Sexual Diversity Tool Kit

includes a survey to measure provider and staff attitudes and knowledge around working with sexually diverse populations, an indicator guide useful for planning service provision or advocacy, and an index used to assess agency readiness

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1. Introduction

IPPF/WHR's institutional vision for sexual diversity is based on ensuring that all people have access to the information and services they need; recognizing sexuality both as a natural and precious aspect of life and as a fundamental human right; and creating a world in which choices are fully respected and where stigma and discrimination have no place. IPPF/WHR, in collaboration with its affiliated organizations, has adapted and developed a Sexual Diversity Tool Kit containing assessment, evaluation, and program planning tools in order to facilitate work with sexually diverse populations.

The Sexual Diversity Tool Kit was developed and tested in collaboration with IPPF Member Associations in Mexico, Peru and Venezuela. The kit includes a survey to measure provider and staff attitudes and knowledge around working with sexually diverse populations, an indicator guide useful for planning service provision or advocacy, and an index used to assess agency readiness to work with sexually diverse populations. The tool kit also includes a sexual diversity glossary which can be used to clarify the terms and their definitions. These tools have been tested with small samples, and have been useful in collecting data to inform new programs and improve existing services.

Because it is fundamentally important to respect an individual's decision about whether or not to share their sexual orientation or gender identity, it may not be possible to gather data that identify lesbian, gay, bisexual, transgender and intersex (LGBTI) clients as the respondent. However, these tools explore some proxy measures for hard-to-measure concepts, such as client satisfaction among and number of LGBTI clients served.

The Sexual Diversity Tool Kit is available for download at www.ippfwhr.org. **These tools are meant to be adapted to the local context**; they are available in Word format, which allows for any necessary modifications to be made to create an instrument that suits the needs of the implementing organization. The tools available for use are described below:

- The *Sexual Diversity Survey for Staff* is designed to assess attitudes and intended practices of staff at an organization that is or will be serving sexually diverse populations. It may be used to assess staff attitudes towards work with sexually

diverse populations, which can be used to inform training content. The process of implementing this tool acts as part of an intervention, creating dialogue and posing questions around sexual diversity in the workplace. Finally, key questions can be used as baseline and end-line measures to assess project outcomes. An implementation guide, database, codebook and answer key are available to facilitate analysis.

- The *Sexual Diversity Indicator Guide* offers a wide range of indicators that could be useful in planning, monitoring, and evaluating projects aiming to serve sexually diverse populations. The indicators fall into the categories of staff training/sensitization, internal policies, referrals, alliances, physical space, quality of care, service provision, information, education and communication, promotion of the organization among sexually diverse populations, and advocacy.

- The *Agency Readiness Index to Work with LGBTI Youth and Adults* is a tool designed to help agencies to assess their performance in providing services to LGBTI populations. It is adapted from a publication prepared by the National Network for Youth for the Division of Adolescent and School Health (DASH) and the United States Centers for Disease Control and Prevention (CDC). This instrument can be used in the development of an institution-wide plan for improving work with LGBTI populations through examination of all aspects of agency day-to-day operations. The instrument includes sections on self-assessment, scoring, and action plan for each of seven modules, covering the areas of: leadership, policies and procedures, human resources, staff, climate and environment, sexual and reproductive health programs, and community relations.

The Sexual Diversity Tool Kit represents an evolving set of instruments. Upon reviewing and implementing them, we hope that you share any feedback you may have with Shelly Makleff at smakleff@ippfwhr.org

Acknowledgements

2. Sexual Diversity Survey for Staff*

*Please refer to www.ippfwhr.org/SDtoolkit_en for supporting documents (implementation checklist, answer key, codebook, and SPSS or Excel databases)

Sexual Diversity Survey for Staff

SURVEY ID #: _____

DATE: ___/___/____   LOCATION: _____   CLINIC: _____

Introduction to the Study

The goal of this study is to understand the knowledge and attitudes related to sexual diversity of the staff members in your organization. Your answers and participation in this study will be anonymous - no one will ask you to write your name on any part of the survey. Data analysis for all staff will be grouped to protect anonymity, and will be used to shape general activities to sensitize and train staff in your organization.

Please complete the attached questionnaire, place it in the sealed envelope provided, and deposit it in the designated collection box. We appreciate your valuable time and commitment to improving services.

Check one of the two options below:

__ I have read the information above and I choose to participate by completing this questionnaire.

-or-

___ I have read the information above and I choose NOT to participate. I will not be completing this questionnaire.

Please turn the page and begin the questionnaire.

Key Definitions

In order to make the concepts used in the questionnaire as clear as possible, below you will find definitions that may facilitate your understanding of questions in the survey.

Bisexual: A person who is emotionally, romantically, and/or sexually attracted to both men and women.

Gay: A person who identifies as a man and who is emotionally, romantically and/or sexually attracted to men.

Gender: The social and cultural codes used to distinguish between what a society considers "masculine" or "feminine" behavior or appearance.

Heterosexual: A person who is emotionally, romantically, and/or sexually attracted to people of another[1] gender.

Intersex: A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that is different from the standard definitions of female or male in terms of his/her internal or external body features. For example, a person might be born appearing to be female on the outside, but have mostly male-typical anatomy on the inside; or a person may be born with genitals that seem to be a combination of the usual male and female types.

Lesbian: A person who identifies as a woman and who is emotionally, romantically, and/or sexually attracted to women.

LGBTI: An acronym for Lesbian, Gay, Bisexual, Transgender, Transvestite, Transsexual and Intersex.

Sex/Biological Sex: The biological classification of bodies as male or female based on factors including external sex organs, internal sexual and reproductive organs, hormones, and chromosomes.

Sexual diversity: This term refers to the full range of sexuality which includes all aspects of sexual attraction, behavior, identity, expression, orientation, relationships and response. It refers to all aspects of humans as sexual beings.

Transgender: An umbrella term to describe any person whose gender identity or expression differs from the gender they were assigned at birth. Female-to-male (FTM) transgender people were assigned female at birth but identify and live as male; male-to-female (MTF) transgender people were assigned male at birth but identify and live as female. The term may also be used to describe transsexuals, cross-dressers, and people who do not identify as either of the two sexes as currently defined.

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[1] 'Another' is used as a comprehensive term, to include the many forms in which someone may identify their gender. 'Opposite' or 'the other' was not used as that implies that there are only two existing categories.

I. General Information

Q1. What is your position within this organization? *(Please mark only one answer)*

☐ Physician   ☐ Nurse

☐ Programmatic staff   ☐ Management

☐ Psychologist   ☐ Administrative staff (receptionist, cashier, secretary)

☐ Counselor/Educator   ☐ Laboratory staff

☐ Dentist   ☐ Peer educator/Health promoter

☐ Board Member   ☐ Other (specify)_____

2. How long have you worked at this clinic? *(Please mark only one answer)*

☐ Less than 1 year

☐ 1 to 4 years

☐ Over 4 years but less than 10 years

☐ More than 10 years

3. Do you have direct contact with clients through your position?
(Please mark only one answer)

☐ Yes   ☐ No

4. Which of the following groups do you identify as? *(Please mark only one answer)*

☐ Female   ☐ Male   ☐ Transgender Female   ☐ Transgender Male

5. How old are you? *(Please mark only one answer)*

☐ Under 18

☐ 18 to 24

☐ 25 to 39

☐ 40 or over

6. What is your highest level of completed education?
(Please mark only one answer)

☐ Did not complete Primary School   ☐ Masters Degree

☐ Primary School   ☐ Other Degree/Certificate

☐ Secondary School   ☐ Doctorate Degree

☐ University (Bachelor Degree)

7. What is your marital status? *(Please mark only one answer)*

☐ Single   ☐ Married

☐ Living with partner   ☐ Divorced/Separated/Widowed

8. Do you have any children? *(Please mark only one answer)*

☐ Yes   ☐ No

9. What is your religion, if any?
(Please mark the one answer that best represents you)

☐ None   ☐ Protestant

☐ Catholic   ☐ Other Christian denomination (specify)_____

☐ Evangelical   ☐ Other religion (specify)_____

10. On average, in the past year, how often did you attend religious services?
(Please mark the one answer that best represents you)

☐ Never

☐ Only on holidays or special occasions

☐ Every few months

☐ Monthly

☐ Weekly

II. Questions for All Staff Members

Based on your personal opinion, please indicate if you completely agree, somewhat agree, somewhat disagree, or completely disagree with each of the following statements. All questionnaires are anonymous. Please choose the answer that best reflects your opinion.

Please mark <u>only one answer</u> for each statement.

	Statement	Completely agree	Somewhat agree	Somewhat disagree	Completely disagree
11	Organizations which exist specifically to promote gay rights are necessary.	☐	☐	☐	☐
12	No one is really bisexual; they are just confused about their sexuality.	☐	☐	☐	☐
13	Gay men would like to be women.	☐	☐	☐	☐
14	People in same-sex relationships can make good parents.	☐	☐	☐	☐
15	Gay, lesbian and bisexual individuals could be heterosexual if they really tried.	☐	☐	☐	☐
16	Once a woman identifies as a lesbian, she will not have sex with a man again.	☐	☐	☐	☐
17	If I had a child who was gay, lesbian or bisexual, I would be ashamed of him/her.	☐	☐	☐	☐
18	Homosexual behavior should not be against the law.	☐	☐	☐	☐
19	Homosexual individuals should get psychological treatment so that they can become heterosexual.	☐	☐	☐	☐
20	Gays and lesbians in this country should have the same rights as heterosexuals.	☐	☐	☐	☐
21	Lesbians would like to be men.	☐	☐	☐	☐
22	"Coming out of the closet" deserves admiration.	☐	☐	☐	☐
23	Celebrations such as "Gay Pride Day" are taking things too far.	☐	☐	☐	☐
24	A gay person goes against what is normal in human sexuality.	☐	☐	☐	☐

II. Questions for All Staff Members (continued)

Based on your personal feelings, please indicate if you would feel very comfortable, somewhat comfortable, somewhat uncomfortable, or very uncomfortable with each of the following situations. All questionnaires are anonymous. Please choose the answer that best reflects your feelings.

Please mark <u>only one answer</u> for each question.

	Statement	Very comfortable	Somewhat comfortable	Somewhat uncomfortable	Very uncomfortable
25	How comfortable would you feel if your child's teacher was gay or lesbian?	☐	☐	☐	☐
26	How comfortable would you feel if you saw two gay people holding hands in public?	☐	☐	☐	☐
27	How comfortable would you feel working with:				
A	a gay man?	☐	☐	☐	☐
B	a lesbian?	☐	☐	☐	☐
C	a bisexual man?	☐	☐	☐	☐
D	a bisexual woman?	☐	☐	☐	☐
E	a transgender person?	☐	☐	☐	☐
28	How comfortable would you feel if you were in a public restroom with:				
A	a gay man? (ANSWER <u>ONLY</u> IF YOU USE THE MEN'S ROOM)	☐	☐	☐	☐
B	a lesbian? (ANSWER <u>ONLY</u> IF YOU USE THE WOMEN'S ROOM)	☐	☐	☐	☐
C	a transgender person?	☐	☐	☐	☐

II. Questions for All Staff Members (continued)

Based on your experience providing services to clients, as well as the thoughts and feelings you have experienced while completing this questionnaire, please answer the following question as thoroughly as you can. If you need more room, please feel free to use additional paper. Your response is vital to improving services for clients.

29	What questions and comments do you have on sexual diversity, or on anything else raised in this survey?
	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

PROVIDERS AND PROJECT STAFF PLEASE CONTINUE THE QUESTIONNAIRE ON THE NEXT PAGE

(This includes doctors, nurses, counselors, educators, staff working on the sexual diversity project, and anyone having direct contact with clients)

If you are __NOT__ a provider or project staff member,

Thank you for your participation!

Please verify that you have answered every question and place the questionnaire in the designated collection box.

III. Workplace-related Questions for Providers and Project Staff Only

30.   Which of the following types of services do you provide?
       (Please mark __all that apply__)

☐ Medical   ☐ Counseling   ☐ Education   ☐ Other *(please specify)*: _____

☐ None   **Attention: If you do not work directly with clients, you may stop answering questions now and turn in your survey. Thank you.**

Based on your personal opinion, please indicate if you completely agree, somewhat agree, somewhat disagree, or completely disagree with each of the following statements. All questionnaires are anonymous. Please choose the answer that best reflects your opinion.

Please mark __only one answer__ for each statement.

	Statement	Completely agree	Somewhat agree	Somewhat disagree	Completely disagree
31	As a health care provider, I need to know the *sexual orientation* of my client.	☐	☐	☐	☐
32	As a health care provider, I need to know about the *sexual behavior* of my client.	☐	☐	☐	☐
33	If I ask my clients, "do you have sex with men, women, or both?" I will offend them.	☐	☐	☐	☐
34	It is __only__ necessary to ask those clients who seem gay whether they have sex with men, women, or both.	☐	☐	☐	☐
35	I believe that gay couples should be given information about how to have their own children.	☐	☐	☐	☐

Based on your personal opinion, please indicate which each of the following statements best capture your beliefs.

Please mark __only one answer__.

36	Some providers feel that all gay male clients should be tested for HIV, regardless of his level of risk behavior. Others feel that each gay client should be individually assessed based on his sexual and other risk behaviors before deciding if an HIV test is necessary. Which comes closer to your opinion?	
	All gay clients should be tested for HIV ☐	Each gay client should be assessed for risk before deciding if an HIV test is necessary ☐

III. Workplace-related Questions for Providers and Project Staff Only

(continued)

Based on your personal opinion, please indicate which each of the following statements best capture your beliefs.

Please mark <u>only one answer</u>.

37	Some providers feel that all clients who are men who have sex with men (MSM) should be tested for HIV, regardless of their level of risk behavior. Others feel that each MSM client should be assessed for risk before deciding if an HIV test is necessary. Which comes closer to your opinion?	
	All MSM clients should be tested for HIV ☐	Each MSM client should be assessed for risk before deciding if an HIV test is necessary ☐

Based on your level of preparation, please indicate if you would feel very prepared, somewhat prepared or unprepared in each of the following situations. All questionnaires are anonymous. Please choose the answer that best reflects your opinion.

Please mark <u>only one answer</u> for each question.

	Statement	Very prepared	Somewhat prepared	Unprepared
38	If a male client told you he has sex with men, how prepared do you feel to:			
A	provide him with appropriate health services?	☐	☐	☐
B	counsel him appropriately?	☐	☐	☐
C	refer him elsewhere for those services you could not provide?	☐	☐	☐
39	If a female client told you she has sex with women, how prepared do you feel to:			
A	provide her with appropriate health services?	☐	☐	☐
B	counsel her appropriately?	☐	☐	☐
C	refer her elsewhere for those services you could not provide?	☐	☐	☐
40	If a client told you he or she identifies as transgender, how prepared do you feel to:			
A	provide him/her with appropriate health services?	☐	☐	☐
B	counsel him/her appropriately?	☐	☐	☐
C	refer him/her elsewhere for those services you could not provide?	☐	☐	☐

Based on your experience providing services to clients, as well as the thoughts and feelings you have experienced while completing this questionnaire, please answer the following question as thoroughly as you can. If you need more room, please feel free to use additional paper. Your response is vital to improving services for clients.

41	Which topics related to sexual diversity would be most useful to include in a training for you and your colleagues? **Please list:** _____ _____ _____ _____ _____ _____ _____ _____

STAFF MEMBERS WHO TAKE LABORATORY SAMPLES FROM CLIENTS PLEASE CONTINUE THE QUESTIONNAIRE ON THE NEXT PAGE

If you do <u>NOT</u> take laboratory samples for clients, *Thank you for your participation!*

Please verify that you have answered every question and place the questionnaire in the designated collection box.

IV. Questions for Staff Who Take Laboratory Samples from Clients

42. Do you take laboratory samples for clients as part of your job?

☐ Yes

☐ No   **Attention: If you do not take laboratory samples for clients, you may stop answering questions now and turn in your survey. Thank you.**

Based on your personal feelings, please indicate if you would feel very comfortable, somewhat comfortable, somewhat uncomfortable, or very uncomfortable with each of the following situations. All questionnaires are anonymous. Please choose the answer that best reflects your feelings.

Please mark only <u>one answer for each</u> question.

	Statement	Very Comfortable	Somewhat Comfortable	Somewhat Uncomfortable	Very Uncomfortable
43	How comfortable do you feel taking laboratory samples from:				
A	a gay man?	☐	☐	☐	☐
B	a lesbian?	☐	☐	☐	☐
C	a bisexual man?	☐	☐	☐	☐
D	a bisexual woman?	☐	☐	☐	☐
E	a transgender person?	☐	☐	☐	☐

Thank you for providing us with this valuable information!

Please verify that you have answered every question and place the questionnaire in the designated collection box.

3. Indicators for Sexual Diversity Projects and Programs*

*Please refer to www.ippfwhr.org/SDtoolkit_en for detailed information on each of these indicators

Introduction

This document is a collective effort based on a workshop held in Lima, Peru in October 2005. Working group participants analyzed the most important elements in measuring, monitoring and evaluating sexual diversity projects. The working groups revised and adapted indicators in the existing literature and from their projects, and recommended the most useful and feasible indicators. Please feel free to use and adapt any of these indicators when planning and evaluating your projects.

Sexual Diversity Indicators Summary Document

Below is a list of indicators that relate to sexual diversity programs and projects. The full-length document includes additional information for each indicator, including the definition, data requirements, data source, numerator and denominator, as well as other key points. If you wish to see more details about certain indicators, please refer to the full document located on the IPPF/WHR website at www.ippfwhr.org.

Please note that we use 'LGBTI' as an umbrella term to address the range of sexually diverse populations. Our intention is not to exclude any groups not specifically mentioned. These indicators are intended as a guide, and should be adapted as necessary (for example, you can specify the specific groups your organization is working with).

Internal Policies Indicators

Internal Policies Indicator 1:	Existence of a written policy on non-discrimination for the organization that includes sexual orientation and gender identity.
Internal Policies Indicator 2:	Non-discrimination policies on sexual orientation and gender identity are visibly displayed in all languages appropriate to the populations served.
Internal Policies Indicator 3:	Number, % of staff members trained on the purpose and application of non-discrimination policies on sexual orientation and gender identity.

Indicators on Partnerships with and Referrals to LGBTI Organizations

Partnerships Indicator 1:	Number of partnerships established with LGBTI organizations, by results, type of partnership, and type of partner organization.
Partnerships Indicator 2:	Existence in the organization of an up-to-date directory of referrals for specialized services for LGBTI individuals.
Partnerships Indicator 3:	Existence of formal referral agreements with other agencies working with LGBTI individuals.
Partnerships Indicator 4:	Number of referrals (and/or counter-referrals) made and completed, by type of referral and place/organization.
Partnerships Indicator 5:	Number and type of activities held in collaboration with organizations or representatives of the LGBTI community, by type of activity, type of organization partnered with.
Partnerships Indicator 6:	Number, % of clients reporting having seen information at the organization on how to find specialized services for LGBTI people at other organizations.
Partnerships Indicator 7:	Job postings and calls for volunteers at the organization are disseminated at LGBTI organizations and/or in media sources targeting LGBTI individuals.

Quality of Care (QOC) Indicators

Some of the Quality of Care indicators mentioned below are not specifically relevant to the LGBTI population but reflect sensitive, high quality service provision that is necessary for all clients, especially for services related to sexuality.

QOC Indicator 1:	Existence of a sufficiently flexible schedule and hours of operation that reflect the needs as well as work and/or school hours of youth and/or other populations with particular sexual health needs.
QOC Indicator 2:	Existence of a private area for confidential conversations, counseling and services.
QOC Indicator 3:	Number, % of clients reporting having seen positive messages or materials related to sexual diversity at the organization.
QOC Indicator 4:	Prominent display of LGBTI depictions or symbols in the reception or common areas at the organization.
QOC Indicator 5:	Number, % of forms (including clinical history and intake forms) employed at the organization that use inclusive language which is neutral in terms of gender and sexual identity.

Indicators on Appropriate, Sensitive, and Friendly Services

Services Indicator 1:	Obstacles impeding access to services identified by representatives of the LGBTI community.
Services Indicator 2:	Existence of an action plan to resolve obstacles (identified by LGBTI community) impeding access to services, by obstacles and solution.
Services Indicator 3:	Existence of appropriate staff training materials on sexual diversity issues.
Services Indicator 4:	Number, % of staff showing favorable attitudes[2] towards work with sexually diverse populations, by type of staff, sex, age, and clinic or location.
Services Indicator 5:	Number, % of clients reporting they felt comfortable discussing their sexual practices with providers at the organization.

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[2] Assessed using key questions from the Sexual Diversity Survey for Staff, also in the Sexual Diversity Toolkit

Information, Education and Communication (IEC) Indicators

IEC Indicator 1:	Number, % of IEC materials employed at the organization that is inclusive of sexually diverse populations and practices, by type of material.
IEC Indicator 2:	Availability to clients and visitors at the organization of up-to-date and accurate books, magazines, pamphlets, and other printed materials that include LGBTI interests.
IEC Indicator 3:	Development and validation of IEC or other materials or curricula with representatives of the LGBTI community.
IEC Indicator 4:	Existence of IEC material(s) on one or more of the following topics: definitions of sexual orientations and gender identities; diverse sexualities and human rights; and life skills (how to talk to parents, friends, "coming out of the closet," etc.)
IEC Indicator 5:	Number, % of IEC materials in the waiting room that make positive references to the range of gender identities and sexual orientations.
IEC Indicator 6:	Number, % of information, education, and communication activities that include sexual diversity issues in a defined time period.
IEC Indicator 7:	% of participants in IEC activities on sexual diversity who show favorable attitudes[3] towards sexually diverse populations.

Promotion Indicators

Promotion Indicator 1:	Existence of materials advertising and promoting the organization that reflect the diversity of populations reached and specifically mention LGBTI individuals, including youth.
Promotion Indicator 2:	Distribution of materials (which include clinic location and service hours) advertising and promoting the organization to LGBTI organization and individuals.
Promotion Indicator 3:	% of new clients reporting having accessed the organization as a result of promotional materials, by type of material.

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[3] Assessed using key questions from the Sexual Diversity Survey for Staff, also in the Sexual Diversity Toolkit

Advocacy Indicators on Sexual Diversity

Direct Advocacy Indicators *(these indicators measure political change)*

Direct Advocacy Indicator 1:	Existence of a legal framework on non-discrimination within state institutions that includes sexual orientation and gender identity.
Direct Advocacy Indicator 2:	Type of change in norms, policies, and laws on non-discrimination based on sexual orientation and gender identity.
Direct Advocacy Indicator 3:	Number and type of public declarations of support of sexual diversity issues made by community and political leaders.

Indirect Advocacy Indicators *(these indicators do not necessarily measure direct political changes; they are related to other expected results frequently included within advocacy components of projects)*

Indirect Advocacy Indicator 1:	Number and type of positive references to sexual diversity made in media sources.
Indirect Advocacy Indicator 2:	% of population targeted in advocacy campaign that shows favorable attitudes towards sexually diverse populations[4].
Indirect Advocacy Indicator 3:	The team or organization's perception of the effectiveness of the partnership with LGBTI groups.

Process Indicators - Advocacy *(these indicators help to evaluate the process of completing an advocacy campaign and of working with direct and indirect advocacy)*

Process Indicator 1:	Number of members of the partnership who regularly participate in advocacy activities and who show a strong commitment to the partnership.
Process Indicator 2:	Number of individuals at the executive level, in upper management, and/or on the Board of Directors of the organization who participate in public activities on sexual diversity, by position.
Process Indicator 3:	Number of advocacy activities (direct or indirect) held by the organization supporting the rights of the LGBTI community, by type of activity.
Process Indicator 4:	Number of organization staff members receiving training on advocacy skills and/or strategies.
Process Indicator 5:	Number of adult role models to LGBTI youth participating in advocacy activities, by type of activity.

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[4] Assessed using key questions from the Sexual Diversity Survey for Staff, also in the Sexual Diversity Toolkit

4. Agency Readiness Index for Work with LGBTI Youth and Adults

Modification of the instrument: "Agency *Readiness Index: A Self-Assessment and Planning Guide to Gauge Agency Readiness to Work with Lesbian, Gay, Bisexual, and Transgender Youth,*" developed by the National Network for Youth

General Instructions

In the following pages you will find a series of questions broadly describing the institutional dynamic of your organization, grouped into the following modules:

1   Leadership

2   Policies and Procedures

3   Human Resources

4   Staff Roles, Knowledge and Development

5   Climate and Environment

6   Sexual and Reproductive Health Programs

7   Community Relations

At the beginning of each module, you will find the goal of the module, followed by three sections:

Part A – Indicator Assessment. This section contains the various indicators for each module.

Part B – Score sheet. In this section, you will mark an X on the answer you consider most suitable for each indicator from Part A. For each indicator, there are 4 possible corresponding responses. Only one response per indicator should be chosen. **Please photocopy the answer sheets before using them, so that multiple people can participate in this process.**

Part C – This section contains a planning guide to help compile information and make a plan for changes based on your organization's strengths, areas for improvement, and priorities.

Introduction

Over the past few years, there has been increasing interest in addressing the health needs of Lesbian, Gay, Bisexual, Transgender, and Intersex (LGBTI) individuals, including youth. Many organizations, however, are challenged in their ability to provide safe and supportive environments for this diverse group of people.

Too often, LGBTI youth and adults are overlooked, ignored, underserved and denied services. Social stigma, homophobia (anti-gay prejudice), fear, lack of information, misinformation, and lack of understanding have contributed to the creation of environments which are not safe or supportive of LGBTI individuals.

How can professionals be sure that their day-to-day work, and the decisions they make about how and what programs they operate, are really inclusive and responsive to the needs of LGBTI adults, youth and their families?

The *Agency Readiness Index for Work with LGBTI Youth and Adults* gives organizations a framework to assess their performance in their work with sexually diverse populations. This framework for viewing agency capacity entails seven main, interrelated areas that underlie overall performance.

Using the modules provided in this tool, agencies can systematically assess their own performance in any – or all – of the seven areas: leadership, policies and procedures, human resources, staff roles, knowledge and development, agency climate and environment, sexual and reproductive health programs, and community relations.

This survey includes:
• Seven self-assessment modules – one for each of the areas listed above
• Seven score sheets which are used in conjunction with the self-assessment modules
• Seven planning guides that help compile the information and make a plan for change based on priorities

What is the *Agency Readiness Index for Work with LGBTI Youth and Adults?*
The *Agency Readiness Index* is a tool designed to help service-providing agencies gauge their capacity to provide services for LGBTI individuals, including youth. The assessment asks participants (who may include staff, board members, clients and volunteers) to score their agency on a series of questions by selecting the rating that best describes the agency's current status or performance.

Agency staff, board members and others may use the survey to:
• Examine all aspects of their day-to-day operations
• Identify agency strengths
• Name areas in which improvement is needed
• Develop a plan to enhance agency performance
• Measure changes in an agency over time
• Draw out different views within an agency regarding its capacity; different responses to the assessment among staff, board members, youth and volunteers, for example, can be a valuable way to initiate discussion within an agency on the issue of sexual diversity

In addition to using the assessment to revise and plan their services, operations and activities, agencies can use the tools to:

• Conduct staff development
• Educate their boards and community partners
• Review and update their written materials

What Purpose Does It Serve?
The *Agency Readiness Index* can be used internally to provide a general indication of an agency's capacity level, in order to identify potential areas for improvement. The results of the assessment can provide useful information for the development of an action/strategic plan in the agency. It can help identify which dimensions are progressing well and which need attention. In addition, by using this tool at various points in time, progress within each dimension can be measured. This tool is not intended as a tool for external evaluation, or for use by grantmakers in making funding decisions.

As a self- assessment guide, the tool is designed to facilitate discussion and dialogue among agency staff. Therefore, there is no "right" way to use the assessment. Since an agency's unique culture and character should determine which of the tool's dimensions are focused on most intensively, the assessment should be adapted to meet the needs of the agency.

Some agencies may wish to have staff and/or stakeholders (youth, board members, parents, etc.) use the assessment individually to conduct a self-assessment of agency efforts. The individual assessments can be compared to one another and the similarities or differences between individual members' impressions be discussed. Other agencies may assemble a team to complete the assessment. Still others may use the assessment as part of a staff retreat. Broad participation from within the agency will increase buy-in and ensure a meaningful, accurate assessment. Most importantly, the results of the assessment can be used to guide the development of an action plan.

Who Will See the Results?
Using the *Agency Readiness Index* is voluntary. Your participation can provide important information to your agency, which can in turn be used to customize training and technical assistance materials and resources.

Step-by-Step Instructions

Step One - Laying the Groundwork
I.   Hold a small preliminary meeting to assemble an agency assessment team. The members of the assessment team need to have firsthand knowledge of the day-to-day operations of the agency – whether as youth, staff, board members, parents, or other stakeholders. You may want to have the entire team work together to complete all seven modules, or you may want to subdivide the group and have smaller teams complete each section. In any case, you want broad participation from within the agency so that the assessment is meaningful, accurate and has agency-wide buy-in. A diverse team will also ensure successful planning and implementation.
II.   Hold an orientation meeting for the team. Candid self-reflection on the part of the members of the assessment team will be necessary to obtain useful information from the self-assessment process. Do not attach personal and/or programmatic rewards and repercussions to the results of the *Agency Readiness Index*, as this compromises honest participation and limits the usefulness of the information collected.

Step Two – Getting Organized
I.   Decide on the time-frame and extent of the assessment. For example, will the assessment be completed in one sitting or will it be completed over a period of time? Or alternatively, will the agency choose to focus only on certain modules at this point in time and complete the remaining modules at a later date?
II.   Choose which modules to complete.
III.   Develop a plan for carrying out the assessment.

Step Three – Conducting the Self-Assessment
I.   Set ground rules for discussion (such as confidentiality, all voices will be heard, etc.).
II.   Complete each module as described in Part A (Indicator Assessment). Read the questions and discuss the ratings per question among team members. The numerical ratings (1, 2, 3 or 4) should be used as benchmarks. The team should reach consensus about the rating per each question.
III.   Record the rating on a copy of the Agency Score Sheet (Part B).
IV.   Total the scores at the bottom of the Score Sheet.

Step Four – Charting a Future Course of Action
I.   Using the Assessment Analysis and Planning Guide (Part C), identify agency strengths and areas for improvement for each module completed.
II.   Decide which focus areas to address first.
III.   Make a plan for change based on the priorities. Identify action steps, staff responsibilities, timeframe, and progress indicators.
IV.   Act on the plan.
V.   Monitor the agency's success in making changes. Celebrate success!

There are no correct or incorrect answers, therefore please feel confidant responding sincerely. If you do not know the answer to some of the questions, please leave them blank.

Please remember that these questions refer to the general practices of your organization, and not to the specific practices that are applied in a specific program or site of the organization.

Listed below are suggestions about key people whom you may want to invite to help complete each module of the survey and plan for improvement.

Module 1: Leadership	Executive Director, Board Member(s), Youth, Youth Workers, Parent/Family Representative, Community Worker
Module 2: Policies and Procedures	Executive Director, Board Member(s), Volunteer, Program Director, Youth Worker, Youth
Module 3: Human Resources	Executive Director, Board Member(s), Volunteer, Program Director, Youth Worker, Youth
Module 4: Staff Roles, Knowledge and Development	Executive Director, Board Member(s), Volunteer, Program Director, Youth Worker, Youth, Training Director (if applicable), Parent/Family Representative, Community Member
Module 5: Climate and Environment	Executive Director, Board Member(s), Volunteer, Program Director, Youth Worker, Youth, Training Director (if applicable)
Module 6: Sexual and Reproductive Health Programs	Executive Director, Board Member(s), Volunteer, Program Director, Clinic staff, Youth Worker, Youth, Training Director (if applicable), Parent/Family Representative, Community Member
Module 7: Community Relations	Board Member(s), Volunteer, Youth Worker, Youth, Parent/Family Representative, Community Member

Module 1: Leadership

Part A: Indicator Assessment

Goal: This module will help your organization examine whether its governance process is inclusive and clear, and supports and involves people who are Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) in leadership roles.

Recommendations: During the process of completing this module, you should consider the extent that your organization's mission statement, philosophy, strategic plan and the activities of the Board of Directors are consistently applied to Lesbian, Gay, Bisexual, Transgender and Intersex youth and adults.

Example: For indicator 1.1, your organization's mission can explicitly include youth who are Lesbian, Gay and Bisexual, but not Transgender or Intersex. If this is the case, you would need to decide on an appropriate rating (ex., "Not at all", "Somewhat", "Fairly well", "Very well") based on this gap.

Module Indicators:

1.1   How well do your organization's mission and strategic plan include LGBTI populations, including youth?

1.2   How well do your organization's mission and strategic plan reflect a commitment to serve LGBTI individuals sensitively and competently?

1.3   When selecting new members of the Board of Directors, does your organization intentionally recruit people who are openly Lesbian, Gay, Bisexual, Transgender and Intersex, in order to guarantee that the board members reflect the population served?

> Note: Base your choice on the most recent recruiting practices, even if these were some time ago.

1.4   How regularly do the members of your organization's Board of Directors discuss issues surrounding the inclusion of LGBTI populations, including youth?

1.5   How regularly do the members of your organization's Board of Directors receive training/updates on issues relating to sexual orientation and gender identity?

1.6   How regularly is the staff of your organization informed of the decisions made by the Board of Directors?

Module 1: Leadership

Part B: Score Sheet

Sex: Age: Position:

Instructions: To complete this score sheet, first carefully read each of the module's indicators and review the rating criteria contained in Part A. Circle the appropriate rating on the score sheet. Finally, follow the instructions that are provided in the left column of the sheet to provide an overall assessment score for this module.

Indicators	Rating			
1.1 Inclusion of LGBTI issues in the mission statement/ strategic plan	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
1.2 Declaration of mission/ strategic plan/ social commitment	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
1.3 Board recruitment of LGBTI individuals	Never 1	Rarely 2	Sometimes 3	Often 4
1.4 Board discussion of LGBTI issues	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
1.5 Board training/updates on sexual orientation and gender identity issues	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
1.6 Staff informed of decisions made by Board	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
Total the numbered of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	_____			
Total points possible	24			
Percentage (total points divided by 24) x 100	_____ %			

Module 1: Leadership:

Part C: Assessment Analysis and Planning Guide

Instructions:
- Please make a copy of this page and enlarge to make it more user-friendly.
- For each indicator of this module, list agency strengths (STEP 1) and areas needing improvement (STEP 2). Remember to assess the extent to which the indicator applies consistently to Lesbian, Gay, Bisexual, Transgender and Intersex youth.
- Next, rate the priority of addressing the indicator (STEP 3).
- Then, identify action steps (STEP 4) your agency needs to take to make necessary improvements (e.g. revise mission statement), identify the person(s) responsible (STEP 5), and decide on a timeframe for accomplishing the improvements (STEP 6).
- Finally, assess and document progress and/or completion of work (STEP 7) at pre-determined time periods (e.g. every 3-6 months).

Indicators	STEP 1 Agency Strengths	STEP 2 Areas Needing Improvement	STEP 3 Rate Priority	STEP 4 Actions Steps for Making Improvements	STEP 5 Staff Responsible	STEP 6 Timeframe	STEP 7 Evidence of Progress or Completion (*Note: Provide dates of documented progress*)
1.1 Inclusion of LGBTI issues in the mission statement/ strategic plan			(1) Low priority (2) Medium priority (3) High priority Comments:				
1.2 Declaration of mission/ strategic plan/ social commitment			(1) Low priority (2) Medium priority (3) High priority Comments:				
1.3 Board recruitment of LGBTI individuals			(1) Low priority (2) Medium priority (3) High priority Comments:				
1.4 Board discussion of LGBTI issues			(1) Low priority (2) Medium priority (3) High priority Comments:				
1.5 Training on sexual orientation/ gender identity issues			(1) Low priority (2) Medium priority (3) High priority Comments:				
1.6 Staff informed of Board decisions			(1) Low priority (2) Medium priority (3) High priority Comments:				

Module 2: Policies and Procedures

Part A. Indicator Assessment

Goal: This module will help your organization measure the inclusiveness of its policies and procedures through a series of questions that broadly describe the operating standards of your organization. Example: If the institution does not have a written policy, please circle "Not at all".

Module Indicators:

2.1   To what extent does your organization have a written policy which explicitly states that the organization does not discriminate on the basis of sexual orientation or gender identity in providing benefits and compensation, including but not limited to family and medical leave, bereavement leave, and domestic partner benefits?

2.2   How well do the written policies of your organization specifically protect all clients, including youth, from discrimination based on sexual orientation?

2.3   How well do the written policies of your organization specifically protect staff and volunteers from discrimination based on sexual orientation?

2.4   How well do the written policies of your organization specifically protect all clients, including youth, from discrimination based on gender identity?

2.5   How well do the written policies of your organization specifically protect staff and volunteers from discrimination based on gender identity?

2.6   How well does the written confidentiality policy of your organization explicitly include confidentiality of the sexual orientation and gender identity of every person who works with or uses your organization's services?

2.7   How well does your organization explicitly post non-discrimination policies in all languages appropriate to the populations served by your organization, and include these policies, if appropriate, in agency brochures and informational or promotional materials?

2.8   How well informed are the staff, volunteers and all clients, including youth, about the complaint procedures of your organization related to alleged violations of non-discrimination policies?

2.9   How well do the written policies of your organization specifically protect all clients, including youth, from verbal or physical harassment based on sexual orientation?

2.10   How well do the written policies of your organization specifically protect staff and volunteers from verbal or physical harassment based on sexual orientation?

2.11   How well do the written policies of your organization specifically protect all clients, including youth, from verbal or physical harassment based on gender identity?

      Note: Select "Not at all" if your organization does not have a written policy addressing these issues.)

2.12   How well do the written policies of your organization specifically protect staff and volunteers from verbal or physical harassment based on gender identity?

2.13   How well does your organization provide guidance (written or verbal) to its facilitators, guest speakers, consultants, etc., in order for them to integrate inclusive, nondiscriminatory language into their presentations or reports?

2.14   To what extent does your organization prohibit contracting with other service providers that discriminate against people on the basis of sexual orientation and/or gender identity?

Module 2: Policies and Procedures

Part B: Answer Sheet

Sex: Age: Position:

Instructions: To complete this score sheet, first carefully read each of the module's indicators and review the rating criteria contained in Part A. Circle the appropriate rating on the score sheet. Finally, follow the instructions that are provided in the left column of the sheet to provide an overall assessment score for this module.

Indicators	Ratings			
2.1 Non-discrimination in employee benefits and compensation	Not at all 1	Somewhat 2 *	Fairly well 3 **	Very well 4 ***
2.2 Sexual orientation policies (all clients, including youth)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.3 Sexual orientation policies (staff and volunteers)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.4 Gender identity policies (all clients, including youth)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.5 Gender identity policies (staff and volunteers)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.6 Confidentiality policy	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.7 Visible posting of non-discriminatory policies	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.8 Complaint procedures	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.9 Harassment policies on sexual orientation (all clients, including youth)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.10 Harassment policies on sexual orientation (staff and volunteers)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.11 Harassment policies on gender identity (all clients, including youth)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.12 Harassment policies on sexual orientation (staff and volunteers)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4

2.13 Organizational guidance	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.14 Prohibition of outside contracts with discriminatory providers (facilitators, consultants)	Not prohibited at all 1	Somewhat prohibited 2	Fairly prohibited 3	Completely prohibited 4
Total the numbered of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	-------			
Total points possible	56			
Percentage (total points divided by 56) x 100	_____ %			

Related to 2.1:

*   Somewhat (The organization offers benefits to domestic partners but requires an affidavit).

**   Fairly well (The organization's domestic partner benefit policy is broadly and equitably defined and covers a wide range of possible family types).

***   Very well (The agency domestic partner benefit policy is broadly and equitably defined and covers the widest range of possible family types while keeping definitions and registration requirements the same as those imposed on married couples).

Module 2: Policies and Procedures

Part C: Assessment Analysis and Planning Guide

Instructions:
- Please make a copy of this page and enlarge to make it more user-friendly.
- For each indicator of this module, list agency strengths (STEP 1) and areas needing improvement (STEP 2). Remember to assess the extent to which the indicator applies consistently to Lesbian, Gay, Bisexual, Transgender and Intersex youth.
- Next, rate the priority of addressing the indicator (STEP 3).
- Then, identify action steps (STEP 4) your agency needs to take to make necessary improvements (e.g. revise mission statement), identify the person(s) responsible (STEP 5), and decide on a timeframe for accomplishing the improvements (STEP 6).
- Finally, assess and document progress and/or completion of work (STEP 7) at pre-determined time periods (e.g. every 3-6 months).

Indicators	STEP 1 Agency Strengths	STEP 2 Areas Needing Improvement	STEP 3 Rate Priority	STEP 4 Actions Steps for Making Improvements	STEP 5 Staff Responsible	STEP 6 Timeframe	STEP 7 Evidence of Progress or Completion (*Note: Provide dates of documented progress*)
2.1 Non-discrimination in employee benefits and compensation			(1) Low priority (2) Medium priority (3) High priority Comments:				
2.2 Sexual orientation policies (all clients, including youth)			(1) Low priority (2) Medium priority (3) High priority Comments:				
2.3 Sexual orientation policies (staff & volunteers)			(1) Low priority (2) Medium priority (3) High priority Comments:				
2.4 Gender identity policies (all clients, including youth)			(1) Low priority (2) Medium priority (3) High priority Comments:				
2.5 Gender identity policies (staff & volunteers)			(1) Low priority (2) Medium priority (3) High priority Comments:				

Module 2: Policies and Procedures

Part C: Assessment Analysis and Planning Guide (Continued)

Indicators	STEP 1 Agency Strengths	STEP 2 Areas Needing Improvement	STEP 3 Rate Priority	STEP 4 Actions Steps for Making Improvements	STEP 5 Staff Responsible	STEP 6 Timeframe	STEP 7 Evidence of Progress or Completion (*Note: Provide dates of documented progress*)
2.6 Confidentiality policy			(1) Low priority (2) Medium priority (3) High priority Comments:				
2.7 Visible posting of non-discriminatory policies			(1) Low priority (2) Medium priority (3) High priority Comments:				
2.8 Complaint procedures			(1) Low priority (2) Medium priority (3) High priority Comments:				
2.9 Harassment policies on sexual orientation (all clients, including youth)			(1) Low priority (2) Medium priority (3) High priority Comments:				
2.10 Harassment policies on sexual orientation (staff and volunteers)			(1) Low priority (2) Medium priority (3) High priority Comments:				

Module 2: Policies and Procedures

Part C: Assessment Analysis and Planning Guide (Continued)

Indicators	STEP 1 Agency Strengths	STEP 2 Areas Needing Improvement	STEP 3 Rate Priority	STEP 4 Actions Steps for Making Improvements	STEP 5 Staff Responsible	STEP 6 Timeframe	STEP 7 Evidence of Progress or Completion (*Note: Provide dates of documented progress*)
2.11 Harassment policies on gender identity (all clients, including youth)			(1) Low priority (2) Medium priority (3) High priority Comments:				
2.12 Harassment policies on sexual orientation (staff and volunteers)			(1) Low priority (2) Medium priority (3) High priority Comments:				
2.13 Organizational guidance			(1) Low priority (2) Medium priority (3) High priority Comments:				
2.14 Prohibition of outside contracts with discriminatory providers (facilitators, consultants)			(1) Low priority (2) Medium priority (3) High priority Comments:				

Module 3: Human Resources

Part A: Indicator Assessment

Goal: In this module, the human resources management systems of your organization will be evaluated.

Example: For indicator 3.2, your organization may have clear communication related to personnel policies related to sexual orientation and gender identity for staff, but may not share this information with volunteers. If this is the case, you would need to decide on an appropriate rating (ex., "Not at all", "Somewhat", "Fairly well", "Very well") based on this gap.

Module Indicators:

3.1   How well does your organization discuss its personnel policies related to non-discrimination based on sexual orientation and gender identity with prospective job applicants and volunteers during the interview process?

3.2   How well are staff and volunteers oriented to, and given copies of, your organization's personnel policies related to sexual orientation and gender identity during new employee orientation and/or volunteer training?

3.3   In its annual review of its personnel policies, how well does your organization provide opportunities for ongoing employee and volunteer input?

3.4   How well does your organization actively recruit and incorporate qualified Lesbian, Gay, Bisexual, Transgender and/or Intersex people as part of the staff and/or volunteers?

3.5   How regularly does your organization access or provide comprehensive ongoing training of human resources personnel on the topic of non-discrimination based on sexual orientation and gender identity?

3.6   How well does your organization's hiring committee assess a candidate's skills and sensitivity in working with LGBTI clients, including youth, during the employee/volunteer interview process?

> (Note: The hiring committee may ask specific questions or present hypothetical scenarios to the candidate as part of the assessment.)

Module 3: Human Resources

Part B: Score Sheet

Sex: Age: Position:

Instructions: To complete this score sheet, first carefully read each of the module's indicators and review the rating criteria contained in Part A. Circle the appropriate rating on the score sheet. Finally, follow the instructions that are provided in the left column of the sheet to provide an overall assessment score for this module.

Indicators	Ratings			
3.1 Non-discrimination personnel policies discussed during the interview process	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.2 Orientation and distribution of personnel policies on sexual orientation & gender identity	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.3 Employee and volunteer input during annual policy review	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.4 Recruitment of LGBTI staff and volunteers	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.5 Human resources non-discrimination training	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
3.6 Assessment of candidates' sensitivity and skills with LGBTI clients	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
Total the number of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	X 4
Subtotals				
Total points	_____			
Total points possible	24			
Percentage (total points divided by 24) x 100	_____ %			

Module 3: Human Resources

Part C: Assessment Analysis and Planning Guide

Instructions:
- Please make a copy of this page and enlarge to make it more user-friendly.
- For each indicator of this module, list agency strengths (STEP 1) and areas needing improvement (STEP 2). Remember to assess the extent to which the indicator applies consistently to Lesbian, Gay, Bisexual, Transgender and Intersex youth.
- Next, rate the priority of addressing the indicator (STEP 3).
- Then, identify action steps (STEP 4) your agency needs to take to make necessary improvements (e.g. revise mission statement), identify the person(s) responsible (STEP 5), and decide on a timeframe for accomplishing the improvements (STEP 6).
- Finally, assess and document progress and/or completion of work (STEP 7) at pre-determined time periods (e.g. every 3-6 months).

Indicators	STEP 1 Agency Strengths	STEP 2 Areas Needing Improvement	STEP 3 Rate Priority	STEP 4 Actions Steps for Making Improvements	STEP 5 Staff Responsible	STEP 6 Timeframe	STEP 7 Evidence of Progress or Completion (*Note: Provide dates of documented progress*)
3.1 Non-discrimination personnel policies discussed during the interview process			(1) Low priority (2) Medium priority (3) High priority Comments:				
3.2 Orientation and distribution of personnel policies on sexual orientation & gender identity			(1) Low priority (2) Medium priority (3) High priority Comments:				
3.3 Employee and volunteer input during annual policy review			(1) Low priority (2) Medium priority (3) High priority Comments:				
3.4 Recruitment of LGBTI staff and volunteers			(1) Low priority (2) Medium priority (3) High priority Comments:				

Module 3: Human Resources

Part C: Assessment Analysis and Planning Guide (continued)

Indicators	STEP 1 Agency Strengths	STEP 2 Areas Needing Improvement	STEP 3 Rate Priority	STEP 4 Actions Steps for Making Improvements	STEP 5 Staff Responsible	STEP 6 Timeframe	STEP 7 Evidence of Progress or Completion (Note: Provide dates of documented progress)
3.5 Human resources non-discrimination training			(1) Low priority (2) Medium priority (3) High priority Comments:				
3.6 Assessment of candidates' sensitivity and skills with LGBTI clients			(1) Low priority (2) Medium priority (3) High priority Comments:				

Module 4: Staff Roles, Knowledge and Development

Part A: Indicator Assessment

Goal: This module will help your organization review its job expectations, necessary skills, supervision and professional development of staff, as well as the internal communication of your organization.

Module Indicators:

4.1   How regularly does your organization provide comprehensive sensitization on sexual diversity issues to its staff?

4.2   How regularly does your organization provide comprehensive sensitization and training on sexual diversity issues to the providers?

>   Note: Comprehensive sensitization training may include training on race, ethnicity, culture, sexual orientation, homophobia, gender identity, stigma, and discrimination and their effects on risk behaviors, etc.

4.3   How well does your organization protect the confidentiality of its users' sexual orientation and gender identity in collecting data and reporting issues?

4.4   How well does your organization maintain a comprehensive referral network for specialized care or other resources for LGBTI clients, including youth?

4.5   How well does your organization promote staff growth and development?

>   Note: The activities could include career counseling, conferences and other learning opportunities, administrative leave to attend classes, etc.

4.6   How regularly does the staff give input to your organization's management or the Board?

>   Note: Input can be given in staff meetings, formal open-door policies, and participation on board committees.

4.7   How well does your organization communicate job expectations and responsibilities to its staff?

>   Note: Communication can include initial staff orientation, written job descriptions, regular supervision, regular performance reviews, personnel policy handbooks, etc.

4.8   How well does your organization provide training to staff and volunteers about the purpose and operation of non-discrimination policies regarding sexual orientation and gender identity?

Module 4: Staff Roles, Knowledge and Development

Part B: Score Sheet

Sex: Age: Position:

Instructions: To complete this score sheet, first carefully read each of the module's indicators and review the rating criteria contained in Part A. Circle the appropriate rating on the score sheet. Finally, follow the instructions that are provided in the left column of the sheet to provide an overall assessment score for this module.

Indicators	Ratings			
4.1 Staff sensitization training on sexual diversity	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
4.2 Providers sensitization training on sexual diversity	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
4.3 Confidentiality in data collection and reporting	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
4.4 Comprehensive referral network for LGBTI clients, including youth	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
4.5 Promotion of staff growth and development	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
4.6 Staff input to management/ Board	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
4.7 Job expectations communicated to employees	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
4.8 Staff training on non-discrimination policies	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
Total the numbered of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	_____			
Total points possible	32			
Percentage (total points divided by 32) X 100	_____ %			

Module 4: Staff Roles, Knowledge and Development

Part C: Assessment Analysis and Planning Guide

Instructions:
- Please make a copy of this page and enlarge to make it more user-friendly.
- For each indicator of this module, list agency strengths (STEP 1) and areas needing improvement (STEP 2). Remember to assess the extent to which the indicator applies consistently to Lesbian, Gay, Bisexual, Transgender and Intersex youth.
- Next, rate the priority of addressing the indicator (STEP 3).
- Then, identify action steps (STEP 4) your agency needs to take to make necessary improvements (e.g. revise mission statement), identify the person(s) responsible (STEP 5), and decide on a timeframe for accomplishing the improvements (STEP 6).
- Finally, assess and document progress and/or completion of work (STEP 7) at pre-determined time periods (e.g. every 3-6 months).

Indicators	STEP 1 Agency Strengths	STEP 2 Areas Needing Improvement	STEP 3 Rate Priority	STEP 4 Actions Steps for Making Improvements	STEP 5 Staff Responsible	STEP 6 Timeframe	STEP 7 Evidence of Progress or Completion (*Note: Provide dates of documented progress*)
4.1 Staff sensitization training on sexual diversity			(1) Low priority (2) Medium priority (3) High priority Comments:				
4.2 Providers sensitization training on sexual diversity			(1) Low priority (2) Medium priority (3) High priority Comments:				
4.3 Confidentiality in data collection and reporting			(1) Low priority (2) Medium priority (3) High priority Comments:				
4.4 Comprehensive referral network for LGBTI clients, including youth			(1) Low priority (2) Medium priority (3) High priority Comments:				

Module 4: Staff Roles, Knowledge and Development

Part C: Assessment Analysis and Planning Guide (Continued)

Indicators	STEP 1 Agency Strengths	STEP 2 Areas Needing Improvement	STEP 3 Rate Priority	STEP 4 Actions Steps for Making Improvements	STEP 5 Staff Responsible	STEP 6 Timeframe	STEP 7 Evidence of Progress or Completion (*Note: Provide dates of documented progress*)
4.5 Promotion of staff growth and development			(1) Low priority (2) Medium priority (3) High priority Comments:				
4.6 Staff input to management/ Board			(1) Low priority (2) Medium priority (3) High priority Comments:				
4.7 Job expectations communicated to employees			(1) Low priority (2) Medium priority (3) High priority Comments:				
4.8 Staff training on non-discrimination policies			(1) Low priority (2) Medium priority (3) High priority Comments:				

Module 5: Climate and Environment

Part A: Indicator Assessment

Goal: This module will help your organization examine issues related to accessibility, safety and the organization's physical design.

Remember, these questions are indicators of agency-wide practices, NOT that of individual staff members or various programs.

Module Indicators:

5.1   To what extent does your organization display or make available pamphlets, brochures and informational and/or promotional materials with images of LGBTI youth and adults in its reception or common areas?

5.2   How regularly does your organization use videos, films and other media resources that are inclusive of LGBTI concerns?

5.3   To what extent do your organization's clinical intake and/or other clinic forms use inclusive, gender-neutral language and provide for optional self-identification in the categories of sexual orientation, gender identity, marital, partnership and family status?

5.4   How well does your organization create and maintain a safe and inclusive environment in its clinics for LGBTI individuals, including youth?

5.5   How well does your organization maintain formal referral agreements or other appropriate mechanisms to ensure cooperation with other agencies to whom LGBTI youth and families may be referred for specialized care or use of other resources (such as jobs, volunteer opportunities, support groups, etc.)?

5.6   To what extent does your organization have flexible scheduling and operating hours to reflect the needs, employment and/or education schedules of youth and families being served?

5.7   To what extent does your organization maintain a private area for confidential discussions?

5.8   To what extent are clients, including youth and families involved in the design and decoration of your organization's facilities?

Module 5: Climate and Environment

Part B: Score Sheet

Sex: Age: Position:

Instructions: To complete this score sheet, first carefully read each of the module's indicators and review the rating criteria contained in Part A. Circle the appropriate rating on the score sheet. Finally, follow the instructions that are provided in the left column of the sheet to provide an overall assessment score for this module.

Indicators	Ratings			
5.1 LGBTI Materials displayed and available	None at all 1	Some 2	A fair amount 3	A large amount 4
5.2 Use of LGBTI inclusive multimedia resources	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
5.3 Inclusive language on intake/clinic forms	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.4 Safe and inclusive environment	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.5 Referral agreements	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.6 Flexible scheduling and hours of operation	Not flexible at all 1	Somewhat flexible 2	Fairly flexible 3	Very flexible 4
5.7 Private area	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.8 Client participation in decoration	Not involved at all 1	Somewhat involved 2	Fairly involved 3	Very involved 4
Total the numbered of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	_____			
Total points possible	32			
Percentage (total points divided by 32) x 100	_____ %			

Module 5: Climate and Environment

Part C: Assessment Analysis and Planning Guide

Instructions:
- Please make a copy of this page and enlarge to make it more user-friendly.
- For each indicator of this module, list agency strengths (STEP 1) and areas needing improvement (STEP 2). Remember to assess the extent to which the indicator applies consistently to Lesbian, Gay, Bisexual, Transgender and Intersex youth.
- Next, rate the priority of addressing the indicator (STEP 3).
- Then, identify action steps (STEP 4) your agency needs to take to make necessary improvements (e.g. revise mission statement), identify the person(s) responsible (STEP 5), and decide on a timeframe for accomplishing the improvements (STEP 6).
- Finally, assess and document progress and/or completion of work (STEP 7) at pre-determined time periods (e.g. every 3-6 months).

Indicators	STEP 1 Agency Strengths	STEP 2 Areas Needing Improvement	STEP 3 Rate Priority	STEP 4 Actions Steps for Making Improvements	STEP 5 Staff Responsible	STEP 6 Timeframe	STEP 7 Evidence of Progress or Completion (*Note: Provide dates of documented progress*)
5.1 LGBTI Materials displayed			(1) Low priority (2) Medium priority (3) High priority Comments:				
5.2 Use of LGBTI inclusive multimedia resources			(1) Low priority (2) Medium priority (3) High priority Comments:				
5.3 Inclusive language on intake/clinic forms			(1) Low priority (2) Medium priority (3) High priority Comments:				
5.4 Safe and inclusive environment			(1) Low priority (2) Medium priority (3) High priority Comments:				

Module 5: Climate and Environment

Part C: Assessment Analysis and Planning Guide (continued)

Indicators	STEP 1 Agency Strengths	STEP 2 Areas Needing Improvement	STEP 3 Rate Priority	STEP 4 Actions Steps for Making Improvements	STEP 5 Staff Responsible	STEP 6 Timeframe	STEP 7 Evidence of Progress or Completion (*Note: Provide dates of documented progress*)
5.5 Referral agreements			(1) Low priority (2) Medium priority (3) High priority Comments:				
5.6 Flexible hours of operation			(1) Low priority (2) Medium priority (3) High priority Comments:				
5.7 Private area			(1) Low priority (2) Medium priority (3) High priority Comments:				
5.8 Client participation in decoration			(1) Low priority (2) Medium priority (3) High priority Comments:				

Module 6: Sexual and Reproductive Health Programs

Part A: Indicator Assessment

Goal: This module will help your organization review the quality of its Sexual and Reproductive Health programs for inclusiveness, self-monitoring and self-correction.

While completing this module, you should consider the extent that your organization's SRH programs and practices apply consistently for Lesbian, Gay, Bisexual, Transgender and Intersex clients, including youth.

Module Indicators:

6.1   How well do those who provide education on SRH use a training model or curriculum that gives accurate, non-judgmental information about sexual orientation, sexual behavior and gender identity?

> Note: Examples of "those who provide education" include staff, peer educators, volunteers and external consultants.

6.2   How well do your organization's SRH programs feature active learning strategies that youth find enjoyable and personally relevant?

> Note: "Active learning strategies" mean exercises such as cooperative learning or skills practice that involve youth participation, rather than a lecture format.

6.3   How well do your organization's SRH programs provide young people with the skills they need to adopt healthy behaviors?

> Note: Examples of "skills needed to adopt healthy behaviors" include correct condom or other latex barrier use, negotiation skills, assertive communication, etc.

6.4   How well do your organization's SRH programs address the education and prevention needs of LGBTI clients, including youth?

6.5   How regularly do those who conduct SRH information, education and communication (IEC) activities use a variety of culturally appropriate examples that are inclusive of the racial and ethnic cultures of the community?

> Note: "Culturally appropriate examples and activities" feature people of various racial/ethnic backgrounds, highlight the contributions and skills of people from a variety of cultural, racial and ethnic groups, do not stigmatize or stereotype any groups, validate and build a young person's self-esteem and sense of culture and national background, and reflect an acknowledgement of, and value for, diversity.

6.6   How many of those who teach SRH in your organization participate annually in professional development or continuing education that is relevant to working with LGBTI clients, including youth?

> Note: "Professional development/continuing education" means on-site and off-site training and distance learning opportunities.

6.7   To what extent are time and funds set aside for evaluation work within your organization's SRH programs?

6.8   To what extent does your organization gather and use evaluation data (participant satisfaction surveys, focus groups, program utilization, etc.) for on-going program planning, development and improvement?

6.9   To what extent are youth and families involved in the planning, development, implementation and evaluation of your organization's SRH programs?

6.10   To what extent do your organization's SRH programs address sexual orientation versus sexual behavior, and how this relates to risk for HIV infection?

Module 6: Sexual and Reproductive Health Programs

Part B: Score Sheet

Sex: Age: Position:

Instructions: To complete this score sheet, first carefully read each of the module's indicators and review the rating criteria contained in Part A. Circle the appropriate rating on the score sheet. Finally, follow the instructions that are provided in the left column of the sheet to provide an overall assessment score for this module.

Indicators	Ratings			
6.1 Use of SRH training model with accurate, nonjudgmental information	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.2 Active learning strategies for youth	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.3 Provides skills building for youth healthy behaviors	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.4 Addresses LGBTI education and prevention needs	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.5 Culturally appropriate examples in IEC activities	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.6 Educators who participate in professional development relevant to LGBTI clients	None 1	A few 2	The majority 3	All 4
6.7 Time and funds dedicated to SRH program evaluation	None at all 1	Some 2	A fair amount 3	A large amount 4
6.8 Evaluation data gathered and used	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.9 Youth and family involvement in planning, developing, implementing and evaluating SRH programs	Not involved at all 1	Somewhat involved 2	Fairly involved 3	Very involved 4
6.10 Distinction between sexual orientation vs. behavior in HIV risk	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
Total the numbered of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	X 4

Subtotals				
Total points	_____			
Total points possible	40			
Percentage (total points divided by 40) x 100	_____ %			

Module 6: Sexual and Reproductive Health Programs

Part C: Assessment Analysis and Planning Guide

Instructions:
- Please make a copy of this page and enlarge to make it more user-friendly.
- For each indicator of this module, list agency strengths (STEP 1) and areas needing improvement (STEP 2). Remember to assess the extent to which the indicator applies consistently to Lesbian, Gay, Bisexual, Transgender and Intersex youth.
- Next, rate the priority of addressing the indicator (STEP 3).
- Then, identify action steps (STEP 4) your agency needs to take to make necessary improvements (e.g. revise mission statement), identify the person(s) responsible (STEP 5), and decide on a timeframe for accomplishing the improvements (STEP 6).
- Finally, assess and document progress and/or completion of work (STEP 7) at pre-determined time periods (e.g. every 3-6 months).

Indicators	STEP 1 Agency Strengths	STEP 2 Areas Needing Improvement	STEP 3 Rate Priority	STEP 4 Actions Steps for Making Improvements	STEP 5 Staff Responsible	STEP 6 Timeframe	STEP 7 Evidence of Progress or Completion (*Note: Provide dates of documented progress*)
6.1 Use of SRH training model with accurate, nonjudgmental information			(1) Low priority (2) Medium priority (3) High priority Comments:				
6.2 Active learning strategies for youth			(1) Low priority (2) Medium priority (3) High priority Comments:				
6.3 Skills building for youth healthy behaviors			(1) Low priority (2) Medium priority (3) High priority Comments:				
6.4 LGBTI education and prevention needs			(1) Low priority (2) Medium priority (3) High priority Comments:				
6.5 Culturally appropriate examples in IEC activities			(1) Low priority (2) Medium priority (3) High priority Comments:				

Module 6: Sexual and Reproductive Health Programs

Part C: Assessment Analysis and Planning Guide (continued)

Indicators	STEP 1 Agency Strengths	STEP 2 Areas Needing Improvement	STEP 3 Rate Priority	STEP 4 Actions Steps for Making Improvements	STEP 5 Staff Responsible	STEP 6 Timeframe	STEP 7 Evidence of Progress or Completion (*Note: Provide dates of documented progress*)
6.6 Educators participating in professional development relevant to LGBTI clients			(1) Low priority (2) Medium priority (3) High priority Comments:				
6.7 Time and funds dedicated to SRH program evaluation			(1) Low priority (2) Medium priority (3) High priority Comments:				
6.8 Evaluation data gathered and used			(1) Low priority (2) Medium priority (3) High priority Comments:				
6.9 Youth/ family involvement in planning, developing, implementing and evaluating SRH programs			(1) Low priority (2) Medium priority (3) High priority Comments:				
6.10 Distinction between identity vs. behavior in HIV risk			(1) Low priority (2) Medium priority (3) High priority Comments:				

Module 7: Community Relations

Part A: Indicator Assessment

Goal: This module will help your organization review its interactions with, connections to, use of, and influence on various community organizations, networks, resources and individuals.

Module Indicators:

7.1   How well do your organization's advertising and promotional materials (brochures, annual reports and newsletters) reflect the diversity of the populations served and specifically mention LGBTI youth and adults?

7.2   How well do your organization's outreach efforts promote services to LGBTI individuals, including youth, and their families?

7.3   To what extent does your organization advertise job and volunteer openings in LGBTI local print, broadcast media and through community information networks and organizations?

7.4   How regularly does your organization provide families with opportunities to learn about LGBTI youth issues through dissemination of educational materials and involvement in agency-sponsored activities?

7.5   To what extent does your organization collaborate with other LGBTI community partners to promote comprehensive and accessible services for LGBTI clients, including youth?

7.6   How well does your organization's staff inform clients, including youth and their families, of LGBTI community programs, support groups, and organizations?

Module 7: Community Relations

Part B: Score Sheet

Sex: Age: Position:

Instructions: To complete this score sheet, first carefully read each of the module's indicators and review the rating criteria contained in Part A. Circle the appropriate rating on the score sheet. Finally, follow the instructions that are provided in the left column of the sheet to provide an overall assessment score for this module.

Indicators	Ratings			
7.1 Diversity and LGBTI individuals in advertising and promotional materials	None at all 1	Some 2	A fair amount 3	A large amount 4
7.2 Outreach efforts to reach LGBTI individuals, including youth and families	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
7.3 Job/volunteer advertising to LGBTI individuals	None at all 1	Some 2	A fair amount 3	A large amount 4
7.4 Education and activities for families of LGBTI youth	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
7.5 Collaboration with LGBTI community partners to promote services	None at all 1	Some 2	A fair amount 3	A large amount 4
7.6 Information on LGBTI community support programs and organizations	None at all 1	Some 2	A fair amount 3	A large amount 4
Total the numbered of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	_____			
Total points possible	24			
Percentage (total points divided by 24) x 100	_____ %			

Module 7: Community Relations

Part C: Assessment Analysis and Planning Guide

Instructions:
- Please make a copy of this page and enlarge to make it more user-friendly.
- For each indicator of this module, list agency strengths (STEP 1) and areas needing improvement (STEP 2). Remember to assess the extent to which the indicator applies consistently to Lesbian, Gay, Bisexual, Transgender and Intersex youth.
- Next, rate the priority of addressing the indicator (STEP 3).
- Then, identify action steps (STEP 4) your agency needs to take to make necessary improvements (e.g. revise mission statement), identify the person(s) responsible (STEP 5), and decide on a timeframe for accomplishing the improvements (STEP 6).
- Finally, assess and document progress and/or completion of work (STEP 7) at pre-determined time periods (e.g. every 3-6 months).

Indicators	STEP 1 Agency Strengths	STEP 2 Areas Needing Improvement	STEP 3 Rate Priority	STEP 4 Actions Steps for Making Improvements	STEP 5 Staff Responsible	STEP 6 Timeframe	STEP 7 Evidence of Progress or Completion (*Note: Provide dates of documented progress*)
7.1 Diversity and LGBTI individuals in advertising and promotional materials			(1) Low priority (2) Medium priority (3) High priority Comments:				
7.2 Outreach efforts to reach LGBTI individuals, including youth and families			(1) Low priority (2) Medium priority (3) High priority Comments:				
7.3 Job/ volunteer advertising to LGBTI individuals			(1) Low priority (2) Medium priority (3) High priority Comments:				
7.4 Education and activities for families of LGBTI youth			(1) Low priority (2) Medium priority (3) High priority Comments:				

Module 7: Community Relations

Part C: Assessment Analysis and Planning Guide (continued)

Indicators	STEP 1 Agency Strengths	STEP 2 Areas Needing Improvement	STEP 3 Rate Priority	STEP 4 Actions Steps for Making Improvements	STEP 5 Staff Responsible	STEP 6 Timeframe	STEP 7 Evidence of Progress or Completion (Note: Provide dates of documented progress)
7.5 Collaboration with LGBTI community partners to promote services			(1) Low priority (2) Medium priority (3) High priority Comments:				
7.6 Information on LGBTI community support programs and organizations			(1) Low priority (2) Medium priority (3) High priority Comments:				

5. Glossary

Glossary

All of these definitions are pulled from a variety of sources, the majority of which are based in a North American context. These terms may vary in interpretation and definition based on country and cultural context.

Ally: Any person who supports and stands up for the rights of LGBTI people.

Androgyny: A person whose appearance or self-expression is a mix of feminine and masculine traits and/or behaviors. A person who is not identifiable as either male or female in the context of social standards of masculinity and femininity.

Bisexual: A person who is emotionally, romantically, and/or sexually attracted to both men and women.

Coming Out: The on-going process of becoming aware of one's sexual orientation. This may include accepting it, acting on it, and telling others about it. To be "in the closet" means to hide one's identity. Coming out can be difficult for some because reactions vary from complete acceptance and support to disapproval, rejection and violence.

Cross-dresser: Used to describe an individual who dresses as someone from a different gender category; cross-dressing is a form of gender expression and is not necessarily tied to erotic activity. Cross-dressing is not indicative of sexual orientation.

Drag King: A female who, on specific occasions, cross-dresses and often employs stereotypical masculine dialogue, voice and mannerisms, for the entertainment of herself or others.

Drag Queen: A male who, on specific occasions, cross-dresses and often employs stereotypical feminine dialogue, voice and mannerisms, for the entertainment of himself or others.

Gay: A person who identifies as a man and who is emotionally, romantically and/or sexually attracted to men.

Gender: The social and cultural codes used to distinguish between what a society considers "masculine" or "feminine" behavior or appearance.

Gender Binary System: The idea that human gender exists in ONLY two forms: masculine and feminine. The term also describes the system in which a society divides people into male and female gender roles, gender identities and attributes.

Gender Expression/Gender Presentation: The way a person expresses his or her gender through gestures, movement, dress, and grooming.

Gender Identity: A person's internal, deeply felt sense of their own gender, regardless of biological sex.

Gender non-conforming refers to a person who is or is perceived to have gender characteristics and/or behaviors that do not conform to traditional or societal expectations. Gender non-conforming people may or may not identify as straight, lesbian, gay, bisexual, transgender, or queer.

Gender role: This is the set of roles and behaviors assigned to females and males by society. Our culture recognizes two basic gender roles: **masculine** (having the qualities attributed to males) and **feminine** (having the qualities attributed to females).

Heterosexism: The ideology by which heterosexuality is seen as the norm and as the only desirable and acceptable way to express one's sexual preferences. Enforcement of that ideology translates into discrimination and oppression of those who fail to adhere to it.

Heterosexual: A person who is emotionally, romantically, and/or sexually attracted to people of another gender.

Homophobia: A fear or intolerance of homosexuality, or people thought to be lesbian, gay, or bisexual. This attitude is at the root of prejudice and discrimination based on an individual's sexual orientation. At its most extreme, homophobia can manifest in harassment or violence against LGBTI individuals.

Homosexual: A person who is emotionally, romantically, and/or sexually attracted primarily to people of the same gender. Anybody who is attracted to someone of their same gender could technically be called "homosexual," i.e. a trans man attracted to other trans men. Because of the clinical history of the word "homosexual" and its pejorative connotations, the terms "gay man" or "lesbian" may be preferred.

Intersex: A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that is different from the standard definitions of female or male in terms of his/her internal or external body features. For example, a person might be born appearing to be female on the outside, but have mostly male-typical anatomy on the inside; or a person may be born with genitals that seem to be a combination of the usual male and female types.

Lesbian: A person who identifies as a woman and who is emotionally, romantically, and/or sexually attracted to women.

LGBTI: An acronym for Lesbian, Gay, Bisexual, Transgender, Transvestite, and Transsexual and Intersex.

Queer: Historically a negative term used against people perceived to be LGBT, "queer" has more recently been reclaimed by some people as a positive term describing all those who do not conform to rigid notions of gender and sexuality. Queer is often used in a political context and in academic settings to challenge traditional ideas about identity ("queer theory").

Questioning: Refers to people who are uncertain as to their sexual orientation or gender identity. They are often seeking information and support during this stage of their identity development.

Sex/Biological Sex: The biological classification of bodies as male or female, based on factors including external sex organs, internal sexual and reproductive organs, hormones, and chromosomes. Such classification is not objective but heavily influenced by social stereotypes about the "right" shapes and functioning of body parts and their correspondence with the only socially accepted gender identities (female or male).

Sexual Culture: The intersection of values, beliefs, and social standards that regulate sexual behavior within a specific society or community.

Sexual diversity: This term refers to the full range of sexuality which includes all aspects of sexual attraction, behavior, identity, expression, orientation, relationships and response. It refers to all aspects of humans as sexual beings.

Sexual Health: Sexual health is a state of physical, emotional, mental and social well-being related to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.

Sexual Orientation: The direction of one's sexual attraction toward the same sex (homosexual), other sex (heterosexual) or both sexes (bisexual). A person's sexual orientation can change often or infrequently over the course of a person's lifetime.

Straight: A colloquial term for heterosexuals.

Transgender: An umbrella term to describe a person whose gender identity or expression differs from the gender they were assigned at birth. Female-to-male (FTM) transgender people were assigned female at birth but identify and live as male; male-to-female (MTF) transgender people were assigned male at birth but identify and live as female. The term may also be used to describe transsexuals, cross-dressers, and people who do not identify as either of the two sexes as currently defined. This is a Western term that does not pretend to translate or include the wide variety or non-conforming gender identities and expressions that exist around the world. For example, travestis in Latin America and hijras or metis in Asia do not consider themselves "transgender".

Transphobia: Fear or hatred of transgender people; transphobia is manifested in a number of ways, including violence, harassment, and discrimination.

Transsexual(s): Individuals (men or women) whose biological sex does not correspond with their gender self-identity. The term "transsexual" often refers to transgender people who have undergone surgical procedures to modify their bodies to be in alignment with their gender identity. It is important to note that not all transgender people want to or can afford to have these surgeries.

Transvestite: Individuals who usually self-identify with their biological sex and gender but who sometimes wear the clothing, jewelry, etc., of another gender; the preferred term is *crossdresser*. Note that the term "travesti" as used in Latin America is not a translation of "transvestite", as travestis usually live full-time in their self-defined gender identity and do not identify with the gender to which they were assigned at birth.

Acknowledgements

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