|  |
| --- |
| **RENEW Integrity Tool (RIT)** **Practice Fidelity Tool V.4**(Malloy, Francoeur, Cloutier, Drake, & Haber, 2016) |
| Instructions: The RENEW Integrity Tool is designed to: 1) assess fidelity of implementation of the RENEW practice, 2) assess the professional development needs of RENEW facilitators, 3) provide evidence toward attainment of RENEW Facilitator Certification, and, 4) assess the quality of RENEW service delivery.The RIT is completed by the Facilitator’s RENEW coach, in a meeting with the coach. The coach should conduct an in-person or video-recorded observation of at least one mapping and one team meeting and complete one Meeting Facilitation Observation Form at the end of this document for a mapping meeting and one for a team meeting. There should be one RIT conducted per each youth the Facilitator serves, 4-6 months after the first mapping meeting. It can be repeated in another 3-6 months per youth if needed or if the Facilitator would like additional feedback.Fidelity of implementation is achieved when the score is 80% or higher in **each** domain. Domains under 80% may guide discussion for improvement and additional training and mentoring.Please refer to standards on RENEW webpage if the Facilitator is seeking RENEW Facilitator certification.  |
| Youth ID:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Coach Administering the RIT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of RIT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Facilitator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Agency/School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Dates Facilitator Received Training:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Date youth enrolled in RENEW (consent signed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of first Mapping meeting:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

| ***Domain #1: Start up Process Adherence*** | **YES (2)**  | **Partial****(1)** | **NO (0)**  | **N/A (not applicable because youth dropped out)** |
| --- | --- | --- | --- | --- |
| 1. The facilitator has completed the 3-day foundational training and has participated in all required booster trainings. (Training roster)
 |  |  |  |  |
| 1. The youth has received an orientation to the RENEW process as described in the RENEW manual (Ask Facilitator).
 |  |  |  |  |
| 1. The parent has received an orientation to the RENEW process as described in the RENEW manual (Ask Facilitator).
 |  |  |  |  |
| 1. The Roles and Responsibilities agreement was discussed with and signed by the youth. (document review)
 |  |  |  |  |
| 1. The first futures plan mapping meeting was held within 3 weeks after the Roles and Responsibilities Agreement was signed. (Tracker/Calendar/Database - Score “1” if within 3-5 weeks, and “0” if more than 5 weeks)
 |  |  |  |  |
| 1. The initial futures plan (9 maps) was completed within 30 weekdays or school days from day it was initiated. (Tracker/Calendar/Database) (Score “1” for 30-45 weekdays and “0” for more than 45 days)
 |  |  |  |  |
| 1. The first individual youth team meeting was held within 3 weeks or 15 school days of map completion. (Tracker/Calendar/Database) (Score “1” for 3-6 weeks, and “0” for more than 6 weeks or if there have been no meetings)
 |  |  |  |  |
| 1. A written Youth/Team plan was initially developed within first 1-3 team meetings. (Calendar/Youth/Team Action Plan). (Score a “1” if 4-5 meetings, and “0 if more than 5 meetings)
 |  |  |  |  |
|  | SCORE for Start Up Process Adherence:Total Points =\_\_\_\_\_\_\_/ 16 total possible points = \_\_\_\_\_\_\_\_\_\_ **%**  |

| ***Domain #2: Engagement and Youth-Led Futures Planning*** | **Fully Implemented (4)**  | **Mostly (3)** | **Somewhat (2)** | **Minimally (1)** | **Never (0)** |
| --- | --- | --- | --- | --- | --- |
| 1. The youth chose who would be on the core team and who participated in his or her mapping meetings.

(Ask Facilitator, Meeting Schedule Tracker) | Facilitator identifies who participated in meetings, and that all participants were selected by youth | Most, but not all identified participants were selected by youth | Only some participants (not the majority) were selected by youth | Youth had some involvement in discussing who would participate but did not make final decisions. | Youth was not involved in discussion of who would participate in meetings.  |
| 1. Mapping was conducted on flip chart paper (or similar visual) and all maps were completed: History, Today, Strengths/Accomplish-ments, People, Preferences, Dreams, Fears, Goals, Next Steps. (Review the MAPS)
 | There is documentation that flip charts (or similar visual) were used to complete all 9 MAPS  |  | There is documentation that flip charts (or similar visual) were used for between 5-9 of the MAPS  |  | There is documentation that flip charts (or similar visual) were used to complete 4 or fewer of the MAPS  |
| 1. Facilitator demonstrated active listening, empathy, positive responses (Meeting Facilitation Observation Form)
 | Facilitator scored 85% or above on Meeting Facilitation Observation Form  | Facilitator scored 70% -84% on Meeting Facilitation Observation Form *completed for Futures Mapping sessions* | Facilitator scored 50%-70%% or above on Meeting Facilitation Observation Form *completed for Futures Mapping sessions* | Facilitator scored 25%-49%% or above on Meeting Facilitation Observation Form *completed for Futures Mapping sessions* | Facilitator scored below 25% on Meeting Facilitation Observation Form *completed for Futures Mapping sessions* |
| 1. The youth led the process of identifying strengths, goals, roadblocks, and needs for support and help.

(Meeting Facilitation Observation and MAPS) | The youth led the process of identifying strengths, goals, roadblocks, and support needs. |  | There is evidence that the adults led some parts of the process of identifying strengths, goals, roadblocks, and support needs. |  | There is little evidence that the youth led the process of identifying strengths, goals, roadblocks, and support needs. |
| 1. At the end of the initial mapping process, the youth and facilitator identified specific priorities, next steps, and criteria for successful outcomes. (MAPS and Youth/Team Action plan).
 | There is a documentation of specific goals, objectives, next steps, and criteria for success developed with the youth. |  | There is some evidence of specific goals, objectives, next steps, and criteria for success. |  | There is little evidence of specific goals, objectives, next steps, and criteria for success.  |
| 1. Youth attended every scheduled MAPPING meeting, unless the student was not in school or sick. (Tracker/Database or calendar/schedule)
 | Youth attended every mapping meeting | Youth attended 75-99% of mapping meetings | Youth attended 50-74% of mapping meetings | Youth attended 25%-49% of mapping meetings | Youth attended fewer than 25% of mapping meetings |
| TOTAL SCORES |  |  |  |  |  |
| Fidelity SCORE for Engagement & Mapping:1. Total Points: \_\_\_\_\_/24 = \_\_\_\_\_%
 |

| ***Domain # 3: Developing and Facilitating Effective Team Meetings***  | **Fully Implemented (4)**  | **Mostly (3)** | **Somewhat (2)** | **Minimally (1)** | **Almost Never (0)** |
| --- | --- | --- | --- | --- | --- |
| 1. The youth and facilitator worked together to identify and invite people who were critical to the accomplishment of the goals (Ask Facilitator, Preparing for a Meeting Form, or Next Steps MAP).
 | There is documentation that the youth and facilitator worked together to identify and invite people who were critical to the accomplishment of the goals 100% of the time |  | Some of the people were identified by the youth, and others were not |  | There little evidence that the youth and facilitator worked together to identify and invite people who were critical to the accomplishment of the goals  |
| 1. The parent/caregiver was invited to be a member of the youth’s team (Ask Facilitator and consult Meeting Schedule Tracker)
 | There is evidence that the youth’s parent/caregiver was invited to the youth’s meetings  |  | The parent/caregiver was invited to some but not all of the meetings.  |  | The youth’s parent/caregiver was not invited to attend meetings  |
| 1. There was an agenda and evidence that the facilitator tried to help team members to understand their roles and purpose of meetings (View Meeting Agenda or Youth/Team Action Plan, Preparing for a Team Meeting Form, and/or ask Facilitator)
 | There were written agendas for every meeting and orientation for every team member  |  | There were written agendas for 50% -80% of the meetings and orientation for 50%-80% of team members  |  | There were written agendas for fewer than 50% of the meetings and fewer than 50% of team members were oriented  |
| 1. The youth developed the groundrules and agendas for the meetings.

(Ask Facilitator, Youth/Team/Action Plan, and view Groundrules) | Groundrules and agendas indicate youth input 100% of time |  | Groundrules and agendas indicate youth input approximately 50% of time  |  | No indication that youth developed groundrules and agendas  |
| 1. The first 1-3 meeting(s) resulted in a written Youth/Team Action Plan with (1) goals, (2) objectives, (3) timeframes, (4) outcomes, and (5) persons assigned to each objective. (Youth/Team Action Plan)
 | There is a written Youth/Team plan with all 5 elements completed  | There is written Youth/Team plan with 4 of the elements completed | There is a written Youth/Team plan with 2-3 of the elements completed  | There is a written Youth/Team plan with 1 of the elements completed  | There is no written Youth/Team plan or the plan has 0 of the 5 elements completed. |
| 1. Data was integrated into the Youth/Team plan.

(Youth/Team Action Plan) | Plan includes measures of success and data points for 80%-100% of the activities  | Plan includes measures of success and data points for 50%-79% of the activities  | Plan includes measures of success and data points for 25%-49% of the activities  | Plan includes measures of success and data points for fewer than 25% of the activities  | There are no measures of success or data points. |
| 1. The input and perspectives of all group members, especially those of the youth and parent, were considered in the development of the Youth/Team Action Plan.

(Youth/Team Action Plan) | The input and perspectives of most team members was evident in the Youth/Team plan |  | The input and perspectives of some team members was evident in the Youth/Team plan |  | There is no evidence that the input and perspectives of most team members was in the Youth/Team plan  |
| 1. Team members followed through on their assignments. (Youth/Team Action Plan and/or notes, ask Facilitator)
 | Notes show that team members followed through 75-100% of the time |  | Notes show that team members followed through 50-74% of the time |  | Notes show that team members followed through less than 50% of the time |
| 1. Progress towards action steps using data and strategies was reviewed at every meeting (Ask Facilitator and Youth/Team Action Plan)
 | Youth/Team Action Plan shows that data was reviewed at every meeting  |  | Youth/Team Action Plan shows that data was reviewed at 50% of the meetings |  | Youth/Team Action Plan shows that data was reviewed at fewer than 50% of the meetings |
| 1. The facilitator demonstrated use of positive facilitation techniques (Meeting Facilitation Observation Form)
 | Facilitator scored 80% or higher on Meeting Facilitation Observation Form *completed for team meetings* | Facilitator scored between 60-79% on Meeting Facilitation Observation Form *completed for team meetings*  | Facilitator scored between 40-59% on Meeting Facilitation Observation Form *completed for team meetings* | Facilitator scored between 25-39% on Meeting Facilitation Observation Form *completed for team meetings* | Facilitator scored below 25% on Meeting Facilitation Observation Form *completed for team meetings* |
| 1. Successes were celebrated (Ask Facilitator for specific examples)
 | Successes were noted at every meeting |  | Successes were noted at @ 50% of the meetings |  | Successes were rarely noted in the meetings |
| 1. Problem-solving was always conducted in collaboration and with the youth’s input (Ask Facilitator)
 | Problem-solving was conducted with the youth’s input 100% of the time | Problem-solving was conducted with the youth’s input 80-99% of the time | Problem-solving was conducted with the youth’s input 50-79% of the time | Problem-solving was conducted with the youth’s input 25-49% of the time | Problem-solving was conducted with the youth’s input less than 25% of the time |
| SCORE for Team Development and Facilitation: Total Points:\_\_\_\_\_\_\_\_\_\_\_\_\_/48 Total Possible= \_\_\_\_\_\_\_% |

| ***Domain #4: Building Career-related Supports (Social Capital)*** | **Fully Implemented (4)**  | **Mostly (3)** | **Somewhat (2)** | **Minimally (1)** | **Almost Never (0)** |
| --- | --- | --- | --- | --- | --- |
| 1. Youth was connected to meaningful & positive natural supports. (Youth/Team Action Plan and ask Facilitator)
 | Evidence that a family member, teacher or other non-paid helper provided link to a job, tutoring, driver’s license or other support |  | Youth was offered help to get a job, tutoring, driver’s license or other support |  | No informal/natural supports were offered or used by the youth |
| 1. Behavior supports were provided as indicated by the youth’s needs and plan. (Youth/Team Action Plan and ask Facilitator)-skip if not a youth priority
 | There was a behavioral assessment and behavior supports provided to the youth  |  | There was an informal assessment of behavior needs |  | The youth’s behavior in school or in the community was not addressed in meetings |
| 1. Education supports were provided to the youth. (Youth/Team Action Plan and ask Facilitator)-skip if not a youth priority
 | There is evidence that education needs were identified and fully addressed by team |  | Education needs were noted and some were addressed by team |  | The youth’s education needs were not discussed or addressed |
| 1. Youth was connected to career and employment development activities

(Youth/Team Action Plan and ask Facilitator); skip if not a youth priority | There is evidence that the youth was connected to career exploration, independent living, and other career development activities  |  | The youth was referred to or told about career development activities |  | There is no evidence that the team talked about or addressed career development activities with the youth |
| 1. Youth was connected to critical formal supports (MH, VR)

(Youth/Team Action Plan, Meeting Tracker, and ask Facilitator); skip if not a youth priority | Team members helped the youth to enroll in VR (and MH services, if possible), and collaborates with other agencies (such as JJ, Child protection) | Team members helped the youth to connect to formal supports and there has been some follow up | Team members referred youth to VR and MH, other agencies, with no follow up | Team members discussed referrals to VR and MH, other agencies, with no follow up | There has been no connection to formal supports |
| 1. Youth was connected to community-based resources and activities (such as clubs, sports teams)

(Youth/Team Action Plan, Meeting Scheduling Review Form and ask Facilitator); skip if not a youth priority | The team has connected the youth to a community group or activity that he/she participates in and did not have before RENEW | The team helped the youth connect to a community group or activity that he/she did not have before RENEW  | A community activity or group has been identified and there are plans to link the youth | The youth and team have discussed community involvement in a broad way | There has been no discussion or engagement in community activities for the youth |
| SCORE for Education & Employment supports: Total Points:\_\_\_\_\_\_\_\_\_\_/24 Total Possible (subtract items that are not relevant)= \_\_\_\_\_\_\_% |

| ***Domain #5: Exit from RENEW*** | **Fully Implemented (4)**  | **Mostly (3)** | **Somewhat (2)** | **Minimally (1)** | **Almost Never (0)** |
| --- | --- | --- | --- | --- | --- |
| 1. Youth exit from RENEW was planned, and was positive (Youth/Team Action Plan, Facilitator Interview); skip if youth has not exited RENEW
 | There is a written exit plan and evidence that youth achieved all planned goals | There is a written exit plan and evidence that youth achieved 50% or more of planned goals | There is a written exit plan and indications of some goal attainment | There is a written exit plan | There is no written exit plan or indication of goal achievement |
| Fidelity SCORE for Ongoing Process Fidelity : Total Points:\_\_\_\_\_\_\_\_\_\_\_\_\_/ 4 Total Possible(subtract items that are not relevant): = \_\_\_\_\_\_\_% |

**RIT SUMMARY SCORES**

|  |  |  |
| --- | --- | --- |
| Domain | Score | Domain % |
| 1. ***Start-up process adherence***
 |  |  |
| 1. ***Engagement and Youth Led Futures Planning***
 |  |  |
| 1. ***Developing and Facilitating Effective Team Meetings***
 |  |  |
| 1. ***Building Career-Related Supports (Social Capital)\****
 |  |  |
| 1. ***Exit from RENEW\****
 |  |  |
| ***\* Reminder: do not include total possible points for items that are not relevant*** |  |  |

***NOTE: Implementation with fidelity is a score of 80% or higher in each category.***

**FACILITATOR DEVELOPMENT PLAN**

| Domain | Strengths | Professional Development Action Items |
| --- | --- | --- |
| 1. ***Start-up process adherence***
 |  |  |
| 1. ***Engagement and Youth Led Futures Planning***
 |  |  |
| 1. ***Developing and Facilitating Effective Team Meetings***
 |  |  |
| 1. ***Building Career-Related Supports (Social Capital)***
 |  |  |
| 1. ***Exit from RENEW***
 |  |  |

**RENEW Integrity Tool (RIT)**

**Meeting Facilitation Observation**

INSTRUCTIONS: This checklist should be completed with new facilitators and at least once a year by a supervisor or trainer to ensure that the facilitator is using best practices and high quality facilitation techniques. The checklist is completed by observing a facilitator in at least one futures planning meeting with a youth. This checklist may be used as part of a staff evaluation. This checklist includes a list of skills from descriptions and training frameworks for group facilitation (Patty Cotton, 2003; Sam Kaner & David Sibbet, 2000).

Facilitator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Observation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| Indicator and BehaviorThe facilitator……. | Always Present (90%+)(3) | Sometimes Present (50-90%)(2) | Seldom or Present (less than 50%)(1) | Comments |
| --- | --- | --- | --- | --- |
| 1. Is neutral; s/he does not take sides and does not express or advocate points of view during the process. |  |  |  |  |
| 2. Is aware of group and organization dynamics, in order to foster natural group strengths. |  |  |  |  |
| 3. Supports and ensures that the youth is respected and is the primary authority regarding his/her life decisions.  |  |  |  |  |
| 4. Creates procedures for and effectively facilitates meetings (i.e., well developed agendas, decision making methods, ground rules, etc.) |  |  |  |  |
| 5. Uses clear and simple language that ensures that all individuals stay with the process rather than rush to premature solutions. |  |  |  |  |
| 6. Manages conflicts within the group and uses the incidents as learning opportunities for the process itself. |  |  |  |  |
| 7. Uses facial expressions and body language that expresses empathy and understanding (looks at the person speaking, summarizes, reflects, appropriately). |  |  |  |  |
| 8. Elicits positive responses from the youth (he/she wants to talk more, affirms that he or she has been heard, etc.) |  |  |  |  |
| 9. Asks open-ended questions and questions that promote exploration of ideas and insight |  |  |  |  |
| 10. Shows patience, let’s silence occur, and does not talk to fill space |  |  |  |  |
| 11. Uses the flip charts recording to facilitate group and individual learning |  |  |  |  |
| 12. Records, summarizes and shares information such that it is accessible to and clear to everyone. |  |  |  |  |
| 13. The facilitator tells the youth what will happen, and next steps (orients and summarizes). |  |  |  |  |

Meeting Facilitation Observation

Total Number of Points Achieved:\_\_\_\_\_\_\_\_\_\_\_/39 Total Possible Points: \_\_\_\_\_\_\_\_\_\_\_\_%