These youth were so inspired by the Brave Space posters that they named their meeting space after them. The youth now meet in their own Brave Space, where they foster inclusiveness, respect, and safety. Staff have heard them telling each other and other staff not to say things that are offensive because they are in the Brave Space.

Examples include:

- Prominent access points (e.g., heavy traffic areas)
- Entrances to all buildings
- Areas where youth receive services, attend meetings, share meals, or socialize
- Group homes and cottages (e.g., lobby, recreation areas, dining areas, living spaces, case worker offices, therapist offices)
- Work areas (e.g., staff offices, visit rooms, play rooms)

ORB Coaching Network

History and Development

Research shows that coaching, in addition to training, is essential for long-term, sustainable change, and that without coaching, many of the skills learned in training may not be implemented in day-to-day practice. For example, **Table 1** shows the difference coaching makes for implementation of new teaching skills in classrooms compared to training and practicing without coaching in place.

To enhance the 6-hour ORB training and improve the likelihood that the training would produce lasting effects, coaching is the third essential function of ORB. This component is critical to changing organizations which are aiming to reduce heterosexism and anti-gay and anti-transgender biases. The Coaching Network builds upon the knowledge acquired through training and provides a network of support for practitioners, supervisors, and administrators to ensure the continued application of best practices for supporting LGBTQ+ children and youth. The Coaching Network

TABLE 1: EFFECTS OF TRAINING AND COACHING ON TEACHERS' IMPLEMENTATION[18]

A summary of a meta-analysis of the effects of training and coaching on teachers' implementation in the classroom (Joyce & Showers, 2002) (Percentage of participants who demonstrate knowledge, demonstrate new skills in a training setting, and use new skills in the classroom).

Training Components	Knowledge	Skill Demonstration	Use in Classroom
Theory and Discussion	10%	5%	0%
+ Demonstration in Training	30%	20%	0%
+ Practice & Feedback in Training	60%	60%	5%
+ Coaching in Classroom	95%	95%	95%

18 Joyce, B., & Showers, B. (2002). ***Student achievement through staff development*** (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

has not been tested as part of ORB, but RISE believes it serves as an essential tool for sustaining change.

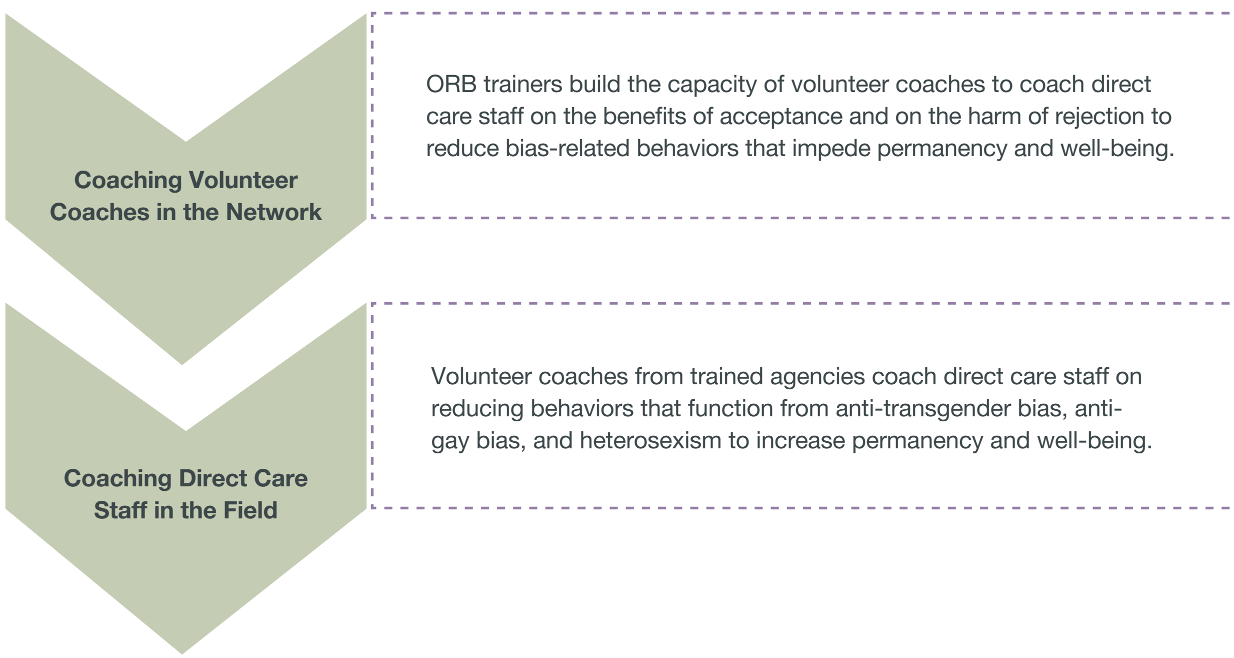
The Coaching Network should meet monthly. The Network is led by ORB trainers and includes representatives from private and public agencies who are available to do LGBTQ+-supportive practice coaching in the field at their agencies. These representatives are referred to as volunteer coaches.[19] The Coaching Network has eligibility requirements; follows a specific coaching framework; includes guidelines for regular Coaching Network meetings; and offers strategies to strengthen outreach, recruitment, and membership of the Coaching Network. **Figure 6** describes these components in detail below.

Coaching Network Selection Criteria

Agencies and organizations interested in participating in the Coaching Network are encouraged to identify potential volunteer coaches with the following guidelines in mind. In addition to having completed both the "Foundation" and "Social Work" trainings, the volunteer coach should be:

- Open and empathetic about LGBTQ+ issues;
- Open to continuous learning and to raising awareness around and increasing knowledge and understanding of information and issues relevant to LGBTQ+ and gender-variant youth in foster care settings;
- Approachable, caring, and compassionate;
- Respectful of clients, staff, and administrators; and
- Reliable and trustworthy and demonstrates initiative.

FIGURE 6: RISE COACHING NETWORK MODEL



19 Volunteer coaches refers to individuals who were willing to be coaches for their agencies. When possible, agencies should use coaches that volunteer for the work, rather than coaches that were assigned. RISE found that coaches who volunteered for the task were more involved and had higher retention rates.

Volunteer Coach Roles and Responsibilities

During the recruitment of coaches, prospective coaches should be aware of the expected roles and responsibilities of a coach:

- Attend and participate in monthly Coaching Network meetings
- Work with agency staff to identify needs related to LGBTQ+ competency
- Honor confidentiality protocols and agreements
- Create mini-plans for their agency that will help implement best practices for supporting LGBTQ+ youth in care
- Participate in quarterly coaching symposiums or coaching in the field

To increase support from agency leadership, an aggressive outreach plan for previously trained agencies should be implemented. Coaching Network leadership and the canvasser build relationships with agency managers. This relationship building includes updating agency leadership on the progress of its staff in the Coaching Network, phone calls thanking them for their continued support, and invitations to trainings and ORB events. The canvasser also sends letters of inquiry for potential coaches to use to build Coaching Network buy-in with their agency leaders. The letter of inquiry details the importance and value in participating in the Coaching Network. (See **Appendix A.3.**)

Coaching Network: Booster and Learning Labs

Coaches may experience difficulty responding to questions from agency staff related to LGBTQ+ concepts and statements and to behaviors indicating the presence of bias. To increase the coaches' comfort in handling difficult interactions with biased staff or staff that had low-LGBTQ+ competency, boosters should be offered at Coaching Network meetings. Learning labs, or field-based scenarios, are another strategy to give coaches the opportunity to conduct self-awareness checks, explore their underlying beliefs, and practice their coaching skills. Boosters and learning labs are opportunities to reinforce myth busting around stereotypes and misinformation.

> Agency involvement in the Coaching Network improved access to tools for implementing sustainable change, including additional and more advanced training, assistance modifying or creating new policies, and strategies for responding to biased staff members.

The boosters and learning labs, although untested, are believed to be valuable to the Coaching Network. **Table 2** lists topics generated based on ORB trainers' observations and on agency coaches' questions and stated issues around implementing best practices and correcting staff misconceptions and biases.

Tools for Coaches

The ORB team creates tools (e.g., agency assessment sheets, gender-neutral clothing policies, anti-discrimination and anti-bullying policies), which are valuable for coaches to use when advocating within their agencies for the adoption of best practices for serving LGBTQ+ youth. Additional tools (e.g., a coaching needs assessment tool for capacity building, bias identification tools, approaches to answering difficult questions, a coaching tutorial video for new coaches, video vignettes of ORB trainers' role playing how to unpack biased statements and behavior) are made available to all volunteer coaches in the Network. These tools also help volunteer coaches build their own internal agency coaching networks. They are often distributed during Coaching Network meetings, sent through email, or uploaded into the Coaching Network shared drive. All volunteer coaches are given

TABLE 2: POTENTIAL TOPICS FOR COACHING NETWORK BOOSTERS AND LEARNING LABS

Activity Type	Topic
Booster/Learning Lab	Coming-Out Process
Booster/Learning Lab	Affirming Environments
Learning Lab	Supporting Sexual Orientation and Gender Identity and Expression (SOGIE) Development
Booster/Learning Lab	Sexual Abuse and LGBTQ+ Youth: Correcting Misconceptions
Booster	Addressing Bullying in Out-of-Home Care
Booster/Learning Lab	Supporting Transgender and Gender-Variant Youth
Booster/Learning Lab	Title 22 / Supporting Transgender and Gender-Variant Youth (cont'd)[20]
Booster/Learning Lab	Navigating Conversations Around Sexual Health and Healthy Relationships
Booster/Learning Lab	Implementing Coaching Knowledge
Booster/Learning Lab	Hard Questions and Self-Care
Booster/Learning Lab	Legal Implications for Practice
Booster/Learning Lab	Managing Information
Booster/Learning Lab	Bias in Care
Learning Lab	Busting Stereotypes
Learning Lab	Supervision vs. Coaching
Learning Lab	Videos and Practice on Confronting Misconceptions and Biased Questions
Booster/Learning Lab	Family Acceptance and Working Through Religious Conflict
Booster	Social and Medical Transitions

coaching binders that should include all of the materials developed for the Coaching Network meetings, relevant studies policies and regulations, and tips and tools for coaching. (See **Appendix B.**)

Coaching Network Symposium

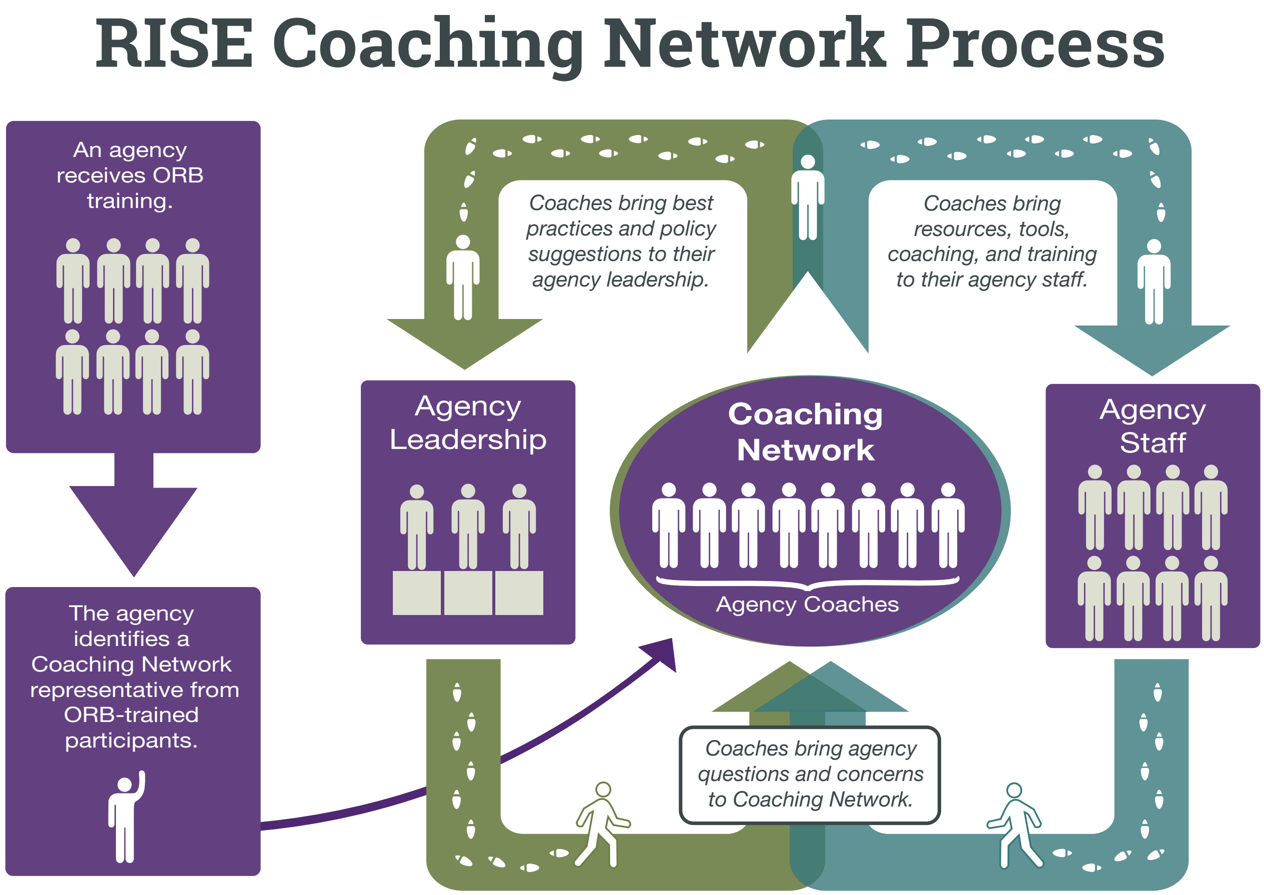
This half-day symposium, held quarterly on an agencies' premises,[21] presents additional information and skill-building opportunities for staff. While participants sit through the day's training sessions, Coaching Network coaches guide them through discussions and scenarios. The symposium provides opportunities for staff to refresh their learning on LGBTQ+ competency and for agency coaches to strengthen their coaching skills. The symposium is designed to bring additional learning and support to an agency, recognizing that scheduling and overtime pay can make it difficult to arrange follow-up trainings for direct care staff. Another potential benefit of the symposium is the opportunity for cross-agency collaboration. Coaches and participants are encouraged to share their knowledge and strategies about best serving LGBTQ+ youth in their care.

Each symposium consists of three presentations related to caring for LGBTQ+ foster youth:

- Supporting Transgender Youth in Care: ORB trainers conduct a brief refresher on terms and

20 http://www.dss.cahwnet.gov/ord/pg295.htm

21 Coaching Network symposia could be held in varying locations and are not limited to host agency sites. However, when symposia were held at agencies, there was higher attendance by one agency and less cost to the project.



concepts related to gender, gender identity, and gender expression, followed by the introduction of a case study about a transgender girl in care. Participants work in small groups alongside a coach to explore ways to improve support for transgender and gender-variant youth while managing difficult situations.

- Decreasing Bullying in Care: After a brief presentation on the different types of bullying, relevant statistics, and indicators that a youth may be experiencing bullying, the ORB trainers introduce a case study about a transgender youth being bullied in her group home. Participants work in small groups to discuss best practice methods for intervening to stop bullying and harassment, as well as long-term bullying prevention.
- Myth Busting: Sexual Abuse and Sexual Orientation: This session debunks common misconceptions about the conflation between sexual abuse and sexual orientation. ORB trainers present common myths about this stereotype through scenarios. Participants then explore action steps to intervene when relevant myths and stereotypes become barriers to the adequate provision of care and resources for LGBTQ+ youth.

Each individual presentation includes a brief booster recap of necessary information and skills covered in the full ORB training followed by a learning lab presentation with scenarios to be practiced in small groups. Volunteer coaches from the Coaching Network facilitate the small group discussions, and, when necessary, guide the groups' decision-making and plan-development processes.

Logistics

Host agencies must have space for 3 separate training rooms and a minimum of 50 participants consisting of host agency staff and guests from other partner agencies. Host agencies are responsible for advertising the symposium among their staff and with staff at partner agencies. All symposium attendees should have previously attended 6 hours of ORB training. ORB trainers conduct the three sessions listed previously and provide all training materials and certificates of completion for each participant. Providing refreshments or a continental breakfast for all attendees is recommended. Each topic session is presented three times throughout the day. Participants are divided into

> "The Coaching Network changed how I supported clients. I asked first to see how they wanted me to support them. It has also changed my awareness of how uncomfortable my co-workers are and how much support they really need."

RISE PRACTICE TIPS—COACHING NETWORK

- Coaching Network meetings provide opportunities to increase substantive knowledge and skill. The boosters and learning labs offer tangible tools that coaches can use and implement immediately.
- Coaching is essential to ensure that agency staff continue learning and applying best practices for working with LGBTQ+ youth.
- Coaching Network meetings need to focus on partner agencies' needs. This requires a great deal of individualized follow-up with agency coaches outside of the regular monthly meetings, both via phone contact and one-on-one meetings.
- There is no one-size-fits-all coaching system. Each agency is unique in its needs and resources.
- It is important to on-board new coaches prior to their first Coaching Network meeting to introduce them to the Network's approach to coaching and coaching process.
- Creating tangibles that coaches can take back to their agencies helps their managers realize the value of their time and staffing investment in the Coaching Network. These tangibles could include certificates of hours or of recognition awarded to agencies that meet certain coaching benchmarks.
- Documenting all Coaching Network materials and meeting content in binders for volunteer coaches can be part of the tangibles they bring back to their agency. This also serves as crucial historical information as the approach to and content of coaching evolves.
- Effective Coaching Network growth and impact would be greatly improved with increased ORB resources (e.g., co-facilitation or a full-time position to manage the Coaching Network).

three cohorts and rotated in turn through each training session. For a sample symposium schedule, see **Appendix A.4.**

Participants in the RISE Coaching Network reported that the Network helped them:

- Answer awkward questions with confidence and without judgement
- Talk face-to-face to garner support and resources for supporting the LGBTQ+ community, particularly youth
- Learn about staff issues and how to support them
- Increase their awareness of the need to empower youth to advocate for themselves and others
- Mobilize co-workers to join the Network
- Challenge biases and better understand clients
- Become more aware of their own issues in order to be more affirming and supportive
- Stay energized and excited about their work
- Gain buy-in from staff

Some agencies continued to demonstrate low competency and high levels of bias after receiving the full-day training. These agencies would have benefitted from more training and coaching support.

Co-Trainer Model

Based on the experience of RISE, a co-trainer model is recommended. Although it is not required, trainings led by one trainer individually facilitating each of ORB's 3-hour, staff-training modules often resulted in ORB trainers frequently finding themselves in severely challenging situations. For example, facilitating low-competency groups in settings with difficult group dynamics and in environments where trainers were repeatedly exposed to anti-gay bias, anti-transgender bias, and heterosexism is severely draining and psychically oppressive for the training staff. A co-trainer model—two trainers alternately facilitating sections of the employee training curriculum—creates space for trainers to gather their thoughts, regulate emotions, use self-care tools, and conduct post-training debriefs.

6 SELF-CARE FOR TRAINERS

An instituted self-care plan for the training team is necessary for addressing trainer fatigue and bias exposure.

History of Bias Exposure and the Development of a Self-Care Intervention in ORB

To conduct effective RISE LGBTQ+ competency trainings, the trainers have to provide a safe space for participants to share and unpack their biases. To accomplish this, trainers encourage participants to ask questions, share concerns, express bias, and even communicate resistance to the material. As a result, the trainers are exposed to myriad bias-filled, nonverbal gestures, comments, and questions from participants in trainings. To be clear, all jobs result in some stress, but this particular job creates stress on various emotional and psychological levels that are unique and challenging.

ORB trainers report that this bias exposure affects their ability to train at their full potential. It is psychologically and emotionally difficult to be repeatedly subjected to biases without continuous active self-care and mental health-promoting efforts. Project leadership should address ORB training needs by providing support resources to facilitate self-care and

BIAS EXPOSURE DURING THE ORB TRAININGS:

The ORB Manager observed and documented a series of incidents in which trainers were exposed to extreme bias and resistance to the curriculum, excessive bias, rejection, and some hostility. These incidents included participants attempting to bully the trainers or other trainees, using offensive and unprofessional language when discussing LGBTQ+ people and LGBTQ+ rights, and, in some cases, making inappropriate comments that directly targeted the trainers. As a result, trainers were especially vulnerable to triggering of related trauma and potential internalized bias.

Members of the training team reported feeling inordinate amounts of stress and fatigue as a result of being exposed to high levels of bias on a consistent basis. All of the trainers either identified as part of the LGBTQ+ community or as allies. As a result, they experienced a great deal of rejection and bias related to their identity and loved ones. Currently, there is a dearth of research on the impact of anti-gay/anti-transgender bias on trainers in the field of LGBTQ+ competency training. In particular, there is no literature on the impact of bias on members of the LGBTQ+ community who are serving as trainers.

An ORB team Performance Workgroup discussion about the need for increased self-care led to a mindfulness and resilience workshop with a mental health expert for the team. At this workshop, the trainers received a compassion fatigue measure, on which everyone's scores hovered above the average fatigue level. Following this event, it was evident that additional efforts were needed to ensure self-care was a priority for all trainers. One of the trainers volunteered to lead routine, self-care check-in meetings for the team in order to share self-care strategies; set well-being goals; and offer some stress reduction, emotional healing, or mindfulness exercises.

to offset the emotional and psychological distress resulting from bias exposure. One way to accomplish this is by assigning a Self-Care Lead that brings activities to the ORB team and helps make self-care a consistent priority.

Each trainer is encouraged to devise their own self-care routine that addresses their unique needs. Most importantly, self-care must be ongoing, since the exposure to bias and potential for trauma are ongoing aspects of the training position. **Table 3** shows potential self-care activities that trainers can build into their individual plans. **Appendix C.4** provides a self-care assessment.

TABLE 3: EXAMPLE SELF-CARE ACTIVITIES

Suggested ORB Team Self-Care Activities
Trainers state aloud one thing they love about themselves and one thing they admire about the person to their left.
Trainers explore and discuss a personal win/accomplishment they have never fully acknowledged or celebrated and share it with the group.
Trainers discuss three things for which they are grateful.
Through a writing exercise, trainers identify areas in which they place unhealthy expectations on themselves. (See "Stop 'Shoulding' Yourself to Death!" Nancy Colier, *Psychology Today,* at https://www.psychologytoday.com/blog/inviting-monkey-tea/201304/stop-shoulding-yourself-death-0.)
In pairs, trainers participate in a mirroring leadership exercise. For the first round, the leader makes silent hand gestures that the follower mimics. After 30 seconds, the pairs debrief the experiences. The pairs then switch roles and practice the same activity. The pairs debrief after this second round. The level of comfort or anxiety one experiences is usually based on the meanings they attach to "leader" or "follower" and is not necessarily related to the activity itself.
Through a writing exercise on reducing shame, trainers are asked to imagine all of the aspects of their personality as a family. Which family member is not allowed to sit at the table. The group then discusses or writes the ways in which they could integrate and accept these family members.
Trainers brainstorm to create a database of self-care techniques and activities that have worked for them or that they wish to try some day. Trainers write and illustrate their ideas on one giant piece of paper.
Trainers receive a self-care checklist inventory to identify areas where they may need greater self-care and an action steps handout to show ways to improve self-care.
Trainers participate in an activity on coping strategies for difficult moments: transforming lemons into lemonade. Trainers are asked to consider a difficult situation that has challenged them greatly. They are then asked how they transform that experience into something positive or empowering. Trainers write about these experiences and then share with the group.
As a follow-up exercise on coping strategies for hard times, the training team drafts a list of strategies each trainer used to deal with hard times. The group then compiles the strategies into a list for the team to revisit when faced with a challenge.
As an activity on identifying emotional triggers, participants read the article from *Outsmart Your Brain* (http://outsmartyourbrain.com/find-your-emotional-triggers-on-this-list/) and circle the triggers with which they identify. Trainers then write down any additional triggers that affect them in the workplace and training room setting. Trainers select one work-related trigger and write down three to four coping strategies for dealing with that trigger in the future.

> "My experience as a RISE trainer going in the field to build LGBTQ+ competency among social workers and field workers has been challenging and rewarding. The challenging part comes with exposure to bias. As a trainer, often times I would go into agencies that are hostile about having an LBGTQ+ training stating that they do not need this training because of their already high competency or that they do not serve any LGBTQ+ young adults. These responses showed an immediate bias to the information. And it is probably one of the biggest road blocks to providing information to participants."

7 IMPROVING IMPLEMENTATION THROUGH FIDELITY REVIEWS, SUPERVISION, AND COACHING

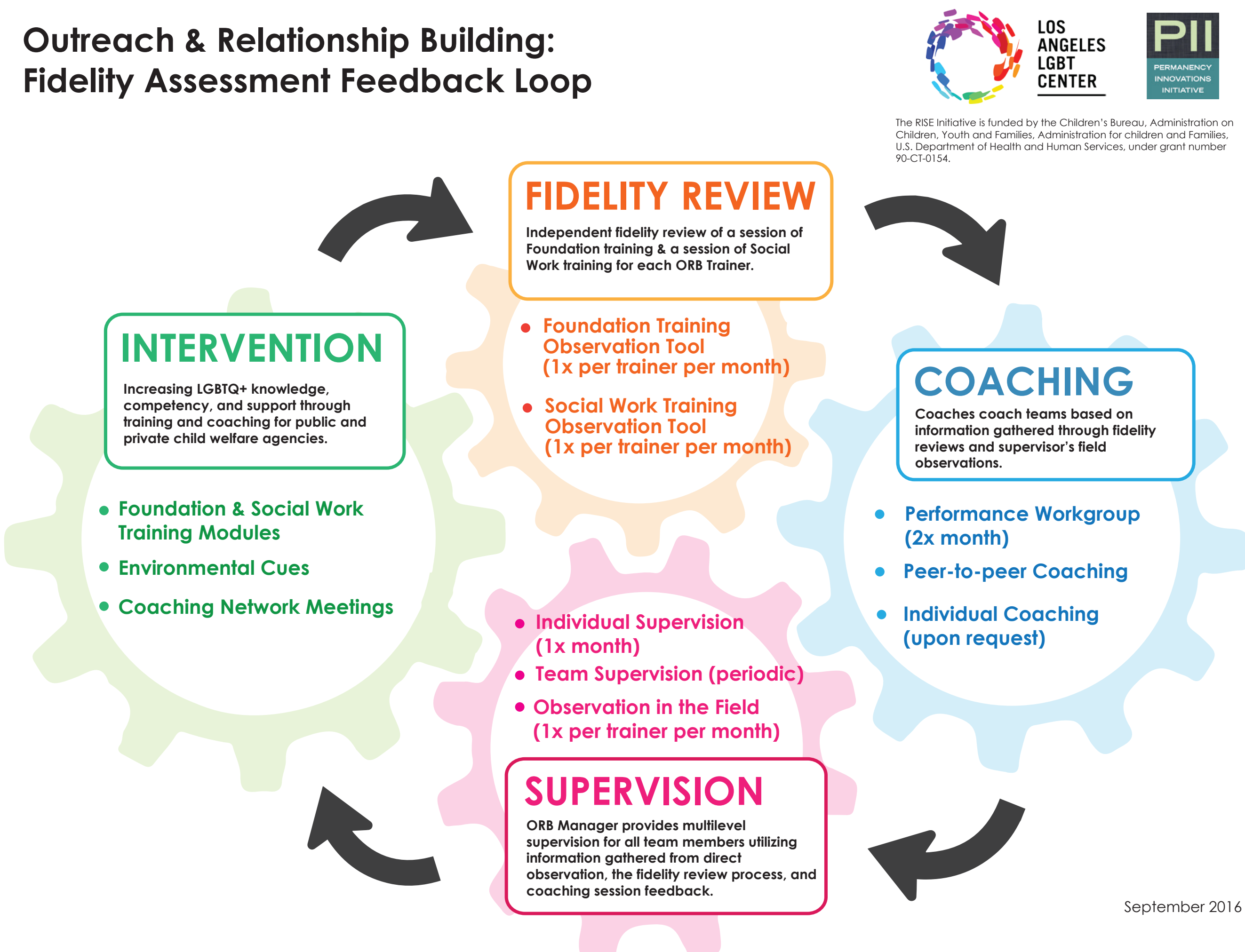
Internal Decision Making and Continuous Quality Improvement: The Fidelity, Coaching, and Supervision Feedback Loop

A fidelity, coaching, and supervision feedback loop facilitates the use of fidelity data for decision making around coaching and supervision topics and intervention delivery improvements. The feedback loop is founded on the analysis of data within and across individual practitioner fidelity reports and on structured meetings and communication between ORB management and the data team, as **Figure 7** shows. Fidelity data can be used to improve trainer performance and intervention fidelity.

Fidelity Assessment Process

The primary purpose of a fidelity assessment is to track the extent to which ORB is being implemented as designed (that is, the material and concepts are presented in every training as expected). However, there are other benefits to conducting fidelity assessments of the ORB intervention. First, ORB fidelity data can provide context for an evaluation outcome.

FIGURE 7: ORB FIDELITY ASSESSMENT FEEDBACK LOOP



Second, managers can use fidelity assessment data to identify topics for coaching and supervision meetings with practitioners as part of performance improvement efforts. Thus, fidelity assessment is a fundamental element of the organization's continuous quality improvement (CQI) system. The ORB fidelity assessment protocol is focused on ORB team delivery of the "Foundation" and "Social Work" trainings.

Fidelity Reviewers

A fidelity reviewer is an individual tasked with observing randomly selected ORB trainings (all trainings are videotaped and saved to a database) to assess if the ORB trainers are delivering the intervention as designed. A fidelity reviewer must be trained on the ORB fidelity assessment protocols and tools. They should also have professional experience in training, facilitation, and conducting fidelity observations.

The fidelity assessment protocol includes two tools: the "Foundation" training observation tool and the "Social Work" training observation tool. Each tool assesses practitioner adherence to the training curriculum and practitioner competence delivering the training.

The training observation instruments each assess four domains: (1) adherence to the ORB curricula and its learning objectives, (2) proficiency delivering topical content, (3) proficiency delivering cultural competency content, and (4) proficiency using facilitation skills. Each instrument uses about 10 adherence measures and 20 competency measures. The fidelity reviewer rates each measure on a 3-point Likert scale. If the adherence or competency measure is achieved "completely," the measure is scored a 3; if the adherence or competency measure is "somewhat" achieved, the measure is scored a 2; and if the adherence or competency measure is achieved "not at all," the measure is scored a 1. Under the co-facilitation training delivery method, trainers may not be scored on a particular measure that their co-trainer covered and was scored. A mean score of all measures assessed on a tool is generated once an observation is complete. **Figures 8** and **9** provide examples of adherence and competency measures (respectively) from the "Foundation" tool.

The tools also include open-ended questions in which fidelity reviewers have to document specific examples of why items were rated the way they were and to capture any additional and relevant data related to performance (e.g., the level of antagonism or bias against the trainers present among the training participants). The open-ended questions generate data that are useful for illuminating mean scores, scores on individual measures, and scores within a specific domain.

FIGURE 8: ADHERENCE MEASURE FROM THE ORB "FOUNDATION" OBSERVATION TOOL

A. Indicate if the trainer *defines* and *presents examples* related to the following terms and information in this session. (Check to indicate if defined, and then circle how completely it was explained.)

	Not at All	Somewhat	Completely
☐ What is RISE	1	2	3
☐ Sexual Orientation	1	2	3
☐ Homphobia/Anti-Gay Bias	1	2	3

FIGURE 9: COMPETENCY MEASURE FROM THE ORB "FOUNDATION" OBSERVATION TOOL

A. Ratings of Key Indicators

	Not at All	Somewhat	Completely	Don't know
1. The trainer's pace of the session was appropriate.	1	2	3	DK
2. Adequate time and structure were provided for participants to share experiences and insights.	1	2	3	DK
3. The trainer's management style and accompanying strategies enhamced the quality of the session.	1	2	3	DK

Frequency of Fidelity Reviews

Each practitioner should be assessed once a month on the "Foundation" training and once a month on the "Social Work" training. All ORB trainings should be videotaped, and the RISE Fidelity Manager and Reviewer should randomly select one "Foundation" and one "Social Work" training per ORB trainer to be observed once a month. Typically, there is a 2-to-6-week gap between training delivery and generation of a fidelity report of an observation. All observation data should be recorded electronically in the management information or decision support data system, and individual practitioners and management should receive all fidelity reports.

Using Information from Fidelity Assessments

On a monthly and quarterly basis, the Fidelity Manager and Reviewer, the fidelity reviewers, the Project Director, and the ORB Manager review fidelity reports and scorecards to identify patterns in implementation and strengths and weaknesses at both the individual trainer level and across trainers. This group determines whether implementation strengths and weaknesses are related to individual trainer capacity, team capacity, project-level capacity, and/or external barriers to or facilitators of implementation.

While mean scores of all measures assessed for a training are useful indicators of individual trainer performance at a specific time point and over time, a measure- and domain-specific approach to fidelity data analysis is more meaningful in general and more useful for coaching and supervision. The fidelity team should answer the following questions using fidelity data on a quarterly basis.

Measure-specific questions:

- On which measures did individual trainers score the highest?
- On which measures did individual trainers score the lowest?
- Were there certain measures on which all or most trainers scored the highest?
- Were there certain measures on which all or most trainers scored the lowest?

Domain-specific questions:

- On which domains did individual trainers score the highest?
- On which domains did individual trainers score the lowest?
- Were there certain domains on which all or most trainers scored the highest?
- Were there certain domains on which all or most trainers scored the lowest?
- Did individual trainers score higher on adherence measures versus competency measures or vice versa?
- Did all or most trainers score higher on adherence measures versus competency measures or vice versa?

Questions Related to Mean Scores:

- Did an individual trainer's mean scores fluctuate (negatively or positively) according to with whom they co-trained?
- Did minor revisions to training slides affect mean fidelity scores, either in a positive or negative direction?
- Were mean scores associated with public child welfare agency trainings higher or lower than mean scores associated with private agency trainings?
- Were "Foundation" training mean scores higher or lower than "Social Work" training mean scores?

In order to answer these questions, the Fidelity Manager and Reviewer should track scoring data for all trainings assessed. **Figure 10** provides an example of how to build an ORB Fidelity Database in Excel, which allows managers to generate graphs and tables to visualize patterns related to the above questions

(**Figure 11**). They can then share the resulting reports with the ORB Manager at standardized monthly and quarterly meetings. The ORB Manager must determine if any of these reports are appropriate and/or helpful to share with the ORB trainers. Managers can also use the qualitative data in the comments section of the fidelity reports to illuminate any patterns or findings related to the questions above and to explore drivers of low and high mean fidelity scores (by individual trainer and across the whole team).

The full ORB fidelity assessment protocol and tools can be found in **Appendix E.**

Categorizing, Communicating, and Addressing Implementation Strengths and Weaknesses

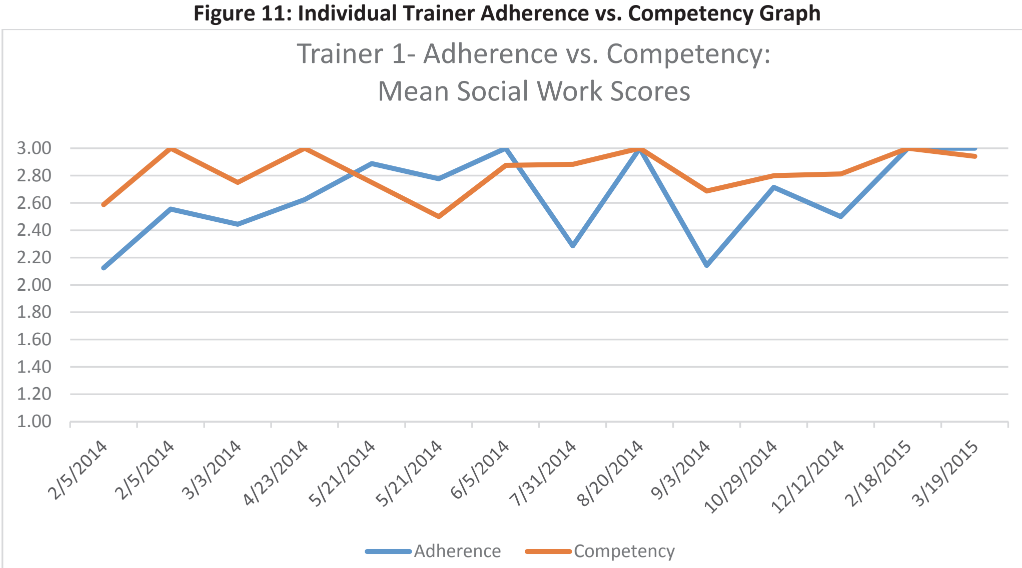
Quarterly analysis of fidelity data is necessary for identifying meaningful patterns in fidelity data and, in turn, major implementation strengths and weaknesses. A lot of strengths-based communication was needed

FIGURE 10: ORB FIDELITY DATABASE IN EXCEL

Trainer	Date	Organization Trained	Reviewer	1	2	3	4	5	6	7	8
Trainer 1	1/12/2015	Agency 1	Reviewer 1	3				3			2
Trainer 2	1/12/2015	Agency 1	Reviewer 1		3	3	3		2	2	
Trainer 3	1/15/2015	Agency 2	Reviewer 1	3				3			2
Trainer 3	1/15/2015	Agency 2	Reviewer 2	3				3			2
Trainer 2	1/15/2015	Agency 2	Reviewer 1		3	3	3		2	2	
Trainer 2	1/15/2015	Agency 2	Reviewer 2		3	3	3		2	3	
Trainer 4	2/18/2015	Agency 3	Reviewer 2		3	3	3		3	3	
Trainer 3	2/18/2015	Agency 3	Reviewer 2	3				3			3
Trainer 1	2/24/2015	Agency 4	Reviewer 2	3				3	3		
Trainer 2	2/24/2015	Agency 4	Reviewer 2		3	3	3			3	3

FIGURE 11: INDIVIDUAL TRAINER ADHERENCE VS. COMPETENCY GRAPH

Figure 11: Individual Trainer Adherence vs. Competency Graph



between all levels and teams—among the fidelity data analysts, the ORB team, and project management and between managers and practitioners—to determine underlying causes of implementation strengths and weaknesses. Importantly, classifying implementation strengths and weaknesses is critical for communicating fidelity data and scores to practitioners and managers. For practitioners, categorizations such as individual level or project level helped them understand why they were getting certain types of fidelity scores,

RISE PRACTICE TIPS—CREATING A FIDELITY TOOL

- Pre-test fidelity instruments, and make revisions as necessary.
- Ensure that fidelity instruments contain both adherence measures and competence measures.
- Include a mix of closed-ended and open-ended questions on fidelity tools.
- Ensure that open-ended questions in fidelity tools solicit information about both what is working well and what could be improved.
- Do not include double-barreled questions in fidelity assessment tools.
- Use measures that are specific and measureable.
- If creating fidelity measures and tools from scratch, develop as robust a rating guide as possible during the measure and tool development phase.

RISE PRACTICE TIPS—FIDELITY

- Provide a formal orientation about the purpose of fidelity assessment and the fidelity assessment protocol to intervention managers and practitioners. Provide routine opportunities for practitioners and managers to ask questions about the fidelity assessment approach and protocol so that there is transparency around the process.
- Fidelity reviewers should be formally trained on fidelity assessment protocols and should be selected based on required expertise.
- Report fidelity assessment data in a management information or decision support data system.
- Conduct inter-rater reliability testing to make sure that fidelity assessments are consistent no matter the reviewer.
- Be thoughtful about how fidelity data is shared with ORB trainers and about what type of fidelity data is appropriate to be shared in different settings. Share verbal and written feedback in a strengths-based way.
- Analyze fidelity data over time, and involve management as key participants in determining which questions to pose when analyzing fidelity data. Revise analysis questions as needed so that analysis of fidelity data is useful for managers.
- Wait to conduct fidelity assessments until the intervention is stabilized enough to be assessed using the same set of fidelity tools over a significant period of time (1 year +).
- Establish and periodically review criteria (e.g., skill set needed) for hiring and selecting fidelity reviewers.

RISE EXAMPLES OF FIDELITY FINDINGS, CATEGORIZED IN TERMS OF IMPLEMENTATION STRENGTHS AND WEAKNESSES, AND HOW THE FINDINGS WERE ADDRESSED IN COACHING AND SUPERVISION

- At an individual trainer level, quarterly fidelity data made it clear that there were two trainers who initially struggled with presenting training content related to research findings. This quarterly fidelity finding related to the domain of “proficiency delivering topical content” and was categorized as an implementation weakness at the individual trainer level for these two trainers. As a result, “discussing training content related to research findings” became a topic in individual supervision, individual coaching, and group coaching.
- At the team level, quarterly fidelity data indicated that all trainers were getting high scores on all measures related to the domain of “cultural competency” (e.g., respecting the culture and values of training participants). Thus, cultural competency was identified as a major team-level implementation strength. In individual supervision, individual coaching, and group coaching, trainers were celebrated for excelling on these measures and encouraged to continue using this strength.
- At the project level, quarterly fidelity data suggested that some project-level issues were negatively affecting individual trainer performance and team-level performance. For instance, lack of a clear learning objectives document affected all trainers’ scores negatively, some slightly more than others. This issue was identified as a project-level implementation weakness that was negatively affecting the domain of “module adherence.” As a response, the ORB Manager worked with the Project Director and the ORB team to revise the learning objectives document. After the learning objectives document was revised, the ORB Manager used training, coaching, and supervision to build capacity for linking the updated learning objectives to the delivery of slide content during trainings.
- At the external level, quarterly fidelity data indicated that training participant bias had a negative impact on fidelity scores and across all four domains fidelity assessed. At some trainings, one or more participants would make biased remarks or offensive remarks or personally attack trainers. This issue was categorized as a major external barrier to successful implementation of the trainings. In order to address the issue, the ORB team developed and implemented a self-care regimen. In addition, group coaching was used as a space for trainers to reflect and discuss their feelings about bias and its effect on their ability to train proficiently. Group coaching, individual coaching, and individual supervision were used to help trainers develop techniques for handling bias (e.g., developing and using stock answers to respond to biased comments they heard often). Finally, one domain, “facilitation skills,” was identified as a key practice domain that trainers could strengthen in order to deal with biased rooms better. Thus, numerous supervision and coaching meetings were devoted to strengthening facilitation skills.

Individual and group coaching based on fidelity reviews strengthens trainer performance, facilitation skills, and curriculum adherence.

which can help prevent demotivation or frustration with the fidelity assessment process. For managers, classifications help them understand what type of responses they needed to make to improve training implementation.

Supervising ORB Trainers

Supervision meetings should be predictable meetings where trainers can expect to have the manager's undivided attention to discuss goals and to set standards for performance and performance development. Supervision meetings are scheduled between the ORB Manager and trainers on an individual basis. Additionally, the ORB Manager uses the supervision meetings to give positive and constructive feedback to the trainers. Each trainer receives action steps to develop their performance during the supervision meeting.

Meetings are held once a month, and discussions are thoroughly documented. (See a supervision form in **Appendix H.2.**) The documentation provides a record for the ORB Manager and team that can be used to enhance development or to reveal patterns in the trainer's performance. The trainer and the manager both sign and date the document at the end of the meeting, and the trainer receives a copy of the form for their record. If the trainer wishes to add something to the form, the manager allows the trainer to take the form with them, add remarks, and return it within 1 business day. This method ensures that the supervision process is collaborative and fair.

Furthermore, the ORB Manager allows the staff to schedule the time and location of the supervision meeting. This guarantees that the staff member is involved in the process and feels that it is collaborative and that the meeting is held in a space where the trainer feels most comfortable. This approach also aids in creating a neutral space conducive for receiving and giving feedback.

Schedule team meetings during the week to facilitate effective communication. Opportunities to debrief trainings with team members improves performance, regulates self-care, and prepares other trainers for an agency's climate or culture.

Identification of Topics to Cover in Supervision

In-person field observations are a key source the ORB Manager uses to identify topics to cover in individual supervision meetings. The ORB Manager trains at 50 percent of the rate as ORB trainers in order to conduct in-person observations. Typically, the ORB Manager trains once a month with each trainer and completes a detailed debrief following the training. During the training, the manager observes facilitation skills, session management and logistics, and content delivery. If the same theme is detected across different trainers, the topic would be brought up during group coaching, described in coaching section below. Co-facilitation is a valuable opportunity for the ORB team members to give each other peer-to-peer feedback and point out when any particular session was worth reviewing by the manager and team members for a variety of reasons.

There are five benefits to conducting in-person observations in addition to the fidelity reviews:

1. It allows the ORB Manager to identify areas that are not covered by the fidelity tools.
2. It allows for an additional perspective on the fidelity reviewer observations, generating rich conversations about performance between the supervisor, practitioners, and fidelity reviewers.
3. It provides the ORB Manager with a strong foundation for supervision; the manager assessment of practitioners' supervision needs is grounded on the reality of what is seen in the field.

4. Debriefs facilitate the delivery of immediate feedback to trainers, while fidelity assessment data may not be delivered until weeks after a training occurs.
5. The ORB team provides feedback to the ORB Manager on training performance, which builds a culture of mutual trust and respect.

Fidelity data sets are another key source the ORB Manager uses to identify topics to cover and coach in individual supervision sessions. The ORB Manager reviews all fidelity reports and attends the monthly and quarterly fidelity assessment meetings, during which the fidelity reviewers and Fidelity Manager and Reviewer go over detailed, aggregated, and high-level monthly and quarterly fidelity findings.

Videotaped observations are another valuable tool for the manager to use when seeking information about specific trainings. Apart from the use of selected videotapes for the fidelity assessment process, team members often came back from training sessions and wanted to view the video from the session for a variety of reasons. These included because they thought it had been a difficult session, and they wanted feedback on their performance, something unusual came up, or trainers thought a particular topic had been covered extraordinarily well and could be used as a model of excellence.

Coaching ORB Trainers

Overview

A study found that interventions that aim to be evidence based demand behavior change among practitioners, and training and coaching are the main ways that behavior change occurs. Coaching includes the following elements, delivered by an expert coach: sharing of information about the practitioners' craft (e.g., facilitation skills), advice, encouragement, and

> The training team manager should conduct a minimum of one full training with each trainer per month.

opportunities to practice and use skills specific to the content a trainer is delivering (e.g., using cultural competent language). While most skills needed by practitioners can be introduced in training, studies have shown that the bulk of learning and behavior change takes place through coaching.[22] Thus, this intervention emphasizes its approach to coaching for ORB trainers.

ORB Team Coaching

ORB team coaching includes individual, group, and peer-to-peer coaching. This is different than the coaching done at the Coaching Network as these coaching sessions are only attended by ORB trainers and are delivered by professional coaches hired by the project to assist ORB trainers in the delivery of training and the implementation of feedback from fidelity data. Coaching is done by the ORB Manager, ORB trainers, and professional hired coaches. Peer-to-peer coaching also occurs between trainers before, during, and after trainings in debriefings on a regular basis, a definite benefit of the co-trainer model. The ORB Manager also provides individual coaching to trainers during debriefing sessions immediately following field observations. Although debriefings primarily focus on providing feedback to the trainer, it is also an opportunity for the ORB Manager to provide some coaching.

Identification of Topics to Cover in Coaching

The topics covered during coaching are driven by fidelity assessment findings and by the ORB Manager's field observations and sense of the capacity-building needs of the team. Topics covered in group

22 Fixen, D., Blase, K, Naoom, S., & Wallace, F. (2009). Core implementation components. *Research on Social Work Practice, 19,* 531-540.

BUILDING A CULTURE THAT IS OPEN TO FEEDBACK

From the moment that ORB trainers start their work, the ORB Manager emphasizes that ORB is based on a culture of data-based, constructive feedback. The ORB Manager models the provision of data-based constructive feedback, asks practitioners for feedback on the Manager's own performance in the field, and creates structured opportunities for constructive feedback between the Manager and practitioners multiple times a month. Instilling such a culture "greases the wheels" of the fidelity, coaching, and supervision feedback loop, as it encourages practitioners to be receptive to fidelity assessment findings in coaching and supervision meetings. In order to maintain this culture, all the individuals involved in the feedback loop follow a set of rules. For instance, fidelity reviewers ensure a balance between providing positive and negative fidelity findings (both in written fidelity reports and orally), provide specific examples in fidelity reports to back up quantitative scores on measures assessed, and communicate any shortcomings or weakness about the fidelity assessment tools to practitioners.

coaching meetings that are related to implementation weaknesses are typically limited to project- or team-level findings and/or external barriers to or facilitators of implementation, so that ORB trainers' individual weaknesses are not called out in a group setting. If fidelity findings or field observations suggest an issue specific to one trainer, the ORB Manager discusses this issue in individual supervision. Topics covered in group coaching meetings that relate to implementation strengths include individual-, project-, and team-level findings and/or external barriers to and facilitators of implementation. **Table 4** lists examples of group coaching topics.

Structure of Formal Group Coaching Sessions

Group coaching meetings, titled Performance Workgroup (PWG) meetings, should occur twice a month. The ORB Manager, ORB trainers, and fidelity reviewers are required attendees during PWG meetings. Trainers can only miss one PWG meeting each quarter.

The Fidelity Manager and Reviewer and the ORB Manager agree on topics, themes, and activities for coaching sessions prior to PWG meetings, and the ORB Manager creates a formal agenda for each meeting. Some coaching sessions are devoted to

RISE PRACTICE TIPS—STAFF COACHING

- It was helpful when coaches had training, coaching, and facilitation expertise, as well as knowledge on LGBTQ+ competencies and social work practice.
- Coaching should be informed by the standards of curricula set in place, but should be driven and paced by the person receiving the coaching.
- There should be several opportunities provided for coaching to occur.
- Coaching should be regarded as an ongoing process.
- Modeling successful facilitation strategies was a helpful coaching tactic.

TABLE 4: SAMPLE GROUP COACHING TOPICS

Top 10 Facilitation Skills
Answering the Hard Questions
Top 10 Pivot Points
Facilitation Skills Workshop
Defining Outreach and Relationship Building
How We Use Our Identities in Training
Team Asset Building
Identifying Bias in Hard Questions
Fidelity Findings and Capacity Building
Fidelity Findings: 4th Quarter

a single theme, such as providing permanency and social work examples during trainings, while other coaching sessions cover multiple themes.

Group coaching includes a number of activities. First, most PWG meetings include a review of video clips selected by the fidelity reviewers. The clips are used to illustrate key findings from fidelity assessments and are balanced so that both implementation strengths and weaknesses are covered. For instance, a fidelity reviewer might show a clip of a trainer doing a "model job" on defining gender identity and show another clip of an example where improvement can be made. The fidelity reviewer and ORB Manager ensure that video content is appropriate for group coaching and that it will not shame a trainer's performance. After showing a clip, the fidelity reviewer facilitates a discussion about the practitioners' thoughts on the trainer's performance in the clips. Following the discussion, the fidelity reviewer shares how they rated the trainers in the clips on related fidelity measures, and the coach provides coaching or leads activities related to improving skills or capitalizing on strengths.

A second key element of group coaching is skill practice. Activities for skill practice include role plays and practice fielding "hard questions," dealing with biased comments or questions, and dealing with difficult training participants. These activities combine facilitation tips and techniques with content-matter expertise and myth busting. One key practice-improvement strategy involves role playing naming bias during training sessions.

A third key element of group coaching is discussion around implementation challenges and successes that ORB trainers experience in trainings. This aspect of coaching allows trainers room to talk about frustrations, self-care, reflections, practice issues and concerns, fidelity issues and concerns, and successes or challenges applying skills and topics covered in coaching in the field.

Structure of Formal Individual Coaching Sessions

Formal, individual coaching sessions are conducted by the ORB fidelity reviewer, who is an outside consultant and who is not the direct supervisor of the ORB trainers. Having a coach doing individual coaching who is not the direct supervisor of the ORB trainers helps ensure that the ORB practitioners have a safe environment for coaching and the exploration of difficult topics and areas. For example, if a trainer found it difficult to regulate emotions during triggering or traumatic training experiences (which at times occurred when explicit bias and outright hostility was directed at trainers), the trainer might feel more comfortable working one-on-one with the outside (non-supervisor) coach to develop coping strategies.

Individual coaching sessions are initiated upon the request of the individual trainer who decides on the themes or topics to be covered. This helps encourage trainer ownership over the performance improvement process. The Fidelity Manager and Reviewer should receive a monthly report from the coach on the topics and themes covered with each trainer.

RISE PRACTICE TIPS—IMPLEMENTING THE FIDELITY, COACHING, AND SUPERVISION FEEDBACK LOOP

- Videotape group coaching sessions. This allows practitioners to revisit helpful coaching sessions and practitioners who miss a coaching session to view it later.
- Use an iterative process for revising charts, graphs, and quarterly reports, so that data team members are always being sensitive to the needs of intervention managers.
- Keep fidelity assessment measures, tools, and processes stable so that so that potential impacts of coaching, supervision, and action steps can be explored in fidelity data over time.
- Implement quarterly confidential surveys or another type of method for regularly tracking ORB team satisfaction with fidelity assessment, coaching, and supervision. You may learn more about how to improve the CQI process with a confidential way for practitioners and managers to share feedback about satisfaction with the process.
- Implementing the fidelity, coaching, and supervision CQI process is time consuming for the managers responsible although it is incredibly valuable.

8 USING IMPLEMENTATION DATA FOR DECISION MAKING AND IMPROVEMENT

Even though the ultimate intervention outcomes are to positively affect the lives of children and families, implementation data gathering and analysis should focus on several key indicators to help ensure successful practice. Implementation indicators may include:

- Extent to which the intervention is being implemented with fidelity
- Strength of implementation supports
- Participation of the target population in or receiving the intervention
- Leadership and implementation teams functioning
- Organizational support of staff to implement the intervention
- Overall movement through a systematic implementation process

The implementing agency must be able to effectively integrate fidelity data (i.e., documentation of the extent to which the ORB training is being implemented as designed) and use that information to inform individual and group coaching sessions and supervision. Effective data integration and frequent use will result in an increase in trainer competence and adherence to the model over time.

Fidelity data are not the only data that can be gathered and used. Other types of data can be used to improve ORB implementation and to increase the LGBTQ+ competence of public and private agency staff. The following examples demonstrate how ORB team members, in partnership with agency leadership, external evaluators, and TA providers, can consider what needs to be known and how to know it.

Recruitment and Selection of ORB Team Members, Practitioners, and Trainers

Multiple data sources are used to analyze the effectiveness of the recruitment and selection of ORB practitioners, trainers, and team members. One primary method is through focus groups designed to gather input from ORB team members, practitioners, and trainers and to develop action plans for addressing issues needing resolution.

> Staff selection and retention was an early problem for the ORB team. Barriers to recruitment of candidates and retention of trainers, such as low salaries and lack of flex time, compressed the time available to train new hires before they had to begin training.

Training and Coaching of RISE Team Members, Practitioners, and Trainers

ORB team members, practitioners, and trainers are asked to provide feedback, through surveys and implementation retreats, on the training and coaching they receive. These data are used to continually improve training methods, such as the training schedule, content, and process. One finding early on was that a more comprehensive training plan for newly hired practitioners, trainers, and team members would have mitigated some implementation issues.

Short-Term Outcomes

Short-term outcomes can generally be measured as a project progresses. The RISE Project used focus groups to measure short-term outcomes related to implementing the ORB intervention component focused on environmental cues (e.g., Brave Space posters). The use of these posters in agencies is a way of signaling safe and affirming spaces for LGBTQ+ children and youth. It is important to measure this as a short-term outcome because if youth feel safe, they are more likely to engage in services related to their sexual orientation, gender identity, and gender expression. Here are some of the questions that were asked by the RISE Project:

- Do you know the purpose of the posters?
- What questions do you have about what these posters represent?
- What are the messages that stand out to you in these posters?
- Which message is the most important to you?
- What or how would you feel about the agency that posted these?

Intermediate Outcomes

Completion of initial implementation is a time to determine whether the staff trainings show potential to increase the cultural competency of professionals working with LGBTQ+ youth. The following questions can be used to measure if practitioners are demonstrating the capacity to implement certain critical components of ORB as designed. This assessment can also determine if there are reasons to believe the desired outcomes would not be achieved or that participants would be harmed before moving into implementation.

- Was there any improvement in staff members' knowledge about LGBTQ+ competency and skill in applying knowledge?
- Was there an increase in perceived organizational support related to work with LGBTQ+ children, youth, and their families felt by staff?

Long-Term Outcomes

Long-term outcomes may not be observed until a year or more after the project has completed. For example, the ultimate intervention outcomes for ORB is to influence system change by producing trained, competent professionals to serve LGBTQ+ children and youth in the child welfare system.

Data Used to Inform Decision Making

Three different types of formal implementation data collection and analysis inform ORB decision-making and implementation improvements. **Table 5** shows the scope and type of data collected and the related reports. The ORB Manager's observations from the field and self-reporting from trainers should be routinely collected in order to drive decision-making and implementation improvement.

See **Appendix F** for data management reports about the numbers of trainings delivered by type and location, Coaching Network meetings and topics, and ancillary trainings.

Keeping consistent internal project documentation is critical for monitoring the feedback loop. Key sources of data include:

- Fidelity reports (housed in the management information or decision support data system)
- Monthly and quarterly reports and charts generated in Excel and Word
- ORB management fidelity meeting notes
- Coaching and supervision meeting minutes

This documentation allows for tracking linkages between fidelity findings and the implementation of action steps by allowing the Fidelity Manager and

TABLE 5: DATA COLLECTION AND REPORTS

Implementation Data Collected	Related Reports
Program Outputs	Monthly management report
Fidelity Data—Individual Performance Assessment	• Monthly "Foundation" training fidelity reports (about 6 reports generated monthly, at least 1 report per ORB trainer per month) • Monthly "Social Work" training fidelity reports (about 6 reports generated monthly, at least 1 report per ORB trainer per month) • Quarterly implementation quotient tracker (1 report per quarter) • Quarterly measure-specific "Foundation" report (multiple reports per quarter depending on needs) • Quarterly measure-specific "Social Work" report (multiple reports per quarter depending on needs) • Quarterly individual trainer performance report • Special reports as requested and depending on needs
Implementation Drivers Survey—Staff Retreat Group Discussions	One-off report of findings

Reviewer to see whether action steps are actually implemented in coaching and supervision or at the project or external levels. In addition, quarterly data analysis allows managers to check whether action steps that were implemented appeared to have any impact on fidelity assessment scores. Other types of data collection and analysis—such as periodic staff surveys to see whether practitioners perceive coaching and supervision activities as helpful for improving performance, and, if so, why—may also help illuminate whether management action steps to improve performance are effective and beneficial. **Figure 12** provides an overview and the recurring timeline of the formal communication process between the data team and ORB management.

RISE found that the ORB fidelity assessment feedback loop produced results without any barriers to the process. For instance, **Figure 13** shows changes in all trainers' "Social Work" training mean fidelity scores from February 2014 to June 2015. After a year of implementing the feedback loop, variability in scoring began to be greatly reduced, and scores started trending higher more consistently.

The ORB "Foundation" and "Social Work" training observation tools contain adherence and competency measures. Comparing quarterly data on trainer performance on adherence versus competency measures allows trainers and managers to see when problems lie in the curriculum itself and when they lie within the realm of trainer competency. For instance, after a number of training modules were revised, the Fidelity Manager and Reviewer reviewed the data related to adherence in that quarter's fidelity reports and discussed the quantitative and qualitative findings with the ORB team. It then became clear that module revisions were driving lower scores because (1) the revisions created a new narrative flow that trainers needed to get used to; (2) the new slides put more of a burden on trainers to remember key points that needed to be covered in the training (i.e., they could no longer just read slide content); and (3) in the case of one module, the slides had been revised in a way that resulted in "drift" away from the original program design. Based on these quarterly adherence and competency findings, a number of group coaching sessions were devoted to improving trainer adherence

FIGURE 12: COMMUNICATIONS FLOW CHART OF DATA TEAM AND ORB MANAGEMENT

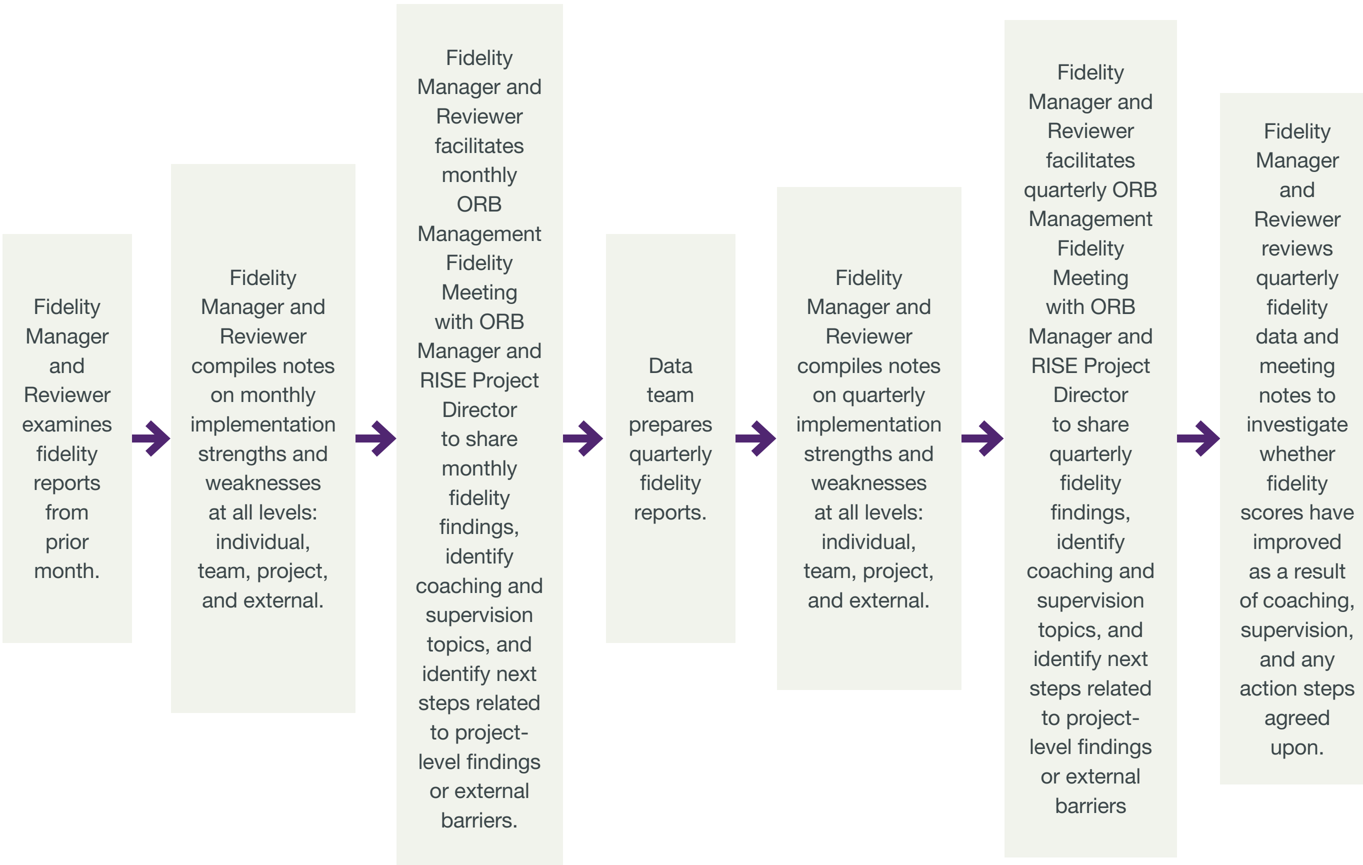
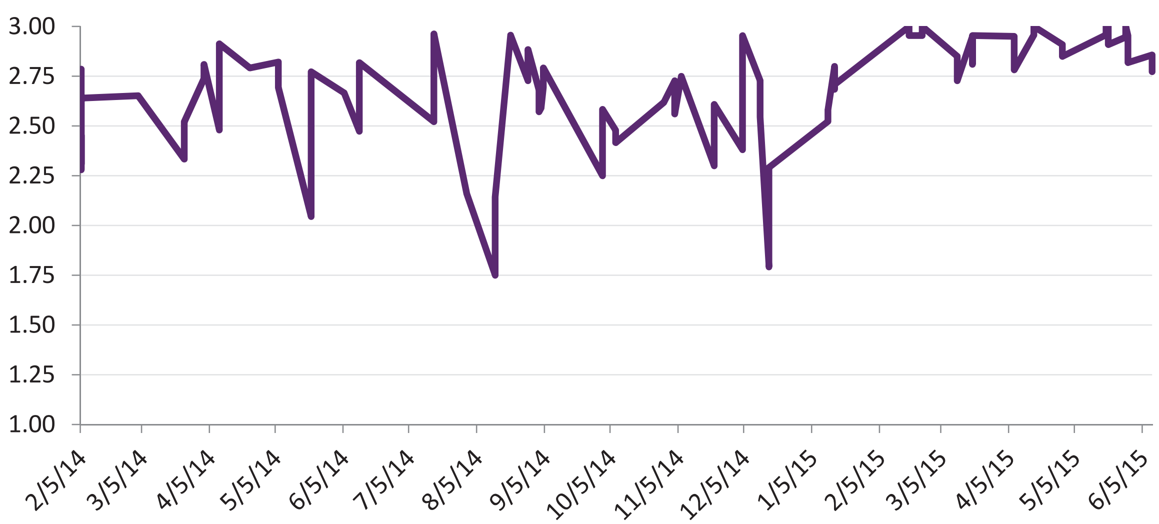


FIGURE 13: ALL TRAINERS MEAN FIDELITY SCORES ON "SOCIAL WORK" TRAINING FROM FEBRUARY 2014 TO JUNE 2015



to the revised modules, and plans were made to revise both the program module and the module that "drifted."

There are many other ways that data can and should be used, including providing information about the functioning of the executive management and implementation teams, communication protocols, and data system and about the overall status of the implementation process. Some examples are:

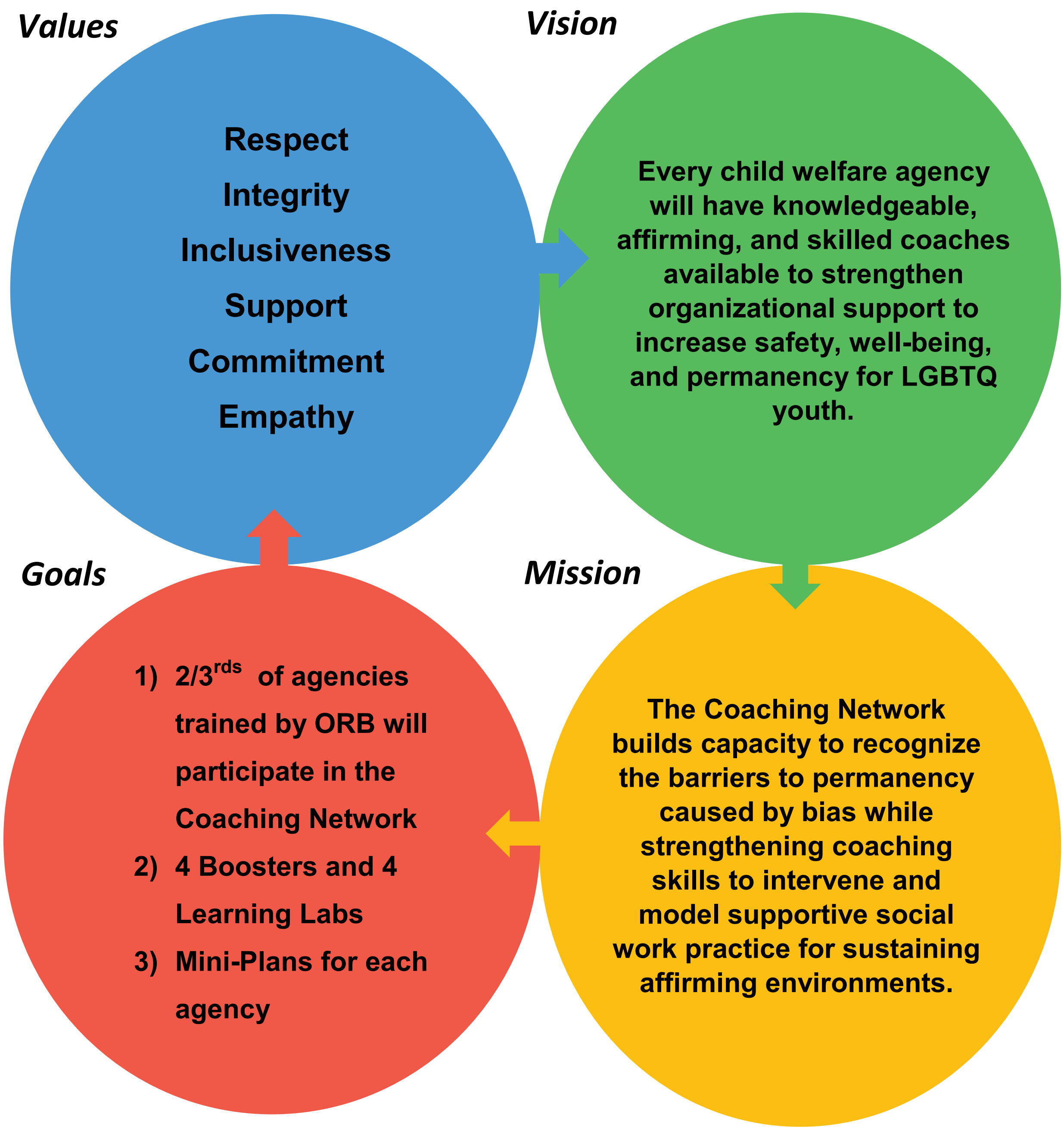
- Functioning of the executive management team
- Functioning of the implementation teams
- Functioning of communication protocols
- Functioning of the data system
- Overall status of the implementation process

RISE PRACTICE TIPS—DATA-INFORMED DECISION MAKING

- Use one software system (if possible) to manage all CQI-related data, meeting minutes, and notes. RISE has this information stored in various software systems and locations, which has been inefficient.
- Create policies and procedures that clearly define staff roles and expectations.

Volume 1
APPENDIX

Appendix A.1: RISE Coaching Network Mission, Vision, Goals, and Values



Appendix A.2: Essential Coaching Tools and Resources

Guidelines and Attributes of a Coaching Partner Agency

- Complete both RISE “Foundation” and “Social Work” trainings
- Attend all activities related to the RISE Coaching Network, including monthly meetings and 1-hour coaching orientation
- Maintain contact and communication with RISE facilitation team

Recommended Attributes

- Open to and empathetic about LGBTQ+ issues
- Open to increasing knowledge and understanding of information and issues relevant to LGBTQ+ and gender-variant youth in foster care settings
- Possess the following characteristics:
    - Approachable, caring, and compassionate
    - Respectful of clients, staff, and administrators
    - Reliable, trustworthy, and demonstrates initiative

Questions for the Agency to Consider

- Is there buy-in from the agency leadership to participate in the RISE Coaching Network?
- Has your agency and/or supervisor approved your participation?
- How would your role as a coach add value to your organization?
- Do you want to work with diverse populations and in a collaborative setting?
- How can your agency support your coaching? Is there an existing coaching culture?
- How can the RISE Coaching Network support you and your agency?

Actions Steps to Show Support: What to Do When a Youth Discloses Their Sexual Orientation, Gender Identity, and Gender Expression.

1. Practice the principles of active listening:
    a. Restating
    b. Encouraging
    c. Probing
    d. Validating
    e. Redirecting (when necessary)
    f. Reflecting
    g. Practicing silence when appropriate
2. Thank the young person for telling you and express your support.
3. Assess the support network:
    a. Is this something you want me to keep between you and me?
    b. Who are you out to already?
    c. Is there someone in your life who supports you?
    d. Do you feel safe?

4. Assess the challenges:
    a. Who would be the most difficult person to tell?
    b. What makes that person difficult to talk to?
    c. What makes you feel unsafe?
5. Assess the situation from the youth's perspective:
    a. In an ideal situation, what would this look like?
    b. If you had a magic wand, what would you change about your current situation?
    c. If your life were a book, what would be in the next chapter?
6. Direct your support:
    a. Can you intervene (youth's permission strongly suggested)?
    b. How rejecting/accepting is the family?
        - Extremely rejecting: Is it safe?
        - Rejecting: Do you need to use the backdoor approach (e.g., mandatory foster parent training)?
        - Moderately rejecting to accepting: Can you take a direct approach?
    c. Identify the core issues. (The core issue will determine the types of supports and resources you suggest.)
        - Spirituality
        - Tradition/Culture
        - Need for education
        - Lack of exposure
        - Fear
        - Is this an LGBTQ+ issue or something else?
7. Support for the family:
    a. Acknowledge the families process around their young person's disclosure.
    b. Express empathy for grief, loss, shock, etc.
    c. Recommend spaces that encourage expression of feelings, such as:
        - PFLAG: Parents, Friends and Family of Lesbians and Gays
        - RISE: Recognize, Intervene, Support, Empower
        - Transforming Family
        - Trans Youth Family Allies
    d. Remind them that their behaviors can seriously affect the youth's health and wellbeing.

Sample Gender-Neutral Clothing Policy

Dress codes and clothing policies should be modified to avoid gender stereotypes and should apply consistently to all youth. Transgender or gender-nonconforming youth may dress consistently in accordance with their gender presentation/identity.

Bottoms

- All bottom clothing must fit appropriately, i.e., not too long or too short, baggy, tight, or transparent or have excessive holes.

- Shorts, skirts, and dresses must be no shorter than the tip of the fingers when arms are placed at their side.
- Shorts must be no longer than just below the knee.
- Dickies and Ben Davis bottoms are not permitted.
- Khakis are not permitted unless it is part of a school uniform and then can only be used for school.

Shoes

- All shoes must be in useable condition, i.e., no worn-down footwear.
- Laces should be laced at all times (if applicable).
- Heels and wedges can be no taller than 3 inches.
- All footwear must fit appropriately and comfortably.
- Nike Cortez, Converse (other than black or white), British Knights, Crocosacks/Winos are not permitted.
- No sports team logos are allowed.

Tops

- All tops must be in useable condition, i.e., no excessive holes, tears, or transparency
- All tops must fit appropriately and comfortably; tops should be long enough to not expose the abdomen nor be tight or too baggy.
- White t-shirts, tank tops, or Pro Club Wear are not permitted
- No inappropriate logos, symbols, images, or phrases are permitted.
- No gang-affiliated imagery is allowed.
- Tank tops should have a strap thicker than 1 inch.
- No sports team logos are allowed.

Swimwear

- All swimwear must fit appropriately on youth, i.e., no baggy, tight, or small swimwear.
- Swimwear cannot be too revealing or have inappropriate logos or images.

Undergarments

- All undergarments should fit appropriately and be in useable condition.
- Undergarments should not be exposed when dressed.
- No provocative or inappropriate phrases, images, logos, or symbols are allowed.
- Socks should be no longer than crew length.
- Stockings, tights, and leggings should be solid material, i.e., no lace, tears, holes, or netting.
- No sports team logos are allowed.

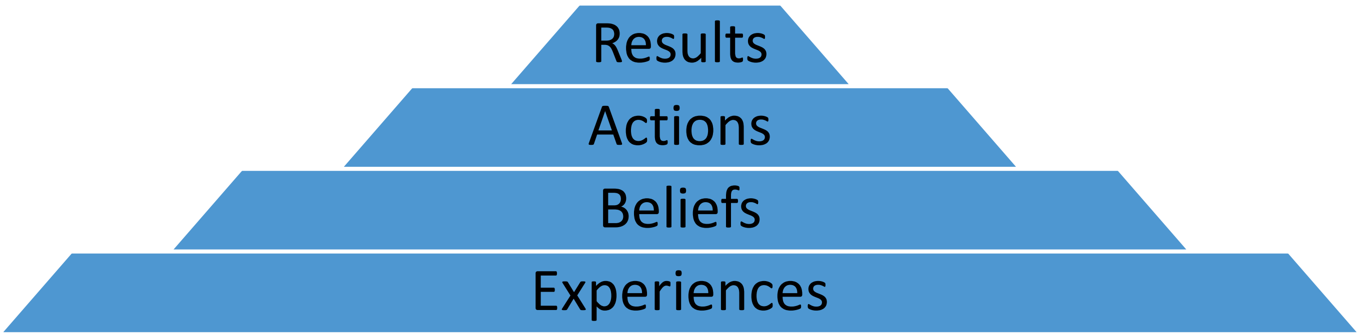
Outerwear

- All jackets must fit appropriately, i.e., not baggy or too small.
- Sports team logos, Pro Club Wear, Dickies, or Ben Davis are not permitted.
- No inappropriate logos, symbols, images, or phrases are allowed.

Accessories

- Bandanas of any color are not permitted.
- Scarfs should have no inappropriate logos, phrases, images, logos, or symbols.
- Belts should fit appropriately and be useable; no buckles with initials or symbols are allowed.

- Hats of any color (other than black) are not permitted.
- No sports team logos or inappropriate phrases, images, logos, or symbols are permitted.
- Handbags and backpacks should not have any inappropriate phrases, images, logos, or symbols.
- No gang-related accessories (e.g., pacifiers, etc.) are allowed.

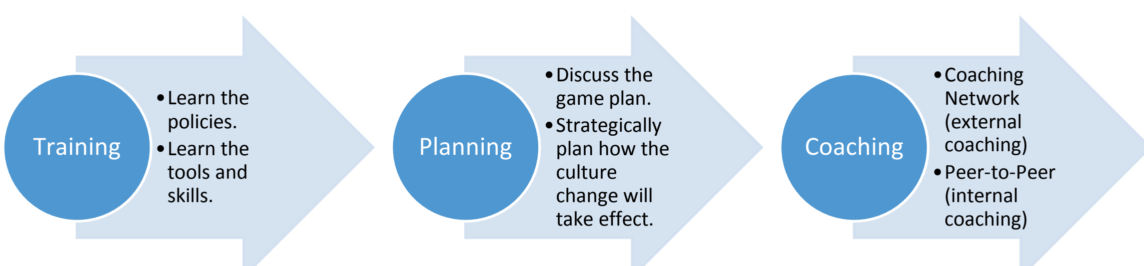


Changing Organizational Culture Around Bullying: Creating a Culture of Respect

Focus on experiences; the most effective experiences are those that cannot be misinterpreted. These experiences should be meaningful events that lead to instant insight and need no interpretation. Note: Culture change must start with management and staff, before we get to the youth.

- Share stories that support the actions and results you want to see.
- Listen to youth, and show them they are respected and valued.
- Empower youth, and ask for feedback as much as possible (this requires staff training on how to ask and receive feedback).
- Check in with them about bullying, and ask them if they have any ideas to decrease current problems with bullying.
- Educate and inform, instead of reprimand when possible.
- Use team-building exercises.
- Build a "Why." Make it:
    - Real
    - Applicable to the youth
    - Simple and repeatable
    - Convincing
    - A dialogue

Suggested Stages



Information adapted from Connors, R., & Smith, T. (2011). *Change the culture, change the game*. New York: Penguin.

RISE Coaching Network Agency Assessment Sheet

Please use the following sheet to help guide the assessment of your agency's readiness in serving LGBTQ+ youth. Agency staff, management, or coaches can use this checklist to determine action steps for providing safe, affirming, and supportive spaces for LGBTQ+ youth in your care.

- ❒ Anti-Bullying policies protecting LGBTQ+ youth
- ❒ Gender-Neutral clothing policies
- ❒ Number of Brave Space posters __________
- ❒ A known place to address issues staff have with LGBTQ+ topics
- ❒ Other anti-discrimination posters
- ❒ Anti-discrimination laws posted
- ❒ Gender-neutral bathrooms
- ❒ Training for all staff on LGBTQ+ material
- ❒ LGBTQ+ resources readily available for youth who request them
- ❒ Intake forms that are inclusive and ask for gender pronouns
- ❒ Intake forms that are inclusive and ask for asserted names
- ❒ Images of same-gender families
- ❒ All Children, All Families seal (Human Rights Campaign seal)
- ❒ Support to participate in the RISE Coaching Network
- ❒ Information for the ombudsman is posted

Do youth and staff feel empowered to and safe displaying LGBTQ+-affirming symbols (e.g., Brave Space posters, rainbow symbols, or messages of inclusion and non-discrimination)?

____

Do youth receive information on processes for reporting sexual orientation and gender-identity-related discrimination and/or harassment?

____

Appendix A.3: Letter of Inquiry

Dear Prospective Coach,

We would like to invite you to represent your office as a coach in the RISE Coaching Network. We were incredibly impressed with your passion, competency, and character, which we observed during your RISE training on [date]. We believe you would be a strong advocate for LGBTQ+ youth, a relatable coach to your colleagues, and a valuable partner to have in our coaching network.

The RISE Coaching Network is a place where representatives from agencies that have received the RISE training come together to strengthen LGBTQ+ competencies, as well as learn coaching strategies to bring back to their agencies to support their fellow staff. At this time, we have trained several DCFS offices, but have yet to identify a coaching partner from the County. However, coaches representing 15 private foster agencies actively participate in this network.

We want to acknowledge your office, as it is an important first step to have your staff undergo the RISE training. But we cannot stop there. A 2012 report released by the Central California Training Academy has shown that without coaching, much of the learning done in training will not be implemented long term; however, with coaching, over 80% of the skills and knowledge learned in training will be implemented longer than 6 years past the training.

As a RISE Coaching Partner, you would meet at our Highland location once a month to discuss issues related to social work best practices; challenges; and effective strategies for creating safe, supportive spaces for our LGBTQ+ youth in care. RISE facilitators will work with you to strengthen your coaching skills so that you can help your organization adopt safe, supportive environments for the LGBTQ+ youth in your agency's care.

At RISE, we want to ensure that we do all we can to prevent violence, harassment, and rejection of LGBTQ+ youth, so that they may find physical and emotional permanency long term. We need the help of dedicated Coaching Partners like you to continue this mission on the ground at your agency.

We hope you will join us in our efforts to increase permanency outcomes for LGBTQ+ youth in foster care. If you are interested in learning more about the Coaching Network, please contact RISE [insert project contact information].

Sincerely,

RISE Training and Coaching Manager

Appendix A.4: Sample Symposium Schedule

RISE Coaching Symposium Schedule of Events
[Insert Date]
8:30am – 1:00pm

Schedule of Events

8:30 - 9:00 am:	Reception/Breakfast
9:00 - 9:15 am:	Agency Opening Remarks
9:15 - 9:30 am:	RISE Recap
9:30 - 10:30 am:	Session 1
10:30 - 10:40 am:	BREAK
10:40 - 11:40 am:	Session 2
11:40 -11:50 am:	BREAK 2
11:50 - 12:50 pm:	Session 3
12:50 -12:55 pm:	Movement to Auditorium
12:55 pm:	Closing Remarks/Certificates/Evaluation

Sessions

Supporting Transgender Youth in Care

This session is dedicated to supporting transgender and gender-variant youth in care. Following a brief refresher on terms and concepts related to gender, participants will work in small groups alongside a coach. The facilitators will introduce a case study followed by two incidents involving a transgender youth in care. Together, participants will explore best-practice responses for managing difficult situations.

Decreasing Bullying in Care

This session is dedicated to supporting LGBTQ+ youth in caregiving settings by reducing bullying incidents. Following a refresher on the key indicators and different types of bullying, participants will work in small groups alongside a coach to discuss a scenario presented by the facilitators. Together, participants will explore best-practice responses for intervening to stop bullying and harassment, and ways to prevent bullying in the long term.

Myth Busting: Sexual Abuse and Sexual Orientation

This session is dedicated to supporting LGBTQ+ youth who are not receiving support in caregiving settings due to common misconceptions that sexual abuse can cause sexual orientation. In this session, we will discuss the common myths around sexual abuse through a scenario presented by the facilitators. Together, participants will explore action steps to intervene when stereotypes become barriers to LGBTQ+ youth receiving adequate care and resources.

Resource Table

Drop by the table in the morning to pick up additional resources to support LGBTQ+ youth. Once you fill out the end-of-day surveys, please drop by to pick up your certificates and RISE cups.

Appendix B.1: ORB Canvassing Letter

To whom it may concern,

We would like to invite you to partner with the LA LGBT Center by participating in the RISE Project research study. The RISE Initiative is a federally funded research project whose goal is to ensure that all LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, and Questioning) children and youth have a permanent and loving home in which to thrive and become empowered, successful, and independent adults in the community. It is our hope that you will consider participating as a partner agency and take advantage of the many resources listed below.

Here are some of the incredible (***and FREE!)*** benefits we can offer your agency:

LGBTQ+ Competency Training: Our comprehensive curriculum includes two 3-hour modules including foundational information on LGBTQ+ cultural competency and application through social work practice.

> *Receive a **RISE training certificate**, which will fulfill the CCL requirement for LGBTQ+ sensitivity and cultural competency training required by CA state law and outlined in AB 1856.
>
> *Each eligible staff can earn **6 hours of CEU credit** for the RISE Training.
>
> *Option to enroll in the **RISE Coaching Network,** comprised of RISE-trained professionals representing state and private agencies in LA County who learn coaching methods to expand the application of LGBTQ+ competency. Our partner agencies include Penny Lane, Aviva, Hathaway-Sycamores, 5 Acres, Vista Del Mar, Leroy Haynes, and many more!

RISE Environmental Cues: Symbols on display in your agency can communicate important messages about who is accepted and affirmed. Our goal is to track and measure the impact of LGBTQ+-affirming environmental cues* during the course of a site visit within 30 days of distributing them to your agency.

> *We will give you **free "Brave Space" posters, flyers, and stickers** to display in your agency in strategic locations.

Participate in groundbreaking research: Your agency will be given the opportunity to voluntarily participate in the evaluation data collection right before and after the training and through a brief survey administered 2 months after the training.

We hope you will join us in our efforts to increase permanency outcomes for LGBTQ+ youth in foster care. If you are interested in learning more about the RISE Project or to participate in the research project, please contact RISE [insert contact info].

Sincerely,

Director of the RISE Initiative　　　　Training and Coaching Instructor

Appendix C: Self-Care Assessment Tools

Professional Quality of Life Scale (ProQOL)

Compassion Satisfaction and Compassion Fatigue
(ProQOL) Version 5 (2009)

When you *[help]* people you have direct contact with their lives. As you may have found, your compassion for those you *[help]* can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a *[helper]*. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the *last 30 days*.

1=Never	2=Rarely	3=Sometimes	4=Often	5=Very Often

_____ 1. I am happy.
_____ 2. I am preoccupied with more than one person I *[help]*.
_____ 3. I get satisfaction from being able to *[help]* people.
_____ 4. I feel connected to others.
_____ 5. I jump or am startled by unexpected sounds.
_____ 6. I feel invigorated after working with those I *[help]*.
_____ 7. I find it difficult to separate my personal life from my life as a *[helper]*.
_____ 8. I am not as productive at work because I am losing sleep over traumatic experiences of a person I *[help]*.
_____ 9. I think that I might have been affected by the traumatic stress of those I *[help]*.
_____ 10. I feel trapped by my job as a *[helper]*.
_____ 11. Because of my *[helping]*, I have felt "on edge" about various things.
_____ 12. I like my work as a *[helper]*.
_____ 13. I feel depressed because of the traumatic experiences of the people I *[help]*.
_____ 14. I feel as though I am experiencing the trauma of someone I have *[helped]*.
_____ 15. I have beliefs that sustain me.
_____ 16. I am pleased with how I am able to keep up with *[helping]* techniques and protocols.
_____ 17. I am the person I always wanted to be.
_____ 18. My work makes me feel satisfied.
_____ 19. I feel worn out because of my work as a *[helper]*.
_____ 20. I have happy thoughts and feelings about those I *[help]* and how I could help them.
_____ 21. I feel overwhelmed because my case [work] load seems endless.
_____ 22. I believe I can make a difference through my work.
_____ 23. I avoid certain activities or situations because they remind me of frightening experiences of the people I *[help]*.
_____ 24. I am proud of what I can do to *[help]*.
_____ 25. As a result of my *[helping]*, I have intrusive, frightening thoughts.
_____ 26. I feel "bogged down" by the system.
_____ 27. I have thoughts that I am a "success" as a *[helper]*.
_____ 28. I can't recall important parts of my work with trauma victims.
_____ 29. I am a very caring person.
_____ 30. I am happy that I chose to do this work.

AK/AS/PSYC3670 3.0M

Psychology of Sexual Orientation

Erin C. Ross, Ph.D.

February 9, 2006

Identities

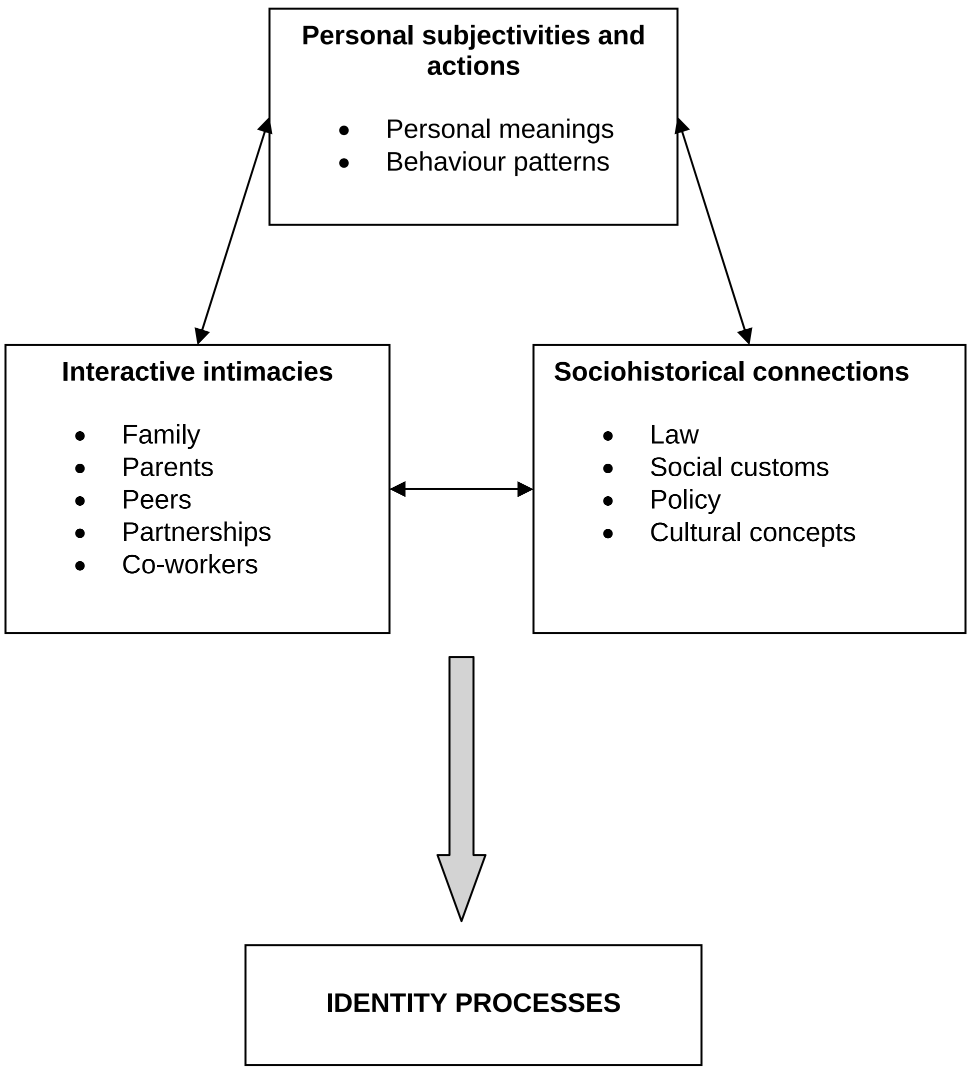
Identities

1. **Introduction**
2. **Identity Development (Cass, 1984)**
    - Stage1 – Identity confusion
    - Stage 2 – Identity comparison
    - Stage 3 – Identity tolerance
    - Stage 4 – Identity acceptance
    - Stage 5 – Identity pride
    - Stage 6 – Identity synthesis

    How does Cass' (1984) model stand up?

3. **Internalized Homophobia**
    - Herek, Cogan, Gillis and Glunt's (1997) Internalized Homophobia Scale (IHS)
    - Szymanski & Chung's (2001) Lesbian Internalized Homophobia Scale (LIHS)
    - Mayfield's (2001) Internalized Homonegativity Inventory (IHNI)

Figure 1
D'Augelli (1994)



Gay Identity Questionnaire (GIQ)

Brady & Busse (1994)

Directions: Please read each of the following statements carefully and then circle whether you feel the statements are true (T) or false (F) for you at this point in time. A statement is circled as true if the *entire* statement is true, otherwise it is circled as false/

1.	I probably am sexually attracted equally to men and women	T	F
2.	I live a homosexual lifestyle at home, while at work/school, I do	T	F
	not want others to know about my lifestyle.	T	F
3.	My homosexuality is a valid private identity, that I do not want made public.	T	F
4.	I have feelings I would label as homosexual.	T	F
5.	I have little desire to be around most heterosexuals.	T	F
6.	I doubt that I am homosexual, but still am confused about who I am sexually.	T	F
7.	I do not want most heterosexual to know that I am definitely homosexual.	T	F
8.	I am very proud to be gay and make it know to everyone around me.	T	F
9.	I don't have much contact with heterosexuals and can't say that I miss it.	T	F
10.	I generally feel comfortable being the only gay person in a group of heterosexuals.	T	F
11.	I'm probably homosexual, even though I maintain a heterosexual image in both my personal and public life.	T	F
12.	I have disclosed to 1 or 2 (very few) people that I have homosexual feelings, although I'm not sure I'm homosexual.	T	F
13.	I am not as angry about society's treatment of gays because even though I've told everyone about my gayness, they have responded well.	T	F
14.	I am definitely homosexual, but I do not want to share that knowledge with most people.	T	F
15.	I don't mind if homosexuals know that I have homosexual thoughts and feelings but I don't want others to know.	T	F
16.	More than likely I'm homosexual, although I'm not positive about it yet.	T	F
17.	I don't act like most homosexuals do, so I doubt that I'm homosexual	T	F
18.	I'm probably homosexual but I'm not sure yet	T	F
19.	I am openly gay and fully integrated into heterosexual society.	T	F
20.	I don't think that I'm homosexual.	T	F
21.	I don't feel I'm heterosexual or homosexual.	T	F
22.	I have thoughts I would label as homosexual.	T	F
23.	I don't want people to know that I may be homosexual, although I'm not sure if I am homosexual or not.	T	F
24.	I may be homosexual and I am upset at the thought of it.	T	F
25.	The topic of homosexuality does not relate to me personally.	T	F
26.	I frequently confront people about their irrational, homophobic (fear of homosexuality) feelings.	T	F
27.	Getting in touch with homosexuals is something I feel I need to do, even though I'm not sure I want to.	T	F
28.	I have homosexual thoughts and feelings but I doubt that I'm homosexual.	T	F

29.	I dread having to deal with the fact that I may be homosexual.	T	F
30.	I am proud and open with everyone about being gay, but it isn't the major focus of my life.	T	F
31.	I probably am heterosexual or non-sexual.	T	F
32.	I am experimenting with my same sex, because I don't know what my sexual preference is.	T	F
33.	I feel accepted by homosexual friends and acquaintances even though I'm not sure I'm homosexual.	T	F
34.	I frequently express to others anger over heterosexuals' oppression of me and other gays.	T	F
35.	I have not told most of the people at work that I am definitely homosexual.	T	F
36.	I accept but would not say I am proud of the fact that I am definitely homosexual.	T	F
37.	I cannot imagine sharing my homosexual feelings with anyone.	T	F
38.	most heterosexuals are not credible sources of help for me.	T	F
39.	I am openly gay around gays and heterosexuals.	T	F
40.	I engage in sexual behaviour I would label as homosexual.	T	F
41.	I am not about to stay hidden as gay for anyone.	T	F
42.	I tolerate rather than accept my homosexual thoughts and feelings.	T	F
43.	My heterosexual friends, family and associates think of me as a person who happens to be gay, rather than as a gay person.	T	F
44.	Even though I am definitely homosexual, I have not told my family.	T	F
45.	I am openly gay with everyone, but it doesn't make me feel all that different from heterosexuals.	T	F

Scoring of the GIQ is done by counting the number of items to which a participant says “True” at each stage. The items assessing each stage are listed in the following table.

Table 1

Stage	Items
1	6, 17, 20, 25, 28, 31, 37
2	1, 12, 21, 23, 24, 29, 32
3	11, 15, 16, 18, 27, 32, 42
4	2, 3, 7, 14, 35, 36, 44
5	5, 8, 9, 26, 34, 38, 41
6	10, 13, 19, 30, 39, 43, 45

(Note: items 4, 22, and 40 are considered validity items)

Participants are categorized into the stage for which they most frequently said “true”.

Table 2
Brady & Busse (1994)

Stage	Percent of Participants
1 - confusion	0.4
2 - comparison	1.8
3 - tolerance	6.2
4 - acceptance	28.9
5 - pride	9.0
6 - synthesis	42.7
dual stage	10.7

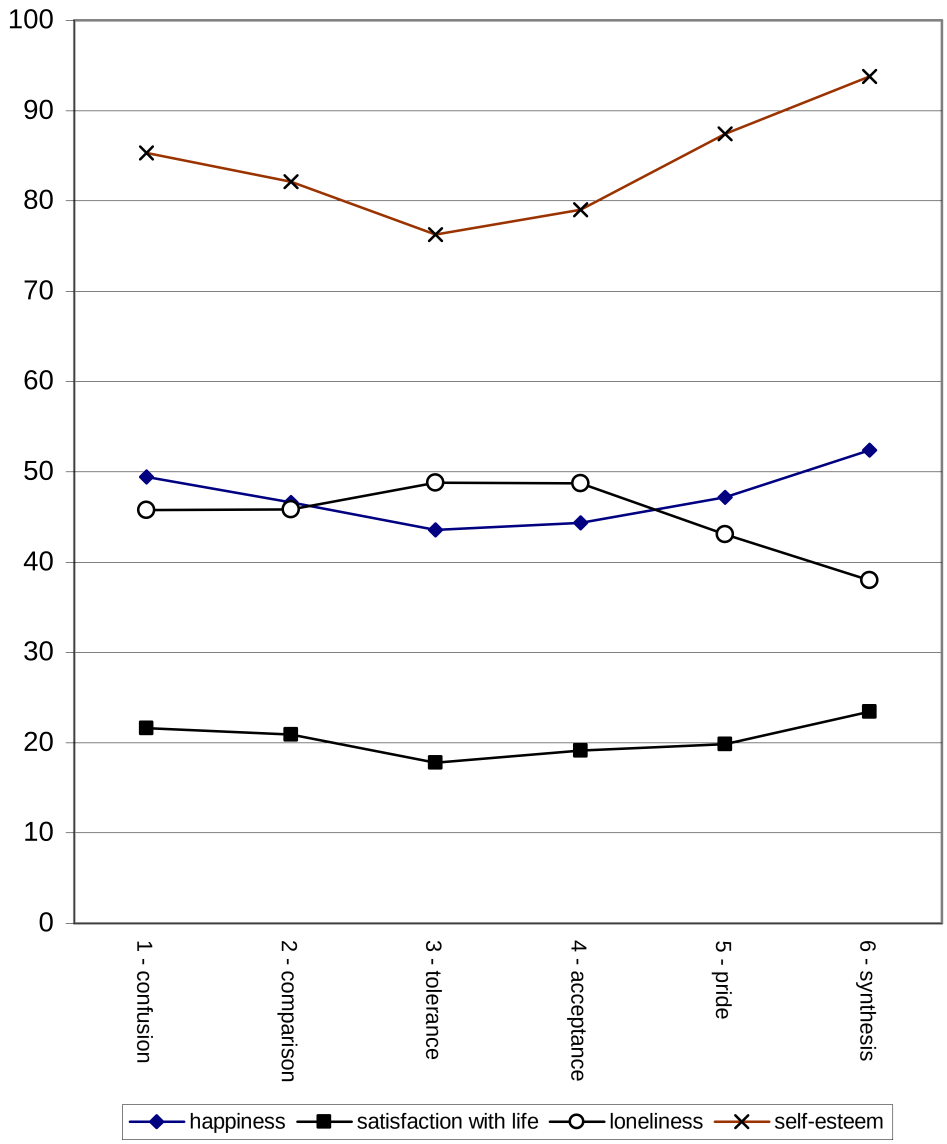
Table 3
Kahn (1991)

Stage	Percent of Participants
1 - confusion	1.4
2 - comparison	1.4
3 - tolerance	4.3
4 - acceptance	37.1
5 - pride	32.9
6 - synthesis	22.9

Table 4
Halpin & Allen (2004)

Stage	Percent of Participants
1 - confusion	3.1
2 - comparison	4.2
3 - tolerance	8.9
4 - acceptance	35.5
5 - pride	9.9
6 - synthesis	38.4

Figure 2
Mean ratings across stages of identity development
Halpern & Allen (2004)



Herek, Cogan, Gillis and Glunt's (1997) Internalized Homophobia Scale (IHS)

http://psychology.ucdavis.edu/rainbow/html/ihpitems.html

Internalized Homophobia Scale Items
(Women's Version)

1. I have tried to stop being attracted to women in general.*
2. If someone offered me the chance to be completely heterosexual, I would accept the chance.*
3. I wish I weren't lesbian/bisexual.*
4. I feel that being lesbian/bisexual is a personal shortcoming for me.*
5. I would like to get professional help in order to change my sexual orientation from lesbian/bisexual to straight.*
6. I have tried to become more sexually attracted to men.
7. I often feel it best to avoid personal or social involvement with other lesbian/bisexual women.
8. I feel alienated from myself because of being lesbian/bisexual.
9. I wish that I could develop more erotic feelings about men.

Note. For male respondents, the terms *lesbian*, *men*, and *women* were changed to *gay*, *women*, and *men*, respectively.

Rated on a five point scale with 5 being strongly agree and 1 being strongly disagree.

*Items marked with an asterisk comprise the short-form IHP-5

Szymanski & Chung's (2001) Lesbian Internalized Homophobia Scale (LIHS)

Connection With the Lesbian Community

1. When interacting with members of the lesbian community, I often feel different and alone, like I don't fit in.
2. Attending lesbian events and organizations is important to me. (R)
3. I feel isolated and separate from other lesbians.
4. Most of my friends are lesbians. (R) .
5. Social situations with other lesbians make me feel uncomfortable.
6. Being a part of the lesbian community is important to me. (R)
7. Having lesbian friends is important to me. (R)
8. I feel comfortable joining a lesbian social group, lesbian sports team, or lesbian organization. (R)
9. I am familiar with community resources for lesbians (i.e., bookstores, support groups, bars, etc.). (R)
10. I am aware of the history concerning the development of lesbian communities and/or the lesbian/gay rights movement. (R)
11. I am familiar with lesbian books and/or magazines. (R)
12. I am familiar with lesbian movies and/or music. (R)
13. I am familiar with lesbian music festivals and conferences. (R)

Public Identification as a Lesbian

1. I try not to give signs that I am a lesbian. I am careful about the way I dress; the jewelry I wear; and the places, people, and events I talk about.
2. I am comfortable being an "out" lesbian. I want others to know and see me as a lesbian. (R)
3. I wouldn't mind if my boss knew that I was a lesbian. (R)
4. It is important for me to conceal the fact that I am a lesbian from my family.
5. I feel comfortable talking to my heterosexual friends about my everyday home life with my lesbian partner/lover or my everyday activities with my lesbian friends. (R)
6. I am not worried about anyone finding out that I am a lesbian. (R)
7. I live in fear that someone will find out I am a lesbian.
8. I feel comfortable talking about homosexuality in public. (R)
9. I do not feel the need to be on guard, lie, or hide my lesbianism to others. (R)
10. If my peers knew of my lesbianism, I am afraid that many would not want to be friends with me.
11. I could *not* confront a straight friend or acquaintance if she or he made a homophobic or heterosexist statement to me.
12. I feel comfortable discussing my lesbianism with my family. (R)
13. I don't like to be seen in public with lesbians who look ''too .butch'' or are ''too out'' because others will then think I am a lesbian.
14. I act as if my lesbian lovers are merely friends.
15. When speaking of my lesbian lover/partner to a straight person, I often use neutral pronouns so the sex of the person is vague.
16. When speaking of my lesbian lover/partner to a straight person, I change pronouns so that others will think I'm involved with a man rather than a woman.

Personal Feelings About Being a Lesbian

1. I hate myself for being attracted to other women.
2. I am proud to be a lesbian. (R)
3. I feel bad for acting on my lesbian desires.
4. As a lesbian, I am loveable and deserving of respect. (R)
5. I feel comfortable being a lesbian. (R)
6. If I could change my sexual orientation and become heterosexual, I would.
7. I don't feel disappointment in myself for being a lesbian. (R)
8. Being a lesbian makes my future look bleak and hopeless.

Moral and Religious Attitudes Toward Lesbians

1. Just as in other species, female homosexuality is a natural expression of sexuality in human women. (R)
2. Female homosexuality is a sin.
3. Female homosexuality is an acceptable lifestyle. (R)
4. Children should be taught that being gay is a normal and healthy way for people to be. (R)
5. Lesbian couples should be allowed to adopt children the same as heterosexual couples. (R)
6. Growing up in a lesbian family is detrimental for children.
7. Lesbian lifestyles are viable and legitimate choices for women. (R)

Attitudes Toward Other Lesbians

1. I feel comfortable with the diversity of women who make up the lesbian community. (R)
1. If some lesbians would change and be more acceptable to the larger society, lesbians as a group would not have to deal with so much negativity and discrimination.
2. I wish some lesbians wouldn't ‘‘flaunt’’ their lesbianism. They only do it for shock value and it doesn't accomplish anything positive.
3. Lesbians are too aggressive.
4. My feelings toward other lesbians are often negative.
5. I frequently make negative comments about other lesbians.
6. I have respect and admiration for other lesbians. (R)
7. I can't stand lesbians who are too ‘‘butch.’’ They make lesbians as a group look bad.

Note. R = reverse-scored items.

Rated on a 7 point scale with 1 = strongly agree and 7 = strongly disagree

Mayfield's (2001) Internalized Homonegativity Inventory (IHNI)

Factor 1: Personal homonegativity (11 items)

5 I feel ashamed of my homosexuality.
3 When I think of my homosexuality, I feel depressed.
17 Sometimes I feel that I might be better off dead than gay.
20 I sometimes feel that my homosexuality is embarrassing.
13 I am disturbed when people can tell I'm gay.
18 I sometimes resent my sexual orientation.
10 When people around me talk about homosexuality, I get nervous.
7 When I think about my attraction towards men, I feel unhappy.
15 Sometimes I get upset when I think about being attracted to men.
23 I believe it is unfair that I am attracted to men instead of women.
11 I wish I could control my feelings of attraction toward other men.

Factor 2: Gay affirmation (7 items)

6[a] I am thankful for my sexual orientation.
9[a] I see my homosexuality as a gift.
21[a] I am proud to be gay.
1[a] I believe being gay is an important part of me.
22[a] I believe that public schools should teach that homosexuality is normal.
12[a] In general, I believe that homosexuality is as fulfilling as heterosexuality.
8[a] I believe that more gay men should be shown in TV shows, movies,and commercials.

Factor 3: Morality of homosexuality (5 items)

19 I believe it is morally wrong for men to be attracted to each other.
16 In my opinion, homosexuality is harmful to the order of society.
4 I believe that it is morally wrong for men to have sex with other men.
14 In general, I believe that gay men are more immoral than straight men.
2 I believe it is OK for men to be attracted to other men in an emotional way, but it's not OK for them to have sex with each other.

Note. The item numbers represent the placement of the items in the final version of the IHNI.
[a] Item should be reverse scored.

Rated on a 6 point scale with 1 = strongly disagree and 6 = strongly agree

Materials referenced

Brady, S., & Busse, W.J. (1994). The Gay Identity Questionnaire: A brief measure of homosexual identity formation. *Journal of Homosexuality, 26*, 1-22.

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My Maintenance Self-Care Plan Worksheet

Consider what you do now for self-care and list those activities within each dimension of self-care on this worksheet (or you can add new dimensions at the end that represent other aspects of your life). Identify new strategies that you will begin to incorporate as part of your ongoing maintenance self-care plan — pay particular attention to domains that you have not been addressing in the past. On the last page identify barriers that might interfere with ongoing self-care, how you will address them, and any negative coping strategies you would like to target for change.

MIND	BODY
Current practice **New practice**	**Current practice** **New practice**
EMOTIONS	**SPIRIT**
Current practice **New practice**	**Current practice** **New practice**

My Maintenance Self-Care Plan Worksheet

<table>
<tr>
<td><u>WORK</u>

Current practice

New practice</td>
<td><u>RELATIONSHIPS</u>

Current practice

New practice</td>
</tr>
<tr>
<td><u>OTHER: _______________.</u>

Current practice

New practice</td>
<td><u>OTHER: _______________.</u>

Current practice

New practice</td>
</tr>
</table>

My Maintenance Self-Care Plan Worksheet

Barriers to maintaining my self-care strategies	**How I will address these barriers and remind myself to practice self-care**
Negative coping strategies I would like to use less or not at all	**What I will do instead**

(Adapted by Shirley Reiser, LCSW and Lisa D. Butler, PhD from materials provided by Sandra A. Lopez, LCSW, ACSW, University of Houston, Graduate School of Social Work.)

Self-Care Assessment

Adapted from Saakvitne, Pearlman, & Staff of TSI/CAAP (1996). *Transforming the pain: A workbook on vicarious traumatization*. Norton.

The following worksheet for assessing self-care is not exhaustive, merely suggestive. Feel free to add areas of self-care that are relevant for you and rate yourself on how often and how well you are taking care of yourself these days.

When you are finished, look for patterns in your responses. Are you more active in some areas of self-care but ignore others? Are there items on the list that make you think, "I would never do that"? Listen to your inner responses, your internal dialogue about self-care and making yourself a priority. Take particular note of anything you would like to include more in your life.

Rate the following areas according to how well you think you are doing:

3 = I do this well (e.g., frequently)
2 = I do this OK (e.g., occasionally)
1 = I barely or rarely do this
0 = I never do this
? = This never occurred to me

Physical Self-Care

____ Eat regularly (e.g. breakfast, lunch, and dinner)
____ Eat healthily
____ Exercise
____ Get regular medical care for prevention
____ Get medical care when needed
____ Take time off when sick
____ Get massages
____ Dance, swim, walk, run, play sports, sing, or do some other fun physical activity
____ Take time to be sexual - with myself, with a partner
____ Get enough sleep
____ Wear clothes I like
____ Take vacations
____ Other:

Psychological Self-Care

____ Take day trips or mini-vacations
____ Make time away from telephones, email, and the Internet
____ Make time for self-reflection
____ Notice my inner experience - listen to my thoughts, beliefs, attitudes, feelings
____ Have my own personal psychotherapy
____ Write in a journal
____ Read literature that is unrelated to work
____ Do something at which I am not expert or in charge
____ Attend to minimizing stress in my life
____ Engage my intelligence in a new area, e.g., go to an art show, sports event, theatre
____ Be curious

____ Say no to extra responsibilities sometimes
____ Other:

Emotional Self-Care

____ Spend time with others whose company I enjoy
____ Stay in contact with important people in my life
____ Give myself affirmations, praise myself
____ Love myself
____ Re-read favorite books, re-view favorite movies
____ Identify comforting activities, objects, people, places and seek them out
____ Allow myself to cry
____ Find things that make me laugh
____ Express my outrage in social action, letters, donations, marches, protests
____ Other:

Spiritual Self-Care

____ Make time for reflection
____ Spend time in nature
____ Find a spiritual connection or community
____ Be open to inspiration
____ Cherish my optimism and hope
____ Be aware of non-material aspects of life
____ Try at times not to be in charge or the expert
____ Be open to not knowing
____ Identify what is meaningful to me and notice its place in my life
____ Meditate
____ Pray
____ Sing
____ Have experiences of awe
____ Contribute to causes in which I believe
____ Read inspirational literature or listen to inspirational talks, music
____ Other:

Relationship Self-Care

____ Schedule regular dates with my partner or spouse
____ Schedule regular activities with my children
____ Make time to see friends
____ Call, check on, or see my relatives
____ Spend time with my companion animals
____ Stay in contact with faraway friends
____ Make time to reply to personal emails and letters; send holiday cards
____ Allow others to do things for me
____ Enlarge my social circle
____ Ask for help when I need it
____ Share a fear, hope, or secret with someone I trust
____ Other:

Workplace or Professional Self-Care

____ Take a break during the workday (e.g., lunch)
____ Take time to chat with co-workers
____ Make quiet time to complete tasks
____ Identify projects or tasks that are exciting and rewarding
____ Set limits with clients and colleagues
____ Balance my caseload so that no one day or part of a day is “too much”
____ Arrange work space so it is comfortable and comforting
____ Get regular supervision or consultation
____ Negotiate for my needs (benefits, pay raise)
____ Have a peer support group
____ (If relevant) Develop a non-trauma area of professional interest

Overall Balance

____ Strive for balance within my work-life and work day
____ Strive for balance among work, family, relationships, play, and rest

Other Areas of Self-Care that are Relevant to You

____
____
____

(Retrieved 8/6/2010 from http://www.ballarat.edu.au/aasp/student/sds/self_care_assess.shtml and adapted by Lisa D. Butler, Ph.D.)

Appendix D.1: Resume Review Sheet

Tier 1: Resume Review
Position Assessment Scoring Sheet
Function: Assess if candidate meets minimum qualifications stated in job description.

Applicant Name: ____________________ **Resume Attached:** Yes No
Position Title: RISE T/C Instructor **Department:** CYFS
Review Date/Time: ____________________ **Reviewer:** ____________________

Does the applicant meet the following criteria?	Yes-2	Somewhat-1	No-0	Notes
1. Child welfare experience				
2. Report development				
3. Experience working in collaborative, dynamic environments				
4. A minimum of 2 years of experience providing training, coaching, and/or technical assistance in a similar environment				
5. Good computer skills and knowledge including word processing, presentations, spreadsheets and database operations				
6. Bilingual *(1 point)* Spanish/English preferred (*2 points)*				
7. Excellent verbal and written communication skills, including strong organizational, detail and interpersonal skills				
8. Demonstrated ability to work effectively with men and women of diverse races, ethnicities, gender identities, ages, and sexual orientations in a multicultural environment				
9. Experience working with youth (specific work with gay, lesbian, bisexual and transgender (LGBTQ) youth a plus)				
10. Bachelors in Education, Psychology or other Behavioral Science				
11. Related/equivalent work experience in Education, Psychology or other Behavioral Science				
12. Master's degree preferred not required *(1 point)* MFT or LCSW preferred but not required *(2 points)*				
13. Bilingual in English and Spanish (both written and verbal)				
Current CPR Certificate				Not required upon hiring
Valid California Driver's license and ability to obtain insurance				Assessed during phone screen
Fingerprint-verified criminal record/background check				Assessed after offer made
Current TB negative test results				Assesses after offer made
Total Points (not tallies)				

Resume Review Score __________/26 possible points

Appendix D.2: Phone Screen Evaluation Sheet

Tier 2: Phone Screening

Position Assessment Scoring Sheet

Function: Verify resume content in the following areas:

Required:

- **Assessing professional/formal training experience:**
- **Assess LGBTQ competency:**
- **Assess research experience:**
- **Minimum educational experience: B.A.**
- **Willing to travel**
- **Capacity to travel and possess responsible form of transportation**
- **Willing to background check**

Preferred:

- **Assess child welfare experience**
- **Assess coaching experience:**

Applicant Name:		**Resume Attached:**	Yes No
Position Title:	RISE T/C Instructor	**Department:**	CYFS
Review Date/Time:		**Reviewer:**	

Does the applicant meet the following criteria?	Yes-2	Somewhat-1	No-0	**Notes**
1. Child welfare experience				
2. Report development				
3. Experience working in collaborative, dynamic environments				
4. A minimum of 2 years of experience providing training, coaching, and/or technical assistance in a similar environment				
5. Good computer skills and knowledge including word processing, presentations, spreadsheets and database operations				
6. Bilingual Spanish/English preferred				
7. Excellent verbal and written communication skills, including strong organizational, detail and interpersonal skills				
8. Demonstrated ability to work effectively with men and women of diverse races, ethnicities, gender identities, ages, and sexual orientations in a multicultural environment				
9. Experience working with youth (specific work with gay, lesbian, bisexual and transgender (LGBTQ) youth a plus)				
10. Bachelors in Education, Psychology or other Behavioral Science				
11. Related/equivalent work experience in Education, Psychology or other Behavioral Science				
12. Master's degree preferred not required, MFT or LCSW preferred but not required.				

Does the applicant meet the following criteria?	Yes-2	Somewhat-1	No-0	Notes
13. Bilingual in English and Spanish (both written and verbal)				
14. Willingness to travel				
15. Reliable form of transportation				
16. Salary range does not exceed position salary.				
17. Willing to agree to have a drug test, a criminal background check, references checks educational background checks, and others as appropriate for this position?				
Current CPR Certificate				Not required upon hiring
Valid California Driver's license and ability to obtain insurance				Assessed during phone screen
Fingerprint-verified criminal record/background check				Assessed after offer made
Current TB negative test results				Assesses after offer made
Total				

Phone Screen Score __________/34 possible points

Appendix D.3: In-Person Interview Screening Sheet

Tier 3: RISE In-Person
Position Assessment Scoring Sheet

Applicant Name:		**Resume Attached:**	Yes No
Position Title:	RISE T/C Instructor	**Department:**	CYFS
Interview Date/Time:		**Interviewer:**	

Instruction(s):

1. *Use the interview question items below to record responses and to assess applicant's skills/qualifications for the specified position title.*

Prompt(s)/Applicant Response(s)	***Indicators*** *Applicant presents evidence of:*	**Point(s) Possible**	Point(s) Scored	**Notes/Highlights/Red Flags**
Tell us a little about yourself.	☐ *Allow participant to warm-up.*	1		
What are your reasons for applying to LAGLC?	☐ *Familiarity of center work and services.* ☐ *Understanding of center mission and vision.* ☐ *Desire to work at the center.* ☐ ____________ ☐ ____________	3		
What are your reasons for applying for the RISE T/C Instructor position?	☐ *Understands the position.* ☐ ____________ ☐ ____________	1		
What are the skills you bring to this position as a trainer and coach?	☐ *Has developed curriculum.* ☐ *Has facilitated groups of 25 or more.* ☐ *Has developed learning assessments for instruction.* ☐ *Has used learning assessments to plan and prepare instruction.* ☐ *Has coaching knowledge.* ☐ *Has 1 year or more of coaching experience.* ☐ *Has organizational skills.* ☐ ____________ ☐ ____________	7		
Tell us about a successful or difficult training you conducted. What made it successful or difficult?	☐ *Is reflective.* ☐ *Presents strategies for managing conflict.* ☐ *Problem-solves.* ☐ *Present persistence and resilience.* ☐ ____________ ☐ ____________	4		
Do you possess research skills/experience? Please explain.	☐ *Knowledge of using the internet to find information.* ☐ *Experience with research development and design.* ☐ *Experience with conducting research.* ☐ ____________ ☐ ____________	3		
How are you with computers?	*Knowledge of computers* ☐ *PC* ☐ *Mac* ☐ ____________ ☐ ____________	8		

Prompt(s)/Applicant Response(s)	***Indicators*** *Applicant presents evidence of:*	Point(s) Possible	Point(s) Scored	Notes/Highlights/Red Flags
How are you with computers? (continued)	*Knowledge of the following software:* ☐ *Microsoft Word* ☐ *PowerPoint* ☐ *Excel* ☐ *Access* ☐ *Internet* ☐ *SharePoint* ☐ ____________________ ☐ ____________________			
Are you bilingual?	☐ *English-Spanish Written* ☐ *English-Spanish Verbal* ☐ ____________________ ☐ ____________________	2		
What populations have you worked with or served in general? In a training capacity?	☐ *Has worked with diverse communities and populations.* ☐ *Has worked with diverse communities and populations in an instructional/teaching capacity.* ☐ ____________________ ☐ ____________________	2		
What is your knowledge of/experience in working in/serving the LGBTQ community?	☐ *Has knowledge of LGBTQ issues.* *Present competency in the following areas:* ☐ *Language use* ☐ *Issues accuracy* ☐ *Has worked with the LGBTQ community.* ☐ *Has done work around LGBTQ issues.* ☐ *Has trained content relevant to LGBTQ communities and/or individuals.* ☐ ____________________ ☐ ____________________	6		
What is your knowledge of/experience in working/serving with LGBTQ children and youth in foster care?	☐ *Has worked with LGBTQ youth.* ☐ *Has worked with LGBTG youth in a child welfare capacity.* ☐ *Has worked with LGBTQ youth in foster care.* ☐ *Has trained content relevant to LGBTQ youth in foster care.* ☐ ____________________ ☐ ____________________	4		
What is your experience working in high-stakes and/or politically charged environments with diverse stakeholders, agendas, and/or competing deadlines?	☐ *Can manage multiple and competing deadlines.* ☐ *Can manage conflict.* ☐ *Can manage difficult people.* ☐ *Has experience in high-stakes, political environments.* ☐ ____________________ ☐ ____________________	4		
What is your experience working in or with public and/or social service organizations?	☐ *Has experience work with public and/or social service organizations.* ☐ ____________________ ☐ ____________________	1		
What specific content or SW skills do you feel are needed in an individual working with or for LGBTQ communities?	☐ *Has knowledge of social work practice.* ☐ *Has knowledge of improving practice.* ☐ *Has ideas for improving practice.* ☐ ____________________ ☐ ____________________	3		
What assets does the candidate bring to the position?	☐ ____________________ ☐ ____________________ ☐ ____________________ ☐ ____________________			

Prompt(s)/Applicant Response(s)	***Indicators*** *Applicant presents evidence of:*	**Point(s) Possible**	Point(s) Scored	**Notes/Highlights/Red Flags**
Explain any additional professional history relevant to this position. **<u>or</u>** How might colleagues, peers, and/or community members describe your training capacity?				

Interviewer Observation(s): Does/did the candidate present the following:

Prompt(s)/Applicant Response(s)	***Indicators*** *Applicant presents evidence of:*	**Point(s) Possible**	Point(s) Scored	**Notes/Highlights/Red Flags**
Strong verbal communication skills	☐ *Answers questions clearly (Verbal)* ☐ *Is concise (Verbal)* ☐ *Asks for clarity (Verbal)*	**3**		
Reflects ORB Team Core Values	☐ *Acceptance* ☐ *Self-Care* ☐ *Transparency* ☐ *Vulnerability* ☐ *Professionalism* ☐ *Unity* ☐ *Continuous Learning* ☐ *Collaboration* ☐ *Conflict-welcoming* ☐ *Person-centered* ☐ *Goal-oriented* ☐ *Results-driven*	**12**		

In Person Score(s) **65** _____

Interview Notes(s):

a. Are there areas where the candidate may need support in fulfilling the responsibilities of this position? What are they?
____
____
____

b. Any additional insight into the candidate's training capacity for this position?
____
____
____

Interviewer Recommendation:

Would you recommend the candidate to continue in screening/selection process?

<u>Please select one</u>:

- ☐ *Yes*
- ☐ *Yes, with reservations.*
- ☐ *No.*

Briefly explain. ____
____

Appendix D.4: RISE Reference Check Screening Sheet

RISE Reference Check for Training and Coaching Instructor

Reference Check for : ____
Conducted by: ____
Date/Time: ____
Reference Name: ____
Reference Relationship to Candidate: ____

1) **What do you feel are ____________________ strengths?**

____

____

2) **What do you think ___________________ can bring to a project like RISE in the capacity of a trainer and coach to DCFS offices and agencies who work with children and youth in foster care?**

____

____

3) **What do you feel are ___________________ areas of improvement?**

____

____

4) **How would you describe ___________________ ability to work in a team?**

____

____

5) **How would you describe _________________ ability to deal with challenging individuals and/or stressful situations?**

____

____

6) **Would you hire __________________ to work for your organization? Why or why not?**

____

____

7) **Are there any other comments you would like to make or information you think is important for me to have?**

____

____

Appendix E.1: ORB Fidelity Assesment: Foundation Tool

ORB Fidelity Measure
Foundation Training Session

Background Information

Observer:

____

Date and Time of Observation:

____

Name of Trainer:

____

Organization being trained:

____

Date training was presented:

____

Section One: Context Background and Activities

This section provides a brief overview of the session being observed.

I. Session Context

In a few sentences, describe the session you observed. Include: (a) whether the participants were receptive and open to the session material, and (b) notes on the general environment/climate of where the session took place.

____

____

____

____

II. Session Content

A. Indicate if the trainer <u>defines</u> and <u>presents examples</u> related to the following terms and information in this session. (Check to indicate if defined and then circle how completely it was explained.)

	Not at All	Somewhat	Completely
	1	2	3
☐ What is RISE	1	2	3
☐ Sexual Orientation	1	2	3
☐ Homophobia/Anti-Gay Bias	1	2	3
☐ Heterosexual Privilege/Heterosexism	1	2	3
☐ Gender Identity	1	2	3
☐ Gender Expression	1	2	3
☐ Anti-transgender Bias	1	2	3
☐ LGBTQ-Barriers to Permanency	1	2	3
☐ Coming Out	1	2	3
☐ Acceptance and Rejection	1	2	3
☐ Affirming Environments	1	2	3
☐ Legal framework & best practices for Professionals	1	2	3
☐ Managing Disclosures	1	2	3

B. Indicate if the trainer performed the following:
(Check to indicate it occurred and circle how completely.)

☐ Provided opportunities for participants to discuss new concepts and terminology related to LGBTQ topics such as: sexual orientation, gender identity, and/or gender expression	1	2	3	
☐ Redirected distractions or off-topic discussions to move discussion (or activity) toward intended outcomes	1	2	3	☐ N/A
☐ Responded to comments and actions of others by naming stereotypical views or beliefs associated with anti-gay bias, heterosexism, and anti-transgender bias	1	2	3	☐ N/A
☐ Led major activities during the session and facilitated a conversation after each activity	1	2	3	
☐ Presented at least two (2) youth narratives and facilitated a conversation after each of them	1	2	3	
☐ Connections were made between increasing permanency options for youth and training content	1	2	3	

☐ Other activities: (Please specify) ______________________________

Comments: Please provide any additional information you consider necessary to capture the activities or context of this training session. Include comments on any features of the session that were salient but not captured elsewhere in the evaluation.

Section Two: Ratings

In Section One of this form, you documented what occurred in the session. In this section, you are asked to use that information- as well as any other pertinent observations you may have- to rate each of a number of key indicators from 1 (not at all) to 3 (completely) in three different categories by circling the appropriate response.

- Use 2 to suggest a neutral or "somewhat" response.
- Use DK (Don't know) when there is not enough evidence for you to make a judgment.

Note that you may list any additional indicators you consider important in capturing the essence of this session and rate these as well.

USING YOUR OBSERVATIONS AND OPINIONS

I. Implementation

A. Ratings of Key Indicators	Not at all	Some what	Completely	Don't know
1. The trainer's pace of the session was appropriate	1	2	3	DK
2. Adequate time and structure were provided for participants to share experiences and insights	1	2	3	DK
3. The trainer's management style and accompanying strategies enhanced the quality of the session	1	2	3	DK
4. The trainer encouraged participants to share in an inclusive and non-judgmental space during the training	1	2	3	DK
5. The trainer effectively modeled strategies of LGBTQ competency (using neutral language when addressing the group, providing preferred gender pronoun, etc.)	1	2	3	DK

B. Synthesis Rating

1	2	3
Delivery of training content <u>interferes with engagement</u> of participants as members of a learning community	Delivery of training content both <u>interferes with AND facilitates</u> engagement of participants as members of a <u>learning</u> community.	Delivery of training content <u>facilitates engagement</u> of participants as members of a learning community

C. Supporting Evidence for Rating

___

___

II. Training Content

A. Ratings of Key Indicators

	Not at all	Some what	Completely	Don't know
1. Trainer displayed an understanding of LGBTQ concepts (e.g., in his/her dialogue with participants)	1	2	3	DK
2. Appropriate connections were made to participant's work practices and real world contexts	1	2	3	DK
3. The trainer presented examples of concepts related to heterosexism, anti-transgender bias, gender identity, expression, anti-gay bias and sexual orientation throughout the session	1	2	3	DK
4. The trainer discussed core areas of knowledge about experiences of LGBTQ youth, risks associated with the "coming out" process, & benefits related to the significance of affirming spaces for LGBTQ youth	1	2	3	DK

B. Synthesis Rating

1	2	3
Delivery of training content <u>interferes with engagement</u> of participants as members of a learning community	Delivery of training content both <u>interferes</u> with AND facilitates engagement of participants as members of a learning community.	Delivery of training content <u>facilitates engagement</u> of participants as members of a learning community

C. Supporting Evidence for Synthesis Rating

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III. Culture/Equity

	Not at all	Some what	Completely	Don't know
1. Active involvement, risk taking and questions from all the participants was encouraged and valued by the trainer	1	2	3	DK
2. Interactions reflected collaborative working and respectful relationships between the trainer and participants	1	2	3	DK
3. The trainer's language and behavior clearly demonstrated sensitivity to participants' own cultures	1	2	3	DK
4. Opportunities were taken to recognize and challenge stereotypes and biases that arose during the training session	1	2	3	DK

B. Synthesis Rating

1	2	3
Delivery of training content interferes with engagement of participants as members of a learning community	Delivery of training content both interferes with AND facilitates engagement of participants as members of a learning community	Delivery of training content facilitates engagement of participants as members of a learning community

C. Supporting Evidence for Synthesis Rating

IV. Overall Ratings of the Session

While the impact of a single training session may well be limited in scope, it is important to judge whether it is helping move participants in the desired direction. For ratings in the section below, consider all available information (i.e., your previous ratings of design, implementation, content, and culture/equity; and your knowledge of the overall training session program) as you assess the likely impact of this session. Feel free to elaborate on ratings with comments in the space provided.

	Not at all	Some what	Completely	Don't know
1. Overall, the trainer covered the core content areas of the RISE "Foundation" curriculum.	1	2	3	DK
2. Overall, the trainer modeled the practice of LGBTQ competency when delivering the RISE "Foundation" curriculum.	1	2	3	DK
3. Overall, the trainer created opportunities for learning using interactive teaching techniques when delivering the RISE "Foundation" curriculum. (i.e. using real-life examples, integrating participants' experiences, facilitating on-site practice, etc.)	1	2	3	DK

Comments:

____

____

____

____

Appendix E.2: ORB Fidelity Assessment: Social Work Tool

ORB Fidelity Measure Social Work Training Session

Background Information

Observer: ____________________

Date and Time of Observation: ____________________

Name of Trainer: ____________________

Organization being trained: ____________________

Date training was presented: ____________________

Section One: Context Background and Activities

This section provides a brief overview of the session being observed.

I. Session Context

In a few sentences, describe the session you observed. Include: (a) whether the participants were receptive and open to the session material, and (b) notes on the general environment/climate of where the session took place.

____

____

____

____

I. Session Content

A. Indicate if the trainer defines and presents examples related to the following terms and information in this session. (Check to indicate if defined and then circle how completely it was explained.)

	Not at All	Somewhat	Completely
☐ Recap of RISE	1	2	3
☐ Key Principles of Active Listening	1	2	3
☐ Self-Awareness	1	2	3
☐ OARS	1	2	3
☐ Language in Practice	1	2	3
☐ Acceptance & Rejection in Practice	1	2	3
☐ The Coming Out Process	1	2	3
☐ Affirming Environment	1	2	3
☐ Affirming Behavior & Support	1	2	3
☐ Disclosures	1	2	3
☐ Legal Framework & Professional Standards	1	2	3
☐ Talking about Sex & Sexuality	1	2	3

B. Indicate if the trainer performed the following:
(Check to indicate it occurred)

☐	Assessed participants' knowledge of LGBTQ issues from the foundation's training	1	2	3	
☐	Redirected distractions or off-topic discussions to move discussion (or activity) toward intended outcomes	1	2	3	N/A
☐	Responded to comments and actions of others by naming stereotypical views or beliefs associated with homophobia, heterosexism, and anti-transgender bias	1	2	3	N/A
☐	Connections were made between permanency options for youth and training content	1	2	3	
☐	Led major activities during the session and facilitated a conversation after each of them.	1	2	3	
☐	Other activities: (Please specify:)				

____

C. Comments: Please provide any additional information you consider necessary to capture the activities or context of this training session. Include comments on any feature of the session that were salient but not captured elsewhere in the evaluation.

____
____
____

Section Two: Ratings

In Section One of this form, you documented what occurred in the session. In this section, you are asked to use that information as well as any other pertinent observations you may have to rate each of a number of key indicators from 1 (not at all) to 3 (completely) in three different categories by circling the appropriate response.

- Use 2 to suggest a neutral or "somewhat" response.
- Use DK (Don't know) when there is not enough evidence for you to make a judgment.

Note that you may list any additional indicators you consider important in capturing the essence of this session and rate these as well.

USING YOUR OBSERVATIONS AND OPINIONS

I. Implementation

	Not at all	Somewhat	Completely	Don't know
A. Ratings of Key Indicators				
1. The trainer's pace of the session was appropriate	1	2	3	DK
2. Adequate time and structure were provided for participants to share experiences and insights	1	2	3	DK
3. The trainer's management style and accompanying strategies enhanced the quality of the session	1	2	3	DK
4. The trainer encouraged participants to share in an inclusive and non-judgmental space during the training	1	2	3	DK
5. The trainer effectively modeled strategies of LGBTQ competency (using neutral language when addressing the group, providing preferred gender pronoun, etc.)	1	2	3	DK

B. Synthesis Rating

1	2	3
Delivery of training content <u>interferes with engagement</u> of participants as members of a learning community	Delivery of training content both <u>interferes with AND facilitates</u> engagement of participants as members of a learning community	Delivery of training content <u>facilitates engagement</u> of participants as members of a learning community

C. Supporting Evidence for Rating

II. Training Content

A. Ratings of Key Indicators

	Not at all	Some what	Completely	Don't know
1. Trainer displayed an understanding of LGBTQ concepts (e.g., in his/her dialogue with participants)	1	2	3	DK
2. Appropriate connections were made to participant's work practices and to real world contexts	1	2	3	DK
3. The trainer was comfortable answering questions related to the coming out process, affirming space and support to LGBTQ youth	1	2	3	DK
4. The trainer presented examples of concepts related to safety, coming out and risks associated with being a LGBTQ youth	1	2	3	DK

B. Synthesis Rating

1	2	3
Delivery of training content interferes with engagement of participants as members of a learning community	Delivery of training content both interferes with AND facilitates engagement of participants as members of a learning community	Delivery of training content facilitates engagement of participants as members of a learning community

C. Supporting Evidence for Synthesis Rating

III. Culture/Equity

A. Ratings of Key Indicators

	Not at all	Somewhat	Completely	Don't know
1. Active involvement, risk taking from all the participants was encouraged and valued by the trainer	1	2	3	DK
2. Interactions reflected collaborative working and respectful relationships between the trainer and participants	1	2	3	DK
3. The trainer's language and behavior clearly demonstrated sensitivity to variations in participants	1	2	3	DK
4. Opportunities were taken to recognize and challenge stereotypes and biases that arose during the training session	1	2	3	DK

B. Synthesis Rating

1	2	3
Delivery of training content interferes with engagement of participants as members of a learning community	Delivery of training content both interferes with AND facilitates engagement of participants as members of a learning community	Delivery of training content facilitates engagement of participants as members of a learning community

C. Supporting Evidence for Synthesis Rating

C. Overall Ratings of the Session

While the impact of a single training session may well be limited in scope, it is important to judge whether it is helping move participants in the desired direction. For ratings in the section below, consider all available information (i.e., your previous ratings of design, implementation, content, and culture/equity; and your knowledge of the overall training session program) as you assess the likely impact of this session. Feel free to elaborate on ratings with comments in the space provided.

	Not at all	Somewhat	Completely	Don't know
4. Overall, the trainer covered the core content areas of the RISE "Social Worker" curriculum.	1	2	3	DK
5. Overall, the trainer modeled the practice of LGBTQ competency when delivering the RISE "Social Worker" curriculum.	1	2	3	DK
6. Overall, the trainer created opportunities for learning using interactive teaching techniques when delivering the RISE "Social Worker" curriculum. (i.e. using real-life examples, integrating participants' experiences, facilitating on-site practice, etc.)	1	2	3	DK

Comments:

____

____

____

____

Appendix E.3: ORB Fidelity Measure Rater Guide

ORB Fidelity Measure
Foundations & Social Work Training Sessions
Rater Guide

Background Information

The observer will complete all areas of the background information section which includes
a.) the specific observer related information regarding who and when the observation occurred and
b.) the specific training information regarding who, when, where the training occurred.

Section One: Context Background and Activities

Session Context

The observer will complete this section relating to the context in which the observed training occurred. The observer should include areas of context description, which includes information related to individual, group, and environmental factors that may influence the comfort levels of trainees.

(a) Receptive & Open = Participants asked questions, shared thoughts with the group, engaged in review of materials and hand-outs, participant distractibility observed, etc.

(b) Environment & Climate = group size, room size, seating arrangements, sound/acoustics, physical arrangement, temperature, lighting, placement of trainer & PowerPoint projection, etc.

Session Content

The observer will complete this section regarding the observed training's specific content. There are differing definitions and performances for both the Foundations and Social Work trainings. The observer will rate the content based of three measurements indicating the expected, developmental, or unacceptable presentation of definitions and accompanying performances that occurred.

A. Observer will mark checkbox to indicate whether content was performed during session observed. If marked/performed, then circle rating of how completely performed. For each marked checkbox, the observer should do the following:

Circle 1 (Not at All) to suggest that the trainer did not define nor present examples related to the term and information in the session (i.e. unacceptable).

Circle 2 (Somewhat) to suggest that (a) The trainer defined but did not present examples related to the term and information in this session, or (b) The trainer did not define the term and information in this session but presented examples related to the term and information (i.e. developmental).

Circle 3 (Completely) to suggest that the trainer both defined and presented examples related to the term and information in the session (i.e. expected).

B. Observer will mark checkbox to indicate whether content was performed during session observed. If marked/performed, then circle rating of how completely performed.

If the observer marked a particular checkbox, the observer should do the following & refer to the below operationalized definitions of key performances:

Circle 1 (Not at All) to suggest that the trainer did not perform any element(s) of the activity (i.e. unacceptable).

Circle 2 (Somewhat) to suggest that the trainer performed some element(s) of the activity (i.e. developmental).

Circle 3 (Completely) to suggest that the trainer performed all element(s) of the activity to the fullest extent (i.e. expected).

Circle DK (Don't Know) when there is not enough evidence for you to make a judgment. Circle N/A when there was no evidence to make a judgement.

- The term **Assessed** is operationalized through the rating of how the trainer inquired, evaluated, and engaged participants in the performance rated.
- The term **Redirected** is operationalized through the rating of how the trainer refocused and helped participants stay on topic in the performance rated.
- The term **Responded** is operationalized through the rating of how the trainer listened to, acknowledged, and addressed the participants in the performance rated.
- The term **Encouraged** is operationalized through the rating of how the trainer promoted, praised, and fostered the participants in the performance rated.
- The term **Provided** is operationalized through the rating of how the trainer created and offered time and space for participants in the performance rated.
- The term **Connections** is operationalized through the rating of how the trainer made tie-in's and correlations for participants in the performance rated.

C. The observer will complete this section regarding the observed training's specific content with information that was significant but not captured elsewhere in the evaluation.

Section Two: Ratings

Implementation

The observer will complete this section regarding the observed implementation of the training's content. There might be differing definitions and performances for both the Foundations and Social Work trainings. The observer will rate the implementation of the session content based on the seven categories below.

A. Ratings of Key Indicators

Circle 1 (Not at All) to suggest that the trainer did not define nor present examples related to the term and information in the session (i.e. unacceptable).

Circle 2 (Somewhat) to suggest that (a) The trainer defined but did not present examples related to the term and information in this session, or (b) The trainer did not define the term and information in this session but presented examples related to the term and information (i.e. developmental).

Circle 3 (Completely) to suggest that the trainer both defined and presented examples related to the term and information in the session (i.e. expected).

Circle DK (Don't Know) when there is not enough evidence for you to make a judgment.

B. Synthesis Rating

The observer will provide a synthesis rating for the above rated Implementation content indicators. The synthesis rating will be based on whether the trainer implemented the training based on the level of interference or engagement with trainees. Interference and engagement are operationalized as:

Rate as 3 based on the level the trainer facilitates engagement = The trainer's pace throughout the training session is not too slow or quickly moving for participant's level of experience and/or preparedness. The trainer allows for sufficient time and structure to allow participants to share experiences and insights. The trainer's facilitation style and strategies utilized provides a structure for participants to engage in a meaningful way with the training content. The trainer models LGBTQ competencies throughout their interactions with participants such as by providing their preferred gender pronoun, inquiring about participant's gender pronoun preferences, as well as addressing the group through neutral language.

Rate as 2 if trainer both Interferes with and facilitates engagement = Trainer's implementation of the session fluctuates between interfering with and facilitating participant engagement as members of a learning community. This rating will incorporate elements of both interference and engagement.

Rate as 1 if trainer interferes with engagement = The trainer's pace is either too slow or quickly paced for the level of participants level of experience and/or preparedness. The trainer does not create the time and structure participants need in order to share their experiences and insights. The trainer's facilitation style and strategies did not create a structure for participants to engage in meaningful ways with the training content. The trainer does not model LGBTQ competencies in their interactions such as by failing to provide their preferred gender pronoun or fails to address the group through neutral language.

C. Supportive Evidence for Synthesis Rating

The observer will complete this section through a narrative to provide supporting information and expand on the ratings above regarding the implementation of the training's content.

Training Content

The observer will complete this section regarding the observed training's content. There are differing definitions and performances for both the Foundations and Social Work trainings. The observer will rate the trainer's performance and delivery of the training content of the session based on the seven categories below.

A. Ratings of Key Indicators

For ratings 1-3, the observer will do the following:

Circle 1 (Not at All) to suggest that the trainer did not define nor present examples related to the term and information in the session (i.e. unacceptable).

Circle 2 (Somewhat) to suggest that (a) The trainer defined but did not present examples related to the term and information in this session, or (b) The trainer did not define the term and information in this session but presented examples related to the term and information (i.e. developmental).

Circle 3 (Completely) to suggest that the trainer both defined and presented examples related to the term and information in the session (i.e. expected).

Circle DK (Don't Know) when there is not enough evidence for you to make a judgment.

B. Synthesis Rating

The observer will provide a synthesis rating for the above rated Training content indicators. The synthesis rating will be based on whether the trainer delivered the training based on the level of interference or engagement with trainees. Interference and engagement are operationalized as:

Rate as 3 based on the level the trainer facilitates engagement = The trainer's delivery of the training content displays and creates appropriate understanding and connections to LGBTQ concepts and their real world applications. The trainer's delivery of concepts and core areas of LGBTQ competencies creates a space for trainees to build upon their knowledge and experiences.

Rate as 2 if trainer both Interferes with and facilitates engagement = Trainer's delivery of the session fluctuates between interfering with and facilitating participant engagement as members of a learning community. This rating will incorporate elements of both interference and engagement.

Rate as 1 if the trainer interferes with engagement = The trainer's delivery of the training content does not display or create understanding and connections between LGBTQ concepts and their real world applications. The trainer's delivery of concepts and core areas of LGBTQ competencies does not create a space for trainees to build upon their knowledge and experiences.

C. Supporting Evidence for Synthesis Rating

The observer will complete this section through a narrative to provide supporting information and expand on the ratings above regarding the delivery of the training's content.

Culture/Equity

The observer will complete this section regarding the observed training's culture and equity. There are differing definitions and performances for both the Foundations and Social Work trainings. The observer will rate the culture and environment of the session content created by the trainer based on the seven categories below.

A. Ratings of Key Indicators

For ratings 1- 3, the observer will do the following:

Circle 1 (Not at All) to suggest that the trainer did not define nor present examples related to the term and information in the session (i.e. unacceptable).

Circle 2 (Somewhat) to suggest that (a) The trainer defined but did not present examples related to the term and information in this session, or (b) The trainer did not define the term and information in this session but presented examples related to the term and information (i.e. developmental).

Circle 3 (Completely) to suggest that the trainer both defined and presented examples related to the term and information in the session (i.e. expected).

Circle DK (Don't Know) when there is not enough evidence for you to make a judgment.

B. Synthesis Rating

The observer will provide a synthesis rating for the above rated culture/equity indicators of the session created. The synthesis rating will be based on whether the environment created by the trainer interferes with or facilitated the engagement of trainees as members of a learning community. Interference and engagement are operationalized as:

Rate as 3 based on the level the trainer *facilitates engagement* = The trainer encourages and values the active, collaborative involvement of all participants and creates an environment of respect for variations in participant contributions. The trainer's language and behaviors creates an environment of sensitivity for participant's to contribute openly and honestly. The trainer provides an environment to honor all participant levels of education or variation in culture.

Rate as 2 if trainer *both Interferes with and facilitates engagement* = Trainer's creation of the training environment throughout the session fluctuates between interfering with and facilitating participant engagement. This rating will incorporate elements of both interference and engagement.

Rate as 1 if the trainer *interferes with engagement* = The trainer does not encourage or value the active collaboration of all participants and does not create an environment where all contributions are affirmed. The trainer does not use language and behaviors that cultivates a sensitive community learning culture. The trainer does not recognize or disregards the variation in participant levels of education and cultural backgrounds.

C. Supporting Evidence for Synthesis Rating

The observer will complete this section through a narrative to provide supporting information and expand on the ratings above regarding the training culture/equity environment created during the session.

Overall Ratings of the Session

For ratings 1-3, the observer will provide an OVERALL rating through the following:

Circle 1 (Not at All) to suggest that the trainer did not define nor present examples related to the term and information in the session (i.e. unacceptable).

Circle 2 (Somewhat) to suggest that (a) The trainer defined but did not present examples related to the term and information in this session, or (b) The trainer did not define the term and information in this session but presented examples related to the term and information (i.e. developmental).

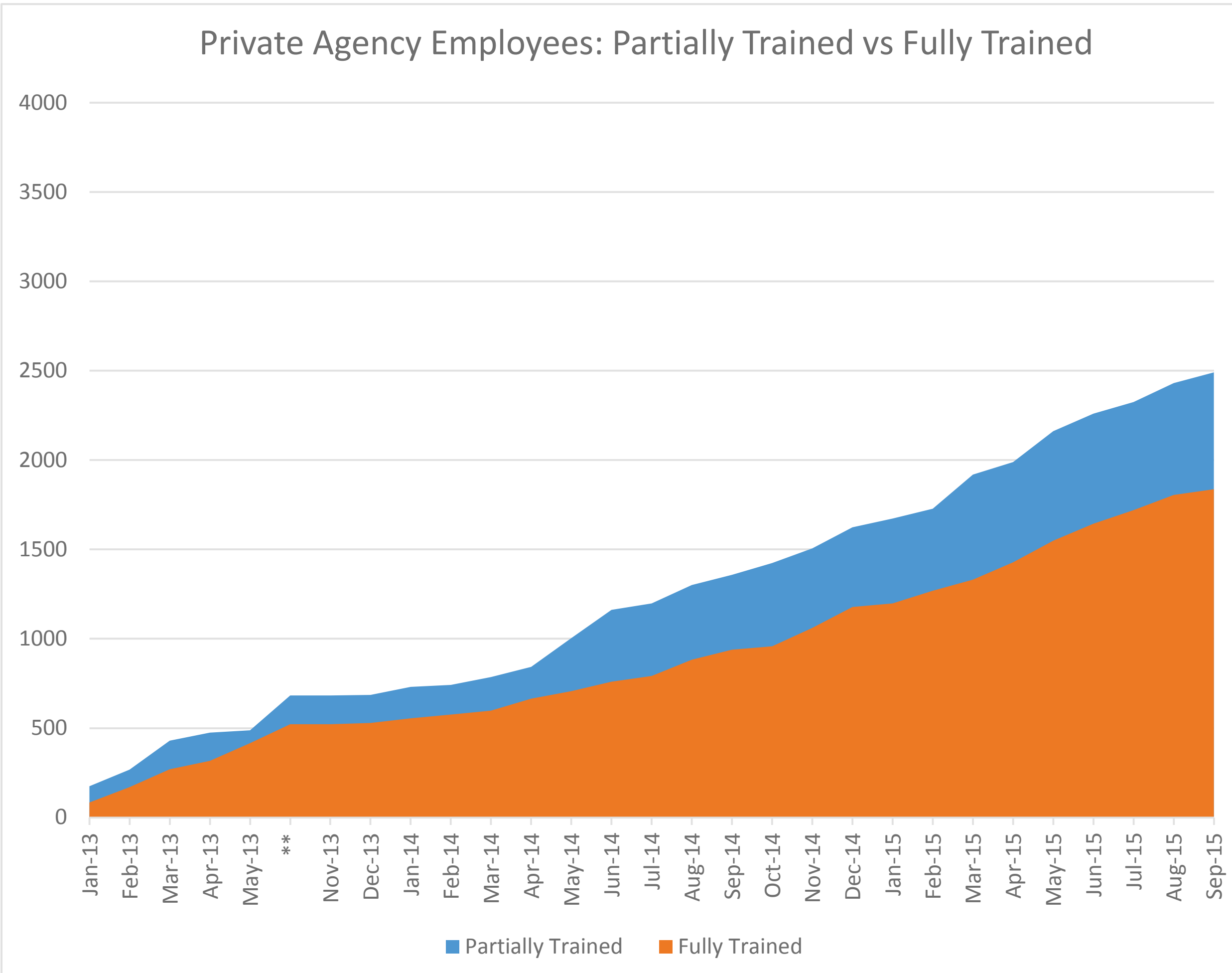
Circle 3 (Completely) to suggest that the trainer both defined and presented examples related to the term and information in the session (i.e. expected).

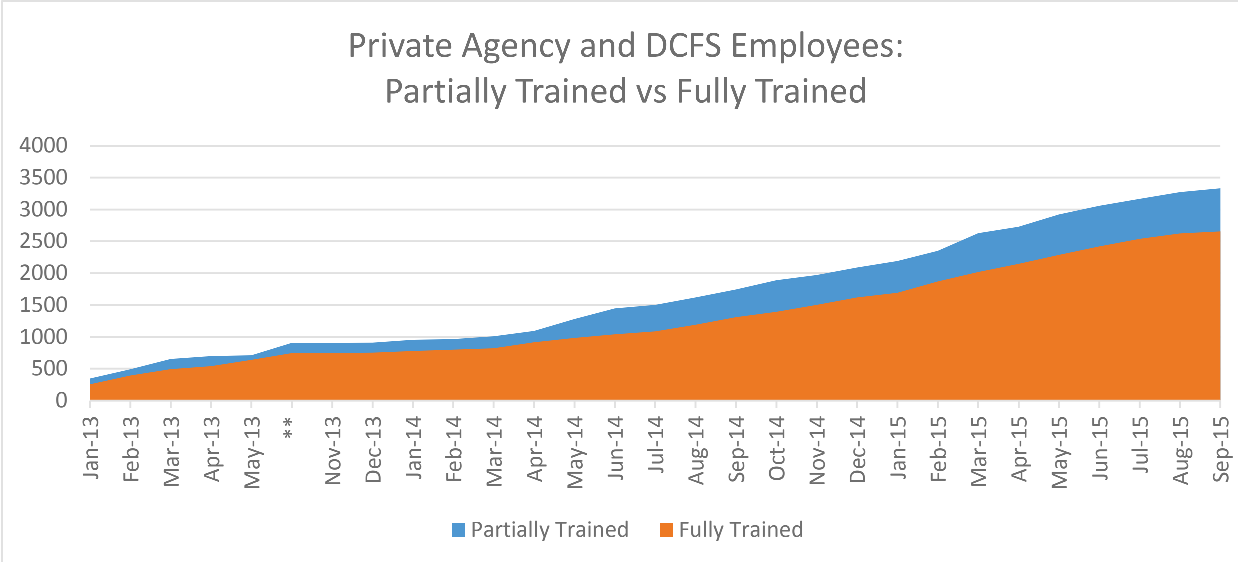
The observer will also want to provide a narrative summary to justify the above overall ratings of the session observed. The observer will want to provide a summary that elaborates on specific curriculum content, ways the trainer engaged and create opportunities for participants, and trainer modeling of LGBTQ competency through the session.

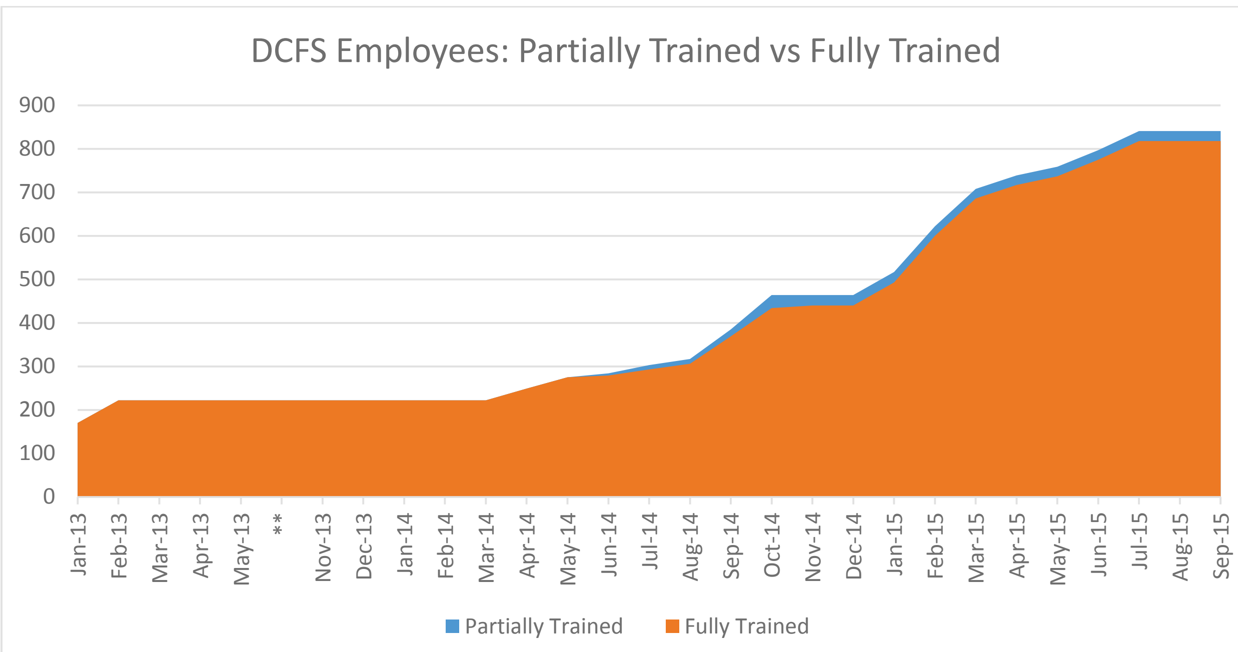
Appendix F: Training and Coaching Data Tables

OUTREACH AND RELATIONSHIP BUILDING (ORB) OUTPUT DATA

Total Trained and ORB'd through September 2015
ORB'd means that participants went through both training modules ("Foundation" and "Social Work")







**Usability testing, which occurred from June 2013 to October 2013

Adapted Training Participants Count by Event

ORB was called upon to do a variety of adapted trainings and presentations at other stakeholder agencies and events over the course of the project, and these events and participants were tracked. This allowed ORB to assess where training needs were that were not already being met by the original 6-hour staff training.

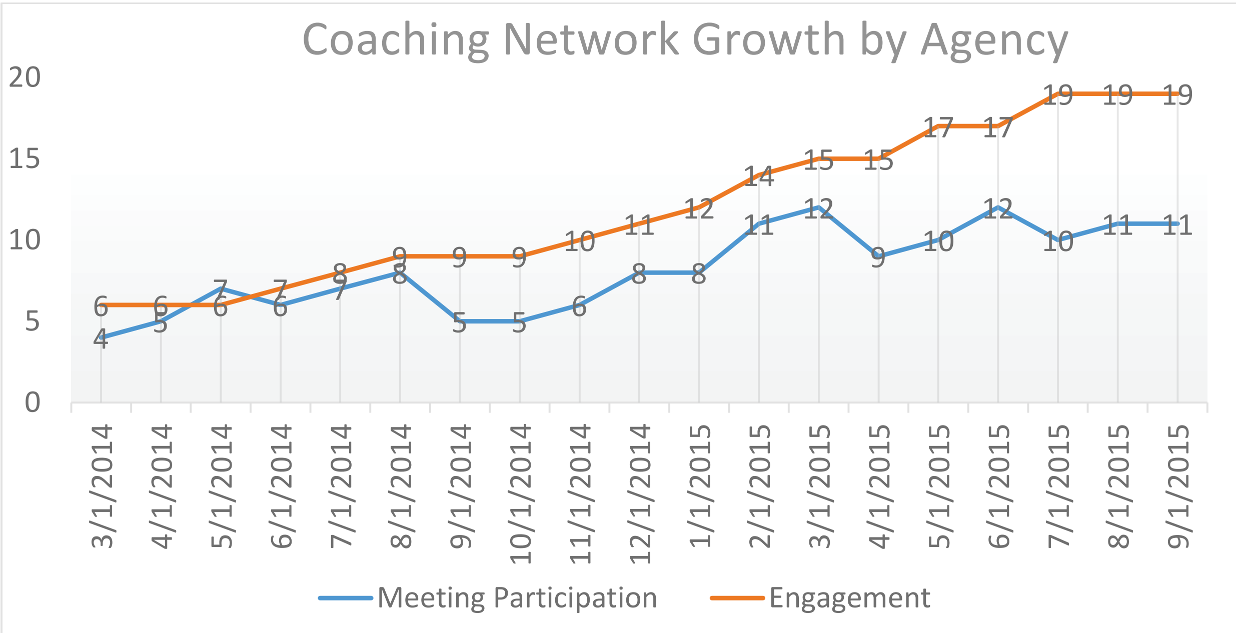
Training Type
Training for Foster Parent and Kinship Trainers
Training for Adoption Promotion and Support Services
Training for L.A. County Probation Department Central Juvenile Hall
Training for Social Work Candidates at Schools of Social Work
Training for Children's Law Center
Training for Homeless Shelters that Serve Commercial Sexual Exploitation of Children (CSEC) and LGBTQ+ Foster Youth
Training for Administrators and Policymakers at the California Department of Social Services
Training for Human Resources and Executive Staff

Coaching Network Data
The chart below shows some of the topics that were covered in ORB's monthly Coaching Network. The topics were chosen based on what trainers encountered in the training spaces and on what coaches requested more training.

Activity Type	Topic
Booster & Learning Lab	Coming-Out Process
Booster/Learning Lab	How to Create an Affirming Environment
Learning Lab	Supporting SOGIE Development
Booster/ Learning Lab	Myth Busting: Sexual Abuse Does Not Cause Sexual Orientation
Booster	Addressing Bullying in Out of Home Care
Booster/ Learning Lab	Supporting Our Transgender and Gender-Variant Youth
Booster/Learning Lab	Title 22/Transgender Youth and Room Arrangements
Booster/Learning Lab	Navigating Conversations Around Sexual Health and Healthy Relationships
Booster/ Learning Lab	Implementing Coaching Knowledge
Booster/ Learning Lab	Answering Hard Questions and Self-Care
Booster/ Learning Lab	Legal Implications for Practice
Booster/Learning Lab	Managing Information About SOGIE
Booster/Learning Lab	Bias in Care
Learning Lab	Busting Stereotypes
Learning Lab	Supervision vs. Coaching
Booster/Learning Lab	Working With Parents and Staff Around Religious Conflict
Booster	Supporting Transgender Youth During Transitions
Booster/Learning Lab	Supporting Youth Outside the Binary

**Booster* means a short training or refresher training that would help the coaches' work through field=-based scenarios
**Learning Lab* means that the coaches practiced field-based scenarios on specific topics.

The chart below depicts the Coaching Network growth over a 19-month period. Meeting participation indicates agencies that physically sent representatives to the monthly meetings, and engagement means that agencies were engaged with RISE throughout the month and would seek consultation and materials for their agencies work regarding LGBTQ+ children and youth in care.



Appendix G: Practice Profiles for the RISE Training

The two-part training series developed by the RISE Project consists of a module designed to increase practitioner knowledge ("Foundation") and a module designed to reinforce knowledge acquisition and to practice application for child welfare staff to be more welcoming and LGBTQ-competent when serving children and youth ("Social Work"). The "Foundation" and "Social Work" curricula explicitly address and link practitioner knowledge and skills to reducing barriers to permanency for LGBTQ+ and gender-variant children and youth in caregiving settings.

FOUNDATION CURRICULUM	Adherence/ Competency	Expected	Developmental	Unacceptable
I. SESSION CONTENT (Background) A. The trainer defines and presents examples related to the following terms and information in this session: 1. What is Rise? 2. Sexual Orientation 3. Gender Identity 4. Gender Expression 5. Homophobia/Anti-Gay Bias 6. Anti-Transgender Bias 7. Heterosexual Privilege/Heterosexism 8. LGBTQ+ Barriers to Permanency 9. Coming Out 10. Acceptance and Rejection 11. Affirming Environments 12. Legal Framework & Best Practices for Professionals 13. Managing Disclosures	A	The trainer both defines and presents examples related to each of the terms and information in the session by clearly addressing each topic in a clear and concise manner and following the curriculum as it is designed. The trainer presents concrete examples for each of the topics listed by using real-world examples that have taken place in the context of the child welfare system and by addressing how each topic affects LGBTQ+ youth permanency options.	The trainer defines but does not present examples related to the terms and information in the session The trainer does not define terms and information but provides examples. The trainer uses personal examples related to their own or their friends' experiences related to being LGBTQ+.	The trainer does not define any terms and topics related to the session. The trainer does not present any examples related to the terms and information in the session. The trainer does not follow the curriculum as it is designed.

FOUNDATION CURRICULUM	Adherence/ Competency	Expected	Developmental	Unacceptable
I. SESSION CONTENT (Activities) B. The trainer performs the following: 1. Provides opportunities for participants to discuss new concepts and terminology related to LGBTQ+ topics, such as sexual orientation, gender identity, and/or gender expression 2. Redirects distractions or off-topic discussions to move discussion toward intended outcomes 3. Leads major activities during sessions and facilitates a conversation after each activity using interactive techniques 4. Presents at least two (2) youth narratives and facilitates a conversation about them 5. Makes connections between increasing permanency options for youth and training content	B1. C B2. C B3. A&C B4. A&C B5. A	The trainer performs all element(s) of the activity to the fullest extent by doing the following: The trainer inquires, evaluates, and engages participants in conversations related to each topic being presented. The trainer refocuses and helps participants stay on topic. The trainer listens to, acknowledges, and addresses participants' questions. The trainer also encourages the participants by praising and fostering participant inquiries while keeping on topic, not allowing long-winded questions, and addressing bias statements. The trainer has to create and offer space for participants. Tie-ins and correlation to the participants' work and job duties are presented through narratives and conversations.	The trainer performed some element(s) of the activity: The trainer leads activities in a non-organized manner and is not able to focus the room when needed. The trainer loses focus of the topic being discussed and allows for long-winded story telling.	The trainer is not able to maintain control of the room, redirect off-topic discussions, or address biases in a respectful manner. The trainer takes comments and statements personally and is not able to respond to comments in a professional manner. The trainer does not lead any major activities during the session.
II. KEY INDICATORS A. Implementation: 1. Trainer's pace is appropriate. 2. Trainer provides adequate time and structure for participants to share experiences and insight. 3. Trainer's management style and accompanying strategies enhance the quality of the session. 4. Trainer encourages participants to share in an inclusive and non-judgmental space. 5. The trainer effectively models strategies of LGBTQ+ competency using neutral language when addressing the group, provides affirmed gender pronoun, etc.	A1. C A2.C A3.C A4.C A5.C	The trainer's pace throughout the training session is not too slow or quick moving for participants' level of experience and/or preparedness. The trainer allows for sufficient time and structure to allow participants to share experiences and insights. The trainer's facilitation style and strategies used provide a structure for participants to engage in a meaningful way with the training content. The trainer models LGBTQ+ competencies throughout their interactions with participants, e.g., by providing their affirmed gender pronoun, inquiring about participants' gender pronoun preferences, and addressing the group through neutral language.	Trainer's implementation of the session fluctuates between interfering with and facilitating participant engagement as members of a learning community. Trainer takes participants' comments personally and is not able to promote a safe space for participants to share thoughts.	The trainer's pace is either too slow or quick paced for the level of participants' level of experience and/or preparedness. The trainer does not create the time and structure for participants to share their experiences and insights. The trainer's facilitation style and strategies do not create a structure for participants to engage in meaningful ways with the training content. The trainer does not model LGBTQ+ competencies in their interactions, e.g., by failing to provide their preferred gender pronouns or to address the group through neutral language.

FOUNDATION CURRICULUM	Adherence/ Competency	Expected	Developmental	Unacceptable
II. KEY INDICATORS B. Content: 1. Trainer's trainer displays an understanding of LGBTQ+ concepts, e.g., in dialogue with participants, etc. 2. Appropriate connections are made to participants' work practices and real-world context. 3. The trainer presents examples of concepts related to heterosexism, anti-gay and anti- transgender bias, gender identity and expression, and sexual orientation throughout the session. 4. The trainer discusses core areas of knowledge about experiences of LGBTQ+ youth, risks associated with the coming-out process, & the benefits associated with the significance of affirming spaces for LGBTQ+ youth.	B1. C B2. C B3. C B4. C	The trainer's delivery of the training content displays and creates appropriate understanding and connections to LGBTQ+ concepts and their real-world applications. The trainer's delivery of concepts and core areas of LGBTQ+ competencies creates a space for trainees to build upon their knowledge and experiences. The trainer is able to use concise examples related to biases and to associate them to the work the participants are performing in their day-to-day activities. The trainer is able to respond to questions in a respectful manner while addressing biases. The trainer clearly explains the issues and barriers LGBTQ+ youth experience in the system and how these may prevent them from obtaining permanency.	Trainer's delivery of the session fluctuates between interfering with and facilitating participant engagement as members of a learning community.	The trainer's delivery of the training content does not display or create understanding and connections between LGBTQ+ concepts and their real-world applications. The trainer's delivery of concepts and core areas of LGBTQ+ competencies does not create a space for trainees to build upon their knowledge and experiences.
II. KEY INDICATORS C. Culture/Equity: 1. Active involvement, risk taking, and questions from all the participants are encouraged and valued. 2. Interactions reflect collaborative working and respectful relationships between the trainer and participants. 3. The trainer's language and behaviors clearly demonstrate sensitivity to participants' owns cultures. 4. Opportunities are taken to recognize and challenge stereotypes and biases that arise during sessions.	C1. C C2. C C3. C C4. C	The trainer encourages and values the active, collaborative involvement of all participants and creates an environment of respect for variations in participant contributions. The trainer's language and behaviors create an environment of sensitivity for participants to contribute openly and honestly. The trainer provides an environment to honor all participant levels of education or variation in culture. The trainer takes opportunities to recognize and name biases and to address those in a respectful manner while "debunking" myths.	Trainer's creation of the training environment throughout the session fluctuates between interfering with and facilitating participant engagement. This rating will incorporate elements of both interference and engagement.	The trainer does not encourage or value the active collaboration of all participants and does not create an environment where all contributions are affirmed. The trainer does not use language and behaviors that cultivate a sensitive, community-learning culture. The trainer does not recognize or disregards the variation in participants' levels of education and cultural backgrounds.

SOCIAL WORK	Adherence/ Competency	Expected	Developmental	Unacceptable
I. SESSION CONTENT (Activities) A. The trainer defines and presents examples related to the following terms and information in this session: 1. Recap of RISE 2. Key Principles of Active Listening 3. OARS (A principle of active listening) 4. Self-Awareness 5. Language in Practice 6. Acceptance & Rejection in Practice 7. The Coming-Out Process 8. Affirming Environments 9. Affirming Behaviors & Support 10. Disclosures 11. Legal Framework & Professional Standards	A	The trainer both defines and presents examples related to each of the terms and information in the session by clearly addressing each topic in a clear and concise manner and by following the curriculum as it is designed. The trainer presents concrete examples for each of the topics listed by using real-world examples that have taken place in the context of the child welfare system and by addressing how each topic affects LGBTQ+ youth permanency options.	The trainer defines but does not present examples related to the terms and information in the session The trainer does not define terms and information but provides examples. The trainer uses personal examples related to their own or their friends' experiences related to being LGBTQ.	The trainer does not define any terms and topics related to the session. The trainer does not present any examples related to the terms and information in the session. The trainer does not follow the curriculum as it is designed.
I. SESSION CONTENT (Activities) B. The trainer performs the following: 1. Assesses participants' knowledge of LGBTQ+ issues from the "Foundation" training 2. Redirects distractions or off-topic discussions to move discussion toward intended outcomes 3. Responds to comments and actions of others by naming stereotypical views or beliefs associated with anti-gay & anti-transgender bias and heterosexism 4. Makes connections between permanency options for youth and training content 5. Leads major activities during session and facilitates conversations after each activity	B1. A&C B2. C B3. A&C B4. A&C B5. A	The trainer performs all element(s) of the activity to the fullest extent by doing the following: The trainer inquires, evaluates, and engages participants in conversations related to each topic being presented. The trainer refocuses and helps participants stay on topic. The trainer listens to, acknowledges, and addresses participants' questions. The trainer also encourages the participants by praising and fostering the participants' inquiries while keeping on topic, not allowing long-winded questions, and addressing bias statements. The trainer creates and offers space for participants. Tie-ins and correlation to the participants' work and job duties are presented through narratives and conversations.	The trainer leads activities in a non-organized manner and is not able to focus the room when needed. The trainer loses focus of the topic being discussed and allows for long winded story telling.	The trainer is not able to maintain control of the room, redirect off-topic discussions, or address biases in a respectful manner. The trainer takes comments and statements personally and is not able to respond to comments in a professional manner. The trainer does not lead any major activities during the session. The trainer does not address permanency in any of the examples or topics discussed.

SOCIAL WORK	Adherence/ Competency	Expected	Developmental	Unacceptable
II. KEY INDICATORS A. Implementation: 1. Trainer's pace is appropriate. 2. Trainer provides adequate time & structure for participants to share experience and insight. 3. Trainer's management style and accompanying strategies enhance the quality of the session. 4. Trainer encourages participants to share in an inclusive and non-judgmental space. 5. The trainer effectively models strategies of LGBTQ+ competency using neutral language when addressing the group, provides affirmed gender pronoun, etc.	A1. C A2. C A3. C A4. C A5. C	The trainer's pace throughout the training session is not too slow or quick moving for participants' level of experience and/or preparedness. The trainer allows for sufficient time and structure to allow participants to share experiences and insights. The trainer's facilitation style and strategies used provide a structure for participants to engage in a meaningful way with the training content. The trainer models LGBTQ+ competencies throughout their interactions with participants, e.g., by providing their affirmed gender pronoun, inquiring about participants' gender pronoun preferences, and addressing the group through neutral language.	Trainer's implementation of the session fluctuates between interfering with and facilitating participant engagement as members of a learning community. Trainer takes participants' comments personally and is not able to promote a safe space for participants to share thoughts.	The trainer's pace is either too slow or quick paced for the level of participants' level of experience and/or preparedness. The trainer does not create the time and structure for participants to share their experiences and insights. The trainer's facilitation style and strategies do not create a structure for participants to engage in meaningful ways with the training content. The trainer does not model LGBTQ+ competencies in their interactions such as by failing to provide their preferred gender pronouns or to address the group through neutral language.
II. KEY INDICATORS B. Content: 1. Trainer's Trainer displays an understanding of LGBTQ+ concepts (e.g., in his/her dialogue with Participants etc.) 2. Appropriate connections are made to participants work practices and real world context 3. The trainer was comfortable answering questions related to the coming out process, affirming space and support for LGBTQ+ youth 4. The trainer presents examples of concepts related to safety, coming out and risks associated with being a LGBTQ+ youth	B1. C B2. C B3. C B4. C	The trainer's delivery of the training content displays and creates appropriate understanding and connections to LGBTQ+ concepts and their real world applications. The trainer's delivery of concepts and core areas of LGBTQ+ competencies creates a space for trainees to build upon their knowledge and experiences. The trainer is able to use concise examples related to biases and associate them to the work the audience is performing in their day-to-day activities. The trainer is able to respond to questions in a respectful manner while addressing biases. The trainer clearly explains the issues and barriers LGBTQ+ youth experience in the system and how these may prevent them from obtaining permanency.	Trainer's delivery of the session fluctuates between interfering with and facilitating participant engagement as members of a learning community.	The trainer's delivery of the training content does not display or create understanding and connections between LGBTQ+ concepts and their real-world applications. The trainer's delivery of concepts and core areas of LGBTQ+ competencies does not create a space for trainees to build upon their knowledge and experiences.

SOCIAL WORK	Adherence/ Competency	Expected	Developmental	Unacceptable
II. KEY INDICATORS C. Culture/Equity: 1. Active involvement, risk taking and questions from all the participants is encouraged and valued 2. Interactions reflect collaborative working and respectful relationships between the trainer and audience 3. The trainers language & behaviors clearly demonstrates sensitivity to participants owns' cultures 4. Opportunities are taken to recognize and challenge stereotypes and biases that arise during session	C1. C C2. C C3. C C4. C	The trainer encourages and values the active, collaborative involvement of all participants and creates an environment of respect for variations in participant contributions. The trainer's language and behaviors creates an environment of sensitivity for participants to contribute openly and honestly. The trainer provides an environment to honor all participant levels of education or variation in culture. The trainer takes opportunities to recognize and name biases as well as address those in a respectful manner while "debunking" myths.	Trainer's creation of the training environment throughout the session fluctuates between interfering with and facilitating participant engagement. This rating will incorporate elements of both interference and engagement.	The trainer does not encourage or value the active collaboration of all participants and does not create an environment where all contributions are affirmed. The trainer does not use language and behaviors that cultivate a sensitive, community-learning culture. The trainer does not recognize or disregards the variation in participants' levels of education and cultural backgrounds.

Appendix H.1 New Trainer On-Boarding Sample Agenda

ORB Trainer On-Boarding

I. Overview	❒ Organization Information ❒ What is ORB? ❒ What is our role?	**ORB Team**
II. ORB Community Formation and Team Building	❒ Guiding Principles ❒ Social Justice Approach ❒ Assets, Challenges, Supports Needed, and Agreements	**ORB Team**
III. Deadlines, Duties, and Data	❒ Training/Calendaring ❒ Job Description Review ❒ Coaching ❒ Human Subjects Research Clearance[1] ❒ ORB Fidelity and Updates	**ORB Manager**
IV. Roles, Responsibilities, and Expectations	❒ ORB Hours of Service ❒ Uniformity ❒ Managing Public Opinion ❒ Center Volunteerism ❒ Wanted: ORB Vacancies	**ORB Manager**
V. Human Resources (HR)	❒ Organizational Policies ❒ HR Materials	**Human Resources/ ORB Manager**
VI. Next Steps	❒ Set Team Meeting Schedule ❒ Review Curriculum ❒ Secure Training Locations ❒ Discuss Implementation Science ❒ Clear Human Subjects Research	**ORB Team**
VII. Training Curriculum Review	❒ Foundation ❒ Social Work ❒ Practice Run Set-Ups	**ORB Team and Executive Leadership**

[1] The human subjects research clearance was specific to the RISE Project because of the research being conducted by the project. If your agency is not conducting research, then the clearance will not be necessary.

VIII. Materials	❒ Curriculum Literature/Resources ❒ Training Calendar Excel Spreadsheet ❒ Foundation and Social Work PowerPoint ❒ Foundation and Social Work Training Guide ❒ Trainer Checklist	**ORB Manager**

Appendix H.2: ORB Supervision Form

ORB Supervision Form

Purpose: The supervision and coaching process is intended to drive the achievement of each trainer and the team to ensure that individual, team, and RISE goals and expectations are clearly defined, focused on key priorities, and well connected to the mission and vision. Furthermore, individual supervision and coaching is designed to give each trainer the opportunity to receive feedback for performance development and career progression.

Training and Coaching Instructor: Work with RISE training and coaching staff, implementation teams, and RISE workgroup members to research, design, develop, and implement training and coaching curricula and protocols for child welfare agencies (DCFS, probation, and courts), RISE partner agencies, educators, parents, and other stakeholders. Conduct trainings and workshops at local, regional, and national conferences. Provide onsite training, technical assistance, and coaching support for RISE partner agencies and Care Coordination Teams.

Sustains	**Action Items for Development**
Training	Training
Administrative Duties	Administrative Duties
Coaching	Coaching
Special Projects	Special Projects

Discussion Notes:

Employee Signature____Date_________________

Manager's Signature____Date_________________

Appendix I: Annotated Bibliography

The RISE curriculum is both an innovative resource and a compilation of best practice recommendations from leaders in the child welfare advocacy and education field. Drawing from publications by the Child Welfare League of America (CWLA), National Center for Lesbian Rights, Lambda Legal, Family Builders, National Association of Social Workers, Advocates for Youth, and leaders in the child welfare field, the RISE curriculum brings together a unique approach to training LGBTQ foundational knowledge and social work practice. The following is an annotated bibliography of those publications.

- Girl's Best Friend Foundation, & Advocates for Youth. (2005). *Creating safe space for GLBTQ youth: A toolkit*. Retrieved from http://www.advocatesforyouth.org/storage/advfy/documents/safespace.pdf
    - The Safe Space Toolkit is intended for youth-serving professionals, especially direct service professionals in such fields as youth development, education, health care, and social work. The goal of this toolkit is to enable staff of mainstream youth-serving organizations to create a safe and welcoming environment for GLBTQ youth by directly addressing homophobia and transphobia among staff and youth. To that end, the toolkit guides youth-serving organizations and professionals in (1) assessing the organization's internal climate and staff's personal attitudes regarding sexual orientation and gender identity, (2) developing prosocial and proactive policies and procedures, (3) taking a stand for the rights and dignity of GLBTQ youth, and (4) developing positive attitudes and behaviors regarding GLBTQ people among staff and youth.
- In the Life Media. (2012). *A day in our shoes*. Retrieved from https://www.youtube.com/watch?v=ZXv1-fHd6Ug
    - This video highlights stories from LGBTQ homeless youth in New York City with emphasis on major budgetary cuts and the impact these have on youth. New York's homeless youth face the crisis of scarce resources and limited shelter beds.
- In the Life Media. (2012). *Foster care's invisible youth*. Retrieved from https://www.youtube.com/watch?v=nuSikwpqazA
    - This video highlights stories from LGBTQ youth in foster care and chronicles their experiences with abuse, discrimination, and rejection. The video also shows how LGBTQ youth are more likely to be put into group homes instead of family-like settings. The video shows the national pulse on laws supporting or banning LGBTQ people from fostering and adopting youth, as well. There are also valuable stories pertinent to LGBTQ youth who age out of the system and from those that are working to reform the child welfare system.
- Jacobs, J., Marksamer, J., Reyes, C., & Wilber, S. (2007). *Creating inclusive systems of care for LGBTQ youth-OHYAC Training*. Retrieved from http://www.nclrights.org/wp-content/uploads/2013/07/Preface_OHYAC_training_FINAL.pdf
    - This comprehensive resource is a compilation of several resources designed to be used in conjunction with the CWLA Best Practice Guidelines and the Breaking the Silence digital stories. Combined, these resources offer a thorough approach for supporting LGBTQ youth in systems of care.

- Mallon, G. P. (1998). *We don't exactly get the welcome wagons: The experience of gay and lesbian adolescents in child welfare system*. New York: Columbia University Press.
    - The first comprehensive examination of the experiences of gay and lesbian youths in the child welfare system, *We Don't Exactly Get the Welcome Wagon* makes solid recommendations to social work practitioners and to policymakers about how they can provide a competent practice for gay and lesbian adolescents and offers a methods chapter which will be useful in classroom instruction.
- Miller, W. R., & Rollnick, S. (2002). *Motivational interviewing: Preparing people to change addictive behavior*. (2nd ed.). (pp. 14-29). New York: Guildford Press.
    - This book expands upon the key principles of active listening and the populations for which it can be an effective tool for behavior change.
- National Association of Social Workers, & Lambda Legal. (2009). *Moving the margins: Training curriculum for child welfare services with lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth in out-of-home care.* Retrieved from http://www.socialworkers.org/images/practice/hiv/NASW%20LGBT%20Youth%20moving-the-margins.pdf
    - *Moving the Margins* is intended to provide training on building the capacity, awareness, and skills of social workers and other child welfare practitioners to serve and respond to the needs of this population of youth better. This curriculum contains two distinct parts: LGBTQ cultural competency followed by skill building for putting the information into practice.
- National Aging Information & Referral Support Center. (2005). The art of active listening. *Aging I&R/A Tips: Tip Sheet 1*. Retrieved from: http://www.mitoaction.org/pdf/tipActiveListening.pdf
    - A helpful tip sheet on active listening skills and factors that can get in the way of active listening.
- NCLR. (2006, June). *Breaking the silence resource CD. LGBTQ out-of-home youth training tools and resources*. San Francisco: NCLR.
    - This video includes 10 short digital stories of the "successes and failures of the foster care system for a group of former foster youth who identify as LGBTQ. Over the course of a 4-day workshop at the Center for Digital Storytelling in Berkeley, California, 10 youth shared their stories and learned to edit them into moving, heartfelt (sometimes heartbreaking) personal videos." The package also includes a CD containing over 25 useful training tools and resources relevant to working with LGBTQ foster youth.
- Ryan, C. (2009). *Supportive families, healthy children: Helping families with lesbian, gay, bisexual & transgender children*. San Francisco: Marian Wright Edelman Institute, San Francisco State University.
    - This booklet was written for families to help strengthen families and foster families with gay and transgender children and adolescents, as well as to help them provide support and to decrease their gay or transgender child's risk for serious health and mental health problems in adulthood. The information in this booklet comes from research with families with LGBTQ adolescents and young adults. The booklet explains the impact of family acceptance and rejection on LGBTQ adolescents and young adults.

- Scheingold, L. (2009). Active listening. *RelayHealth.* Retrieved from: http://www.oycp.com/mentortraining/10/print_bha_listen_.pdf
    - A helpful resource on active listening skills and how to use this important tool.
- Wilber, S. (2013). Guidelines for managing information related to sexual orientation and gender identity and expression of child welfare systems*, Putting Pride Into Practice Project, Family Builders by Adoption*. Retrieved from http://cssr.berkeley.edu/cwscmsreports/documents/Information%20Guidelines%20P4.pdf
    - This comprehensive resource outlines the considerations and best practice recommendations for child welfare practitioners about collecting and managing information relating to sexual orientation and gender identity and expression.
- Wilber, S., Ryan, C., & Marksamer, J. (2006). *CWLA best practice guidelines: Serving LGBTQ youth in out-of-home care*. Washington, DC: Author.
    - This easy-to-use resource contains the first-ever set of comprehensive professional guidelines for how child welfare and juvenile justice professionals can best serve LGBTQ youth in state care. *The Best Practice Guidelines for Serving LGBTQ Youth in Out of Home Care* developed out of recommendations from the Model Standards Project, a collaboration between Legal Services for Children and the National Center for Lesbian Rights.
- Wornoff, R., Estrada, R., & Sommer, S. (2006). *Out of the margins: A report on the regional listening forums highlighting the experiences of lesbian, gay, bisexual, transgender, and questioning youth in care*. Retrieved from http://www.lambdalegal.org/sites/default/files/publications/downloads/out-of-the-margins.pdf
    - The CWLA/Lambda listening forums provided a safe environment for LGBTQ youth and the adults who work with them to share their experiences and to devise strategies for a more competent system of care. Participants heard powerful first-person accounts of real-life experiences and challenges directly from those who have lived them and considered the points of resistance to an LGBTQ-supportive environment and the solutions for overcoming obstacles. Each chapter of this report identifies and summarizes what forum participants said about the unmet needs of LGBTQ youth and the steps the child welfare system must take to improve its support of them. These future steps contain specific recommendations for child welfare policymakers and practitioners. Each chapter is framed around direct quotes from forum participants. It is their voices that guided the forums and the findings of this report.