

	Measure	Description and Frequency of Administration	Administrator
1	MO Program Review	This tool provides a comprehensive review of implementation issues related to program integrity and fidelity. To be completed annually.	Quality Assurance Specialist or External Evaluators from Orbis Partners.
2	Facilitator Observation Form	This observation checklist assesses facilitator competencies and adherence to the Moving On program. Observations are made of the facilitator delivering Moving On (live or via tape recording). Rate at least one session per module on an annual basis.	Completed by Quality Assurance Specialists, Certified MO Trainers, or Facilitators trained in providing peer review.
3	Strengths-Based: Feedback Protocol	This is a protocol that should be used to provide feedback to facilitators. It is a strengths-based method to increase awareness and to advance facilitation knowledge and skills. Use the protocol whenever providing MO facilitators with feedback.	Completed by Quality Assurance Specialists, Certified MO Trainers, or Facilitators trained in providing peer review.
4	Facilitator Debriefing Book	This book is completed by the facilitator after each session to rate confidence in delivering the content and in using a gender-responsive approach to facilitate the group.	Completed by the facilitator and reviewed by the Quality Assurance Specialist or Certified Trainer during supervision.
5	Participant Reports	Each of the women participating in the Moving On program are asked to complete the "How I am Doing Form" after each session and the "Feedback Form" after each module.	Completed by women in the program and submitted to the facilitator.
6	Participant Satisfaction Questionnaire	Each woman participating in the Moving On program is asked to complete the Participant Satisfaction Questionnaire after completing the program.	Completed by women in the program and submitted to the facilitator or Quality Assurance Specialist.
7	MO Facilitator Self-Assessment	This tool is completed by facilitators to provide a rating of perceived competence and comfort across a range of domains including group process and program content. This form should be completed after the first delivery of a MO group. It can be re-administered after completing each MO group until a high level of confidence and proficiency is reported.	Completed by all facilitators after finishing their first MO group.
8	Master Trainer MO-Self Assessment	This tool is completed by Master Trainers prior to delivering the MO training to staff. This tool provides a rating of perceived competence to train and coach staff in the MO program.	Completed by the Master Trainer and submitted to Orbis Partners Inc.
9	MO Training Evaluation Form	This training evaluation form was designed to elicit feedback from participants in the MO training with respect to the program materials and delivery of the training.	Completed by all professional staff who participate in the four-day MO training for facilitators. Submitted to Orbis Partners Inc.

<b>Facilitator Name:</b>	<b>Facility:</b>	
<b>Assessor Name:</b>	<b>Module #:</b>	<b>Session #:</b>

Very Poor	Could be Improved	Adequate	Good	Excellent
1	2	3	4	5

Facilitator Adherence to the Program		
Introduces program content in the correct order.	Uses personal examples and scenarios to make skills/learning points relevant.	
Sets up and runs activities as intended.	Encourages group members to explore relevance and usefulness of skills.	
Ensures that the goals of the session are met and emphasizes key learning points.	Generally stays within the time frames recommended for the various activities.	
Makes links within the session to emphasize and revisit major learning points.	Ensures that sufficient time is reserved for skill practice.	
Explains how exercises and content link together and connect to other sessions.	Is fully prepared and delivers the material with confidence.	
<b>Comments:</b>		

Facilitator Style		
Works intentionally to create a safe and relational environment.	Uses evocative questions, reflections, reframes, and affirmations to encourage participation and model a relational approach.	
Uses a relational and strengths-based approach (remains empathic, genuine, and respectful during all interactions with the women).	Facilitator works collaboratively with the women to explore ideas and to make decisions (e.g., women have a voice in the type of boards used, help with graduation, pick their own goal, etc.).	
Recognizes that all women have strengths and works deliberately to assist the women to mobilize and build upon them.	Shows interest and enthusiasm for the material.	
Uses motivational strategies to address resistance (collaborative and supports self-sufficiency).	Encourages group members to explore and validate ideas for themselves.	
Provides affirmations when the women are successful or move toward goal attainment.	Maintains the momentum and energy in the group. Has a dynamic, engaging, and humorous facilitation style.	
<b>Comments:</b>		

Group Facilitation Skills			
	Works intentionally to create a cohesive group atmosphere (e.g., an emphasis is placed on keeping the session group focused versus individual-focused).	Works intentionally to capture individual and group successes using the resource and personal strategies boards.	
	Displays and uses visual aids effectively.	Able to redirect the group and keep members on task while respecting the need for discussion.	
	Constantly checks for understanding.	Works effectively with a co-facilitator.	
	Tries to engage and motivate all group members. Pulls in quiet/vulnerable/resistant group members in a respectful, non-confrontational way.	Comfortable providing feedback to the women during role-plays (elicits feedback from the women, focuses on strengths and then reviews major challenges).	
	Refers to the group guidelines in an effort to ensure the safety and respect of all group members.	Comfortable generating feedback on own performance.	
		Uses feedback to improve own performance.	
<p><b>Comments:</b></p>			

**Summary of Observations:**

The *Moving On* program uses a strengths-based approach to mobilize existing strengths and to reinforce gains made by criminal justice-involved women. Trainers are required to model and use this approach throughout the training particularly when providing feedback after the participant presentations.

### How Does it Work?

#### Part I: Strengths Focus

Begin by focusing on individual strengths. Refocus the discussion if the presenter begins to talk about challenges or difficulties (e.g. "*I really struggled with the presentation....*"). Reflect on all responses by the presenter.

- (1) **Elicit Feedback:** Use open ended questions - *What went well for you? OR What do you think you did really well?*
- (2) **Provide Feedback:** Summarize your observations about what went well from your perspective as a trainer/supervisor/coach.
- (3) **Elicit Feedback:** Use open-ended questions - *How might this information help you in the future? How could you see yourself building on your strengths?*

#### Part II: Challenge/Upgrades Focus

Now focus on individual challenges. Consider introducing this segment as suggested 'upgrades'. Ask them to focus on one or two things they want to upgrade or work on improving.

- (1) **Elicit Feedback:** Use open-ended questions - *What was difficult or challenging for you? If you had to pick one or two things to improve or 'upgrade', what would they be?*
- (2) **Provide Feedback:** Summarize your observations by offering suggested upgrades about what could be improved in the future from your perspective.
- (3) **Elicit Feedback:** Use open ended questions - *What could you use from the feedback we discussed on strengths to help you in the future?*
- (4) **Conclude Feedback:** Provide a summary of next steps and a commitment from the presenter to do one thing different for the next time.