

Stepping Up Tool Kit: Capacities Checklist

The following list outlines the resources, staffing, and infrastructure required to support an Expressive Arts Program within your agency. This list is not exhaustive, but intended to act as a starting point to help your agency prepare for a program of this nature. Furthermore, this checklist should not deter you from implementing an Expressive Arts Program; if certain items cannot be obtained, consider appropriate alternatives.

Staffing:

- Expressive Arts Program Facilitator
 - ✓ Consider importance of long-term position
 - ✓ Refer to 'Facilitation section', for skills, knowledge, responsibilities and qualifications of facilitator

- Refer to 'Staffing Section' (page 18)
- Refer to 'Training Section' (page 19)
- Refer to 'Facilitation Section' (pages 26-27)
- Professional Supervisor of Expressive Arts Program Facilitator

- Refer to 'Staffing Section' (page 18)
- Trained Cultural Interpreter(s)
 - ✓ Consider importance of maintaining consistency among all staff and volunteers
 - ✓ Provide interpreters with information about themes covered in sessions (sexuality, violence, etc) and resources to support them (terms of reference, etc)
 - ✓ Ensure interpreters are not opposed to homosexuality or are transphobic

- Refer to Page 14
- Refer to 'Staffing Section' (page 18)
- Refer to 'Logistics Section' (pages 22-23)
- Refer to 'Language Section' (page 24)
- Support Staff
 - Including: Peer Outreach Workers, Community Health Worker, Social Workers, Settlement Counselors
 - ✓ Consider importance of maintaining consistency among all staff and volunteers

- Refer to 'Staffing Section' (page 18)
- Program Coordinator

- Refer to 'Staffing Section' (page 18)
- Training facilitators, interpreters, volunteers and other staff around topics, including:
 - anti-oppression service provision
 - knowledge regarding LGBTQ+ newcomers
 - positive space provision for LGBTQ+ newcomers
 - use of expressive arts

- Refer to Page 14
- Refer to 'Staffing Section' (page 18)
- Refer to 'Training Section' (page 19)
- Refer to Appendix I on 'Resources for Referrals and Training'

Resources:

- Source(s) of funding, that is (are):
 - ✓ Secure and stable
 - ✓ Long-term
 - ✓ Flexible- Refer to Page 15

- Space for Program
 - ✓ Ensure space is large enough to support artistic activities
 - ✓ Ensure same space is available for each session, to maintain consistency for group members
 - ✓ Ensure space is easily accessible for participants
 - ✓ Ensure space is a positive space for women with trans experience and/or are LGBQ (provide training for reception, other staff, etc)- Refer to 'Training Section' (page 19)
- Refer to 'Logistics Section' (pages 22-23)

- Outreach Support and Materials
 - ✓ Consider culturally-appropriate and population-sensitive methods of outreach when developing Outreach Strategy
 - ✓ Consider involving partnering agencies and community groups in Outreach Approach- Refer to 'Outreach Section' (pages 20-21)

- Art supplies, materials for Expressive Arts Therapeutic Sessions - Refer to 'Logistics Section' (pages 22-23)

- Prepare materials
 - Including: Intake Forms, Registration Forms, Consent Forms, Evaluation Forms, Outreach Materials, etc.
 - ✓ Ensure materials are Trans- and LGBTQ2SI-positive
 - ✓ Ensure materials are translated
 - ✓ Ensure information on support and referrals is provided
 - ✓ Test translated materials before giving to participants- Refer to 'Logistics Section' (pages 22-23)
- Refer to 'Language Section' (page 24)

- Food during Expressive Arts Therapeutic Sessions
 - ✓ Consider providing food for participants and their children- Refer to 'Logistics Section' (pages 22-23)

- TTC Tokens and other resources to facilitate transportation to, and accessibility of, sessions and related events - Refer to 'Logistics Section' (pages 22-23)

- Resources to facilitate evaluation
 - ✓ Consider evaluation of program prior to starting program
 - ✓ Resources include evaluation materials and staff- Refer to Appendix II on 'Expressive Arts Evaluation Process' and Appendices III – VII for Template Evaluation Documents

Infrastructural Support:

- ❑ **Prepare Budget**
 - ✓ Ensure sources of funding are secure and stable
 - ✓ Include costs for child care, interpretation, food and arts supplies , art exhibit

- Refer to ‘Logistics Section’ (pages 22-23)
- Refer to Appendix X on ‘Budget Considerations’

- ❑ **Revising Organizational Policies**
 - ✓ Policies should reflect an understanding of settlement and migration experiences of Trans and LGBQ newcomers
 - ✓ Consider working directly with Trans and LGBQ newcomer women to inform policy and programming

- Refer to Page 14

- ❑ **Partnerships with other agencies and front-line staff**
 - Provides opportunities to share knowledge and develop infrastructure and employee capacity
 - Facilitates outreach and referrals to the program
 - Examples: Agencies involved in LGBTQ+ and/or newcomer service provision; Agencies involved in violence prevention, safety promotion, community safety, etc.
 - ✓ Consider evaluation of partnerships to ensure effective and appropriate collaboration
 - ✓ Ensure staff are aware off partnering agencies, and feel comfortable making referrals

- Refer to Page 14
- Refer to ‘Outreach Section’ (pages 20-21)
- Refer to ‘Logistics Section’ (pages 22-23)
- Refer to ‘Partnerships Section’ (pages 30-31)

- ❑ **Establish Support and Referrals**
 - ✓ Provide training and create partnerships to establish support for referrals
 - ✓ Ensure support staff and referral procedures are in place before the group starts
 - ✓ Arrange for participants to have priority access to counseling and social workers during period which the group is running

- Refer to ‘Logistics Section’ (pages 22-23)
- Refer to ‘Partnerships Section’ (pages 30-31)
- See Appendix I on ‘Resources for Referral, etc’

- ❑ **Child care during Expressive Arts Therapeutic Sessions and related events**

- Refer to ‘Logistics Section’ (pages 22-23)

Recommendations/Other Items to Consider:

Resources to support:

- Violence Prevention
- Safety Promotion
- Community Safety
 - ✓ Consider offering Violence and community safety workshop
 - ✓ Considering offering other workshops, programs to participants, such as self-defense course (or making partnerships with other agencies that offer these supports)
 - ✓ Be aware of what programs and resources are LGBTQ+-positive and which ones are not (and discuss these options with participants)

Refer to ‘Violence and Community Safety Workshop Section’ (pages 28-29)

Art Exhibit at end of Expressive Arts Therapeutic Program

- Location
- Food
- Invitations
- Set Up
 - ✓ Ensure participants want to share work (let participants decide what work they share and how they present work)
 - ✓ Involve participants in setting up exhibit
 - ✓ Let participants decide who should be invited to attend
 - ✓ Consider inviting partnering agencies and Sponsors (if okay with participants)
 - ✓ Consider offering childcare for participants’ children during exhibit

- Refer to ‘Logistics Section’ (pages 22-23)
- Refer to ‘Working with Arts Section’ (page 33)

Follow-Up Program

- ✓ Consider providing space, further opportunities for participants to:
 - Connect with support (settlement workers, counseling, etc)
 - Meet with each to offer peer support
 - Continue practicing art and developing artistic skills
 - Discuss and develop skills around violence prevention, safety promotion and community safety

- Refer to ‘Partnerships Section’ (page 31)