# CDEP LOCAL EVALUATION REPORT

**LOCAL EVALUATION TIME PERIOD:**
JANUARY 1, 2018 – JUNE 30, 2021

**IPP NAME:** Gender Spectrum
**CDEP NAME:** Inclusive Schools Network, Foundations of Gender Inclusive Schools, and Accounting for Gender

**PRIORITY POPULATION:** LGBTQ

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# EXECUTIVE SUMMARY

## Synopsis of the CDEP Purpose & Description

Gender Spectrum's Community-Defined Evidence Program (CDEP) was a prevention and early intervention program designed to prevent and reduce the mental health needs of transgender (TG) and gender expansive (GE) youth by providing and evaluating comprehensive services to transform schools from what are often experienced as hostile settings for TG and GE students into inclusive centers of wellness that celebrate gender diversity. Though not providing direct mental health services to TG and GE youth, Gender Spectrum's approach sought to address the upstream factors that influence TG and GE youth's mental health, furthering the following goals defined in the CRDP Strategic Plan to Reduce Mental Health Disparities:

| Increase Access to Mental Health Services for Unserved, Underserved, and Inappropriately Served Populations | Build on Community Strengths to Increase Capacity of and Empower Unserved, Underserved, and Inappropriately Served Communities | Elevate Schools as Centers for Wellness in the Community |
| --- | --- | --- |

The prevention and early intervention model implemented in this CDEP is based on research that details risks faced by transgender and gender expansive youth as well as protective factors related to adults and peers in schools, families, and communities. Compared to cisgender LGBQ youth, transgender and nonbinary youth are 2 to 2.5 times as likely to experience depressive symptoms, seriously consider suicide and attempt suicide and nearly two times as likely to report having been threatened or injured.[1] According to cross population data gathered by the Centers for Disease Control and Prevention, transgender youth are more likely than cisgender students to report violence, victimization, substance use, and suicide risk: 27% reported they felt unsafe at school or going to and from school and 35% reported being bullied at school.[2]

The disparities described above can be prevented. When transgender and nonbinary youth are affirmed for their identities in schools, families, and communities, these disparities decrease significantly. An extensive literature review found 27 unique protective factors for transgender youth related to positive health and well-being across four levels of the ecological model.[3] Most salient to Gender Spectrum's CDEP, this literature review found school based protective factors, including inclusive school policies, connection to supportive mental health services, and visibility of transgender and nonbinary people in the curriculum, are especially protective. Another literature review found the following factors associated with school safety for LGBTQ students: policies that specifically identify or enumerate protected groups such as LGBTQ students, professional development focused on gender, access to information and support related to sexual orientation and gender identity or expression, and the presence of student-led clubs or organizations such as gender-sexuality alliances.[4]

When transgender youth report that peers and adults in their lives respect their gender through the simple act of using chosen names and pronouns, youth are less likely to exhibit depressive symptoms, suicidal Ideation and behavior.[4] Finally, transgender and nonbinary students in schools with official policies or guidelines to support transgender and nonbinary students had more positive school experience, including less discrimination and a more positive sense of school belonging.[5]

The interventions in Gender Spectrum's CDEP provide schools with the tools, knowledge, and rationale to implement programs, policies, and interventions to create environments where protective factors for transgender and nonbinary students are present. Gender Spectrum's CDEP programming is an expansion and extension of several of its services and programs. These programs were chosen because they advance strategic plan goals outlined in the CRDP Phase 1 LGBTQ Population report by addressing the upstream factors that impact TG and GE youth's mental health and supporting educators to create more welcoming spaces and provide culturally competent mental health support to TG and GE youth. These programs include the following:

## Foundations of Gender Inclusive Schools

This intervention was designed to provide school staff with a baseline understanding of gender diversity and help them apply this understanding to professional practice to create the necessary conditions for creating school climates that supports TG and GE youth. The core *Foundations* training consisted of a 2.5-hour workshop, ideally for a school's entire (or nearly entire) staff and representatives. Through direct presentation, video clips of youth and others talking about gender, and group reflection and discussion, this workshop took participants through a review of basic gender concepts and terminology.

With the core knowledge obtained through the training, schools and districts could then elect to contract with Gender Spectrum for additional professional development and consulting services based on their capacity and needs:

- ► Consultation: This is focused, short-term support for school staff to address specific problems/situations. Areas of support touch on topics like inclusive systems and policies, all gender restrooms and facilities, diversity and inclusion statements, handbooks and policies, registration forms, signage, student information systems.
- ► Gender-Inclusive Professional Development Skills Training: This prepares participants to lead trainings about gender diversity within their own school communities. Using Gender Spectrum professional development resources, the training includes a review of the Dimensions of Gender curriculum as well as best practices for facilitating a gender workshop, framing gender work within schools, and addressing common questions.
- ► Gender Inclusive Systems Change Leadership Training: This helps schools further assess the gender inclusiveness of their current practices and provides tools to review relevant data, legal issues, social-emotional impacts, and other factors that contribute to the school's current gender climate. Participants create a long-term plan to improve the school's climate in relation to gender.
- ► Keys to Support Gender Expansive Students Training: This focuses intensively on best practices related to gender support plans and gender communication plans.

## Inclusive Schools Network

The Gender Spectrum Inclusive Schools Network (ISN) is an intensive program structured to create a learning community of educational professionals committed to creating school settings where every child's gender is seen, understood, and respected. The ISN brings together teams of educators (Gender Leadership Teams or GLT) from area schools and/or districts. Members of the GLT are identified by the school or district and are individuals who have the passion, capacity, and authority to be leaders in creating school change. Through the ISN, Gender Spectrum delivered all of the core and optional elements described in the Foundations of Gender Training and trained participants to deliver the *Dimensions of Gender* Module in their schools. This equipped participants to be leaders and resources in their school or district. After the Institute, participants engaged in a comprehensive set of activities to deepen their confidence and capacity as they pursue greater gender inclusiveness for all students in their own schools. Individuals who went through the Inclusive Schools Network training became part of a statewide Gender Inclusive Schools

Network, open to all who have previously attended an ISN institute. This statewide network took part in joint online programs, shared resources, and became an ongoing professional education and support community.

The Gender Leadership Teams (GLT) that comprise the ISN committed to a one-year program, starting with a 2-day or 3-day institute plus a series of online follow up Institute trainings. Following the Institute, over the course of the next year, ISN members were invited to take part in ongoing activities, including on-line trainings and consultation.

Core Elements of the ISN trainings included:

- ▶ A 2- or 3-day Inclusive Schools Institute and online Institute follow-up workshops
- ▶ Train-the-Trainers programming to lead *Dimensions of Gender* trainings locally
- ▶ Access to online workshops focusing on different topics related to gender-inclusive schools. Members may participate in these events live or view the recordings as schedules permit.
- ▶ Regularly scheduled "drop-in" office hours with Gender Spectrum staff
- ▶ Opportunities to observe Gender Spectrum trainings and consultations
- ▶ Gender Spectrum resources, including slides, handouts, tools, videos, and communications
- ▶ 1.5 hours per participant of coaching and consultation on issues such as policy development, student transitions, parent education and curriculum development
- ▶ Participation in ISN groups and forums on the Gender Spectrum Lounge
- ▶ Archive of lessons and other resources created by Gender Spectrum and ISN members

## Evaluation Questions

The evaluation plan for Gender Spectrum for the CDEP included the following questions designed to help uncover the impact of the work of Gender Spectrum on teachers and administrators; on school policies and practices; on school climate; and, ultimately, on the mental health of students.

1. To what degree do the training, coaching and consultation services have an impact on participants' knowledge, attitudes, intended behaviors relative to gender expansive and transgender youth, and gender inclusivity?
2. To what degree do these changes sustain over time?
3. To what degree do these training, coaching and consultation services have an impact on school policies and procedures?
4. To what degree do these training, coaching and consultation services result in educators using gender inclusive instructional materials?
5. What characteristics of schools, or of the process of engagement with the services are most closely linked with positive outcomes? What characteristics are associated with a lack of positive outcomes?
6. What lessons can be learned about how to make these services as culturally competent as possible? What changes to the curricula or approach to schools might be needed?
7. What elements of the program are most critical to achieving the outcomes of interest and how can these elements be retained and sustained should the program expand? What else is needed to make the program as scalable as possible?
8. To what degree was the program implemented with fidelity? What adaptations occurred to address barriers and challenges?

## Evaluation Design

This CDEP directly touched adults who work in schools with the goal of having an impact on students. In line with its focus on elevating schools as center of wellness for communities, Gender Spectrum's evaluation

of CDEP programming took a [community-based participatory research](#) approach. Gender Spectrum worked with [Health Management Associates, Community Strategies®](#) (HMACS), a national research and consulting firm skilled in conducting CBPR for the social determinants of health with LGBTQ+ communities, to develop and conduct this evaluation. Gender Spectrum created a Community Advisory Group (CAG) to participate in the evaluation, research, design, and dissemination of the CDEP. Gender Spectrum sought CAG involvement from educators and administrators and parents of TG and GE youth who can define what a gender inclusive school looks and feels like from their perspective.

Members of the CAG contributed their knowledge, experience, and direct involvement with the communities that this CDEP engaged with to plan, design, collect data, analyze, and deliver the dissemination of findings. The CAG shaped and finalized the evaluation design, evaluation questions, and instruments (survey and focus group guides) used to collect data. Once data were collected and initially analyzed, the CAG helped interpret the findings, pointed to additional analytic considerations, and discuss how best to present and disseminate the evaluation results.

Quantitative methods included the use of pretest and posttest survey instruments, which were implemented to measure changes in participants' understanding of gender, skills they learned through Gender Spectrum's programming, and the degree to which staff at Gender Spectrum incorporated a culturally-competent and intersectional approach in the programming. Pretests were administered just before the trainings began (either a day or two before, or the morning of the first day of training). Posttests were administered immediately following the trainings (either at the end of the last session, or within a few days of the last session).

The qualitative design included interviews and focus groups with staff, teachers, and administrators who attended the schools trained by Gender Spectrum and open response questions in the pretests and posttests. The questions allowed Gender Spectrum to explore, in a more nuanced way, the experiences of participants with the trainings, suggestions for improvements or additional trainings, and to better understand how and why the trainings are effective.

## Key Findings
Gender Spectrum trainings are highly effective at increasing participants' knowledge and increasing attitudes that are supportive of creating gender inclusive and welcoming schools. Additionally, the trainings are highly effective at preparing participants for taking specific actions in their roles at schools to support transgender and gender nonconforming students, changing their own practices, educating colleagues, and advocating for changes in school policies and practices.

Qualitative data collection at a large school district that had been engaged with Gender Spectrum's trainings and support services for several years provides evidence that these trainings have an impact on school policies and practices which, along with the presence of educated and supportive teachers, staff, and administrations, have an impact on overall school climate. This improved school climate ultimately has a positive impact on the mental health and well-being of TG and GE students.

# INTRODUCTION

To address the mental health needs of transgender and gender expansive (TG and GE) youth, Gender Spectrum provides services to transform schools from places where TG and GE students face challenges ranging from isolation and invisibility to discrimination and bullying into settings where TG and GE students are recognized and welcomed.

For a decade or more, research has shown that transphobia can lead to psychological distress and mental health issues, resulting in lower self-esteem to overt self-hatred, guilt, depression, anxiety, substance abuse, and suicidal ideation.[6,7] Research on risk and resilience also shows that transgender youth face disproportionate mental health risks compared to cisgender youth, including those who are gay, lesbian, or bisexual (GLB).[8] TG and GE youth face the usual life pressures of adolescence as well as additional stressors, such as peer victimization and other hostile environments. Peer victimization and its associated impact is prevalent in California schools. San Francisco's Youth Risk Behavior Survey data found that over half of transgender students were bullied and 40% skipped school because they felt unsafe.[9] The California Healthy Kids Survey reported Transgender youth are 10 times more likely to have been threatened with harm than their peers and 41.5% of transgender youth have seriously considered attempting suicide.[10] Hostile environments are associated with mental health challenges, including self-harm.[11] Even without exposure to overt rejection, discrimination, or violence, individuals who do not see people like themselves represented in their community or society may develop a sense of not belonging, leading to long-term negative effects.[12] Research also shows that when young people are not affirmed for their gender identity at the youngest of ages, they are more likely to experience mental health challenges and other associated risks related to mental health, suicidal ideation, drug and alcohol use, and risky sexual behaviors as they get older.[13]

Through training, consultation and coaching for educators, school counselors, administrators, and mental health practitioners who work with schools, Gender Spectrum uses best practices to educate and engage school colleagues, students, and parents/caregivers on how to support and celebrate TG and GE youth. Prior to the CDEP, Gender Spectrum had developed and refined their engagement approach through research in the field, feedback from school communities—including parents/caregivers, youth, administrators, and educators—and pre- and post-surveys administered to workshop participants. Research shows that school-based interventions, coupled with programming that pulls in parents/caregivers, can have the most influence on reducing bullying among youth.[13,14,15] By influencing schools, the institution outside of the family where most young people spend a large amount of their time, Gender Spectrum's services are designed to prevent and interrupt hostile and unwelcoming behaviors, such as bullying, in the environment in which these behaviors occur. By doing so, Gender Spectrum's services help to reduce the negative mental health outcomes TG and GE youth face because of these unwelcoming environments, including school failure or dropout, suicidal ideation, depression and anxiety, internalized stigma, and substance abuse.[16]

Gender Spectrum works with schools across the PK-12 grade levels to ensure that they have developmentally appropriate approaches to work with their students. Through Gender Spectrum services, educators learn overarching concepts that they can use to help students across all grade levels understand gender. Gender Spectrum has found that children from early elementary school age are able to understand key concepts of gender diversity, including the existence of transgender people, when described in simple language.  For grades PK-3, a starting place for understanding gender diversity may be helping students understand that "there are no such things as boys' toys and girls' toys. Toys are just toys." By grades 4-6, students may be learning about how gender diversity in nature illustrates the concept of gender on a spectrum, not a binary. Middle school students may look more closely at social expectations related to gender and high school students may engage in research related to civil rights movements, including civil

rights for gender-diverse people. Gender Spectrum also provides educators strategies to engage students in these concepts through their own behavior, like how to be gender-inclusive in everyday conversations, how to make existing lesson plans more inclusive, and how to add lesson plans and books on gender inclusivity that can be taught as part of core subject matter. Gender Spectrum also provides examples of what a gender-inclusive school looks like—from the presence of relevant library books to gender inclusive forms and facilities. Gender Spectrum also works individually with schools to support them in their transformation to be more gender inclusive.

## Gender Spectrum's Approach and Theory of Change

Gender Spectrum's approach is grounded on the following Theory of Change:

When educators and other key adults in students' lives are equipped to create gender inclusive spaces that acknowledge and celebrate a spectrum of gender diversity of all students, then:

1. Students who are struggling with their gender identity and/or expression will be more inclined to approach adults in school for support and more students will access needed mental health services and other resources which will lead to more gender-affirming experiences in this key area of their lives and beyond.
2. Students who fall all along the gender spectrum and see their experience recognized by their school will feel more affirmed and mental health problems associated with bullying and isolation—such as anxiety, depression, and suicidal ideation—will be reduced.

Fundamental to the theory of change is that the trainings are designed to shift attendees' knowledge, attitudes, skills, and intended behaviors. Other important components of Gender Spectrum's approach are that Gender Spectrum "meets people where they are", acknowledges intersecting identities, recognizes that gender is about all kids, not just TG and GE kids, and recognizes that understandings of gender shift over time and cultures etc.

## Gender Spectrum's Framework

In addition to this overall approach, Gender Spectrum utilizes a framework that describes and targets the different levels at which changes occur. The framework focuses on four "entry points". These entry points represent four discrete approaches that are necessary when focusing on the intentional development of gender inclusive school settings: internal, interpersonal, instructional, and institutional. Through deliberate work in each of these areas, gender inclusive practices can be woven into the fabric of the institution. Gender Spectrum's trainings and coaching focus on all four of these.

Teaching and training related to the **internal entry points** focus on educators' own knowledge and experiences of gender. Work in this area involves reflecting about how each person's understandings and beliefs about gender impact the work they do with students and applying the lens of gender to their professional practices. This entry point is crucial for the other approaches to be effectively implemented. This foundation of gender literacy should be solidly in place before schools move to the other entry points. These concepts are taught in the Gender Spectrum trainings, and knowledge gained is measured in the evaluation.

Teaching and training related to the **interpersonal entry points** includes a focus on the interactions, intentional behaviors and communications that reinforce the school's commitment to gender inclusion for all. Educators operating from this entry point use language that challenges binary messages about gender and "de-genders" objects, help students understand the difference between patterns and rules, question limited portrayals of gender, validate choices people make associated with their personal gender, teach empathy and respect, and acknowledge gender diversity. All of these interpersonal ways of being are

designed to interrupt simplistic notions about gender by providing a "counter narrative" to many of the binary assumptions being made about it. These concepts and strategies are taught in the Gender Spectrum trainings and reinforced with a variety of resources. Knowledge gained about these strategies is measured in the evaluation, as are intentions to use these strategies.

Training and teaching related to the **instructional entry points** include a focus on specific ways in which teaching and learning are used to instill greater awareness and understanding about gender. Whether standing alone or integrated into other aspects of instruction, these approaches are the most direct way to impact students. Instructional approaches include:

- ▶ Designing lesson plans to expand understandings of gender diversity,
- ▶ Exploring curriculum areas or units for inserting gender diversity issues or topics,
- ▶ Using literature that has themes raising gender diversity issues,
- ▶ Utilizing the arts to explore gender,
- ▶ Using the social-emotional curriculum to surface gender related themes,
- ▶ Examining the media and popular culture for gender related messages,
- ▶ Assigning open ended projects that include gender related topics, readings, or news,
- ▶ Highlighting transgender or other gender expansive people in the news or from history,
- ▶ Analyzing data about various trends related to evolving understandings of gender,
- ▶ Inviting guest speakers who work for greater gender equity in education, law, or other fields,
- ▶ Using video or other media that present specific ideas about gender,
- ▶ Creating space for students to articulate their own understanding and beliefs about gender, and
- ▶ Integrating gender into curriculum areas through story problems, writing prompts, readings, art assignments, research projects, etc.

These strategies are taught in the Gender Spectrum trainings, and knowledge gained about these strategies is measured in the evaluation, as are intentions to use these strategies.

Teaching and training related to the **institutional entry points** includes a focus on structural steps that create a foundation for gender inclusive practices to take hold. Such steps include: changing policies/administrative regulations to emphasize gender as an area of diversity that is protected and supported by the school; implementing systematic staff training that builds the capacity of teachers and other staff to honor the gender diversity of all students; changing student information systems to allow families to specify a child's gender marker, name and pronouns; identifying staff members who are functioning as leaders around gender diversity work or issues; developing systems and procedures for working with transgender and other gender expansive students; ensuring there are all gender restroom/facilities that provide options for privacy without stigmatizing any students; and ensuring there is readily available written materials and information about gender diversity, signage/imagery celebrating gender diversity, and development of procedures and forms that demonstrate a non-binary understanding of gender. How to plan for and implement these steps is taught in the Gender Spectrum trainings, and intention to use these strategies is measured in the evaluation.

Gender Spectrum's model closely aligns with the goals of the California Reducing Disparities Project (CRDP), which recognizes prevention and early intervention as needed strategies to reduce mental illness in key demographic populations, recognizing that "there is evidence that for some risk factors for mental illness (e.g. bullying) and for many communities the most effective ways to promote access and outcomes for individuals with risk and/or presence of mental illness is to create relationships with and among a broader community."[17]

Gender Spectrum's work in diverse settings and its outreach and education takes an intersectional approach that acknowledges the historical and cultural contexts of gender and the differing perspectives

and needs among school communities comprised of diverse families in relation to race, socioeconomic status, culture, religion, and region.[i] Gender Spectrum's services convey that the manner in which gender is understood has changed and continues to change across cultures and time. Prior to colonization, many indigenous cultures across all continents recognized and often showed tremendous respect for people whose gender identity or expression fell outside of a gender binary, or gender norms, for the sex they were assigned at birth. Examples of these cultures are shared in trainings, illuminating that the concept of gender existing on a spectrum is not a recent phenomenon, but has deep historical roots. These global examples also help dispel the myth that gender diversity is something recently invented by, and only relevant to, white youth.

Gender Spectrum's framework also provides space for training participants to reflect on their own experiences with gender in the cultural contexts that had meaning to them as children. It asks them to consider multiple aspects of identity including race, community, culture, socioeconomic status, religion, geographic region, and others. This is done to "meet people where they are," without judgment.

However, Gender Spectrum recognizes that educators are often not representative of the students they teach. Many educators are middle class, white, cisgender women, even in districts where the majority of students are youth of color. This further speaks to the need to infuse services with education about intersections of race, class, and gender. As part of the CDEP, Gender Spectrum was committed to strengthening ways in which it takes these differences into account in its work with schools. This frame described above has contributed to its success in culturally and linguistically diverse schools. Gender Spectrum has tailored trainings for dual language schools, such as the Adelante Spanish Immersion School (K-8) in Redwood City, Yu Ming Charter School in Oakland, and the Chinese American International School (K-8) in San Francisco. In addition to these, Gender Spectrum trained a human rights commission in Mexico and, in June of 2017, was invited by a state agency in Mexico City to present to professionals, youth, and family members of TG and GE youth. In relation to religious diversity, Gender Spectrum has worked closely with a number of parochial schools and faith communities including Catholic, Episcopal and Jewish. Gender Spectrum's conferences and Professionals Symposia include programming highlighting the experiences of parents and youth from diverse religious backgrounds including African American Churches, Catholic Latinx communities, Evangelical Churches and Jewish Congregations. When working with school communities, Gender Spectrum meets them where they are and builds on existing strengths and resources, empowering LGBTQ+ people within those communities.

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[i] An important outcome of the CDEP implementation and evaluation (and specifically feedback from the Community Advisory Group that was formed as part of the CDEP) has been an evolution in Gender Spectrum's trainings and services to incorporate more focus on racism, intersectionality, and the cultural context of discrimination and prejudice based on gender diversity. This evolution is discussed later in this report.

# CDEP PURPOSE, DESCRIPTION, AND IMPLEMENTATION

## CDEP Purpose

Gender Spectrum's CDEP was a prevention and early intervention program designed to prevent and reduce the mental health needs of TG and GE youth by providing and evaluating comprehensive services to transform schools from what are often experienced as hostile settings into inclusive centers of wellness that celebrate gender diversity. The following recommendations from the CRDP Phase 1 LGBTQ Population report were integral to helping Gender Spectrum develop its CDEP:

| Interventions targeted to specific populations, such as transgender youth | Training of service providers who work with those specific populations | Implementation of evidence-based, evaluated interventions that specifically address physical, emotional, and social bullying |
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Though not providing direct mental health services to TG and GE youth, Gender Spectrum's approach sought to address the upstream factors that influence TG and GE youth's mental health, furthering the following goals defined in the CRDP Strategic Plan to Reduce Mental Health Disparities:

**Increase Access to Mental Health Services for Unserved, Underserved, and Inappropriately Served Populations:** TG and GE youth, especially those who are youth of color, are among the most underserved populations among the LGBTQ+ community. Gender Spectrum's whole school approach trains school-based mental health counselors and providers from mental health agencies that work in partnership with schools. This equips them to provide more culturally responsive, gender inclusive, services to TG and GE youth and their families.

**Build on Community Strengths to Increase Capacity of and Empower Unserved, Underserved, and Inappropriately Served Communities:** Gender Spectrum's approach and framework are based on years of working collaboratively with families and TG and GE youth as well as Gender Spectrum staff's extensive experience in K-12 education. Gender Spectrum helps parents and youth increase their ability to advocate for themselves and others through publications, online support groups for families and youth, the annual conference, and the Gender Spectrum Lounge, which was an online community that provided support, education and community for teens, parents, and professionals through June 2021. In an ever-evolving landscape of understanding of gender, the dialogues that occur in these spaces deeply influence the scope and focus of Gender Spectrum's work. Gender Spectrum also provides families with tools they need to make informed decisions that are right for their particular situation, such as Gender Support and Gender Communication Plans, which anticipate scenarios the student might encounter and then support youth and caregivers to plan next steps. There is no single "cookie-cutter" approach and Gender Spectrum is sensitive to differing cultural and community norms, strengths, and constraints.

Gender Spectrum also sought to further its own mission and organizational goal through the delivery of CDEP programming:

**Elevate Schools as Centers for Wellness in the Community:** Gender Spectrum's approach rests on the premise that to best serve TG and GE youth in schools, the whole school must be transformed into a place of inclusion and wellness, where all stakeholders are educated to move toward gender inclusion instead of gender exclusion.

With the aid of CDEP, Gender Spectrum helped members of the school community, including educators and students, become more aware of how they can be affirming of gender diversity and take concrete steps to be more gender affirming. Programming also helped transgender students and students who fall all along the gender spectrum see their experience affirmed and recognized by their school. Gender Spectrum's goal with this increased representation was to increase connections and decrease mental health problems associated with bullying and isolation—such as anxiety, depression, and suicidal ideation. With its trainings of educators, Gender Spectrum sought to create a school environment where students who are struggling with their gender identity and/or expression are more inclined to approach adults in school for support and increase access needed mental health services and other resources for these students.

## CDEP Description and Implementation Process

Gender Spectrum's CDEP programming is an expansion and extension of its services and programs. These programs were chosen because they advance strategic plan goals outlined in the CRDP Phase 1 LGBTQ Population report by addressing the upstream factors that impact TG and GE youth's mental health and supporting educators to create more welcoming spaces and provide culturally competent mental health support to TG and GE youth.

### Foundations of Gender Inclusive Schools (FoGIS)

This intervention was designed to provide school staff with a baseline understanding of gender diversity and help them apply this understanding to professional practice to create the necessary conditions for creating school climates that supports TG and GE youth. The core *Foundations* training consisted of a 2.5-hour workshop, ideally for a school's entire (or nearly entire) staff and representatives. Through direct presentation, video clips of youth and others talking about gender, and group reflection and discussion, this workshop took participants through a review of basic gender concepts and terminology. The training was divided into two segments:

**Segment A: The Dimensions of Gender**

- Provides opportunities for participants to reflect on their own understandings of gender
- Presents key terminology and concepts related to gender
- Provides perspectives from youth/caregivers about gender
- Introduces participants to Gender Inclusive Schools Framework
- Provides basic tools and resources for working with staff, students, community, and to support TG and GE students
- Provide historical and cultural contexts for understanding gender diversity

**Segment B: From Perspective to Practice – Creating Gender Inclusive Schools**

- Builds on understanding of basic concepts of gender and applies them to teacher and institutional practices
- Includes information about implementing practices within each entry point (described above)
- Provides concrete strategies to create more gender inclusive conditions, support TG and GE Students, and respond to commonly asked questions.

In addition to these areas of content, participants in the training receive the Gender Inclusive Schools toolkit, a 35-page document with various resources for implementing the framework for an inclusive school. These

strategies employed in the trainings reflected the diverse cultural contexts of schools and communities. The goal of the Foundations of Gender was to provide concrete steps for schools to begin implementing the Gender Inclusive Schools Framework, creating individual, interpersonal, instructional, and institutional change. Typical engagement with educational institutions ranged from between one month to a year or more depending on the scope of work being done. Number of training participants ranged from 10 to 500 per training depending on the size of the school or district. Trainings were delivered to educators, mental health professionals, and administrators working in schools, school districts, and local and county offices of education. Trainings also were also open to non-teaching staff like bus-drivers, campus supervisors, clerical staff, cafeteria workers, coaches, and after-school program providers. At least 50% of the schools that received Gender Spectrum's services to were in districts where over 50% of students are youth of color or English Language Learners, and at least 20% of the schools involved in the pilot were rural. Some workshops were delivered on-site in schools or district offices, but most were delivered virtually. Gender Spectrum worked with schools and districts to develop the optimal settings, structure, and timeline for delivery of training, consultation, and coaching. When a school experiences a crisis—sometimes due to a poor response to a TG or GE child coming out to the school community—Gender Spectrum worked with schools to deliver multiple program elements over the course of a month or less.

With the core knowledge obtained through the training, schools and districts could then elect to contract with Gender Spectrum for additional professional development and consulting services based on their capacity and needs:

► Consultation: This is focused, short-term support for school staff to address specific problems/situations. Areas of support touch on topics like inclusive systems and policies, all gender restrooms and facilities, diversity and inclusion statements, handbooks and policies, registration forms, signage, student information systems.

► Gender-Inclusive Professional Development Skills Training: This prepares participants to lead trainings about gender diversity within their own school communities. Using Gender Spectrum professional development resources, the training includes a review of the Dimensions of Gender curriculum as well as best practices for facilitating a gender workshop, framing gender work within schools, and addressing common questions.

► Gender Inclusive Systems Change Leadership Training: This helps schools further assess the gender inclusiveness of their current practices and provides tools to review relevant data, legal issues, social-emotional impacts, and other factors that contribute to the school's current gender climate. Participants create a long-term plan to improve the school's climate in relation to gender.

► Keys to Support Gender Expansive Students Training: This focuses intensively on best practices related to gender support plans and gender communication plans.

### Inclusive Schools Network

The Gender Spectrum Inclusive Schools Network (ISN) is an intensive program structured to create a learning community of educational professionals committed to creating school settings where every child's gender is seen, understood, and respected. The ISN is ideal both for smaller districts (including supporting agencies/non-profits such as mental health organizations that work with students, hospitals, medical centers etc.) and large urban districts where the number of schools (15+) makes it hard to reach a critical mass in the district through individual school trainings. The ISN brings together teams of educators (Gender Leadership Teams, GLT) from area schools and/or districts.

Members of the Gender Leadership Team (GLT) are identified by the school or district and are individuals who have the passion, capacity, and authority to be leaders in creating school change. Through the ISN, Gender Spectrum delivered all of the core and optional elements described in the Foundations of Gender

Training and trained participants to deliver the *Dimensions of Gender* Module in their schools. This equipped participants to be leaders and resources in their school or district. After the Institute, participants engaged in a comprehensive set of activities to deepen their confidence and capacity as they pursue greater gender inclusiveness for all students in their own schools. Individuals who went through the Inclusive Schools Network training became part of a statewide Gender Inclusive Schools Network open to all who have previously attended an ISN institute. This statewide network took part in joint online programs, shared resources, and became an ongoing professional education and support community.

The GLTs that comprise the ISN committed to a one-year program, starting with a 2-day or 3-day institute plus a series of online follow up Institute trainings. Following the Institute, over the course of the next year, ISN members were invited to take part in ongoing activities, including online trainings and consultation. Weekly drop-in hours were made available for GLT members to ask questions and get support from Gender Spectrum staff. They could participate in monthly professional online programs that were sometimes offered in "real time" or made available to be viewed at their convenience online. There were 15-40 participants in each Inclusive School Network. Gender Spectrum worked with schools to deliver its training to educators, mental health professionals, administrators, and parents/caregivers. At least 50% of the schools that Gender Spectrum delivered its services to were in districts where over 50% of students were youth of color or English Language Learners, and at least 20% of the schools involved in the pilot were rural. Gender Spectrum provided trainings throughout California.

Core Elements of the ISN trainings included:

- ▶ A 2- to 3-day Inclusive Schools Institute and online Institute follow-up workshops
- ▶ Train-the-Trainers programming to lead *Dimensions of Gender* trainings locally
- ▶ Access to online workshops focusing on different topics related to gender-inclusive schools. Members may participate in these events live or view the recordings as schedules permit.
- ▶ Regularly scheduled "drop-in" office hours with Gender Spectrum staff
- ▶ Opportunities to observe Gender Spectrum trainings and consultations
- ▶ Gender Spectrum resources, including slides, handouts, tools, videos, and communications
- ▶ 1.5 hours per participant of coaching and consultation on issues such as policy development, student transitions, parent education and curriculum development
- ▶ Participation in ISN groups and forums on the Gender Spectrum Lounge
- ▶ Archive of lessons and other resources created by Gender Spectrum and ISN members

## Accounting for Gender

The Accounting for Gender course was designed at the request of Los Angeles Unified School District (LAUSD) because the district wanted a series of trainings specifically for Student Health and Human Service Staff to provide them with foundational understandings of gender diversity and approaches for applying them to professional practice within LAUSD. This is now a five-part course that begins with direct presentation, video clips, student and parent panels, and group reflection and discussion, providing participants with a thorough understanding of basic gender concepts and terminology. With this solid background in place, the remaining sessions describe concrete methods for applying the lens of gender diversity to the LAUSD context and the various social-emotional issues emerging from work with students, colleagues, caregivers, and community. It also included a panel of LAUSD students. This evaluation was slight revised to make it relevant for this series. Results of this new course are included in this report.

The course was designed to provide mental health and counseling staff with foundational understandings of gender diversity and approaches for applying them to professional practice within their school district. Through direct presentation, video clips, student and parent panels, and group reflection and discussion, this five-part course begins with a thorough review of basic gender concepts and terminology. With this solid background in place, the remaining sessions describe concrete methods for applying the lens of gender

diversity to the various social-emotional issues emerging from work with students, colleagues, caregivers and community.

By the end of the course, participants:

1. Recognize and identify social and historical factors leading to the gender binary as the predominant model of gender in mainstream US society;
2. Understand and are able to describe gender congruence and the three dimensions of gender;
3. Examine their own gender experiences and be able to articulate their impact on their work with students, colleagues, and community;
4. Articulate multiple data points about the relationship between gender and student health and wellness;
5. Distinguish gender affirming vs. non-affirming parenting practices;
6. Determine strategic approaches for working parents/caregivers struggling with their child's gender; and
7. Be familiar with and know how to access various school and community resources for supporting gender inclusive practice broadly and gender diverse youth and families specifically.

Accounting for Gender is a five-week synchronous course combined with asynchronous activities. It includes a series of 1.75-hour sessions that leverage the opportunity for direct presentations, panels and group discussions, and asynchronous activities such as watching videos, reading various materials and completing reflective activities.

## Program Offerings, Participation and Changes

As is often the case in operating programs over multiple years, changes are made for various important reasons. Enrollment can fall short, staff can change, enhancements identified through quality improvement efforts are often implemented and in 2019 the COVID-19 global pandemic to some extent disrupted every service in the CDEP. The Gender Spectrum CDEP excelled at meeting and sometimes exceeding its participant targets in program delivery. Details on the demographics of actual participants are included in the results section. The table at the end of this report section tracks the actual implementation of all program components and details any notable changes to program structure or content.The program offerings, participation, and any changes for all CDEP components are documented in Table 1 below. Any material program changes are noted and the narrative that follows the table provides detail about what change was made.

**Table 1: Program Components and Cycles**

|  | **Program Component** | **Foundations of Gender-Inclusive Schools Training (FoGIS)** | **Gender Spectrum Inclusive Schools Network (ISN)** |
|---|---|---|---|
|  | **Activity** | 2-3 Hour Workshop | Regional Trainings |
| **AY 2018-2019** | # of program cycles PLANNED | 3 school-based trainings | 1 regional training |
|  | # of program cycles ACTUAL | 13 school-based trainings | 1 regional training |

| | | | |
|---|---|---|---|
| | Any major program changes? | No | No |
| **AY 2019-2020** | # of program cycles PLANNED | 10 school-based trainings | 3 regional trainings |
| | # of program cycles ACTUAL | 9 school-based trainings | 5 regional trainings |
| | Any major program changes? | No | No |
| **AY 2020-2021** | # of program cycles PLANNED | 15 school-based trainings | 3 regional trainings |
| | # of program cycles ACTUAL | 6 school-based trainings | 1 regional training (Accounting for Gender) |
| | Any major program changes? | Yes | Yes |

For any component where "Yes" was indicated in the field "*Any major program changes?",* the detail about those changes is described in the next section, after Table 2.

The original goal for the number FoGIS trainings were projected to be 28 school-based trainings and, while on a slightly different delivery timeline than projected, 28 school-based trainings were delivered. The original goal for the number of projected ISN regional trainings was seven. Six ISNs were delivered, and one Accounting for Gender (which is similar to an ISN training), bringing the total to seven. The number of participants for the trainings were not projected. As a statewide program in a state with enormous variation in counties and school districts, it was not possible for an adequately informed projection to be made, as participating school districts are not determined years in advance. However, Gender Spectrum tracked the number of participants served in their trainings and that information is reported in Table 2 below.

**Table 2: Participants Served**

| | Program Component | Foundations of Gender-Inclusive Schools Training (FoGIS) | Gender Spectrum Inclusive Schools Network (ISN) |
|---|---|---|---|
| | **Activity** | 2-3 Hour Workshop | Learning Community |
| **AY 2018-2019** | Number of program participants (actual) | 803 | 96 |
| **AY 2019-2020** | Number of program participants (actual) | 567 | 91 |

| AY 2020-2021 | Number of program participants (actual) | 791 | 125 |
| --- | --- | --- | --- |

## Explanation of Major Program Changes Noted in Table 1

**2017 Program changes:**

► Program components were not yet implemented due to delay in IRB approval. In the meantime, Foundations of Gender Trainings held 4 trainings that will not count towards CDEP. Gender Spectrum Inclusive Network (ISN) also held an Inclusive Schools Network two-day institute.

**2020 Program changes:**

► Foundations of Gender Training (Full School Approach) implemented the trainings as planned, however, because of COVID-19 pandemic, participation numbers decreased. There were only 2 trainings in March, although March is usually a busy training month. The program was equipped for virtual trainings, even though there was not much interest from schools during that time. Despite the changes the program reached their goal of 15 trainings for year 3 of the project.

► Finalizing dates for Gender Spectrum Inclusive Schools Network came to a halt as schools shut down due to the COVID-19 Pandemic. Program explored ways to conduct this component through a virtual manner and continued creating new tools for the delivery of Foundations of Gender Training and Gender Spectrum Inclusive Schools Network.

► March 2020 – October 2020 Foundations of Gender Training (Full School Approach) implemented with moderate changes in their delivery methods due to the COVID-19 Pandemic. The program transitioned to adapting and delivering trainings on Zoom and adding additional content to the curriculum.

► March 2020 – October 2020 Gender Spectrum Inclusive Schools Network (ISN) was not implemented due to COVID-19 Pandemic, the racial uprising, and/or wildfires. Plans for scheduled trainings in Los Angeles and San Diego were postponed. At this time the program was planning another type of training with Los Angeles that could reach up to 2000 staff over time, which included a 5-part training series.

**2021 Program changes:**

► As noted above, LAUSD asked for a new format, instead of the ISN, that covered much of the same content as ISN through a series of presentations. This version was delivered February 23-March 25, 2021. The course was designed to provide SHHS staff with foundational understandings of gender diversity and approaches for applying them to professional practice within LAUSD. Through direct presentation, video clips, student and parent panels, and group reflection and discussion, this five-part, 10-hour course began with a thorough review of basic gender concepts and terminology. The remaining sessions described concrete methods for applying the lens of gender diversity to the LAUSD context and the various social-emotional issues emerging from working with students, colleagues, caregivers, and community.

► Gender Spectrum created online version of the ISN with hope of using in other districts. Gender Spectrum piloted the online version with Detroit Public Schools (not part of the CDEP), however they hope to use this model before end of CDEP data collection period, although the opportunity has not happened yet.
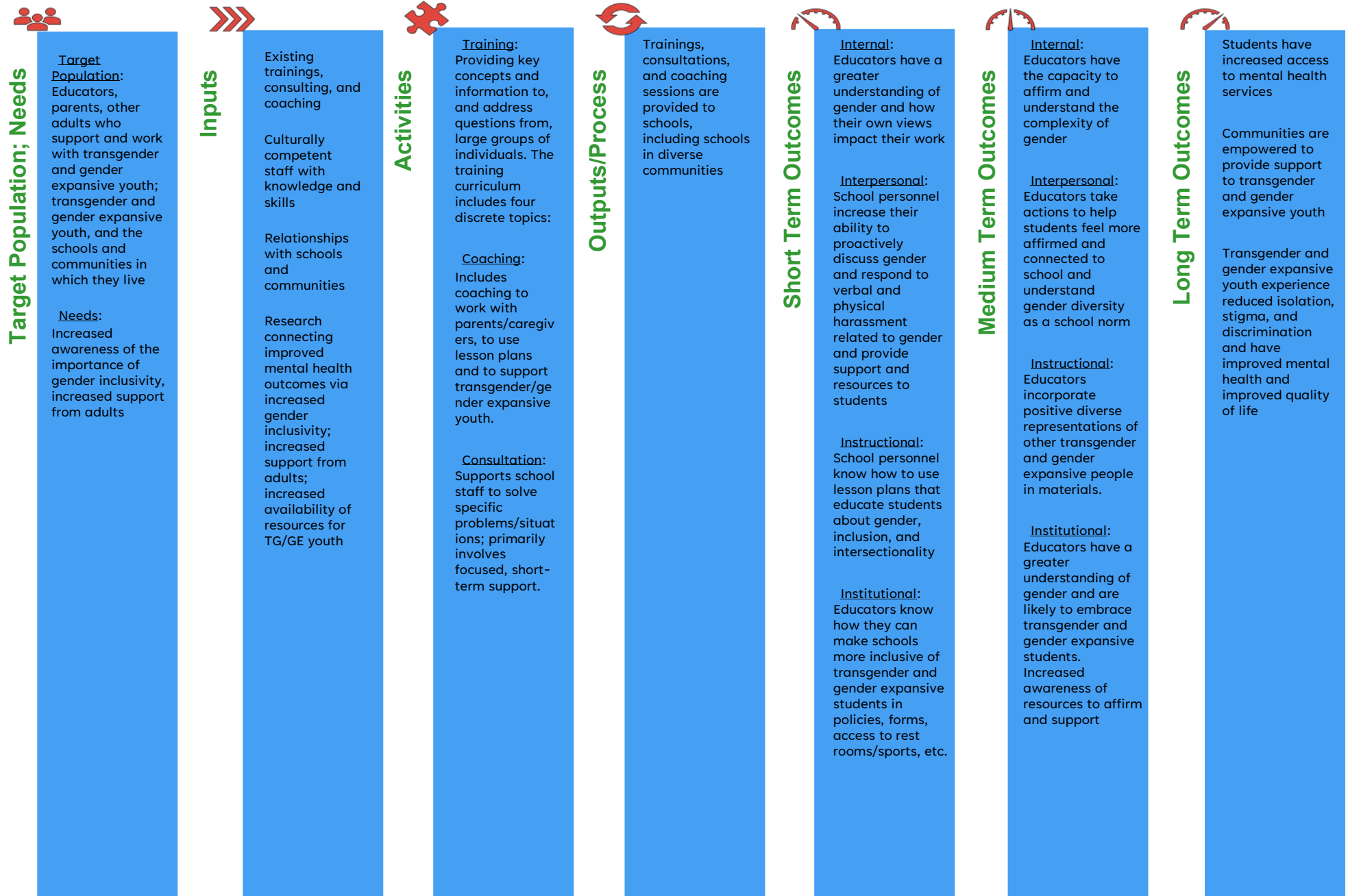
# LOCAL EVALUATION QUESTIONS

The evaluation plan for Gender Spectrum for the CDEP included the following questions designed to help uncover the impact of the work of Gender Spectrum on teachers and administrators; on school policies and practices; on school climate; and, ultimately, on the mental health of students.

1. To what degree do the training, coaching and consultation services have an impact on participants' knowledge, attitudes, intended behaviors relative to gender expansive and transgender youth, and gender inclusivity?
2. To what degree do these changes sustain over time?
3. To what degree do these training, coaching and consultation services have an impact on school policies and procedures?
4. To what degree do these training, coaching and consultation services result in educators using gender inclusive instructional materials?
5. What characteristics of schools, or of the process of engagement with the services are most closely linked with positive outcomes? What characteristics are associated with a lack of positive outcomes?
6. What lessons can be learned about how to make these services as culturally competent as possible? What changes to the curricula or approach to schools might be needed?
7. What elements of the program are most critical to achieving the outcomes of interest and how can these elements be retained and sustained should the program expand? What else is needed to make the program as scalable as possible?
8. To what degree was the program implemented with fidelity? What adaptations occurred to address barriers and challenges?

Most of these were answered via the evaluation. However, two were not as well answered as originally hoped, due to COVID-19-related delays in the implementation of the case study component of the evaluation. These case studies were planned for 2020 and could not occur because schools were not in session for much of the year and, when they were in session, teachers and administrators were overwhelmed with core functions and making adaptations required by the pandemic. As a result, less information is available related to whether changes are sustained over time and the degree to which school policies and procedures changed over time. Information is available for one school district, where one part of the case study for that district was implemented.

The Gender Spectrum logic model provides a visual representation of the program model, the activities, and the hoped-for outcomes, which are all part of the evaluation.

![gender spectrum]

# Gender Spectrum Logic Model

## Target Population; Needs

**Target Population**: Educators, parents, other adults who support and work with transgender and gender expansive youth; transgender and gender expansive youth, and the schools and communities in which they live

**Needs**: Increased awareness of the importance of gender inclusivity, increased support from adults

## Inputs

Existing trainings, consulting, and coaching

Culturally competent staff with knowledge and skills

Relationships with schools and communities

Research connecting improved mental health outcomes via increased gender inclusivity; increased support from adults; increased availability of resources for TG/GE youth

## Activities

**Training**: Providing key concepts and information to, and address questions from, large groups of individuals. The training curriculum includes four discrete topics:

**Coaching**: Includes coaching to work with parents/caregivers, to use lesson plans and to support transgender/gender expansive youth.

**Consultation**: Supports school staff to solve specific problems/situations; primarily involves focused, short-term support.

## Outputs/Process

Trainings, consultations, and coaching sessions are provided to schools, including schools in diverse communities

## Short Term Outcomes

**Internal**: Educators have a greater understanding of gender and how their own views impact their work

**Interpersonal**: School personnel increase their ability to proactively discuss gender and respond to verbal and physical harassment related to gender and provide support and resources to students

**Instructional**: School personnel know how to use lesson plans that educate students about gender, inclusion, and intersectionality

**Institutional**: Educators know how they can make schools more inclusive of transgender and gender expansive students in policies, forms, access to rest rooms/sports, etc.

## Medium Term Outcomes

**Internal**: Educators have the capacity to affirm and understand the complexity of gender

**Interpersonal**: Educators take actions to help students feel more affirmed and connected to school and understand gender diversity as a school norm

**Instructional**: Educators incorporate positive diverse representations of other transgender and gender expansive people in materials.

**Institutional**: Educators have a greater understanding of gender and are likely to embrace transgender and gender expansive students. Increased awareness of resources to affirm and support

## Long Term Outcomes

Students have increased access to mental health services

Communities are empowered to provide support to transgender and gender expansive youth

Transgender and gender expansive youth experience reduced isolation, stigma, and discrimination and have improved mental health and improved quality of life

# EVALUATION, DESIGN, AND METHODS

## Design, Measures & Data Collection Procedures

### Community-Based Participatory Research

This CDEP directly touched adults who work in schools with the goal of having an impact on students. In line with its focus on elevating schools as center of wellness for communities, Gender Spectrum's evaluation of CDEP programming took a community-based participatory research approach. Gender Spectrum worked with Health Management Associates, Community Strategies® (HMACS), a national research and consulting firm skilled in conducting CBPR for the social determinants of health with LGBTQ+ communities, to develop and conduct this evaluation. Gender Spectrum created a Community Advisory Group (CAG) to participate in the evaluation, research, design, and dissemination of the CDEP. Gender Spectrum sought CAG involvement from educators and administrators and parents of TG and GE youth who can define what a gender inclusive school looks and feels like from their perspective.

Members of the CAG contributed their knowledge, experience, and direct involvement with the communities that this CDEP engaged with to plan, design, collect data, analyze, and deliver the dissemination of findings. The CAG shaped and finalized the evaluation design, evaluation questions, and instruments (survey and focus group guides) used to collect data. Once data were collected and initially analyzed, the CAG helped interpret the findings, pointed to additional analytic considerations, and discussed how best to present and disseminate the evaluation results.

Additionally, throughout the CDEP, Gender Spectrum prioritized staying abreast of the constantly changing frameworks being used to understand youth and gender by partnering with relevant organizations, attending conferences, reviewing popular and academic literature, and hearing from youth. It continued to have direct contact with youth through online programming, work study students, and its annual conference. The issues and topics raised by youth in these settings also informed the design of the evaluation questions and instruments, as well as adaptations to the trainings over time.

### Quantitative Measures and Data Collection Procedures

Gender Spectrum's trainings are designed to increase participants' knowledge of gender concepts and gender diversity and increase their awareness of the importance of these concepts in their roles and in the lives of their students. Additionally, their trainings are designed to have an impact on their attitudes related to gender diversity, increasing their levels of support around creating a gender inclusive climate at their school. Importantly, the trainings are designed to help participants become prepared to act in their roles at their schools, to support TG and GE youth, to change their own practices, to support the school in changing its policies and practices, and to serve as an advocate within their schools and to help educate their colleagues, parents, and students. To those ends, both the Foundations trainings and the ISN utilized similar pretests and posttests that measured changes in knowledge, attitudes, and intended behaviors.

Pretest and posttest survey instruments were developed for the Foundations of Gender Inclusive Schools training and for the Inclusive School Network program. Questions for these instruments were developed by Gender Spectrum staff, the evaluation team, and the CAG and were designed to assess participants' understanding of gender, skills they learned through Gender Spectrum's programming, and the degree to which staff at Gender Spectrum incorporated a culturally competent and intersectional approach in the programming.

Pretests were administered just before the trainings began (either a day or two before, or the morning of the first day of training). Posttests were administered immediately following the trainings (either at the end of the last session, or within a few days of the last session). Attempts were made to conduct follow up

surveys six months after trainings, but the initial response rate was too low to provide enough data to analyze.

The quantitative data helped answer two of the critical evaluation questions:

► **Question 1:** To what degree do the training, coaching and consultation services have an impact on participants' knowledge, attitudes, and intended behaviors relative to gender expansive and transgender youth, and gender inclusivity?

► **Question 4:** To what degree do these training, coaching and consultation services result in educators using gender inclusive instructional materials?

Answering these questions was a primary focus of the evaluation.

### *Internal Entry Point*
**Thinking about Gender**

The questionnaires that participants completed before and after the training contained a series of questions designed to assess the degree to which they have thought about gender, their knowledge of basic concepts around gender, and some of their beliefs about gender that are related to their roles as educators.

**Knowledge about Gender**

The pretests and posttest also measured trainees' knowledge about basic gender concepts. Concepts that are touched on in the trainings include an understanding of the differences between sex and gender, the concept of a gender spectrum, and facts about biological sex, the relationships between gender expression and gender identity, and the existence of cultures that recognize more than two genders.

**Beliefs about Gender and Children**

Training participants were also asked about their beliefs about what elementary school children are capable of understanding and what they should be taught about gender. These questions measure beliefs about the appropriateness of the topic for children, which is a marker of openness to concepts of gender diversity as acceptable. Attendees were asked about the impact of the training on their internal understanding about gender.

### *Interpersonal Entry Point*
The interpersonal entry point questions included knowledge, attitude and readiness questions designed to assess the impact of the trainings on their level of preparation and readiness to interact with students and adults in ways that are gender inclusive, supportive, and welcoming. With this entry point, the training had a substantial impact on attendees. Scores increased across the board, from participants feeling more comfortable talking with students about concerns related to their gender and answering frequently asked questions about gender to feeling ready to use gender inclusive language with young people and adults. In addition to these questions, several questions were asked on the posttest about the impact of the training on the interpersonal entry point.

### *Instructional Entry Point*
Focus on the instructional entry point in the training centers on teaching participants ways that they can help create a welcoming and inclusive school climate and support students by making changes to their curricula and/or activities in the classroom. Questions in the pretests and posttests focus on awareness of strategies to use in the classroom, and perceptions of trainees about their preparedness to take steps in their classrooms to be more gender inclusive. With this entry point, the training had a substantial impact on attendees. Scores increased on these items, with participants gaining awareness and feeling more prepared to act. Further, data from the question about the impact of the training indicates that the training had its intended effect in this area.

*Institutional Entry Point*

The ISN trainings in particular have a heavy focus on the institutional entry point, which centers on teaching participants ways that they can impact their school policies and practices to create a welcoming and inclusive school climate and support students. Questions in the pretests and posttests focus on awareness of strategies to use in schools, and perceptions of trainees about their preparedness to take steps in to help make their schools more gender inclusive. Participants were also asked about the impact of the training indicates that the training had its intended effect in this area.

## Qualitative Measures and Data Collection Procedures

The qualitative design included interviews and focus groups with staff, teachers, and administrators who attended the schools trained by Gender Spectrum and open response questions in the pretests and posttests. The questions allowed Gender Spectrum to explore, in a more nuanced way, the experiences of participants with the trainings, suggestions for improvements or additional trainings, and to better understand how and why the trainings are effective.

## Intersectional Approach

An intersectional approach recognizes the ways in which identity-based oppression can be compounded when a person or class of people have more than one identity for which they may face discrimination. As outlined earlier, Gender Spectrum recognizes, teaches, and explores how interlocking identities at the individual- and community-level impacts the schools with which it works. In designing this CDEP, Gender Spectrum prioritized reaching young TG and GE students who may face compounding or overlapping discrimination because of their gender, as well as race and geography. Research supports the need for this intersectional approach, showing that transgender youth of color are at increased risk for being targeted because of their gender and race. Rural youth have less access to gender-inclusive resources and support. The design of the evaluation focused on race, socioeconomic status, culture, religion, and region/geography intersect as points of identity that influence the delivery and impact of CDEP programming. With feedback from the CAG and the schools it worked with, Gender Spectrum continually improved and revised curriculum and materials to effectively reach its target populations, including the variation of respective risk and protective factors for TG and GE youth. The CAG also helped embed issues of intersecting identities into the evaluation, designing adequate and nuanced demographic questions for surveys and dissecting data findings through a critical intersectional lens.

This evaluation looks at variation across identity and other factors to assess CDEP outcomes relative to the diversity within schools and to the individuals who were trained and received coaching and consultation as part of the CDEP. Qualitative data helped to supplement and further explore the nuances of how intersectional identity factors impact schools' and educators' experiences in CDEP programming. These activities were also used to solicit feedback on program adaptations and gauge how effective Gender Spectrum was in customizing its engagement to the specific school and community.

## Implementation

### Recruitment & Participation

In the past, Gender Spectrum has tried to prioritize working with underserved schools, but in most cases, schools self-selected into participation in the program and services. Schools and districts cannot be required to participate in these interventions, thus prohibiting the use of random sampling for this evaluation project. With its CDEP programming, Gender Spectrum moved toward purposive recruitment and sampling, targeting specific schools in "high need" areas. These high needs areas were defined as those that had lower socioeconomic factors, as measured by percentage of students receiving free or reduced lunch. High needs areas were also determined by the presence of risk factors in communities that effect TG and GE youth, like include rurality, population sparsity, number of resources for LGBTQ (particularly TG/GE youth) people, religiosity, political climate, etc. Priority was given to schools that serve

majority youth of color, as research indicates that TG and GE youth of color disproportionately contend with violence and mental health risks.[11]

All schools that received the Gender Spectrum's Foundations and ISN components were recruited for participation in the evaluation. Recruitment into the evaluation was a two-part process. First, the primary contacts at the participating school underwent a full informed consent process, which included sharing of information about the evaluation, what the school and its staff and students would be asked to do, benefits, and other information. Second, all programming recipients (educators, staff, etc.) also underwent an informed consent process prior to taking their first pretest. Evaluation materials, including consent materials, were to be translated into languages other than English when necessary, but it was never necessary. For participants with lower literacy levels, Gender Spectrum staff, trainers, and other members of the evaluation team could read materials to the participant and explain the materials, the program, and the evaluation in language they were able to understand, to ensure full informed consent.

Two case studies were planned but had to be put on hold because of COVID-19 and the disruptions that schools experienced in 2020 and 2021. As part of each of case study, HMA and Gender Spectrum planned to conduct 1-2 focus groups of students per school district, consisting of 8-10 students per group. These case studies will be conducted in the Fall of 2021. Unfortunately, the data will not be part of this report, but may be added later as an addendum.

## Sampling Methods and Size

At the beginning of the CDEP period, it was not possible to predict the ultimate sample size in terms of participants, because trainings could be conducted at large or small school districts.  Therefore, goals were set for the number of trainings that would occur, rather than the number of people who would be trained. These goals were met. Additionally, the matched pair (pretest to posttest) sample size had sufficient power to detect changes in the targeted outcomes. The Foundations of Gender training and the Accounting for Gender training have very little attrition because they are short trainings and have high levels of engagement. Therefore, attrition is not an issue in these trainings. Attrition may be an issue in the ISN trainings, because they occur over a longer period of time and required a more significant commitment of time. Future analyses have been discussed to better understand low levels of engagement and/or dropping from the ISN. Additionally, in some cases, participants did not complete a posttest or a pretest could not be matched to a posttest, so the number of matched pairs is lower than the total number of training participants. Analyses of missing data have not yet been conducted but could be a focus of future analyses.

Gender Spectrum used purposive sampling for this project. Prior to the CDEP, Gender Spectrum did very little purposive outreach. The majority of schools and districts with which Gender Spectrum worked found Gender Spectrum through word of mouth, as a result of presentations at conferences or by seeing information on Gender Spectrum's website. As part of the CDEP Gender Spectrum was able to experiment with more purposive sampling, as described below.

### Outreach to Targeted Districts

Gender Spectrum identified Los Angeles, San Diego, and Bakersfield as cities where they wanted to implement the ISN because of their size, demographic, and geographic locations. Staff reached out to existing contacts in both LA Unified School District (LAUSD) and San Diego. For Bakersfield, Gender Spectrum reached out to contacts provided by another CRDP-funded organization, the Center for Sexuality & Gender Diversity (the Center).

The most successful result was with LAUSD, where Gender Spectrum had personal connections with district administrators who oversee work related to LGBTQ students, Mental Health, and HIV/AIDS Prevention. As a result of these contacts, an ISN was completed in October 2019. At the request of the school district, a

modified ISN was conducted in March of 2021. More work is anticipated in this district, which is the second largest in the country.

Gender Spectrum staff asked the Center in Bakersfield, another CRDP-funded organization, to help connect Gender Spectrum with the school district. They provided some contacts through California State University in Bakersfield which works closely with the district. This did not lead to any direct work with the district but there is a possibility of future collaboration with the University's teacher education program.

Finally, San Diego was the least successful outreach. Staff reached out to the person in charge of LGBTQ support in the district and became a vendor within the school district to provide trainings. However, this person left the district before trainings were conducted and despite repeated efforts to work with the person who took her place, no training occurred.

The outreach in these three districts was tremendously time consuming. With this success rate for districts where Gender Spectrum had personal contacts, they recognized that for this and future research, a randomized sample would be very ineffective. A more successful approach may be to publicize trainings through Gender Spectrum's email list, social media, and website, along with word of mouth.

### Professional Conference Outreach

Gender Spectrum submitted a proposal to present at the Association of California School Administrators (ACSA) annual conference in February of 2020, which was accepted. A *Dimensions of Gender* presentation was provided, and a table in the exhibit hall to reach contacts who would potentially not be exposed to Gender Spectrum's work. Communications were sent to all 1,500 attendees before and after the conference. Approximately 60 people attended the presentation and another 35 signed up to be on the Gender Spectrum mailing list.

### Outreach to Gender Spectrum Professional Symposium Attendees

Gender Spectrum sent an email to all educators who attended the 2020 virtual Professionals symposium to let them know about the Foundations of Gender Inclusive Schools Training and the ISN. This resulted in many new requests for training, and since then, FoGIS has been implemented in five California districts that had not previously engaged with Gender Spectrum trainings.

## Fidelity and Flexibility

A formal assessment of fidelity was not conducted. However, the trainings are provided by one trainer who has been conducting the training for many years, using a standard curriculum and set of training materials and they are consistently implemented as designed. Flexibility was built into the implementation by design, including a small bit of flexibility around length of the training to accommodate the needs of school districts (between two and three hours), and flexibility in terms of how implementation occurred (in person or virtual). With the onset of the COVID-19 pandemic, all of the trainings were implemented virtually. Other changes that were made to the CDEP were based on posttest feedback from training participants and from the CAG. These changes are discussed in detail in a later section of this report.

There was also occasional flexibility related to structure and content when it was determined that the benefits for schools or districts outweighed the need for fidelity. For example, after hosting an ISN, LAUSD requested a second training specifically for Student Health and Human Service Staff to provide them with foundational understandings of gender diversity and approaches for applying them to professional practice within LAUSD. This new course, Accounting for Gender, was described previously in this report.

## Data Analyses

Gender Spectrum, HMA and the CAG worked together to develop a mixed-method evaluation plan that included both qualitative and quantitative data collection efforts with related tools and approaches to analysis. Quantitative data collection efforts were implemented through the administration of several pre and post training survey instruments that were created in relation for each type of training. Strong data collection efforts resulted in a very robust sample of matched pretests and posttests.

Quantitative data were analyzed using Stata (for inferential and descriptive analyses) and Microsoft Excel or Stata (for descriptive analyses). The unit of analyses for this evaluation was individuals trained, examining changes in knowledge, attitudes, and behaviors. Measures of knowledge, attitudes, intended behaviors, and satisfaction with trainings used 5-point or 10-point scales, typically with the hoped-for outcome (i.e., having greater knowledge or stronger intentions to act, feeling more prepared) being represented by higher scores. Item-level analyses were conducted to assess changes from pre to post for participants. In addition, many scale or composite variables were created to measure concepts that were represented by multiple single items. Details about items that were analyzed and scale measures that were created and analyzed are provided in the results section. In addition to descriptive statistics, tests of significance of the changes (i.e., t-tests, chi-square tests) were conducted. These analyses explored differences from pre to post on key measures.

Qualitative data collection included open-ended items on program survey tools and focus groups. Focus groups were recorded and transcribed. Data were analyzed using a grounded theory methodology, wherein concepts and themes were derived inductively through a careful reading, categorization and subsequent organization of collected information. The evaluation team reviewed coding to ensure consistency and reliability of the analysis. This information was then summarized in ways that highlighted important insights drawn from the data.  Findings were shared with Gender Spectrum staff and the CAG to ensure interpretation of these findings was culturally appropriate and valid.

# RESULTS

Throughout the CDEP evaluation, both quantitative and qualitative data were collected, analyzed, and used to improve the trainings. A summary of data for the FoGIS trainings is provided below, followed by ISN results and Accounting for Gender results. For each section, demographic data are presented first, with results of the pretests and posttests second.

## Foundations of Gender Inclusive Schools Training

The Foundations of Gender training was designed to provide school staff with a baseline understanding of gender diversity and help them apply this understanding to professional practice to create the necessary conditions for creating school climates that supports TG and GE youth. The core Foundations of Gender Training consisted of a 2.5-hour workshop for a school's complete (or nearly complete) staff and representatives.

### Demographics of Participants

The following demographics are for participants with a matched pretest and posttest. The majority in Foundations of Gender trainings (58%) were teachers. Other attendees included administrative staff, school counselors and psychologists, coaches, nurses, paraprofessionals, librarians, support staff, and a few directors of learning.

*Table 3: Roles of Participants*

| Role | Count | Percent |
|---|---|---|
| Administrative Staff (School Level) | 29 | 10% |
| Building District Administrative Staff | 16 | 5% |
| Instructional Coach | 6 | 2% |
| Counselor | 17 | 6% |
| Librarian | 10 | 3% |
| Nurse | 3 | 1% |
| Psychologist | 6 | 2% |
| Reading Specialist | 4 | 1% |
| Teacher Pre-K | 7 | 2% |
| Teacher K2 | 34 | 11% |
| Teacher 3-5 | 41 | 14% |
| Teacher 6-8 | 67 | 22% |
| Teacher HS | 10 | 3% |
| Teacher Special Ed | 13 | 4% |
| All Teachers | 172 | 58% |
| Other (para educator, support staff, instructional aide, director of learning) | 64 | 21% |
| Total | **327** | |

About 35% were people of color, and 65% were white. Just over 16% were Asian, 12% were Latinx, 5% identified as multi-racial. Just under 1% were African American, and 1% were Native American or American Indian. The majority (87%) identified as cisgender female, and 12% identified as cisgender male. Only one participant identified as transgender. In terms of sexual orientation, 10% identified as LGBTQ. Respondents were divided fairly equally in terms of their religiosity.

*Table 4: Religiosity of Participants*

| Religiosity | Count | Percent |
|---|---|---|
| Not at all religious | 77 | 23.2% |
| A little religious | 93 | 28.0% |
| Somewhat religious | 93 | 28.0% |
| Very religious | 69 | 20.8% |

The majority (about 77%) of participants were between the ages of 26 and 55, with 4% younger than 25 and 19% older than 55.

*Table 5: Age of Participants*

| Age | Count | Percent |
|---|---|---|
| 25 or younger | 13 | 3.9% |
| 26-35 | 84 | 25.3% |
| 36-45 | 97 | 29.2% |
| 46-55 | 75 | 22.6% |
| 56-65 | 55 | 16.6% |
| Over 65 | 8 | 2.4% |

## Entry Points

As noted previously, the Foundations of Gender training was designed to have an impact on four "entry points" through which participants can develop the skills and knowledge needed to be advocates for creating gender inclusive and welcoming schools. This section presents results from pretest and posttest items by entry point: internal, interpersonal, instructional, and institutional.

### Internal Entry Point

**Thinking about Gender**

While participants reported that prior to the training they had spent some time thinking about their own gender and how their attitudes about gender impact students, after the training, their level of agreement with these statements had increased.

*Table 6: Internal Entry Point: Change in Time Spent Thinking about Gender*

| | n | Pretest Mean (SD) | Posttest Mean (SD) | Difference | P-value |
|---|---|---|---|---|---|
| Composite Variable [i,ii] | 281 | 7.12 (1.84) | 8.42 (1.35) | 1.32 | p=0.00 |
| Time Thinking about Own Gender [i] | 284 | 7.21 (1.89) | 8.34 (1.47) | 1.13 | p=0.00 |
| Time Thinking about Impact on Students [i] | 281 | 7.05 (2.01) | 8.5 (1.34) | 1.45 | p=0.00 |

[i] Responses followed a 10-point scale format with 1 being "Strongly Disagree" and 10 being "Strongly Agree." Increases in composite score indicate increases in time spent.
[ii] This composite score is an average of 2 items "I have spent time thinking about how my own experiences with and attitudes about gender have had an impact on my life" and "I have spent time thinking about how my own experiences with and attitudes about gender have had an impact on my work with students."

## Knowledge about Gender

For most measures, the increases in knowledge from pre to post were statistically significant, with the exception of the question about whether gender expression is a reliable indicator of gender identity. The positive increase in the composite variable, which combined all of these items, was also statistically significant.

*Table 7: Internal Entry Point: Knowledge about Gender*

| | n | Pretest Mean (SD) | Posttest Mean (SD) | Difference | P-value |
|---|---|---|---|---|---|
| Composite Variable | 266 | 2.93 (0.48) | 3.24 (0.47) | 0.31 | p=0.00 |
| I understand the difference between the gender binary and the gender spectrum. [i] | 260 | 3.45 (0.68) | 3.66 (0.62) | 0.21 | p=0.00 |
| A person's gender is solely determined by biological characteristics such as hormones and genitals. [i] | 243 | 2.99 (0.89) | 3.37 (0.82) | 0.38 | p=0.00 |
| While gender expression and gender identity can fall on a spectrum, biological sex is binary: people are born either male or female. [i] | 234 | 2.70 (0.89) | 3.18 (0.90) | 0.48 | p=0.00 |
| A person's gender expression is not a reliable indicator of their gender identity. [i] | 207 | 2.30 (0.82) | 2.41 (1.03) | 0.11 | p=0.06 |
| There are cultures that historically and currently recognize gender identities other than man and woman. [i] | 189 | 3.26 (0.66) | 3.63 (0.56) | 0.37 | p=0.00 |
| [i] Responses followed a 4-point scale format with 1 being "Strongly Disagree" and 4 being "Strongly Agree." Respondents could also answer "I don't know" (These responses were not included in the scale.) Increases in the composite score indicate increases in knowledge. | | | | | |

## Beliefs about Gender and Children

Results indicate that, after the training, participants were more in agreement that elementary school children are not too young to learn about gender diversity, nor too young to know if they are transgender. Additionally, there was more agreement at posttest that children should learn about gender and learn to respect the gender diversity of others.

*Table 8: Internal Entry Point: Beliefs about Gender and Children*

| | n | Pretest Mean (SD) | Posttest Mean (SD) | Difference | P-value |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| Elementary school children are too young to know that they are transgender [ii] | 245 | 2.33 (1.05) | 2.43 (1.25) | 0.10 | p=0.03 |
| Elementary school children are too young to learn about gender diversity [ii] | 252 | 2.34 (1.11) | 2.43 (1.21) | 0.09 | p=0.03 |
| Children and youth in my school or organization would benefit from learning about components of gender (bodies, gender expression, and gender identity) | 296 | 7.68 (2.02) | 8.22 (1.56) | 0.54 | p=0.00 |
| Children and youth in my school or organization would benefit from learning about respect for the gender diversity of other people | 297 | 8.69 (1.44) | 8.96 (1.14) | 0.27 | p=0.00 |

[i] Responses followed either a 4-point scale format with 1 being "Strongly Agree" and 4 being "Strongly Disagree"; or a 10-point scale with 1 being "Strongly Disagree" and 10 being "Strongly Agree".
[ii] Item was reverse scored. 1="Strongly Agree" and 4= "Strongly Disagree", with higher scores as a goal of the trainings.

**Participants Perceptions of the Impact of the Training on Internal Entry Point**

While attendees said the training only moderately increased their understanding of their own gender, they said the training greatly increased their understanding of gender diversity as it relates to youth and children.

*Table 9: Internal Entry Point: Impact of the Training*

| | n | Posttest Mean (SD) |
|---|---|---|
| How much did this training increase your understanding of your own gender? [i] | 286 | 5.40 (3.09) |
| How much did this training increase your understanding of gender diversity as it relates to youth and children? [i] | 303 | 7.79 (2.00) |

[i] Responses followed a 10-point scale format with 1 being "Very Little" and 10 being "A Lot".

*Interpersonal Entry Point*

With this entry point, the training had a substantial impact on attendees. Scores increased across the board, from participants feeling more comfortable talking with students about concerns related to their gender and answering frequently asked questions about gender to feeling ready to use gender inclusive language with young people and adults.

*Table 10: Interpersonal Entry Point: Knowledge, Skills, and Preparation*

| | n | Pretest Mean (SD) | Posttest Mean (SD) | Difference | P-value |
|---|---|---|---|---|---|
| Composite Variable: Interpersonal Entry Point Measures | 280 | 5.66 (1.77) | 7.51 (1.27) | 1.85 | p=0.00 |
| If a student approached me with concerns related to their gender, I would be comfortable talking with them about their concerns. (Scale 1-10) | 287 | 6.83 (2.39) | 8.10 (1.66) | 1.27 | p=0.00 |
| I can respond to frequently asked questions and concerns about gender inclusion work at school. (Scale 1-5) | 297 | 2.77 (0.88) | 3.63 (0.71) | 0.86 | p=0.00 |
| I feel prepared to take steps to use gender inclusive language with young people. (Scale 1-10) | 280 | 5.03 (2.49) | 7.37 (1.74) | 2.34 | p=0.00 |
| I feel prepared to take steps to use gender inclusive language with adults. (Scale 1-10) | 286 | 5.00 (2.42) | 7.24 (1.77) | 2.24 | p=0.00 |
| I have the knowledge and skills to support a transgender/gender expansive student. (Scale 1-5) | 312 | 2.96 | 3.88 | 0.92 | |

[i] Responses followed either a 5-point scale or a 10-point scale. For the 10-point scale, 1="Strongly Disagree" and 10="Strongly Agree." For the 5-point scale, 1="Strongly Disagree" and 5="Strongly Agree".

[ii] This composite variable is made up of respondent-level means of each of the five measures in the table. The measures with 5-point scales were converted to 10-point scales.

Participants thought the training had between a moderate amount of impact and a lot of impact on their ability to use gender inclusive language, helping youth understand gender expression and identity, and on their ability to support transgender and gender expansive students.

*Table 11: Interpersonal Entry Point: Impact of the Training*

| | n | Posttest Mean (SD) |
|---|---|---|
| How much did this training increase your ability to better support transgender and gender expansive students? (Scale 1-10) | 307 | 7.85 (1.65) |
| How much did this training increase your ability to use gender inclusive language and strategies when talking with children and youth? (Scale 1-10) | 303 | 7.86 (1.78) |
| As result of this training, I am comfortable helping children and youth understand the difference between patterns and rules with regard to gender expression and gender identity. (Scale 1-5) | 308 | 4.22 (0.67) |

[i] Responses followed either a 5-point scale or a 10-point scale. For the 10-point scale, 1="Very Little" and 10="A Lot." For the 5-point scale, 1= "Strongly Disagree" and 5= "Strongly Agree"

*Instructional Entry Point*

With this entry point, the training had a substantial impact on attendees. Scores increased on these items, with participants gaining awareness and feeling more prepared to act. Further, data from the question about the impact of the training indicates that the training had its intended effect in this area.

*Table 12: Instructional Entry Point: Preparation*

| | n | Pretest Mean (SD) | Posttest Mean (SD) | Difference | P-value |
|---|---|---|---|---|---|
| Composite Measure: Instructional Entry Point Level of Preparation [ii] | 282 | 5.53 (1.69) | 7.47 (1.33) | 1.95 | p=0.00 |
| I am aware of strategies to be gender inclusive through existing curriculum and/or other classroom activities. (Scale 1-5) [i] | 286 | 3.27 (0.80) | 4.05 (0.62) | 0.78 | p=0.00 |
| I am prepared to take steps to make curriculum more gender inclusive. (Scale 1-10) [i] | 282 | 4.52 (1.38) | 6.79 (1.93) | 2.27 | p=0.00 |
| [i] Responses followed either a 5-point scale or a 10-point scale For the 10-point scale, 1="Strongly Disagree" and 10="Strongly Agree." For the 5-point scale, 1="Strongly Disagree" and 5="Strongly Agree" [ii] This composite measure is comprised of respondent-level means for each of the two measures in this table. The responses in the 5-point scale were converted to a 10-point scale prior to creating the composite measure. | | | | | |

*Table 13: Instructional Entry Point: Impact of the Training*

| | n | Protest Mean (SD) |
|---|---|---|
| How much did this training increase your ability to identify ways to be gender-inclusive in curriculum and/or other classroom activities? [i] | 310 | 7.82 (1.69) |
| [i] Responses followed a 10-point scale with 1="Very Little" and 10="A Lot.". | | |

*Institutional Entry Point*

With this entry point, the training had a substantial impact on attendees. This is particularly significant, because this entry point provides a path toward the kind of systematic change that is one of the primary long-term goals of this overall initiative. Scores increased on these items, with participants gaining awareness and understanding about what they can do in the school setting, feeling more supported in acting, and feeling more prepared to act. Further, data from the question about the impact of the training indicate that the training had its intended effect in this area. Participants feel very prepared to support transgender and gender expansive students, to be more gender inclusive with students, and to be an advocate for gender inclusivity within their schools.

*Table 14: Institutional Entry Point: Knowledge, Support, and Preparation*

| | n | Pretest Mean (SD) | Posttest Mean (SD) | Difference | P-value |
|---|---|---|---|---|---|
| Composite Measure: Institutional Entry Point Knowledge, Support and Preparation [ii] | 299 | 5.84 (1.32) | 7.31 (1.15) | 1.47 | p=0.00 |
| I understand how becoming a gender inclusive school will benefit all students. (Scale 1-10) | 314 | 7.88 (2.09) | 8.68 (1.28) | 0.8 | p=0.00 |
| I understand the key components that are necessary to create gender inclusive schools. (Scale 1-5) [i] | 334 | 2.88 (0.79) | 3.95 (0.63) | 1.07 | p=0.00 |
| I know how I can respond to verbal and physical harassment of students related to their gender. (Scale 1-10) [i] | 310 | 6.29 (2.16) | 7.96 (1.46) | 1.67 | p=0.00 |
| I know of several concrete ways I can support my colleagues in their efforts to support gender expansive youth. (Scale 1-10) [i] | 306 | 4.98 (2.09) | 7.64 (1.66) | 2.66 | p=0.00 |
| I feel supported by my administrators when faced with challenges regarding being gender inclusive in my work with students. (Scale 1-10) [i] | 306 | 6.96 (2.19) | 8.2 (1.59) | 1.24 | p=0.00 |
| I feel supported by my administrators when faced with challenges regarding school climate. (Scale 1-10) [i] | 304 | 7.13 (2.07) | 7.98 (1.74) | 0.85 | p=0.00 |
| I am aware of other adults in my school who are supportive of gender expansive youth in my school. (Scale 1-10) [i] | 309 | 6.99 (2.49) | 8.13 (1.73) | 1.14 | p=0.00 |
| I am aware of resources that I can access when I have questions about content or strategies related to gender inclusive schools. (Scale 1-5) [i] | 334 | 2.84 (0.94) | 4 (0.74) | 1.16 | p=0.00 |
| How prepared do you feel to take steps to make gender-segregated activities more gender inclusive? (Scale 1-10) [i] | 310 | 4.84 (2.34) | 7.21 (1.94) | 2.37 | p=0.00 |

[i] Responses followed either a 5-point scale or a 10-point scale For the 10-point scale, 1="Strongly Disagree" and 10="Strongly Agree." For the 5-point scale, 1="Strongly Disagree" and 5= "Strongly Agree"

[ii] This composite measure is comprised of respondent-level means for each of the measures in this table. The responses in the 5-point scale were converted to a 10-point scale prior to creating the composite measure.

![gender spectrum logo]

*Table 15: Institutional Entry Point: Impact of the Training*

| | n | Protest Mean (SD) |
|---|---|---|
| As a result of this training, I will take steps to be more gender inclusive with students. [i] | 311 | 4.45 (0.60) |
| Because of this training, I will be able to better support transgender and gender expansive students. [i] | 311 | 4.32 (0.65) |
| Because of this training, I will be more likely to be an advocate to make my school or workplace more gender inclusive. [i] | 310 | 4.31 (0.69) |
| [i] Responses followed a 5-point scale with 1="Strongly Disagree" and 5="Strongly Agree" | | |

These results demonstrate that the Gender Spectrum trainings achieved their objectives. Participants leave the trainings with more knowledge about gender, with attitudes and beliefs that are more supportive of gender inclusivity, with more skills and awareness of resources, and feeling more prepared to act in their schools to promote a gender inclusive school and a welcoming school climate and to be an advocate and educator in this area. Results by entry point indicate that the trainings were successful at achieving their goals for each of the four entry points. The large changes that were seen relative to this entry point are extremely important indicators of the high potential for systemic change at these schools.

## Inclusive Schools Network Training

Similar to the Foundations of Gender Inclusive Schools training, the Inclusive Schools Network Training was designed to provide school staff with a baseline understanding of gender diversity and help them apply this understanding to professional practice to create the necessary conditions for creating school climates that supports TG and GE youth.

While the FoGIS trainings are designed to provide educators with foundational knowledge with which to be gender inclusive, the ISN is designed to create a community of educational leaders who will use their knowledge to educate peers within their schools and districts. To that end, schools and districts make a one-year commitment that is kicked off by a two-day training and includes relevant follow-up sessions, as well as the opportunity to join in drop-in sessions to discuss issues that might arise.

By the end of the two-day training, participants received instruction and practice in using Gender Spectrum's Dimensions of Gender training deck. They have access to the training deck and other relevant materials throughout the year.

### Demographics of Participants

Most participants in ISN trainings were teachers, instructional coaches, or administrative staff. About 10% were counselors or psychologists, and 20% were paraprofessionals, aides, or other types of support staff.

*Table 16: Roles of Participants*

| Role | Count | Percent |
|---|---|---|
| Admin | 25 | 16% |
| Building District Admin | 18 | 12% |
| Bus Driver | 5 | 3% |

| | | | |
|---|---|---:|---:|
| | Instructional Coach | 37 | 24% |
| | Counselor | 14 | 9% |
| | Librarian | 3 | 2% |
| | Nurse | 2 | 1% |
| | Parent | 2 | 1% |
| | Psychologist | 1 | 1% |
| | Reading Specialist | 2 | 1% |
| | Teacher Pre K | 3 | 2% |
| | Teacher K2 | 4 | 3% |
| | Teacher 3-5 | 12 | 8% |
| | Teacher 6-8 | 7 | 5% |
| | Teacher HS | 13 | 8% |
| | Teacher Special Ed | 2 | 1% |
| | Other (para educator, support staff, instructional aide, director of learning) | 31 | 20% |
| | Total | 155 | |

About 43% were people of color, and 57% were white. Just under 26% were Latinx, 6% were Asian, and 5% identified as multi-racial. Just under 1% were African American, and 1% were Native American or American Indian. The majority (79%) identified as cis-gender female, and 17% identified as cis-gender male. Just over 3% of participants identified as nonbinary or genderqueer. In terms of sexual orientation, 16% identified as LGBTQ. In terms of religiosity, a larger percentage (63.7%) identified as "somewhat religious" or "very religious" than "a little religious" or "not at all religious" (36.3%).

*Table 17: Religiosity of Participants*

| Religiosity | Count | Percent |
|---:|:---:|:---:|
| Not at all religious | 24 | 16.4% |
| A little religious | 29 | 19.9% |
| Somewhat religious | 56 | 38.4% |
| Very religious | 37 | 25.3% |

The majority (about 87%) of participants were between the ages of 26 and 55, with 2% younger than 26 and 10% older than 55.

*Table 18: Age of Participants*

| Age | Count | Percent |
|---:|:---:|:---:|
| 25 or younger | 3 | 2.1% |
| 26-35 | 21 | 14.4% |
| 36-45 | 56 | 38.4% |
| 46-55 | 51 | 34.9% |
| 56-65 | 15 | 10.3% |

## Entry Points

Like the Foundations training, the ISN training was designed to have an impact on four "entry points" through which participants can develop the skills and knowledge needed to be advocates for creating gender inclusive and welcoming schools. The ISN has a much greater emphasis on institutional change than the FoGIS. This section presents results from pretest and posttest items by entry point: internal,

interpersonal, instructional, and institutional. It is important to note that the ISN is designed for people who already have some commitment to creating gender inclusive schools, and therefore come into the training with higher levels of knowledge, awareness, and skills than people who are entering the Foundations training. As a result, many of the pretest scores are higher for ISN.

*Internal Entry Point*

**Thinking about Gender**

While participants reported that prior to the training they had spent some time thinking about their own gender and how their attitudes about gender impact students, after the training, their level of agreement with these statements had increased.

*Table 19: Internal Entry Point: Change in Time Spent Thinking about Gender*

| | n | Pretest Mean (SD) | Posttest Mean (SD) | Difference | P-value |
|---|---|---|---|---|---|
| Composite Measure [ii] | 112 | 7.79 (1.73) | 8.95 (0.98) | 1.16 | p=0.00 |
| Time Thinking about Own Gender [i] | 113 | 7.65 (1.95) | 9.04 (0.96) | 1.39 | p=0.00 |
| Time Thinking about Impact on Students [i] | 112 | 7.79 (1.73) | 8.95 (0.98) | 1.16 | p=0.00 |
| [i] Responses followed a 10-point scale format with 1 being "Strongly Disagree" and 10 being "Strongly Agree." Increases in composite score indicate increases in time spent. | | | | | |
| [ii] This composite score is an average of 2 items "I have spent time thinking about how my own experiences with and attitudes about gender have had an impact on my life" and "I have spent time thinking about how my own experiences with and attitudes about gender have had an impact on my work with students." | | | | | |

**Knowledge about Gender**

For most measures, the increases in knowledge from pre to post were statistically significant, with the exception of the question about whether gender expression is a reliable indicator of gender identity. Additional testing of this question is needed, and this question may be dropped in future evaluations, because of concerns that it is confusing to respondents. The positive increase in the composite variable, which combined all of these items, was also statistically significant.

*Table 20: Internal Entry Point: Knowledge about Gender*

| | n | Pretest Mean (SD) | Posttest Mean (SD) | Difference | P-value |
|---|---|---|---|---|---|
| Composite Variable [ii] | 66 | 3.03 (0.51) | 3.43 (0.46) | 0.40 | p=0.00 |
| A person's gender is solely determined by biological characteristics such as hormones and genitals. [i] | 65 | 3.42 (0.63) | 3.95 (0.21) | 0.53 | p=0.00 |
| While gender expression and gender identity can fall on a spectrum, biological sex is binary: | 58 | 3.02 (0.87) | 3.64 (0.72) | 0.62 | p=0.00 |

| | n | Pretest Mean (SD) | Posttest Mean (SD) | Difference | P-value |
|---|---|---|---|---|---|
| people are born either male or female. [i] | | | | | |
| A person's gender expression is not a reliable indicator of their gender identity. [i] | 46 | 2.57 (0.98) | 2.67 (1.21) | 0.10 | p=0.28 |

[i] Responses followed a 4-point scale format with 1 being "Strongly Disagree" and 4 being "Strongly Agree." Respondents could also answer "I don't know" (These responses were not included in the scale.) Increases in the composite score indicate increases in knowledge.

[ii] This composite score includes the three measures in this table.

**Beliefs about Gender and Children**

Results indicate that, after the training, participants were more in agreement that elementary school children are not too young to learn about gender diversity, nor too young to know if they are transgender.

*Table 21: Internal Entry Point: Beliefs about Gender and Children*

| | n | Pretest Mean (SD) | Posttest Mean (SD) | Difference | P-value |
|---|---|---|---|---|---|
| Elementary school children are too young to know that they are transgender [i, ii] | 147 | 4.28 (0.96) | 4.84 (0.51) | 0.56 | p=0.00 |
| Elementary school children are too young to learn about gender diversity [i, ii] | 147 | 4.25 (1.04) | 4.83 (0.53) | 0.58 | p=0.00 |

[i] Responses followed either a 4-point scale format with 1 being "Strongly Agree" and 4 being "Strongly Disagree"; or a 10-point scale with 1 being "Strongly Disagree" and 10 being "Strongly Agree".

[ii] Item was reverse scored. 1="Strongly Agree" and 4="Strongly Disagree", with higher scores as a goal of the trainings.

**Participants Perceptions of the Impact of the Training on Internal Entry Point**

While attendees said the training only moderately increased their understanding of their own gender, they said the training greatly increased their understanding of gender diversity as it relates to youth and children.

*Interpersonal Entry Point*

With this entry point, the training had a substantial impact on attendees. Scores increased across the board, from participants feeling more comfortable talking with students about concerns related to their gender and answering frequently asked questions about gender to feeling ready to use gender inclusive language with young people and adults.

*Table 22: Interpersonal Entry Point: Knowledge, Skills, and Preparation*

| | n | Pretest Mean (SD) | Posttest Mean (SD) | Difference | P-value |
|---|---|---|---|---|---|
| Composite Measure: Interpersonal Entry Point [ii] | 155 | 6.11 (1.49) | 7.68 (0.72) | 1.67 | p=0.00 |
| If a student approached me with concerns related to their gender, I | 148 | 7.86 (2.15) | 8.96 (0.94) | 1.10 | p=0.00 |

| | n | Pretest Mean (SD) | Posttest Mean (SD) | Difference | P-value |
|---|---|---|---|---|---|
| would be comfortable talking with them about their concerns. (Scale 1-10) [i] | | | | | |
| I can respond to frequently asked questions and concerns about gender inclusion work at school. (Scale 1-5) [i] | 154 | 3.14 (0.86) | 4.13 (0.58) | .99 | p=0.00 |
| I feel prepared to take steps to use gender inclusive language with young people. (Scale 1-10) [i] | 67 | 5.41 (2.49) | 8.45 (0.99) | 3.04 | p=0.00 |
| I feel prepared to take steps to use gender inclusive language with adults. (Scale 1-10) [i] | 105 | 5.42 (2.62) | 8.36 (0.99) | 2.94 | p=0.00 |
| I have the knowledge and skills to support a transgender/gender expansive student. (Scale 1-5) [i] | 118 | 3.67 (0.84) | 4.37 (0.61) | 0.70 | p=0.00 |
| I have the skills and abilities to take into account cultural factors in order to meet the needs of transgender and gender expansive students. (Scale 1-10) [i] | 112 | 6.81 (2.07) | 8.29 (1.20) | 1.48 | p=0.00 |

[i] Responses followed either a 5-point scale or a 10-point scale. For the 10-point scale, 1="Strongly Disagree" and 10="Strongly Agree." For the 5-point scale, 1="Strongly Disagree" and 5="Strongly Agree".
[ii] This composite measure is a mean of all of the measures in this table. Measures with a 5-point scale were converted to a 10-point scale prior to use in the composite measure.

Participants thought the training had a lot of impact on their ability to support and educate parents who may not be supportive of their GE child.

*Table 23: Interpersonal Entry Point: Impact of the Training*

| | n | Posttest Mean (SD) |
|---|---|---|
| How much did this training increase your ability to better support and educate parents who are not supportive of a gender expansive child? [i] | 154 | 8.38 (1.25) |

[i] Responses followed a 10-point scale, with 1="Very Little" and 10="A Lot."

### Instructional Entry Point

With this entry point, the training had a substantial impact on attendees. Scores increased on these items, with participants gaining awareness and feeling more prepared to act. Further, data from the question about the impact of the training indicates that the training had its intended effect in this area.

*Table 24: Instructional Entry Point: Preparation*

| | n | Pretest Mean (SD) | Posttest Mean (SD) | Difference | P-value |
|---|---|---|---|---|---|

| | n | Pretest Mean (SD) | Posttest Mean (SD) | | |
|---|---|---|---|---|---|
| I am aware of strategies to be gender inclusive through existing curriculum and/or other classroom activities. (Scale 1-5) [i] | 149 | 3.05 (0.96) | 4.18 (0.74) | 1.13 | p=0.00 |
| I am prepared to take steps to make curriculum more gender inclusive. (Scale 1-10) [i] | 152 | 4.81 (2.54) | 7.64 (1.62) | 2.83 | p=0.00 |
| [i] Responses followed either a 5-point scale or a 10-point scale For the 10-point scale, 1="Strongly Disagree" and 10="Strongly Agree." For the 5-point scale, 1="Strongly Disagree" and 5="Strongly Agree" | | | | | |

*Institutional Entry Point*

With this entry point, the training had a substantial impact on attendees. Scores increased on these items, with participants gaining awareness and understanding about what they can do in the school setting, feeling more supported in acting, and feeling more prepared to act. Further, data from the question about the impact of the training indicates that the training had its intended effect in this area. Participants feel very prepared to support transgender and gender expansive students, to be more gender inclusive with students, and to be an advocate for gender inclusivity within their schools. Questions were asked about how prepared trainees felt to take very specific actions, such as taking steps to change school forms and school policies. On each of these very specific actions, attendees felt much more prepared after taking the ISN training.

*Table 25: Institutional Entry Point: Knowledge, Support, and Readiness*

| | n | Pretest Mean (SD) | Posttest Mean (SD) | Difference | P-value |
|---|---|---|---|---|---|
| Institutional Composite Measure: Knowledge, Support, and Readiness [ii] | 155 | 6.29 (1.19) | 7.51 (0.69) | 1.22 | p=0.00 |
| I understand how becoming a gender inclusive school will benefit all students. (Scale 1-10) [i] | 76 | 8.14 (1.86) | 9.51 (0.86) | 1.37 | p=0.00 |
| I understand the key components that are necessary to create gender inclusive schools. (Scale 1-5) [i] | 155 | 3.26 (0.86) | 4.38 (0.59) | 1.12 | p=0.00 |
| I know how I can respond to verbal and physical harassment of students related to their gender. (Scale 1-10) [i] | 149 | 7.17 (1.80) | 8.78 (0.85) | 1.61 | p=0.00 |
| I know of several concrete ways I can support my colleagues in their efforts to support gender expansive youth. (Scale 1-10) [i] | 148 | 6.02 (2.37) | 8.81 (0.92) | 2.79 | p=0.00 |
| I feel supported by my administrators when faced with challenges regarding being gender inclusive in my work with students. (Scale 1-10) [i] | 114 | 7.36 (1.90) | 8.59 (1.33) | 1.23 | p=0.00 |

| | | | | | |
|---|---|---|---|---|---|
| I feel supported by my administrators when faced with challenges regarding school climate. (Scale 1-10) [i] | 113 | 7.72 (1.84) | 8.54 (1.43) | 0.82 | p=0.00 |
| I am aware of other adults in my school who are supportive of gender expansive youth in my school. (Scale 1-10) [i] | 110 | 7.81 (1.77) | 8.98 (1.05) | 1.17 | p=0.00 |
| I am aware of resources that I can access when I have questions about content or strategies related to gender inclusive schools. (Scale 1-5) [i] | 154 | 3.44 (0.99) | 4.49 (0.65) | 1.05 | p=0.00 |

[i] Responses followed either a 5-point scale or a 10-point scale For the 10-point scale, 1="Strongly Disagree" and 10="Strongly Agree." For the 5-point scale, 1="Strongly Disagree" and 5="Strongly Agree".
[ii] This composite measure is a mean of all of the measures in this table. Measures with a 5-point scale were converted to a 10-point scale prior to use in the composite measure.

*Table 26: Institutional Entry Point: Level of Preparedness to Act*

| How prepared do you feel to… | n | Pretest Mean (SD) | Posttest Mean (SD) | Difference | P-value |
|---|---|---|---|---|---|
| Institutional Composite Measure: Preparation [ii] | 155 | 4.41 (2.07) | 7.81 (1.12) | 3.40 | p=0.00 |
| Take steps to make gender-segregated activities more gender inclusive? [i] | 76 | 4.94 (2.39) | 7.94 (1.42) | **3.00** | p=0.00 |
| Take steps to use more gender inclusive language with students. [i] | 67 | 5.41 (2.49) | 8.45 (0.99) | 3.04 | p=0.00 |
| Conduct a professional development session for educators, administrators and/or other staff. [i] | 154 | 3.88 (2.38) | 7.73 (1.37) | 3.85 | p=0.00 |
| Host and facilitate an event about youth and gender for parents/caregivers. [i] | 116 | 3.53 (2.23) | 7.11 (1.49) | 3.58 | p=0.00 |
| Assess the gender inclusiveness of my school or district. [i] | 152 | 4.02 (2.22) | 7.64 (1.33) | 3.62 | p=0.00 |
| Take steps to make school policies more gender inclusive. [i] | 151 | 4.86 (2.51) | 7.75 (1.47) | 2.89 | p=0.00 |
| Take steps to make school forms more gender inclusive. [i] | 152 | 4.96 (2.61) | 7.95 (1.48) | 3.01 | p=0.00 |

[i] Responses followed a 10-point scale with 1="Not at all Prepared" and 10="Very Prepared".
[ii] This composite measure is a mean of all of the measures in this table. Measures with a 5-point scale were converted to a 10-point scale prior to use in the composite measure.

These results demonstrate that the ISN trainings achieved their objectives. Participants leave the trainings with more knowledge about gender, with attitudes and beliefs that are more supportive of gender

inclusivity, with more skills and awareness of resources, and feeling more prepared to act in their schools to promote a gender inclusive school and a welcoming school climate and to be an advocate and educator in this area. Results by entry point indicate that the trainings were successful at achieving their goals for each of the four entry points.

## Accounting for Gender

The Accounting for Gender training was designed to provide school counselors and mental health staff with a baseline understanding of gender diversity and help them apply this understanding to professional practice to support gender expansive youth and their parents and caregivers.

Four surveys were administered during the Accounting for Gender curriculum: a pre survey, short surveys after Modules 2 and 5, and a post survey. Because of low match rates, only demographic data and post data are reported here, rather than changes from pre to post.

### Demographics of Participants

Of the 49 people who responded to the pre survey, 41 (84%) were counselors or social workers. Two were administrators, one was a parent, one was a speech-language pathologist, one was a clinical supervisor, and one was an MSW intern. The majority (61%) of respondents were Hispanic/Latino. Four were Asian or Asian American, two were Black or African American, three were Multiracial, one was Native American, and 11 were White/Caucasian. All participants were assigned female at birth. All but one person identified as a woman, with one person identifying as non-binary. The majority (78%) identified as heterosexual, with 11 identifying as LGBTQ. Most participants (90%) were between the ages of 26 and 55, with the largest group (42%) between 26 and 35 years of age.

*Table 27: Age of Participants*

| Age | Count | Percent |
|---|---|---|
| 25 or younger | 1 | 2% |
| 26–35 | 20 | 42% |
| 36–45 | 10 | 21% |
| 46–55 | 13 | 27% |
| 56–65 | 3 | 6% |
| 66 or older | 1 | 2% |

### Entry Points

As noted previously, the Accounting for Gender training was designed to have an impact on four "entry points" through which participants can develop the skills and knowledge needed to be advocates for gender expansive youth and their parents and caregivers. This section presents results from posttest items by entry point: internal, interpersonal, instructional, and institutional.

#### *Internal Entry Point*
**Thinking about Gender**

The questionnaires asked participants a series of questions designed to assess the degree to which they have thought about gender, their knowledge of basic concepts around gender, and some of their beliefs about gender. At posttest, participants reported having spent a lot of time thinking about this.

*Table 28: Internal Entry Point: Time Spent Thinking about Gender*

| | n | Posttest Mean (SD) |
|---|---|---|
| I have spent time thinking about how my own experiences with and attitudes about gender have had an impact on my work with students, parents and caregivers. | 39 | 9.31 (1.00) |

Responses followed a 10-point scale format with 1 being "Strongly Disagree" and 10 being "Strongly Agree."

**Knowledge about Gender**

The surveys also measured trainees' knowledge about basic gender concepts. Concepts that are touched on in the trainings include the understanding of the differences between sex and gender, the concept of a gender spectrum, and facts about biological sex, the relationships between gender expression and gender identity, the existence of cultures that recognize more than two genders, and the intersections between white colonialism and concepts about gender. At the end of the training, the majority of participants reported a thorough understanding of some of the key concepts around gender, sexual orientation, gender identity, and gender expansiveness.

*Table 29: Knowledge about Gender*

| | n | Posttest Mean (SD) |
|---|---|---|
| I understand the difference between gender and sexual orientation. | 39 | 3.74 |
| A person's gender is determined solely by biological characteristics such as hormones and genitals (Reverse Scored) | 39 | 3.56 |
| There are cultures that historically and currently recognize gender identities other than man and woman. | 39 | 3.62 |
| I am aware of the ways in which colonialism has influenced current ideas about gender as a binary, biologically based concept. | 39 | 3.62 |

Responses followed a 4-point scale format with 1 being "Strongly Disagree" and 4 being "Strongly Agree."
One item was reverse scored.

*Interpersonal Entry Point*
The interpersonal entry point questions included knowledge, attitude and readiness questions designed to assess the impact of the trainings on their level of preparation and readiness to interact with students and adults in ways that are gender inclusive, supportive, and welcoming. Responses suggest high levels of comfort and skill in all areas after the training.

*Table 30: Interpersonal Entry Point: Knowledge, Skills, and Preparation*

| | n | Posttest Mean (SD) |
|---|---|---|
| If a student approached me with concerns related to their gender, I would be comfortable talking with them about their concerns. (Scale 1-10) | 39 | 9.64 (0.87) |
| If a parent or caregiver approached me with concerns related to a transgender or gender expansive student, I have skills and knowledge to provide assistance. (Scale 1-10) | 39 | 9.26 (0.91) |

| | n | Posttest Mean (SD) |
|---|---|---|
| I feel prepared to take steps to use gender inclusive language with children and youth. (Scale 1-10) | 38 | 8.66 (1.36) |
| I feel prepared to take steps to use gender inclusive language with adults, such as parents and caregivers or colleagues. (Scale 1-10) | 38 | 8.46 (1.59) |
| I have the skills and abilities to take into account cultural factors in order to meet the needs of transgender and gender expansive students. (Scale 1-10) | 39 | 8.65 (1.39) |
| I can respond to frequently asked questions from parents and caregivers about affirming caregiver practices with transgender youth. (Scale 1-4) | 35 | 3.17 (0.45) |
| I have the knowledge and skills to support a transgender/gender expansive student. (Scale 1-4) | 34 | 3.38 (0.49) |
| I currently use gender inclusive language and strategies when talking with children and youth. (Scale 1-4) | 34 | 3.32 (0.53) |
| I currently use gender inclusive language and strategies when talking with parents and caregivers. | 32 | 3.28 (0.52) |
| I currently use gender inclusive language and strategies when talking with LAUSD colleagues. | 33 | 3.27 (0.57) |
| I have the knowledge and skills to support a caregiver in using affirming parenting practices with a transgender/gender expansive youth. | 36 | 3.28 (0.51) |

Responses followed one of the following: a 4-point scale format with 1 being "Strongly Disagree" and 4 being "Strongly Agree" or a 10-point scale format with 1 being "Strongly Disagree" and 10 being "Strongly Agree."

### Instructional Entry Point

Because the training was designed primarily for mental health professionals, rather than teachers, only one question about the instructional entry point was asked. On this question, most participants agreed (rather than strongly agreed) that they were aware of strategies to be gender inclusive when it comes to curriculum and other classroom activities.

Table 31: Instructional Entry Point

| | n | Posttest Mean (SD) |
|---|---|---|
| I am aware of strategies to be gender inclusive through existing curriculum and/or other classroom activities, or through policy changes or changes to practices. (Scale 1-4) | 38 | 3.34 (0.48) |

Responses followed a 4-point scale format with 1 being "Strongly Disagree" and 4 being "Strongly Agree."

### Institutional Entry Point

The institutional entry point centers on teaching participants ways that they can impact their school policies and practices to create a welcoming and inclusive school climate and support students. Questions in the surveys focus on awareness of strategies to use in schools, and perceptions of trainees about their preparedness to take steps in to help make their schools more gender inclusive.

Scores on these items were very high, with participants reporting high levels of awareness and understanding about what they can do to support students, parents, and caregivers, and feeling prepared to act. Questions were asked about how prepared trainees felt to take very specific actions, such as supporting parents in using affirming parenting practices, or responding to verbal or physical harassment of students related to their gender. On each of these very specific actions, attendees reported feeling high levels of knowledge, awareness, and preparation to act.

Table 32: Institutional Entry Point: Knowledge, Support, and Readiness

| | n | Posttest Mean (SD) |
|---|---|---|
| I understand how becoming a gender inclusive school will benefit all students. (Scale 1-10) | 39 | 9.85 (0.37) |
| I know how I can respond to verbal and physical harassment of students related to their gender. (Scale 1-10) | 39 | 8.92 (1.20) |
| I know of several concrete ways I can support parents/caregivers in using affirming parenting practices to support gender expansive youth. (Scale 1-10) | 38 | 8.74 (1.46) |
| I am aware of resources and organizations to which I can refer transgender youth or caregivers seeking support. (Scale 1-4) | 39 | 3.46 (0.51) |
| I am aware of resources that I can access when I have questions about content or strategies related to gender inclusive schools. (Scale 1-4) | 39 | 3.51 (0.51) |
| I am aware of the strengths and limitations in our school's policies, practices, or procedures in relation to gender. (Scale 1-4) | 35 | 3.14 (0.43) |

Responses followed one of the following: a 4-point scale format with 1 being "Strongly Disagree" and 4 being "Strongly Agree" or a 10-point scale format with 1 being "Strongly Disagree" and 10 being "Strongly Agree."

Table 33: Institutional Entry Point: Level of Preparedness to Act

| How prepared do you feel to conduct any of the following activities in your role in LAUSD... | n | Posttest Mean (SD) |
|---|---|---|
| Take steps to use more gender inclusive language with children and youth | 38 | 8.66 (1.36) |
| Take steps to use gender inclusive language with adults, such as parents and caregivers or colleagues | 38 | 8.46 (1.59) |
| Host and facilitate an event about youth and gender for parents and caregivers | 38 | 6.99 (2.51) |
| Take steps to support parents and caregivers | 38 | 8.63 (1.49) |
| Take steps to make our policies or practices more gender inclusive and supportive | 38 | 7.97 (1.92) |
| Take steps to make school forms more gender inclusive | 38 | 7.76 (2.11) |

*Responses followed a 10-point scale format with 1 being "Not at all prepared" and 4 being "Very prepared."

Participants were asked the degree to which the training increased their ability to provide support to students and parents. In all cases, scores were very high, with participants saying that the training impacted their ability a lot.

Table 34: Impact of the Training

| | n | Posttest Mean (SD) | People who said they had a deep understanding before the training |
|---|---|---|---|

| | | | |
|---|---|---|---|
| How much did this training increase your ability to better support transgender and gender expansive students? | 37 | 9.38 (0.92) | 3 |
| How much did this training increase your ability to better support the parents and caregivers of transgender and gender expansive students? | 36 | 9.31 (0.98) | 2 |
| How much did this training increase your ability to use gender inclusive language when talking with children and youth? | 37 | 9.36 (1.06) | 2 |
| How much did this training increase your understanding of gender diversity as it relates to youth and children? | 36 | 8.96 (1.67) | 3 |
| How much did this training increase your understanding of your own gender? | 35 | 7.86 (2.62) | 4 |

Responses followed a 10-point scale format with 1 being "Very Little" and 10 being "A Lot."

## Satisfaction

In terms of satisfaction with the training, all participants agreed that the resources and information provided were relevant to their work, with the majority (90%) strongly agreeing. More than 92% of respondents strongly agreed that the presenter(s) answered questions or responded to comments in a respectful and helpful manner.

## Specific Strategies to be Gender Inclusive

Respondents were asked about specific strategies they knew of to be gender inclusive in their work. Strategies that participants said they have used or would use included:

- Using gender-inclusive and gender-neutral language, and non-gendered terms, such as using other ways besides gender to call students to order
- Introducing their gender pronouns when they first meet with a student and asking students their pronouns
- Affirming gender expression/identity of choice, using preferred names and pronouns
- Having inclusive signage, safe school badges, pronoun tags, and LGBTQ+ allied pins in their space
- Providing education to support staff when working w/LGBTQ+ youth
- Supporting district policies related to gender
- Using literature and diverse resources that reflect diverse gender expressions with students

## Strategies to Support Transgender and Gender expansive Students

Participants were asked about concrete ways they can provide (or have provided) support to transgender or gender expansive students. Strategies that participants said they have used or would use included:

- Advocating for students by:
  - making sure that all students, including transgender students, are represented in student discussions with faculty and staff;
  - advocating for programs, clubs, groups for them on campus, including making sure we have a Gay-Straight Alliance;
  - advocating for students with school admin/teachers (ex. bathrooms, pronouns, name)
  - advocating for students by meeting with teachers and informing them of students' requests to use certain pronouns.

- Sharing my pronouns:
  - when introducing myself

- on my zoom/email signature, modeling to others to share as well
- when meeting someone, disclose my preferred pronouns and ask them what pronouns they prefer

- Listening and following their lead by:
  - engaging transgender or gender expansive students in conversation
  - letting the student lead in wherever they may be in their transition process
  - listening to my students' individual needs and requests on their journey and supporting them as much as possible
  - listening to their story without judgement
  - asking them what they need

- Providing resources to students both within and outside of the district by:
  - linking them with LGBTQ+ resources in the community, such as gender affirming healthcare
  - offering mental health support and resources
  - checking in with students and making sure they are linked to the services they need

- Provide a safe and inclusive environment provide an inclusive environment—a space for students to feel safe and for transgender and gender expansive students to meet each other and connect with one another
  - visibly display my "out" sign
  - display supportive, gender inclusive material and resources in our clinic and treatment rooms
  - hosting trans/gender non-binary groups

- Using gender inclusive and supportive language
  - asking students their pronouns and preferred name
  - calling students the name they want to be addressed as
  - being affirming
  - using gender neutral language

- Providing trainings and support to the students directly

- Supporting parents of transgender and gender expansive students by providing resources and information to support and normalize their child's identity

## Concrete Steps to Take

Participants were asked what three concrete actions or steps they would take as a result of this training. Responses fell into a few main areas.  One common area of intended action was around the use of language. Many participants said that they would take concrete steps to use more gender inclusive language. One participant said they would "practice using nonbinary terms when address groups, such as everyone, students, friends, rather than boys and girls or guys." Others said they would be conscious of including their pronouns when they introduce themselves. Another common area was around visibility as an ally. Many participants said they would go back to their school and make sure their workspace and their classroom had visible signs that they are an ally, such as safe space posters, ally badges, gender inclusive visuals and materials in their office, and flyers on their online workspaces. Several also noted that they would wear "ally badges". Other commonly noted areas of intended action included:

- collaborating with colleagues around gender inclusivity;
- gathering and sharing resources to have available for students, parents, and colleagues;

- continuing their own educational process around gender inclusivity and gender diversity;
- building new resources in their school (such as clubs) or supporting existing resources;
- educating parents about gender diversity;
- investigating whether their school has gender-neutral bathrooms and, if not, supporting the creation of them; and
- creating safe spaces for students.

## Concrete Steps Schools Can Take

Participants were also asked what concrete steps their school should take within the next year to be more gender inclusive.  Steps that were recommended included:

- Provide more training to staff on gender diversity, gender inclusivity, and best practices. (This was the most frequent response to this question.)
- Work to ensure there is a gender-neutral bathroom in all buildings.
- Change school forms to include gender identification and to be gender inclusive.
- Change language in forms and when talking with students to be gender neutral.
- Add gender diversity topics into the curriculum, read more books about gender inclusivity, and incorporate LGBTQ+ topics into the curriculum.
- Make sure all middle schools and high schools have a Gay-Straight Alliance, create Rainbow and True Colors clubs.
- Provide training for parents on how to support gender diversity and gender inclusivity.
- Make schools more visibility supportive by posting gender policies and procedures, displaying safe space stickers and posters, and displaying other supportive materials throughout schools.

Results demonstrate that the new Accounting for Gender training was successful and achieved the training objectives. Participants left the trainings with more knowledge about gender, with new skills to work with students and parents, increased awareness of resources, and with specific steps in mind to implement personally and to encourage their schools to implement.

## Qualitative Data Findings

The qualitative data that were collected through the CDEP evaluation helped to answer four of the primary evaluation questions:

**Question 2:** To what degree do these changes sustain over time?

**Question 3:** To what degree do these training, coaching and consultation services have an impact on school policies and procedures?

**Question 4:** To what degree do these training, coaching and consultation services result in educators using gender inclusive instructional materials?

**Question 5:** What characteristics of schools, or of the process of engagement with the services are most closely linked with positive outcomes? What characteristics are associated with a lack of positive outcomes?

All of these questions were explored in focus groups that were conducted in October 2019 with teachers and staff from one school district that was selected for what was intended to be one of two case studies to explore these evaluation questions in depth. The case study began with focus groups in October 2019 but was put on hold in the spring of 2020 because of COVID-19. The second case study, which was planned for 2020, could not be conducted because of COVID-19. The school districts were selected because enough teachers and staff had been trained, and enough time had passed, for Gender Spectrum to be able to assess whether there were any longer-term impacts of the training. For example, did changes to policies and

procedures happen, and did changes to instructional materials happen? If so, were these sustained? And could anything be learn about what helped support these changes, and what got in the way?

Findings from these focus groups are presented below.

## Introduction

In October 2019, two focus groups were held with teachers and staff from a school district that had gone through the ISN training, as one component of an in-depth case study of the implementation and outcomes of trainings provided by Gender Spectrum. A total of 25 individuals participated in the two focus groups, which lasted 90 minutes each.

Focus groups were intended to explore a number of areas: readiness for the work and factors that contributed to readiness; impressions of the trainings; impact of the trainings; and progress toward and barriers to implementing what they have learned. First, teachers and administrators were asked to talk about what they expected and hoped for with the trainings, and what their impressions were. Second, they were asked to talk about how ready for the trainings and the work their school district was at the time that trainings were implemented, and what kinds of factors they thought made the district and/or their school more or less ready. Participants were asked to talk about what barriers existed or still exist to implementing their knowledge and skills they have learned, and what has facilitated implementation. Additionally, they were asked about changes they have seen and outcomes of the training, including examples of tangible results and activities.

A summary of the focus groups is provided below, including recommendations that emerged from these focus groups. These findings will be combined with findings from focus groups with students and site visits, which will occur in early 2020, and with workshop and training pre/post data, as well as other secondary data to provide an in-depth look at implementation and outcomes at one school district.

## First Impressions and Training Takeaways

**Participants expressed that they did not have many expectations for the training before attending.** Some participants had "low expectations" and were not "expecting a lot". Others anticipated that the training would be focused on inclusion and that they had likely already heard what would be discussed. Some participants were asked by their school or district administrators to attend. "And walking into the room, the first thing that was impressive but also daunting was seeing how many of my colleagues from the district were there, ready to participate in the conversation and in the learning." Some participants had hesitations about the time commitment, however, reported that they "really enjoyed the first day, so that made we want to come back the next day, because it just really was a lot of valuable, useful information".

**Despite some initial hesitations, participants reported positive experiences when they first arrived at the training.** Several participants discussed what it was like for them when they first walked in the room, and how they had never participated in any activity regarding their pronouns before – "it was actually really nice that pronouns were offered on our name tags". One participant indicated that they "did a similar experience with like the pronouns in our classroom and allowing every student to have that opportunity". Another participant expressed that at first, they were slightly uncomfortable being in the room as they are gender non-conforming, but that what they appreciated was "being able to see all the learning and here's a group of people who are going to take this over you know, they're going to learn at least a small inkling of like you know, some of the issues".

**The training itself was highly praised during the focus groups.** Participants shared that the training was informative, that the trainer was engaging, and that there was "a lot of information, a lot of information. Which is important when you want to make a technical shift."

Participants discussed some of the aspects of the training that were most impactful for them. **Overall, learning the language to discuss gender was most commonly mentioned as a major takeaway.** Also important to participants were hearing/learning facts, hearing from individuals with lived experience, and learning about the gender spectrum. Some participants discussed how they did have some prior knowledge coming into the training, but that attending the ISN Institute helped them further understand how gender "affects everybody" and allowed them to experience the discussion with a "new, different lens". A few participants reported that the training helped them reflect on their own gender or prompted discussions of gender with their families. One participant reflected that the training helped them look at "where I fell on that spectrum. Then I took back to my personal life with my own kids and I'm like, gosh how many times did I say, force my son into something that was masculine because that's the route that maybe he didn't want to do it? Did I ask?".

**Many participants left the training feeling motivated to continue the work in their schools.**

- ► "I left awestruck with how much I learned. So, I thought it was awesome."
- ► "I left feeling excited and motivated for the work that was to come as a result of it."
- ► "I left feeling really like empowered and motivated and driven to dive deeper into the work."
- ► "I remember walking away from it, just feeling really motivated in the sense of like, why aren't we pushing for gender inclusive bathrooms? Why aren't we pushing for A, B, and C?"

## Readiness for Adoption

### Where was your school at pre? (support, leadership, knowledge)

**Participants reported a high level of contention within the state and in the Central Valley, specifically, when it comes to discussions of gender and inclusivity.** Some participants related this to the current political climate and administration, while others noted the specific community context. Some "factions within the community" support this work, while others remain unsure or even resistant. One participant shared about their community, "I don't feel the momentum, I just feel pockets of support". Other participants added that they do feel momentum at the district level, but not so much at the individual or school level. Focus group participants expressed that, "within the district this kind of work has never really been done before" but that this knowledge and learning is "just way past due, way past time. It should have been done a long time ago".

**Several participants discussed an incident with a school board member who made disparaging comments against the LGBTQ+ community in 2016, "which was very upsetting to not only our LGBTQ+ community, and the students, and families, it was upsetting to many straight allies as well".** Some individuals talked about a lawsuit that followed this incident. One participant shared that this incident "sparked a little bit of a fire in many of us to say, 'that's just not acceptable'." Participants mentioned protests that took place after the incident, often led by students. While the board member has since been removed from that role, participants discussed that this individual's sentiment is shared among other members of the community— "of course, knowing the reality of the town that we live in and the perspective of the person who made that comment that started this all off, it is shared with many people in our community". Other participants indicated that they feel this type of perspective is dwindling, and that "the majority is becoming a minority". **There is a general feeling that perspectives are "moving forward". Participants expressed that since this incident occurred, there is a more supportive environment for LGBTQ+ individuals via clubs, groups, and leadership.** One Gay-Straight Alliance member who participated in the protests mentioned above helped instate an LGBTQ+ history month, and continues to engage in activism, such as "trying to teach other people on the school site, including teachers, to be aware of derogatory language".

### What barriers to change exist in the school/district/community?

Barriers were one of the most discussed topics in the focus groups. Common barriers discussed include community context, personal beliefs, lack of support, and a need for further training.

## Community Context

**Contention in the state and community was mentioned as a barrier to change, specifically in the "very conservative [Central] Valley".** One community member mentioned that the neighborhood they grew up in presented many barriers for students. "And they're still present, and I saw that in my school unfortunately."

Participants discussed that after they attended the training, a contingent of educators and school staff participated in the local Pride parade. This was not well received by all, with one participant sharing, "I know for a fact, because of my personal connections with people in different communities, that there was a lot of pushback, even if it wasn't publicly announced, about the fact that a public school district was present. Even though our stance is we are in service of all students.". Participants shared that they often question the decisions they make around these topics—"I was just thinking 'okay, how is this going to be perceived and accepted by other within people in our district', knowing kind of what the culture is?".

## Personal Beliefs

**Participants shared that there is often a difference of opinion when it comes to discussing gender and sexuality, and that community members express that they are not comfortable confronting these topics.** One participant discussed that there are feelings of taboo around the concepts. This participant also noted that there is momentum for change at the district level, but not necessarily at the personal level. "But when you start having those one-on-one conversations, either with community members or with staff, they can vary."

**Participants working in elementary schools expressed that they have many more "hoops" to jump through than those working at the high school level.** "And we have a lot more hoops to go through to kind of get the adults on campus to kind of shift their perspective a little bit and be more open. Just saying like, 'Hey, yes kids at this age are starting to wonder or have questions about gender.'".

## Lack of Support

**Participants expressed that often, they feel alone in this work.** One participant noted that when they show up to do a training at a school, it's just "me and my binder". They have struggled to find support among administrators or colleagues in carrying out this work. They note, "I think that's why we haven't done a whole lot on my site". Other participants shared that these conversations are not happening on their school sites, making it difficult for the work to take off. "On my particular school site however, I would say [...] these issues are just not talked about even though they're right in everybody's face and they need to be dealt with."

One participant shared that their administrator asked them to attend the training and bring back takeaways. This participant prepared a presentation for their administrators after the training, but they ultimately decided not to train the rest of the staff, causing this participant to seek out a new school site with more support for this work.

**Some participants discussed the need for policy and protocol in order to enforce this work.** One participant shared a story about a student who needed a safe space to change for gym class, and how teachers were not supportive. This participant felt a specific policy would have helped alleviate the tension in this situation.

## Further Training

**Many participants discussed the need for further training.** These conversations generally took two directions: training for more educators and school staff, or further training for individuals who have already begun the process, so they are more capable of leading this work in their schools. Time constraints associated with further training were also mentioned.

**Participants indicated that they hope "everyone" can be trained on these topics.** One participant expressed, "I just agree that more teachers, a lot of teachers need to be educated, and they don't know how to handle some of the students". This participant mentioned an incident at their school in which a transgender youth was not allowed to use either gendered restroom and expressed that further training of more school staff may help alleviate tension when these types of incidents arise. This participant attempted to educate their peers but feels that more formal training would be helpful.

**Participants expressed not feeling prepared enough to use what they have learned so far to train others or lead this work in their schools or districts.** One participant shared these fears with the group. "I feel it's more about the anxieties, about what might surface. We're not a small school... we have more than 115 teachers. I don't think we feel prepared. [...] And Joel [Director of Professional Developmen], he gave us all the scenarios. This is what you say, this is what you say when this happens, this is what you say. But we still just don't have that experience." Another participant echoed this sentiment adding, "And I think the main reason why maybe we haven't done anything, because what could go wrong?". Another participant shared that one way to remedy this situation may be to train administrators. "Admin are not trained and provided experiences for them to feel strong in having these conversations with other admin. They won't be primed to support their staff to allow them to have a grassroots experience." This participant shared that they did one training for administrators that was well attended but that this was "only the beginning". Another participant discussed their own reservations for leading this work in their school:

> **"I mean, you're so used to being well trained in so many different aspects of the job that you do. This is a hard one. And when you look at society in general, and you look at the news and you see political divisions between people of race, and class divisions between people. And it seems like the divisions are getting a lot of... It seems like things are getting more divisive and more polarized. Then to stand up and speak about a topic that can be polarizing, when you don't feel like you're an expert in that topic, yeah, you're pretty brave to do that."**

Participants discussed not feeling confident or qualified enough in the subject matter to lead trainings or curate discussions, and how that "brings [them] hesitation". They also expressed a desire to fully understand the subject matter in order to answer individual questions and to advocate for the community. One participant shared, "I need more time to engage in the material and feel confident to present it. Because you want to get it right, because you only get one chance to make it right, and if you get it wrong then you have 100 other people that now have it wrong". **Some participants expressed that they prefer when Gender Spectrum leads the trainings, and if they should lead them on their own, they want to feel like "experts" on the topics.** In the words of another participant,

> **"We're all nervous for one reason or another. Basically, we're the trail blazers, we're just doing something new, and is that part of my personality? No. I can work with individual students, and I can work with individual teachers, but do we put ourselves out there?**

**Several participants discussed the barrier of time when advocating for more training.** Participants expressed how difficult it can be to schedule trainings because of multiple competing training demands. Even when the training is supported by administrators, it can be difficult to find a physical location as well, and that mandated trainings and trainings around curriculum changes are often prioritized.

## What has the implementation process looked like?

### *Leading trainings*

A few participants discussed their experiences leading trainings for different audiences in their schools after attending the ISN Institute. Individuals trained by participants include:

- ► All staff
- ► Administrators
- ► Custodians
- ► Caring professionals
- ► Therapists/counselors
- ► Classes of students
- ► Intervention specialists
- ► Members of the community

Participants discussed how they put their trainings together and how they approached the topics. One participant showed clips and information they received from Gender Spectrum's Director of Professional Development. Another participant put a PowerPoint together that highlighted topics from the ISN Institute and mentioned that the Director of Professional Development's guidance was a helpful part of this process. "He was really honest. I spent a fair amount of time with him on the phone kind of just going over some details that I was kind of unclear with."

One participant said they invested a lot of time into the preparation, because they wanted to be as prepared as possible for the questions they might receive. They wanted to be able to say, "Here's your answer". Another participant shared that they trained their administrator first, for an hour and a half, which was a helpful way to get more comfortable with the material. This exercise helped show them what details they were still unclear on, how to improve the presentation, and how to better answer questions. They went on to train their entire team after receiving helpful feedback from their administrator.

One group of participants discussed how important it was for them to host trainings for their school as a group. "We want people to be able to work together in a team, so you don't feel alone, because it is scary to do it for the first time. And we did it together. And we needed each other, so it was a good thing."

## Changes/Actual Results

Changes and results of the ISN Institute were also a prominent discussion during the focus groups. Responses were coded into the following categories: changes participants have been part of, changes participants have seen, results in schools, results in self, and results in students. Summaries of each of themes are detailed below.

**Participants are having more conversations about gender with their own personal networks as a result of the ISN Institute.** This includes their children, extended families, and friends.

**Participants are better able to handle situations that arise with transgender students as a result of the ISN Institute.** One participant shared that they have been able to advocate for name changes for transgender students after learning how to do so as part of the ISN Institute.

**Participants are becoming better allies as a result of the ISN Institute.** One participant shared that as a result of the ISN Institute, they hung signs welcoming all genders around their school and "had so many students say, 'thank you for putting that up'".

Another participant shared that as a result of the Institute, they created a short form for students to complete at the beginning of the school year asking them to self-identify their names and pronouns. This participant shared, "It's been better for me to be able to understand who's in my classroom and maybe meet their needs. So, I felt like that was a key takeaway for me". Another participant shared that when they have asked their students to share pronouns, some students do not understand. This has provided an opportunity for this participant to have conversations with their class. "It's like a quick mini lesson that takes 30 seconds to say, 'Well, not everybody in the room identifies the way that you do.'"

**Participants are making changes to policy as a result of the ISN Institute.** One participant shared that they are "making a big change for graduation" by abandoning a previous policy that required students to wear a robe that corresponds with their biological sex. This year, students will be allowed to choose either robe color for graduation. Many other participants shared that they are doing similar things for graduation or have plans to adopt similar policies. One participant shared that they have not yet adopted this policy because they are afraid students will feel "outed" by choosing the robe that is traditionally associated with the opposite sex. This participant received support from other people in the room who encouraged them to have individual conversations with students when choosing graduation robes. One participant added, "I think that's a good conversation to have with the student, because that would lead to maybe providing more support".

Documentation is also changing in schools, such as gendered and heteronormative language on school forms. One participant continues to advocate for updating forms that ask for students 'mother and father' to say 'guardian'. This participant noted that the change was easier to make on digital forms but continues to be a struggle on paper forms. Participants noted that California Legislative Bill AB1266 has been helpful in facilitating conversations around making these types of changes.

**Participants are updating their curriculum as a result of the ISN Institute.** Participants from one school site shared that they have added a socioemotional component to their curriculum every other week, which allows for dedicated time to discuss topics such as gender with students.

**Participants reported that they have seen other colleagues** update their handouts to use gender inclusive language, and other specific actions like changes to graduation forms detailing dress code to be more inclusive and not biological sex-specific and a school board declaration of a month of awareness for LGBTQ+ students. Another specific change is the addition of posters and resource boards in schools: "At our site we have a few posters, our welcome posters. And every year our staff, more and more will out, I think about 10 year, and then 12 one year and so when our kids... I do summer bridge, and so I coordinate the summer program. So, when we do the tour of the school, and the students are walking around and they're seeing all of these signs, through every single hallway. It's very powerful. They get excited. It excites them." Another participant said: "You can you see it...when you walk in our office, those signs are right there at the welcome signs. They're in the nurse's office, so it's really prevalent everywhere. And then we do once a month, an activist activity. So, where the students are making their posters, or making their flags, and putting them up, like on a door."

Additionally, the training has sparked more conversations about gender in schools, greater socioemotional learning for teachers and staff, and having the language to discuss topics related to gender. Further, teachers note that many teachers and staff have been walking in the Pride parade with students.

**Participants said they knew the trainings made them become a better advocate for students,** and a resource for other educators and staff. The trainings also helped them take change to their communities. One participant said: "It led me to conversations with my friends and they're like, 'Well that's crazy.' I'm like, 'No it's not. You be quiet.'" Another said: "I go to church, and I'm the executive assistant at the church. I was talking to my pastor, and he was like, 'really tell me more.' I was showing him the handouts and everything. We actually had a group at our church Bible study [...] I mean I got dirty looks, but then I also got other people who were like, 'tell me more', because they related to their child or related to their own experience because no one really talks about it. We see it but we don't talk about it."

Others noted that the trainings made them engage in self-reflection about gender. "For me it was more of talking about gender itself and how much of a spectrum it truly is on. And how, to kind of look at that spectrum, and where I fell on that spectrum... Then I look back to my personal life with my own kids and I'm like, gosh how many times did I say, force my son into something that was masculine because that's the route that maybe he didn't want to do it. Did I ask? And so, I kind of like went back home and talked to my husband, and I was like, 'Whoa, like did we force him into something he didn't want to do?'"

### Results in Students
Participants talked about the changes they were seeing in students as a result of teachers and administrators having this training and acting on it. Many participants noted that students are more open to sharing and being honest with their teachers. One said: "They come up and talk to me, and they're not shy and they're not bashful, they are who they are." Students are also becoming more open to sharing about their parents who are in the LGBTQ+ community as a result of the shift in environment.

Participants felt that students are noticing the changes and are seeking out allied teachers, and that students are feeling heard. "So, I definitely see that kids, they're feeling heard. And they support the work as much we do, right? I think even 10, 20,000 times more. But I guess that before, that our district is just playing catch up in a way... We might be playing catch up, but at least we're doing something. And at one point or another we're going to get where we need to be. To me it just feels, it's amazing. It's amazing."

## Recommendations

### For Trainings
Overall, participants had a few recommendations for improvements to the training itself.

First, participants would like to **practice with real-life scenarios**. "A next step in some of these trainings would be maybe an opportunity to have scenarios. To say, okay, here's your situation. What would we do, as far as the school, as far as the staff? How do we go about addressing this? I would really like to have more conversations like that. And sometimes we get called, and we do it together. Say, "Well, what did you do so far? What can we do next?" We serve in the capacity, but we don't know enough to know every situation that's going to happen. I think hopefully some more scenarios, discussions."

Second, participants would like to learn **more information about policy**, laws, and "things that are protected for these students".

Third, they suggested even more **focus on the mental health outcomes** associated with not doing this work. "What makes me sad every day in this work, it the bullying and the suicide risk. And I feel like we kind of don't lead enough with that. And I feel like those components could make this stronger."

### For Sustainability
Participants discussed their ideas for continuing this work in their schools or district—ideas they would like to try to mobilize on their school sites. Participants want to pursue **school-wide education and**

**engagement,** which they believe are crucial for this work to take off even more. They also would like to engage in more i**nformation sharing** across schools and systems. "Some of the strategies, I'm wondering how that gets filtered to the rest of our other schools, and then do we create a consistent culture... I mean if it works there, how do we get it across in our systems?"

Additionally, participants are interested in **seeing data on change among students**. Specifically, "are they still feeling safe, not secure?". Additionally, they want to explore having **LGBTQ+ students share their experiences** as learning opportunities. "If we could actually get that rolling, if we could grab students from the community who have that experience instead of having one of us who have no clue how to portray that person. If we get students who have been through... With their consent obviously, but to do that, I think that would benefit us the most."

Others noted specific policy and practice changes they are planning to pursue at their school. For example, participants want to make sure each school has at least **one gender neutral restroom at each school site** and **one gender neutral changing area.** They want to have **more resources available on gender identity** for educators who have not been trained, such as a vocabulary packet. They want to develop a g**ender inclusivity classroom checklist** that educators can use to walkthrough their classrooms or those of their colleagues to determine how gender-inclusive the environment is. Other participants proposed having students completing the walkthrough and checklist for their teachers. They also want to have an **educator who is responsible for gender inclusivity** for different regions in the district; someone who supports social workers and other mental health professionals in schools, as a **champion for gender inclusivity.** This person would ideally be well connected with others in their region and will know of allies to whom to connect students and educators.

Participants also want to do work to continue to frame this work as **meeting students' basic needs.** "I just think of when I've gone through trauma informed classroom practices, which we addressed as a basic need for a supportive environment. We have to address the basic need before we can get them to learn. Well, this is a basic need, we need to address it. We need to, or it needs to be in the forefront of our discussions. Because that student who doesn't feel like they belong, or they don't fit, and they continue to everyday to go to school, to feel that way, you're going to hit that wall when you're trying to teach them. You're not going to get anywhere. We have to address that basic need."

Participants also wanted to create more opportunities for discussion, such as a **Gender Spectrum Parent University.** "The district offers like a parenting university. Parent university is what we call it. And they have different subjects. And they just started special education recently. And so, I'm thinking, what if do like a gender parent... Gender Spectrum parent university?" This could include s**pecific training on **how to update curriculum and classroom practices** and having this training be a **mandated training day** before the start of the school year.

## Additional Evaluation Questions

**Question 6:** What lessons can be learned about how to make these services as culturally competent as possible? What changes to the curricula or approach to schools might be needed?

**Question 8:** To what degree was the program implemented with fidelity? What adaptations occurred to address barriers and challenges?

Data to answer these questions came from posttest questionnaires completed by training participants and from feedback from the CAG via CAG meetings throughout the CDEP. Posttest data and findings were used by Gender Spectrum staff to make changes to the curriculum, content, and delivery. In particular, answers to questions about satisfaction with trainings and impact of trainings were helpful in uncovering components of the training that needed to be changed. Changes were sometimes related to making the services as culturally competent as possible, and other changes were made to address challenges and

barriers, particularly those posed by the COVID-19 pandemic and opportunities to address structural racism that emerged from the increase in attention to structural racism that occurred in 2020 after the killing of George Floyd. Changes made came from administrative data on trainings and from informal interviews with Gender Spectrum staff.

Three key adaptations were made to the services over the course of the CDEP:

1. Adaptations to delivery due to the COVID-19 pandemic
2. Additions to the curriculum to include a focus on structural racism, colonialism, and the relationships between these and intolerance for gender diversity
3. Adaptations to the program for a new type of participant with a slightly different role in the school system

First, in the spring of 2020, the COVID-19 pandemic made it necessary for all Gender Spectrum trainings to move to a virtual environment. Prior to COVID, some trainings were in person and others were virtual. For virtual courses, participants got together as a group and watched a big screen together and the trainer was on the screen. These trainings seemed to work well, but there were limitations. For example, the trainer could only see about half of the room and it was challenging to see how engaged people were. Since COVID-19, with stay-at-home orders, most participants engaged in trainings from their home, in front of their own computer. Unexpectedly, this change opened up the opportunity for increased engagement and participants are generally more engaged than they had been in the past. For example, participants can chat questions to the trainer, rather than writing questions on a 3x5 card and waiting for an answer at a later time. It is easier for people to ask questions confidentially, using a private chat with the trainer, which adds to the level of comfort of participants. This has made it far easier for individuals to raise difficult questions that would otherwise go an asked. Participants can more easily engage with each other via break out groups, which are quicker and more efficient than breaking up into groups in person. Some cases, schools have asked to create breakout groups of specific configurations of staff members which again can be easily accommodated. Gender Spectrum is also able to provide links to handouts during the training, as well as other resources. Participants themselves can engage one another directly sharing ideas and a-ha moments with one another. Additionally, evaluation is easier and more immediate. Online sessions also make it easier to determine the number of attendees for a particular session. In some cases, schools have actually use reports from the trainings to provide continuing education units to attendees.

This new delivery method is working so well that, even after COVID-19, Gender Spectrum anticipates recommending that all participants participate in the training from their own computer, regardless of whether they are working from home or are at their school or office setting.

A second adaptation was to add additional context to the trainings to acknowledge the roles of colonialism, structural racism, and white supremacy in how western society thinks about gender (i.e., as a rigid dichotomous system) and attitudes toward gender diversity. Throughout 2020, Gender Spectrum worked to assess all of its trainings through an anti-racism lens, and to incorporate more anti-racist language and concepts to the trainings. For example, the trainings now include a 20-minute film called "A Place in the Middle" about a tribal group in Hawaii that approaches gender as more of a spectrum than a binary, and a 2-minute animated film about people "in the middle". The new material was launched in June of 2020. In addition, footage from BBC of three cultures from the Americas, India, and Australia are also helpful in demonstrating both the diversity of gender experiences that exist throughout the world, and which are still present today. This BBC footage further demonstrates the impact of colonization on these more nuanced understanding of gender and how they have led to the imposition of more rigid binary notion of gender. This content has also been sequenced differently, and now forms more of a book and to the presentation, which Gender Spectrum believes better scaffolds the concepts being presented. Informal feedback from participants has been positive.

A third adaptation was the development of a modified ISN approach, called Accounting for Gender. Conducted as a pilot course of study with Los Angeles Unified School District, this training was an outgrowth of Gender Spectrum's ongoing collaboration with the district, including a previous Inclusive Schools Network Institute. Partners in the district, who work in the student services division, were seeking training for staff who worked primarily in a counseling or similar role, often working directly with families. Most of these individuals were not located at individual sites, but instead at the regional offices of the district. The request was made for a tailored training that is less focused on leadership of gender inclusion work and the training of other people and more focused on direct services to families and youth.

Given what is known about family affirmation and the impact on health and wellness its absence means for youth, strategies for working with families and caregivers struggling with their child's gender are critical. The Accounting for Gender curriculum was designed to build skills in this area. This five-week course of study was implemented in Spring 2021 and was implemented twice. Content included basic gender literacy, information about mental health outcomes for gender diverse young people, the impacts of affirming vs. non-affirming caregivers, and approaches for specifically engaging resistant caregivers in order to move them towards greater acceptance, or at least less intense rejection, of their transgender kids. Based on this initial instrumentation, it is anticipated that these trainings will be offered in the future to those working in school systems and to mental health providers more generally.

**Question 7:** What elements of the program are most critical to achieving the outcomes of interest and how can these elements be retained and sustained should the program expand? What else is needed to make the program as scalable as possible?

All of the current components of the training are critical to achieving the outcomes of interest. Each of the four entry points is critical to implementing actions that will create more positive school climates for transgender and gender expansive students. The evaluation demonstrated that the trainings are effective at impacting each of these entry points. The delivery mechanism works well, and the success of virtual trainings allows for continued virtual implementation, which supports scalability.

The completion of the case studies in the fall of 2021 may add additional information about what should be retained and what else may be needed to ensure the future success and scalability of the program.

# DISCUSSION AND CONCLUSION

The data in this report are far from an ending point. They provide an opportunity for further analysis and planning to inform future work with schools and other institutions. This evaluation will be part of a larger planning process for the professional development team at Gender Spectrum.

Two areas that arose from this evaluation are sure to inform future steps. Both relate to how to move schools and districts to concrete actions to support and respect transgender and nonbinary students.

**It takes more than knowledge**

The Foundations of Gender Inclusive School training is designed to help increase participants' knowledge, skills, and attitudes/beliefs in relation to gender diverse students. Based on the research cited in the introduction related to school change, Gender Spectrum theorized that this multi-prong approach is necessary for educators to actively take steps to create gender inclusive environments. The data previously shown in Table 11 related to knowledge and preparedness to take action suggest this theory has merit.

The data address the instructional entry point, answering the question: How prepared are educators to be more gender inclusive in their classrooms? While there was a statistically significant shift in awareness of concrete strategies to be gender-inclusive (.78 change on a 5-point scale), the more striking change was in respondents' reporting about their preparedness to take steps to make curriculum more gender inclusive (an increase of 2.27 on a 10-point scale).

These data suggest that prior to the training, there were educators who had knowledge of strategies to create gender inclusive spaces but were not prepared to implement those strategies. After the training they reported they were, in fact, prepared to implement gender-inclusive strategies.

Continued research and analyses, particularly of qualitative data, may help answer additional questions about the ways in which the training actually helped educators shift to being more prepared. Was it the concrete information they received, was it the expression of support for this work by their peers and school administration, or was it a strengthened commitment to transgender and nonbinary students?

**Preparing for Institutional Change**

While both the FoGIS and the ISN trainings address the need for institutional change, it is the latter training and the follow-up activities that most strongly emphasize skills and strategies to create institutional change. For the ISN, schools and districts are asked to choose participants who have prior knowledge and motivation and are positioned to be leaders in their schools and/or districts. The ISN content includes a training of trainers to prepare participants to be change agents, including delivering foundations of gender modules to others in their schools or districts. Follow-up activities include presentations on topics such as the law and gender, student-reporting systems, and responding to resistance.

The ISN work recognizes that institutional change is ongoing and complex, and that it does not happen overnight, but the impact is long-lasting. There is little doubt that institutional measures create the foundation for gender inclusive schools over time through the creation of inclusive anti-discrimination policies, reporting systems that reflect a gender diverse student body, non-gender-segregated facilities, and systemic, and continued education for staff, students, and families.

In fact, this evaluation demonstrated that the goal of preparing participants for institutional change was met (see Table 25). The changes from pre and post tests were largest for this entry point with a 3.40 shift (on a scale of 1-10) using a composite scale. For the individual components that make up this composite scale, the largest shift was in their preparedness to conduct a professional development session for staff (3.85). That is a tremendous shift, given the barriers in presenting to colleagues that educators expressed in focus groups.

**Limitations**

This evaluation was originally designed to include follow-up with schools to determine more clearly the lasting impact of these interventions, as well as data from students (via focus groups) about their awareness of any changes in school policies and practices, levels of support from teachers, staff, and administrators, and the overall school climate. While Gender Spectrum received IRB approval from both the state and a school district, and had support of the school district, the COVID-19 pandemic prevented them from being able to conduct those focus groups in time for this report. It is hoped that focus groups may be conducted in the Fall of 2021, and findings will be reported in an addendum to this report.

**Conclusion**

Gender Spectrum trainings are highly effective at increasing participants' knowledge and increasing attitudes that are supportive of creating gender inclusive and welcoming schools. Additionally, the trainings are highly effective at preparing participants for taking specific actions in their roles at schools to support TG and GE students, changing their own practices, educating colleagues, and advocating for changes in school policies and practices.

Qualitative data collection at a large school district that had been engaged with Gender Spectrum's trainings and support services for several years provides evidence that these trainings have an impact on school policies and practices which, along with the presence of educated and supportive teachers, staff, and administrations, have an impact on overall school climate. This improved school climate ultimately has a positive impact on the mental health and well-being of transgender and gender nonconforming students.

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## Foundations Pre-Survey

Thank you for completing this survey. As a reminder, the information you provide here is confidential and completing the survey is voluntary. This information will help Gender Spectrum understand how well our trainings and programs are working and what we could do to improve them.

I have read the information provided describing the evaluation of this training and project and understand my participation in this survey is voluntary. I also understand I may choose not to participate in this evaluation, I may choose not to participate in this survey, and may choose not to answer individual questions on the survey.

☐ Yes – I agree to participate in the evaluation.
☐ No – I do not agree to participate in the evaluation.

The following questions allow us to keep your answers anonymous.

1. Please write today's date (DD/MM/YY): ☐ ☐ ☐

2. What are the first three letters of the city or town in which you were born? For example, if you were born in Denver you would enter "DEN". ☐ ☐ ☐

3. What is the day of the month that you were born? For example, if you were born on December 2, 1970, you would enter "02". ☐ ☐

4. What are the first two letters of the street you grew up on? ☐ ☐

5. What are the first three letters your mother's FIRST name? ☐ ☐ ☐

6. What is your school district or organization where you work?
   _____
   If you do not work in a school, please check this box ☐

7. Which of these situations have you encountered in your work with children and youth at your current school or organization? (please check all that apply)
   ☐ Boys who are teased, excluded, or bullied for acting in a way that peers think is too feminine
   ☐ Girls who are teased, excluded, or bullied for acting in a way that peers think is too masculine
   ☐ Gender based stereotyping by children, staff, or parents/guardians
   ☐ Parents or guardians who are uncomfortable with their child playing or acting in a way that is not typically associated with their child's sex
   ☐ Children who are transgender
   ☐ Parents who are supporting their transgender child's identity
   ☐ Parents who are not supporting their transgender child's identity.
   ☐ Concerns about transgender or gender-expansive children related to locker rooms, restrooms, legal name changes, forms, etc.
   ☐ Other (please specify)

8. Please mark the response that reflects your level of agreement or disagreement with each statement.

| | Strongly Disagree | Disagree | Agree | Strongly Agree | I don't know |
|---|---|---|---|---|---|
| I understand the difference between gender and sexual orientation. | ☐ | ☐ | ☐ | ☐ | ☐ |
| A person's gender is determined solely by biological characteristics such as hormones and genitals. | ☐ | ☐ | ☐ | ☐ | ☐ |
| While gender expression and gender identity can fall on a spectrum, biological sex is binary: people are born either male or female. | ☐ | ☐ | ☐ | ☐ | ☐ |
| A person's gender expression is a reliable indicator of their gender identity. | ☐ | ☐ | ☐ | ☐ | ☐ |
| There are cultures that historically and currently recognize gender identities other than man and woman. | ☐ | ☐ | ☐ | ☐ | ☐ |
| Elementary school children are too young to know that they are transgender. | ☐ | ☐ | ☐ | ☐ | ☐ |
| Elementary school children are too young to learn about gender diversity. | ☐ | ☐ | ☐ | ☐ | ☐ |

9. Children and youth in my school or organization would benefit from learning about each of the following:

a. Components of gender (bodies, gender expression, and gender identity)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly Disagree                Neither agree nor disagree                Strongly Agree

b. Respect for the gender diversity of other people

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly Disagree                Neither agree nor disagree                Strongly Agree

c. Examples of gender diversity within different cultures and communities

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

d.  An analysis of the impact of gender and gender stereotypes in their own lives and the world around them.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly Disagree          Neither agree nor disagree          Strongly Agree

10. These questions relate to your current practices related to education and gender.

|  | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I am aware of strategies to be gender inclusive through existing curriculum and/or other classroom activities. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I currently use gender inclusive language and strategies when talking with children and youth. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I have the knowledge and skills to support a transgender/gender-expansive student. | ☐ | ☐ | ☐ | ☐ | ☐ |

11.  Two strategies I currently use in my professional role to be gender inclusive are:
☐   I do not know of any strategies.
☐   I know of strategies, but I have not used them.
☐   Two strategies I currently use to be gender inclusive are:
　　1.  _____
　　2.  _____

12. To what extent do you agree with the following statements?

|  | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I understand the difference between the gender binary and the gender spectrum. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I understand the key components that are necessary to create gender inclusive schools. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I can respond to frequently asked questions and concerns about gender inclusion work at school. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I am aware of resources that I can access when I have questions about content or strategies related to gender inclusive schools. | ☐ | ☐ | ☐ | ☐ | ☐ |

13.  How prepared do you feel to conduct any of the following activities in your school or district?

| | Not at all prepared | | | Somewhat prepared | | | | Very prepared | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Take steps to use gender inclusive language with adults. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to use gender inclusive language with children and youth. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to make our curriculum more gender inclusive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to make gender-segregated activities more gender inclusive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

14. Two ways a school could systematically create an inclusive climate that respects the gender diversity of every student would be to:

☐ I do not know.

☐ I know of strategies to systematically create an inclusive climate, but I have not used them.

☐ Two ways a school can create an inclusive climate that respects gender diversity are:

1.

2.

15. Two concrete ways I can provide (or have provided) support to transgender or gender-expansive students include:

☐ I do not know.

☐ I know of ways to provide support to transgender or gender-expansive students, but I have not used them.

☐ Two ways I can provide (or have provided) support to transgender or gender expansive students are:

1.

2.

16. How often do you currently interact with transgender and/or gender-expansive students in your professional role? Check the one best answer.

☐ Daily     ☐ Weekly     ☐ Monthly     ☐ Never

17. I understand how becoming a gender inclusive school will benefit all students.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | | Neither agree nor disagree | | | | Strongly Agree | |

18. I have spent time thinking about how my own experiences with and attitudes about gender have had an impact *on my life*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | | Neither agree nor disagree | | | | Strongly Agree | |

19. I have spent time thinking about how my own experiences with and attitudes about gender have had an impact *on my work with students*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | | Neither agree nor disagree | | | | Strongly Agree | |

20. I have the skills and abilities to take into account cultural factors in order to meet the needs of transgender and gender-expansive students.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | | Neither agree nor disagree | | | | Strongly Agree | |

21. If a student approached me with concerns related to their gender, *I would be comfortable talking with them about their concerns.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | | Neither agree nor disagree | | | | Strongly Agree | |

22. I know of several concrete ways I can support my colleagues in their efforts to support gender-expansive youth.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | | Neither agree nor disagree | | | | Strongly Agree | |

23. I am aware of other adults in my school who are supportive of gender-expansive youth in my school.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | | Neither agree nor disagree | | | | Strongly Agree | |

24. I know how I can respond to verbal and physical harassment of students related to their gender.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | | Neither agree nor disagree | | | | Strongly Agree | |

25. I feel supported by my administrators when faced with challenges *regarding being gender inclusive in my work with students*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | | Neither agree nor disagree | | | | Strongly Agree | |

26. I feel supported by my administrators when faced with challenges *regarding school climate*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | | Neither agree nor disagree | | | | Strongly Agree | |

27. Is there anything else you would like us to know before the workshop?

_____

_____

28. Please indicate in which of the following Gender Spectrum trainings you have participated. You may check more than one.
    ☐ None
    ☐ A basic dimensions of gender workshop
    ☐ A workshop session at a conference
    ☐ I have gender training from another organization or setting (please specify)
    ☐ Other (please specify)_____

Demographics

29. What position best describes your role at your school? (check all that apply)

    ☐ Administrative Staff
    ☐ Building or District Administrator
    ☐ Bus Driver
    ☐ Coach
    ☐ Counselor or Social Worker
    ☐ Custodial/Maintenance Staff
    ☐ Librarian
    ☐ Nurse
    ☐ Parent
    ☐ Psychologist
    ☐ Reading Specialist
    ☐ Teacher - Pre-K
    ☐ Teacher - K-2
    ☐ Teacher - 3-5
    ☐ Teacher - 6-8
    ☐ Teacher - High School Teacher – Other
    ☐ Teacher – Special Education
    ☐ Other (please specify)_____

30. Which of the following best represents your race or ethnicity? (Check all that apply)
    ☐ Asian or Asian American
    ☐ Black or African American
    ☐ Latino/a or Hispanic
    ☐ Multiracial
    ☐ Native American or American Indian
    ☐ Native Hawaiian or other Pacific Islander
    ☐ White/Caucasian
    ☐ Decline to Answer

31. What sex were you assigned on your original birth certificate?
    ☐ Female

☐ Male

32. How do you describe yourself?
   ☐ A woman
   ☐ A man
   ☐ Transgender
   ☐ Genderqueer
   ☐ Non-binary

We know that there are many other ways that people define their gender. If you define your gender differently than the above choices, please let us know here._____

33. Do you identify as lesbian, gay, bisexual, or questioning (LGBQ)?
   ☐ Yes
   ☐ No

34. What is your age?
   ☐ 25 or younger
   ☐ 26-35
   ☐ 36-45
   ☐ 46-55
   ☐ 56-65
   ☐ Over 65

35. How religious or spiritual would you describe yourself to be?
   ☐ Not at all
   ☐ A little
   ☐ Somewhat
   ☐ Very

**Thank you for completing this survey!**

## APPENDIX B

### Foundations Post-Survey

Thank you for completing this survey. As a reminder, the information you provide here is confidential and completing the survey is voluntary. This information will help Gender Spectrum understand how well our trainings and programs are working and what we could do to improve them.

The following questions allow us to keep your answers anonymous.

1. Please write today's date (DD/MM/YY): ☐ ☐ ☐

2. What are the first three letters of the city or town in which you were born? For example, if you were born in Denver you would enter "DEN". ☐ ☐ ☐

3. What is the day of the month that you were born? For example, if you were born on December 2, 1970, you would enter "02". ☐ ☐

4. What are the first two letters of the street you grew up on? ☐ ☐

5. What are the first three letters your mother's FIRST name? ☐ ☐ ☐

6. What is your school district or organization where you work?
   _____

   If you do not work in a school, please check this box ☐

7. The information and resources from the Gender Spectrum training are relevant to my work.
   ☐ Strongly Agree

   ☐ Agree

   ☐ Unsure

   ☐ Disagree

   ☐ Strongly Disagree

8. The presenter(s) answered questions or responded to comments in a respectful and helpful manner.
   ☐ Strongly Agree

   ☐ Agree

   ☐ Unsure

   ☐ Disagree

□ Strongly Disagree

9. Please mark the response that reflects your level of agreement or disagreement with each statement.

| | Strongly Disagree | Disagree | Agree | Strongly Agree | I don't know |
|---|---|---|---|---|---|
| I understand the difference between gender and sexual orientation. | □ | □ | □ | □ | □ |
| A person's gender is determined solely by biological characteristics such as hormones and genitals. | □ | □ | □ | □ | □ |
| While gender expression and gender identity can fall on a spectrum, biological sex is binary: people are born either male or female. | □ | □ | □ | □ | □ |
| A person's gender expression is a reliable indicator of their gender identity. | □ | □ | □ | □ | □ |
| There are cultures that historically and currently recognize gender identities other than man and woman. | □ | □ | □ | □ | □ |
| Elementary school children are too young to know that they are transgender. | □ | □ | □ | □ | □ |
| Elementary school children are too young to learn about gender diversity. | □ | □ | □ | □ | □ |

10. Children and youth in my school or organization would benefit from learning about each of the following:

a. Components of gender (bodies, gender expression, and gender identity)

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly Disagree          Neither agree nor disagree          Strongly Agree

b. Respect for the gender diversity of other people

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly Disagree          Neither agree nor disagree          Strongly Agree

c. Examples of gender diversity within different cultures and communities

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly Disagree        Neither agree nor disagree        Strongly Agree

d. An analysis of the impact of gender and gender stereotypes in their own lives and the world around them.

_____

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly Disagree        Neither agree nor disagree        Strongly Agree

11. These questions relate to your current practices related to education and gender.

| | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I am aware of strategies to be gender inclusive through existing curriculum and/or other classroom activities. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I have the knowledge and skills to support a transgender/gender-expansive student. | ☐ | ☐ | ☐ | ☐ | ☐ |

12. Two strategies I plan to use in my professional role to be gender inclusive are:
☐ I do not know of any strategies.
☐ I know of strategies, but I do not plan to use them.
☐ Two strategies I plan to use to be gender inclusive are:
     3. _____
     4. _____

13. To what extent do you agree with the following statements?

| | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I understand the difference between the gender binary and the gender spectrum. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I understand the key components that are necessary to create gender inclusive schools. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I can respond to frequently asked questions and concerns about gender inclusion work at school. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I am aware of resources that I can access when I have questions about content or strategies related to gender inclusive schools. | ☐ | ☐ | ☐ | ☐ | ☐ |

**14.** How prepared do you feel to conduct any of the following activities in your school or district?

| | Not at all prepared | | | Somewhat prepared | | | | Very prepared | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Take steps to use gender inclusive language with adults. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to use gender inclusive language with children and youth. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to make our curriculum more gender inclusive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to make gender-segregated activities more gender inclusive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**15.** Two ways a school could systematically create an inclusive climate that respects the gender diversity of every student would be to:

☐ I do not know.

☐ I know of strategies to systematically create an inclusive climate, but I do not plan to use them.

☐ Two ways a school can create an inclusive climate that respects gender diversity are:

1.

2.

**16.** Two concrete ways I plan to support transgender or gender-expansive students include:

☐ I do not know.

☐ I know of ways to provide support to transgender or gender-expansive students, but I do not plan to use them.

☐ Two ways I plan to support to transgender or gender expansive students are:

1.

2.

**17.** How often do you currently interact with transgender and/or gender-expansive students in your professional role? Check the one best answer.

☐ Daily    ☐ Weekly    ☐ Monthly    ☐ Never

**18.** I understand how becoming a gender inclusive school will benefit all students.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|

Strongly Disagree          Neither agree nor disagree          Strongly Agree

**19.** As a result of this workshop, I will spend time thinking about how my own experiences with and attitudes about gender have had an impact *on my life*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | Neither agree nor disagree | | | | Strongly Agree | | |

20. As a result of this workshop, I will spend time thinking about how my own experiences with and attitudes about gender have had an impact *on my work with students*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | Neither agree nor disagree | | | | Strongly Agree | | |

21. I have the skills and abilities to take into account cultural factors in order to meet the needs of transgender and gender-expansive students.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | Neither agree nor disagree | | | | Strongly Agree | | |

22. If a student approached me with concerns related to their gender, *I would be comfortable talking with them about their concerns.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | Neither agree nor disagree | | | | Strongly Agree | | |

23. I know of several concrete ways I can support my colleagues in their efforts to support gender-expansive youth.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | Neither agree nor disagree | | | | Strongly Agree | | |

24. I am aware of other adults in my school who are supportive of gender-expansive youth in my school.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | Neither agree nor disagree | | | | Strongly Agree | | |

25. I know how I can respond to verbal and physical harassment of students related to their gender.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| Strongly Disagree | | | Neither agree nor disagree | | | | Strongly Agree | | |

26. I feel supported by my administrators when faced with challenges *regarding being gender inclusive in my work with students*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|

Strongly Disagree       Neither agree nor disagree       Strongly Agree

27. I feel supported by my administrators when faced with challenges *regarding school climate*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|

Strongly Disagree       Neither agree nor disagree       Strongly Agree

28. Please note the degree to which this training had an impact on each of the following:

|  | Very little |  |  |  | Some |  |  |  | A lot |  | Before this institute I had a deep understanding in this area |
|---|---|---|---|---|---|---|---|---|---|---|---|
| How much did this training increase your understanding of gender diversity as it relates to youth and children? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| How much did this training increase your understanding of your own gender? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| How much did this training increase your ability to identify ways to be gender inclusive in curriculum and/or other classroom activities? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| How much did this training increase your ability to better support transgender and gender-expansive students? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| How much did this training increase your ability to use gender inclusive language when talking with children and youth? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

29. To what extent do you agree with the following statements?

|  | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| As a result of this training, I will take steps to be more gender inclusive with students. | ☐ | ☐ | ☐ | ☐ | ☐ |

| As a result of this training, I will be more likely to be an advocate to make my school or workplace more gender inclusive. | ☐ | ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|---|---|
| As a result of this training, I will be able to better support transgender and gender-expansive students. | ☐ | ☐ | ☐ | ☐ | ☐ |
| As result of this training, I am comfortable helping children and youth understand the difference between patterns and rules with regard to gender expression and gender identity. | ☐ | ☐ | ☐ | ☐ | ☐ |

30. As a result of this training, I intend to take the following steps:
   a. _____
   b. _____
   c. _____

31. As a result of this training, I believe my school should take the following steps, within the next year, to be more gender inclusive:
   a. _____
   b. _____
   c. _____

32. What did you value most from this training?

33. What would have improved this training? Is there anything you wish had been included that was not addressed? Is any follow-up needed?

Demographics

34. What position best describes your role at your school? (check all that apply)

☐ Administrative Staff
☐ Building or District Administrator
☐ Bus Driver
☐ Coach
☐ Counselor or Social Worker
☐ Custodial/Maintenance Staff
☐ Librarian
☐ Nurse
☐ Parent
☐ Psychologist
☐ Reading Specialist
☐ Teacher - Pre-K
☐ Teacher - K-2
☐ Teacher - 3-5
☐ Teacher - 6-8

☐ Teacher - High School Teacher – Other
☐ Teacher – Special Education
☐ Other (please specify)_____

35. Which of the following best represents your race or ethnicity? (Check all that apply)
☐ Asian or Asian American
☐ Black or African American
☐ Latino/a or Hispanic
☐ Multiracial
☐ Native American or American Indian
☐ Native Hawaiian or other Pacific Islander
☐ White/Caucasian
☐ Decline to Answer

36. What sex were you assigned on your original birth certificate?
☐ Female
☐ Male

37. How do you describe yourself?
☐ A woman
☐ A man
☐ Transgender
☐ Genderqueer
☐ Non-binary

We know that there are many other ways that people define their gender. If you define your gender differently than the above choices, please let us know here._____

38. Do you identify as lesbian, gay, bisexual, or questioning (LGBQ)?
☐ Yes
☐ No

39. What is your age?
☐ 25 or younger
☐ 26-35
☐ 36-45
☐ 46-55
☐ 56-65
☐ Over 65

40. How religious or spiritual would you describe yourself to be?
☐ Not at all
☐ A little
☐ Somewhat
☐ Very

**Thank you for completing this survey!**

![gender spectrum logo]

# APPENDIX C

## Inclusive Schools Network, Pre-Survey

Thank you for completing this survey. As a reminder, the information you provide here is confidential and completing the survey is voluntary. This information will help Gender Spectrum understand how well its trainings and programs are working and what we could do to improve them.

I have read the information provided describing the evaluation of this training and project and understand my participation in this survey is voluntary. I also understand I may choose not to participate in this evaluation, I may choose not to participate in this survey, and may choose not to answer individual questions on the survey.

☐ Yes – I agree to participate in the evaluation.

☐ No – I do not agree to participate in the evaluation.

The following questions allow us to keep your answers anonymous.

1.  Please write today's date (DD/MM/YY):  ☐ ☐ ☐

2.  What are the first three letters of the city or town in which you were born? For example, if you were born in Denver you would enter "DEN".

3.  What is the day of the month that you were born? For example, if you were born on December 2, 1970, you would enter "02".

4.  What are the first two letters of the street you grew up on?  ☐ ☐

5.  What are the first three letters your mother's FIRST name?

    ☐ ☐ ☐

6.  What is your school district or organization where you work? -

    _____

    If you do not work in a school, please check this box ☐

7.  Which of these situations have you encountered in your work with children and youth at your current school or organization? (please check all that apply)

    ☐ Boys who are teased, excluded, or bullied for acting in a way that peers think is too feminine

    ☐ Girls who are teased, excluded, or bullied for acting in a way that peers think is too masculine

    ☐ Gender based stereotyping by children, staff, or parents/guardians

    ☐ Parents or guardians who are uncomfortable with their child playing or acting in a way that is not   typically associated with their child's sex

☐ Children who are transgender

☐ Parents who are supporting their transgender child's identity

☐ Parents who are not supporting their transgender child's identity

☐ Concerns about transgender or gender expansive children related to locker rooms, restrooms, legal name changes, forms, etc.

☐ Other (please specify):

_____

8. To what extent do you agree with the following statements?

| | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I understand the difference between the gender binary and the gender spectrum. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I understand the key components that are necessary to create gender inclusive schools. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I have the ability to support the needs of transgender students. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I can support and educate parents who are not supportive of a transgender child. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I can respond to frequently asked questions and concerns about gender inclusion work at school. | ☐ | ☐ | ☐ | ☐ | ☐ |
| My school or district has adequate policies specific to gender which are inclusive of transgender students. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I am aware of resources that I can access when I have questions about content or strategies related to gender inclusive schools. | ☐ | ☐ | ☐ | ☐ | ☐ |

9. How prepared do you feel to conduct any of the following activities in your school or district?

| | Not at all prepared | | | Somewhat prepared | | | Very prepared | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Conduct a professional development session for educators, administrators and/or other staff. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Host and facilitate an event about youth and gender for parents/caregivers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Assess the gender inclusiveness of my school or district. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to use gender inclusive language with adults. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| Take steps to use gender inclusive language with children and youth. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Take steps to make our curriculum more gender inclusive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to make school policies more gender inclusive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to make school forms more gender inclusive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to make gender-segregated activities more gender inclusive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

10. Two ways a school could systematically create an inclusive climate that represents the gender diversity of every student would be to:
    ☐ I do not know.
    ☐ I know of strategies to systematically create an inclusive climate, but I have not used them.
    ☐ Two ways a school can create an inclusive climate that respects gender diversity are:
    1.

    2.

11. Two concrete ways I can provide (or have provided) support to transgender or gender-expansive students include:
    ☐ I do not know
    ☐ I know of ways to provide support to transgender students, but I have not used them.
    ☐ Two ways I can provide (or have provided) support to transgender or gender expansive students are:
    1.

    2.

12. How often do you currently interact with transgender and/or gender-expansive students in your professional role? Check the one best answer.   ☐ Daily   ☐ Weekly   ☐ Monthly   ☐ Never

13. Please mark the response that reflects your level of agreement or disagreement with each statement.

| | Strongly Disagree | Disagree | Agree | Strongly Agree | I don't know |
|---|---|---|---|---|---|
| A person's gender is solely determined by biological characteristics such as hormones and genitals. | ☐ | ☐ | ☐ | ☐ | ☐ |

| | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| While gender expression and gender identity can fall on a spectrum, biological sex is binary: people are born either male or female. | ☐ | ☐ | ☐ | ☐ | ☐ |
| A person's gender expression is a reliable indicator of their gender identity. | ☐ | ☐ | ☐ | ☐ | ☐ |
| Elementary school children are too young to know that they are transgender. | ☐ | ☐ | ☐ | ☐ | ☐ |
| Elementary school children are too young to learn about gender diversity. | ☐ | ☐ | ☐ | ☐ | ☐ |

14. These questions pertain to your current practices related to education and gender.

| | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I am aware of strategies to be gender inclusive through existing curriculum and/or other classroom activities. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I am aware of strengths and limitations in our school's policies, practices, or procedures in relation to gender. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I currently use gender inclusive language and strategies when talking with children and youth. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I have the knowledge and skills to support a transgender/gender-expansive student. | ☐ | ☐ | ☐ | ☐ | ☐ |

15. Two ways that I currently use *gender inclusive language and strategies* when talking with children and youth are:
   ☐ I do not know of any language/strategies to use.
   ☐ I know of language/strategies, but I have not used them.
   ☐ Two examples of gender inclusive language or strategies I currently use are:
   1.

   2.

16. Two strategies I currently use *in my professional role* to be gender inclusive are:
   ☐ I do not know of any strategies.
   ☐ I know of strategies, but I have not used them.
   ☐ Two strategies I currently use to be gender inclusive are:
   1.

   2.

17. I understand how becoming a gender inclusive school will benefit all students.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly disagree        Neither agree nor disagree        Strongly agree

18. I have spent time thinking about how my own experiences with and attitudes about gender have had an impact *on my life*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

Strongly disagree        Neither agree nor disagree        Strongly agree

19. I have spent time thinking about how my own experiences with and attitudes about gender have had an impact *on my work with students*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

Strongly disagree        Neither agree nor disagree        Strongly agree

20. I have the skills and abilities to take into account cultural factors in order to meet the needs of transgender and gender-expansive students.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

Strongly disagree        Neither agree nor disagree        Strongly agree

21. If a student approached me with concerns related to their gender, *I would be comfortable talking with them about their concerns*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

Strongly disagree        Neither agree nor disagree        Strongly agree

22. If a student approached me with concerns related to their gender, if it seemed appropriate, *I would be able to help them access mental health support and/or other services*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

Strongly disagree        Neither agree nor disagree        Strongly agree

23. I know of several concrete ways I can support my colleagues in their efforts to support gender-expansive youth.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

24. I am aware of other adults in my school/district who are supportive of gender-expansive youth in my school.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly disagree          Neither agree nor disagree          Strongly agree

25. I know how I can respond to verbal and physical harassment of students related to their gender.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly disagree          Neither agree nor disagree          Strongly agree

26. I feel supported by my administrators when faced with challenges *regarding being gender inclusive in my work with students*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly disagree          Neither agree nor disagree          Strongly agree

27. I feel supported by my administrators when faced with challenges *regarding school climate*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly disagree          Neither agree nor disagree          Strongly agree

28. My educational background has prepared me to effectively work with students in a gender inclusive manner.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly disagree          Neither agree nor disagree          Strongly agree

29. What do you hope to gain from this institute?

30. How do you anticipate that this institute will impact your work with students?

31. How do you anticipate that this institute will impact your school or district?

32. Are you concerned about any negative impact of this workshop?

33. What obstacles might get in the way of your efforts to create a gender inclusive school?

34. What external supports do you think you might need to support long-term efforts to create gender inclusive schools?

35. Is there anything else you would like us to know before the institute?

36. Please indicate in which of the following Gender Spectrum trainings you have participated. You may check more than one.
☐ None
☐ A basic dimensions of gender workshop
☐ A workshop session at a conference
☐ I have gender training from another organization or setting (please specify)
_____
☐ Other (please specify)
_____

37. What position best describes your role at your school? (check all that apply)
☐ Administrative Staff
☐ Building or District Administrator
☐ Bus Driver
☐ Coach
☐ Counselor or Social Worker
☐ Custodial/Maintenance Staff
☐ Librarian
☐ Nurse
☐ Parent
☐ Psychologist
☐ Reading Specialist
☐ Teacher – Pre-K
☐ Teacher – K-2
☐ Teacher – 3-5

☐ Teacher – 6-8

☐ Teacher – High School Teacher – Other

☐ Teacher – Special Education

☐ Other (please specify)

_____

38. Which of the following best represents your race or ethnicity? (Check all that apply)

☐ Asian or Asian American

☐ Black or African American

☐ Latino/a or Hispanic

☐ Multiracial

☐ Native American or American Indian

☐ Native Hawaiian or other Pacific Islander

☐ White/Caucasian

☐ Decline to answer

☐ Please write your race or ethnicity if it was not listed above:

_____

39. How do you describe yourself?

☐ A woman

☐ A man

☐ Transgender

☐ Genderqueer

☐ Non-binary

☐ We know that there are many other ways that people define their gender. If you define your gender differently than the above choices, please let us know here:

_____

40. What sex were you assigned on your original birth certificate?

☐ Female

☐ Male

41. Do you identify as lesbian, gay, bisexual, or questioning (LGBQ)?

☐ Yes

☐ No

42. What is your age?

☐ 25 or younger          ☐ 46-55

☐ 26-35                      ☐ 56-65

☐ 36-45                      ☐ Over 65

43. How religious/spiritual would you describe yourself to be?

☐ Not at all

☐ A little

☐ Somewhat

☐ Very

*Thank you for completing this survey!*

## APPENDIX D

### Inclusive Schools Network Post-Survey

Thank you for completing this survey. As a reminder, the information you provide here is confidential and completing the survey is voluntary. This information will help Gender Spectrum understand how well its trainings and programs are working and what we could do to improve them.

The following questions allow us to keep your answers anonymous.

1.  Please write today's date (DD/MM/YY):

2.  What are the first three letters of the city or town in which you were born? For example, if you were born in Denver you would enter "DEN".

3.  What is the day of the month that you were born? For example, if you were born on December 2, 1970, you would enter "02".

4.  What are the first two letters of the street you grew up on?

5.  What are the first three letters your mother's FIRST name?

6.  What is your school district or organization where you work? -
    _____

    If you do not work in a school, please check this box ☐

7.  To what extent do you agree with the following statements?

|  | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I understand the difference between the gender binary and the gender spectrum. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I understand the key components that are necessary to create gender inclusive schools. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I have the ability to support the needs of transgender students. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I can support and educate parents who are not supportive of a transgender child. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I can respond to frequently asked questions and concerns about gender inclusion work at school. | ☐ | ☐ | ☐ | ☐ | ☐ |

| | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|:---:|:---:|:---:|:---:|:---:|
| My school or district has adequate policies specific to gender which are inclusive of transgender students. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I am aware of resources that I can access when I have questions about content or strategies related to gender inclusive schools. | ☐ | ☐ | ☐ | ☐ | ☐ |

8. Please mark the degree to which this institute had an impact on each of the following.

| | The institute had very little impact | | | | The institute had some impact | | | | The institute had a lot of impact | | | Before this institute I had a deep understanding in this area |
|---|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|:---:|
| My awareness of the degree to which gender impacts all students and the importance of doing gender work to improve school climates. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | 11 |
| My understanding of the difference between the gender binary and the gender spectrum. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | 11 |
| My understanding of the key components that are necessary to create gender inclusive schools. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | 11 |
| My ability to educate colleagues about the dimensions of gender and the extent to which gender impacts all students. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | 11 |
| My ability to support and educate parents who are not supportive of a gender-expansive child. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | 11 |
| My ability to respond to frequently asked | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | 11 |

| | The institute had very little impact | | | | The institute had some impact | | | The institute had a lot of impact | | | Before this institute I had a deep understanding in this area |
|---|---|---|---|---|---|---|---|---|---|---|---|
| questions and concerns about gender inclusion work at school. | | | | | | | | | | | |
| My ability to assess my school or district's degree of gender inclusiveness. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| My awareness of concrete strategies that I can use to make my school or district more gender inclusive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| My awareness of resources that I can access when I have questions about content or strategies related to gender inclusive schools. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| My connection to a community of peers whom I can contact for information and support in relation to gender inclusive schools. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| Optional comments related to your understanding of concepts associated with gender and youth as a result of this institute: | | | | | | | | | | | |

9. How likely are you to engage in each of the following activities offered by Gender Spectrum after this institute?

| | Very Unlikely | | | | Uncertain | | | Very Likely | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Monthly online follow-up trainings | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Groups on the Gender Spectrum Lounge | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Observe Gender Spectrum trainings to increase my ability to provide professional development | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Coaching and Consultation Online office hours | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| The Gender Spectrum Symposium or Conference | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Optional comments related to follow-up activities: | | | | | | | | | | |

10. After this institute, how prepared do you feel to conduct any of the following activities in your school or district?

| | Not at all prepared | | | | Somewhat prepared | | | | Very prepared | |
|---|---|---|---|---|---|---|---|---|---|---|
| Conduct a professional development session for educators, administrators and/or other staff. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Host and facilitate an event about youth and gender for parents/caregivers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Assess the gender inclusiveness of my school or district. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to use gender inclusive language with adults. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to use gender inclusive language with children and youth. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to make our curriculum more gender inclusive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to make school policies more gender inclusive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to make school forms more gender inclusive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to make gender-segregated activities more gender inclusive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| If you noted that you are **not at all prepared** to conduct one or more of these activities, please let us know what the barriers are to do so. | | | | | | | | | | |

11. Two ways a school could systematically create an inclusive climate that represents the gender diversity of every student would be to:
☐ I do not know.
☐ I know of strategies to systematically create an inclusive climate, but I do not plan to use them.
☐ Two ways a school can create an inclusive climate that respects gender diversity are:

1.


2.


12. Two concrete ways I plan to support transgender or gender-expansive students include:

☐ I do not know.

☐ I know of strategies to support transgender students, but I do not plan to use them.

☐ Two ways I plan to support transgender or gender-expansive students are:

1.


2.


13. How often do you currently interact with transgender and/or gender-expansive students in your professional role? Check the one best answer. ☐ Daily ☐ Weekly ☐ Monthly ☐ Never

14. Please mark the response that reflects your level of agreement or disagreement with each statement.

| | Strongly Disagree | Disagree | Agree | Strongly Agree | I don't know |
|---|---|---|---|---|---|
| A person's gender is solely determined by biological characteristics such as hormones and genitals. | ☐ | ☐ | ☐ | ☐ | ☐ |
| While gender expression and gender identity can fall on a spectrum, biological sex is binary: people are born either male or female. | ☐ | ☐ | ☐ | ☐ | ☐ |
| A person's gender expression is a reliable indicator of their gender identity. | ☐ | ☐ | ☐ | ☐ | ☐ |
| Elementary school children are too young to know that they are transgender. | ☐ | ☐ | ☐ | ☐ | ☐ |
| Elementary school children are too young to learn about gender diversity. | ☐ | ☐ | ☐ | ☐ | ☐ |

15. These questions pertain to your current practices related to education and gender.

| | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I am aware of strategies to be gender inclusive through existing curriculum and/or other classroom activities. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I am aware of strengths and limitations in our school's policies, practices, or procedures in relation to gender. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I have the knowledge and skills to support a transgender/gender-expansive student. | ☐ | ☐ | ☐ | ☐ | ☐ |

16. Two ways I plan to use *gender inclusive language and strategies* when talking with children and youth are:

☐ I do not know of any language/strategies to use.

☐ I know of language/strategies, but I do not plan to use them.

☐ Two examples of gender inclusive language or strategies I plan to use are:

1.

2.

17. Two strategies I plan to use *in my professional role to be gender inclusive* are:

☐ I do not know of any strategies.

☐ I know of strategies, but I do not plan to use them.

☐ Two strategies I plan to use to be gender inclusive are:

1.

2.

18. I understand how becoming a gender inclusive school will benefit all students.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

Strongly disagree          Neither agree nor disagree          Strongly agree

19. As a result of this workshop, I will spend time thinking about how my own experiences with and attitudes about gender have had an impact *on my life*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

Strongly disagree          Neither agree nor disagree          Strongly agree

20. As a result of this workshop, I will spend time thinking about how my own experiences with and attitudes about gender have had an impact *on my work with students*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

Strongly disagree          Neither agree nor disagree          Strongly agree

21. I have the skills and abilities to take into account cultural factors in order to meet the needs of transgender and gender-expansive students.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly disagree          Neither agree nor disagree          Strongly agree

22. If a student approached me with concerns related to their gender, *I would be comfortable talking with them about their concerns*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly disagree          Neither agree nor disagree          Strongly agree

23. If a student approached me with concerns related to their gender, if it seemed appropriate, *I would be able to help them access mental health support and/or other services*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly disagree          Neither agree nor disagree          Strongly agree

24. I know of several concrete ways I can support my colleagues in their efforts to support gender-expansive youth.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly disagree          Neither agree nor disagree          Strongly agree

25. I am aware of other adults in my school/district who are supportive of gender-expansive youth in my school.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly disagree          Neither agree nor disagree          Strongly agree

26. I know how I can respond to verbal and physical harassment of students related to their gender.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly disagree          Neither agree nor disagree          Strongly agree

**27.** I feel supported by my administrators when faced with challenges *regarding being gender inclusive in my work with students.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

Strongly disagree        Neither agree nor disagree        Strongly agree

**28.** I feel supported by my administrators when faced with challenges *regarding school climate.*

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

Strongly disagree        Neither agree nor disagree        Strongly agree

**29.** My educational background has prepared me to effectively work with students in a gender inclusive manner.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

Strongly disagree        Neither agree nor disagree        Strongly agree

**30.** Please share your overall impressions of the institute:

|  | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| The institute was consistent with my expectations. | ☐ | ☐ | ☐ | ☐ | ☐ |
| The program content was relevant to my professional role and learning needs. | ☐ | ☐ | ☐ | ☐ | ☐ |
| The instructor(s) was well-organized/prepared. | ☐ | ☐ | ☐ | ☐ | ☐ |
| The instructor(s) teaching style and methods were engaging. | ☐ | ☐ | ☐ | ☐ | ☐ |
| The instructor(s) was responsive to participant input. | ☐ | ☐ | ☐ | ☐ | ☐ |
| Materials I received prior to the institute made logistics run smoothly. | ☐ | ☐ | ☐ | ☐ | ☐ |
| Materials I received prior to the institute helped me understand the goals of the institute. | ☐ | ☐ | ☐ | ☐ | ☐ |
| The facility was accessible for me and a good space for the institute. | ☐ | ☐ | ☐ | ☐ | ☐ |

![gender spectrum logo]

31. What needs can you identify that will help your efforts to create a gender inclusive school? (More training, resources, practice, etc.)


32. What did you value most from this institute?


33. What obstacles might get in the way of your efforts to create a gender inclusive school?


34. What suggestions do you have for monthly follow-up workshop topics this year as part of the Inclusive Schools Network?


35. As a result of this institute, I intend to take the following steps when I return to my work:
Within the next month:
_____
_____

Within the next 2-12 months:
_____
_____

36. Before participating in this institute, which of the following was true for you? (circle one)
I overestimated my knowledge.     My estimate of my knowledge was accurate.
                  I underestimated my knowledge.


37. What would have improved this institute? Is there anything you wished had been included that was not addressed? Is any follow-up needed?

38. Please share any additional feedback about your institute experience below.


39. What position best describes your role at your school? (check all that apply)
☐ Administrative Staff
☐ Building or District Administrator
☐ Bus Driver
☐ Coach
☐ Counselor or Social Worker
☐ Custodial/Maintenance Staff

☐ Librarian

☐ Nurse

☐ Parent

☐ Psychologist

☐ Reading Specialist

☐ Teacher – Pre-K

☐ Teacher – K-2

☐ Teacher – 3-5

☐ Teacher – 6-8

☐ Teacher – High School Teacher – Other

☐ Teacher – Special Education

☐ Other (please specify)

_____

40. Which of the following best represents your race or ethnicity? (Check all that apply)

☐ Asian or Asian American

☐ Black or African American

☐ Latino/a or Hispanic

☐ Multiracial

☐ Native American or American Indian

☐ Native Hawaiian or other Pacific Islander

☐ White/Caucasian

☐ Decline to answer

☐ Please write your race or ethnicity if it was not listed above:

_____

41. How do you describe yourself?

☐ A woman

☐ A man

☐ Transgender

☐ Genderqueer

☐ Non-binary

☐ We know that there are many other ways that people define their gender. If you define your gender differently than the above choices, please let us know here:

_____

42. What sex were you assigned on your original birth certificate?

☐ Female

☐ Male

43. Do you identify as lesbian, gay, bisexual, or questioning (LGBQ)?

☐ Yes

☐ No

44. What is your age?
- ☐ 25 or younger
- ☐ 26-35
- ☐ 36-45
- ☐ 46-55
- ☐ 56-65
- ☐ Over 65

45. How religious/spiritual would you describe yourself to be?
- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Very

*Thank you for completing this survey!*

## Accounting for Gender Pre-Survey

Thank you for completing this survey. As a reminder, the information you provide here is confidential and completing the survey is voluntary. This information will help Gender Spectrum understand how well our trainings and programs are working and what we could do to improve them.

I have read the information provided describing the evaluation of this training and project and understand my participation in this survey is voluntary. I also understand I may choose not to participate in this evaluation, I may choose not to participate in this survey, and may choose not to answer individual questions on the survey.

☐ Yes – I agree to participate in the evaluation.
☐ No – I do not agree to participate in the evaluation.

The following questions allow us to keep your answers anonymous.

1. Please write today's date (DD/MM/YY):

2. What are the first three letters of the city or town in which you were born? For example, if you were born in Denver you would enter "DEN".

3. What is the day of the month that you were born? For example, if you were born on December 2, 1970, you would enter "02".

4. What are the first three letters of the *first* elementary school you went to? Do not use abbreviations.  For example, if the school was St. Mary's, use "SAI" for Saint.

5. What are the first three letters of *your mother's first name*? If you have/had more than one mother, please choose one that you will remember to use in the next survey.

6. Please mark the response that reflects your level of agreement or disagreement with each statement.

| | Strongly Disagree | Disagree | Agree | Strongly Agree | I don't know |
|---|---|---|---|---|---|
| I understand the difference between gender and sexual orientation. | ☐ | ☐ | ☐ | ☐ | ☐ |
| A person's gender is determined solely by biological characteristics such as hormones and genitals. | ☐ | ☐ | ☐ | ☐ | ☐ |

| | Strongly Disagree | Disagree | Agree | Strongly Agree | I don't know |
|---|---|---|---|---|---|
| While gender expression and gender identity can fall on a spectrum, biological sex is binary: people are born either male or female. | ☐ | ☐ | ☐ | ☐ | ☐ |
| A person's gender expression is a reliable indicator of their gender identity. | ☐ | ☐ | ☐ | ☐ | ☐ |
| There are cultures that historically and currently recognize gender identities other than man and woman. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I am aware of the ways in which colonialism has influenced current ideas about gender as a binary, biologically based concept. | ☐ | ☐ | ☐ | ☐ | ☐ |

7. These questions relate to your current practices related to education and gender.

| | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I am aware of strategies to be gender inclusive through existing curriculum and/or other classroom activities, or through policy changes or changes to practices. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I currently use gender inclusive language and strategies when talking with children and youth. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I currently use gender inclusive language and strategies when talking with parents and caregivers. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I currently use gender inclusive language and strategies when talking with LAUSD colleagues. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I have the knowledge and skills to support a transgender/gender-expansive student. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I have the knowledge and skills to support a caregiver in using affirming parenting practices with a transgender/gender-expansive youth. | ☐ | ☐ | ☐ | ☐ | ☐ |

8. To what extent do you agree with the following statements?

| | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I can respond to frequently asked questions from parents and caregivers about | ☐ | ☐ | ☐ | ☐ | ☐ |

| affirming caregiver practices with transgender youth. | | | | | |
| --- | --- | --- | --- | --- | --- |
| I am aware of strengths and limitations in our school's policies, practices, or procedures in relation to gender. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I am aware of resources that I can access when I have questions about how to help transgender youth or their parents/caregivers. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I am aware of resources and organizations to which I can refer transgender youth or caregivers seeking support. | ☐ | ☐ | ☐ | ☐ | ☐ |

9. Two strategies I currently use in my professional role to be gender inclusive are:
   ☐ I do not know of any strategies.
   ☐ I know of strategies, but I have not used them.
   ☐ Two strategies I currently use to be gender inclusive are:
      5. _____
      6. _____

10. How prepared do you feel to conduct any of the following activities in your role in LAUSD?

| | Not at all prepared | | | Somewhat prepared | | | | Very prepared | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Take steps to use gender inclusive language with children and youth. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to use gender inclusive language with adults, such as parents and caregivers or colleagues. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to make our policies or practices more gender inclusive and supportive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Host and facilitate an event about youth and gender for parents and caregivers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to make school forms more gender inclusive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to support parents and caregivers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

11. Two concrete ways I can provide (or have provided) support to transgender or gender-expansive students include:
    ☐ I do not know.
    ☐ I know of ways to provide support to transgender or gender-expansive students, but I have not used them.

□ Two ways I can provide (or have provided) support to transgender or gender expansive students are:

1. _____

2. _____

12. I understand how becoming a gender inclusive school will benefit all students.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly Disagree          Neither agree nor disagree          Strongly Agree

13. I know of several concrete ways I can support parents/caregivers in using affirming parenting practices to support gender-expansive youth.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly Disagree          Neither agree nor disagree          Strongly Agree

14. I know how I can respond to verbal and physical harassment of students related to their gender.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly Disagree          Neither agree nor disagree          Strongly Agree

15. I have spent time thinking about how my own experiences with and attitudes about gender have had an impact *on my work with students, parents and caregivers*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly disagree          Neither agree nor disagree          Strongly agree

16. I have the skills and abilities to take into account cultural factors in order to meet the needs of transgender and gender-expansive students.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly disagree          Neither agree nor disagree          Strongly agree

17. If a student approached me with concerns related to their gender, if it seemed appropriate, *I would be able to help them access mental health support and/or other services*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly disagree                    Neither agree nor disagree                    Strongly agree

18. If a parent or caregiver approached me with concerns related to a transgender or gender-expansive student, I have skills and knowledge to provide assistance.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Strongly disagree                    Neither agree nor disagree                    Strongly agree

19. What do you hope to gain from this course?

20. How do you anticipate that this course will impact your work with students, parents and/or caregivers?

21. How do you anticipate that this course will impact your school or district?

22. What obstacles might get in the way of your efforts to support gender diverse students in LAUSD?

23. What external supports do you think you might need to support gender diverse students in LAUSD?

24. Is there anything else you would like us to know before the course?

25. Please indicate in which of the following Gender Spectrum trainings you have participated. You may check more than one.
☐ None
☐ A basic Dimensions of Gender course
☐ A Gender Inclusive Schools Network training
☐ A course session at a conference
☐ I have gender training from another organization or setting (please specify)
☐ Other (please specify)_____

Demographics

26. What position best describes your role at your school? (check all that apply)

☐ Administrative Staff
☐ Building or District Administrator
☐ Bus Driver
☐ Coach
☐ Counselor or Social Worker
☐ Custodial/Maintenance Staff
☐ Librarian
☐ Nurse
☐ Parent
☐ Other (please specify)_____

☐ Psychologist
☐ Reading Specialist
☐ Teacher - Pre-K
☐ Teacher - K-2
☐ Teacher - 3-5
☐ Teacher - 6-8
☐ Teacher - High School Teacher – Other
☐ Teacher – Special Education

27. Which of the following best represents your race or ethnicity? (Check all that apply)
- ☐ Asian or Asian American
- ☐ Black or African American
- ☐ Latino/a or Hispanic
- ☐ Multiracial
- ☐ Native American or American Indian
- ☐ Native Hawaiian or other Pacific Islander
- ☐ White/Caucasian
- ☐ Decline to Answer

28. What sex were you assigned on your original birth certificate?
- ☐ Female
- ☐ Male

29. How do you describe yourself?
- ☐ A woman
- ☐ A man
- ☐ Transgender
- ☐ Genderqueer
- ☐ Non-binary

We know that there are many other ways that people define their gender. If you define your gender differently than the above choices, please let us know here._____

30. Do you identify as lesbian, gay, bisexual, or questioning (LGBQ)?
- ☐ Yes
- ☐ No

31. What is your age?
- ☐ 25 or younger
- ☐ 26-35
- ☐ 36-45
- ☐ 46-55
- ☐ 56-65
- ☐ Over 65

**Thank you for completing this survey!**

# APPENDIX F

## Accounting for Gender Module 2 Post-Survey

Thank you for completing this survey. As a reminder, the information you provide here is confidential and completing the survey is voluntary. This information will help Gender Spectrum understand how well our trainings and programs are working and what we could do to improve them.

The following questions allow us to keep your answers anonymous.

1.  Please write today's date (DD/MM/YY): ☐☐ ☐☐ ☐☐

2.  What are the first three letters of the city or town in which you were born? For example, if you were born in Denver you would enter "DEN".

    ☐ ☐ ☐

3.  What is the day of the month that you were born? For example, if you were born on December 2, 1970, you would enter "02".

    ☐ ☐

4.  What are the first three letters of the *first* elementary school you went to? Do not use abbreviations.  For example, if the school was St. Mary's, use "SAI" for Saint.

    ☐ ☐ ☐

5.  What are the first three letters of *your mother's first name*? If you have/had more than one mother, please choose one that you will remember to use in the next survey.

    ☐ ☐ ☐

6.  Please mark the response that reflects your level of agreement or disagreement with each statement.

| | Strongly Agree | Agree | Unsure | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| The information and resources from the first two modules Gender Spectrum training are relevant to my work. | ☐ | ☐ | ☐ | ☐ | ☐ |
| In the first two modules, the presenter(s) answered questions or responded to comments in a respectful and helpful manner. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I gained new insights from the "My Gender Journey" activity. | ☐ | ☐ | ☐ | ☐ | ☐ |

7.  Can you say more about your experience with the "My Gender Journey"?

_____
_____
_____

8. What are two things that really stood out to you about Session 1 or Session 2?

    _____
    _____
    _____

9. What has been positive or helpful about the training sessions so far?  What would you change about the training sessions?

    _____
    _____
    _____

10. As we move into the Session 3 of this course, do you have questions or concerns you can share with us that might help ensure the sessions meet your needs? For example, do you have a specific content-related question, or are there things you hope we cover?

    _____
    _____
    _____

**Thank you for completing this survey!**

# APPENDIX G

## Accounting for Gender Module 3 Post-Survey

Thank you for completing this survey. As a reminder, the information you provide here is confidential and completing the survey is voluntary. This information will help Gender Spectrum understand how well our trainings and programs are working and what we could do to improve them.

The following questions allow us to keep your answers anonymous.

1. Please write today's date (DD/MM/YY):

2. What are the first three letters of the city or town in which you were born? For example, if you were born in Denver you would enter "DEN".

3. What is the day of the month that you were born? For example, if you were born on December 2, 1970, you would enter "02".

4. What are the first three letters of the *first* elementary school you went to? Do not use abbreviations. For example, if the school was St. Mary's, use "SAI" for Saint.

5. What are the first three letters of *your mother's first name*? If you have/had more than one mother, please choose one that you will remember to use in the next survey.

6. Please mark the response that reflects your level of agreement or disagreement with each statement.

| | Strongly Agree | Agree | Unsure | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| As a result of this session, I have a deeper understanding about why focusing on gender is important in creating welcoming environments for youth. | ☐ | ☐ | ☐ | ☐ | ☐ |
| As a result of this session, I feel prepared to help parents and caregivers deepen their understanding of how they can support gender expansive youth. | ☐ | ☐ | ☐ | ☐ | ☐ |
| As a result of this session, I feel prepared to help parents and caregivers using affirming parenting practices with gender expansive youth. | ☐ | ☐ | ☐ | ☐ | ☐ |

| As a result of this session, I know of resources that can help me learn more and provide the best support I can to youth and parents/caregivers. | ☐ | ☐ | ☐ | ☐ | ☐ |
|---|---|---|---|---|---|

7. What are two things that really stood out to you about Session 3?

_____

_____

_____

8. What was helpful about Session 3?  What was least helpful?

_____

_____

_____

9. As we move into the final sessions of this course, do you have questions or concerns you can share with us that might help ensure the sessions meet your needs? For example, do you have a specific content-related question, or are there things you hope we cover?

_____

_____

_____

**Thank you for completing this survey!**

# APPENDIX H

## Accounting for Gender Post-Survey

Thank you for completing this survey. As a reminder, the information you provide here is confidential and completing the survey is voluntary. This information will help Gender Spectrum understand how well our trainings and programs are working and what we could do to improve them.

The following questions allow us to keep your answers anonymous.

1.  Please write today's date (DD/MM/YY):

2.  What are the first three letters of the city or town in which you were born? For example, if you were born in Denver you would enter "DEN".

3.  What is the day of the month that you were born? For example, if you were born on December 2, 1970, you would enter "02".

4.  What are the first three letters of the *first* elementary school you went to? Do not use abbreviations.  For example, if the school was St. Mary's, use "SAI" for Saint.

5.  What are the first three letters of *your mother's first name*? If you have/had more than one mother, please choose one that you will remember to use in the next survey.

10. The information and resources from the Gender Spectrum training series are relevant to my work.
    ☐ Strongly Agree

    ☐ Agree

    ☐ Unsure

    ☐ Disagree

    ☐ Strongly Disagree

11. Throughout the series, the presenter(s) answered questions or responded to comments in a respectful and helpful manner.
    ☐ Strongly Agree

    ☐ Agree

☐ Unsure

☐ Disagree

☐ Strongly Disagree

12. Please mark the response that reflects your level of agreement or disagreement with each statement.

|  | Strongly Disagree | Disagree | Agree | Strongly Agree | I don't know |
|---|---|---|---|---|---|
| I understand the difference between gender and sexual orientation. | ☐ | ☐ | ☐ | ☐ | ☐ |
| A person's gender is determined solely by biological characteristics such as hormones and genitals. | ☐ | ☐ | ☐ | ☐ | ☐ |
| While gender expression and gender identity can fall on a spectrum, biological sex is binary: people are born either male or female. | ☐ | ☐ | ☐ | ☐ | ☐ |
| A person's gender expression is a reliable indicator of their gender identity. | ☐ | ☐ | ☐ | ☐ | ☐ |
| There are cultures that historically and currently recognize gender identities other than man and woman. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I am aware of the ways in which colonialism has influenced current ideas about gender as a binary, biologically based concept. | ☐ | ☐ | ☐ | ☐ | ☐ |

13. These questions relate to your current practices related to education and gender.

|  | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I am aware of strategies to be gender inclusive through existing curriculum and/or other classroom activities, or through policy changes or changes to practices. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I currently use gender inclusive language and strategies when talking with children and youth. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I currently use gender inclusive language and strategies when talking with parents and caregivers. | ☐ | ☐ | ☐ | ☐ | ☐ |

| | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I currently use gender inclusive language and strategies when talking with LAUSD colleagues. | | | | | |
| I have the knowledge and skills to support a transgender/gender-expansive student. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I have the knowledge and skills to support a caregiver in using affirming parenting practices with a transgender/gender-expansive youth. | ☐ | ☐ | ☐ | ☐ | ☐ |

14. To what extent do you agree with the following statements?

| | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| I can respond to frequently asked questions from parents and caregivers about affirming caregiver practices with transgender youth. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I am aware of strengths and limitations in our school's policies, practices, or procedures in relation to gender. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I am aware of resources that I can access when I have questions about how to help transgender youth or their parents/caregivers. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I am aware of resources and organizations to which I can refer transgender youth or caregivers seeking support. | | | | | |

15. Two strategies I currently use in my professional role to be gender inclusive are:
    - ☐ I do not know of any strategies.
    - ☐ I know of strategies, but I have not used them.
    - ☐ Two strategies I currently use to be gender inclusive are:
        7. _____
        8. _____

16. How prepared do you feel to conduct any of the following activities in your role in LAUSD?

| | Not at all prepared | | | Somewhat prepared | | | | Very prepared | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Take steps to use gender inclusive language with children and youth. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to use gender inclusive language with adults, such as parents and caregivers or colleagues | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to make our policies or practices more gender inclusive and supportive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Host and facilitate an event about youth and gender for parents and caregivers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to make school forms more gender inclusive. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Take steps to support parents and caregivers. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

17. Two concrete ways I can provide (or have provided) support to transgender or gender-expansive students include:

☐ I do not know.

☐ I know of ways to provide support to transgender or gender-expansive students, but I have not used them.

☐ Two ways I can provide (or have provided) support to transgender or gender expansive students are:

   1. _____

   2. _____

18. I understand how becoming a gender inclusive school will benefit all students.

1          2          3          4          5          6          7          8          9          10

Strongly Disagree          Neither agree nor disagree          Strongly Agree

19. I know of several concrete ways I can support parents/caregivers in using affirming parenting practices to support gender-expansive youth.

1          2          3          4          5          6          7          8          9          10

Strongly Disagree          Neither agree nor disagree          Strongly Agree

**gender spectrum**

20. I know how I can respond to verbal and physical harassment of students related to their gender.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|

Strongly Disagree       Neither agree nor disagree       Strongly Agree

21. I have spent time thinking about how my own experiences with and attitudes about gender have had an impact *on my work with students, parents and caregivers*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|

Strongly disagree       Neither agree nor disagree       Strongly agree

22. I have the skills and abilities to take into account cultural factors in order to meet the needs of transgender and gender-expansive students.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|

Strongly disagree       Neither agree nor disagree       Strongly agree

23. If a student approached me with concerns related to their gender, if it seemed appropriate, *I would be able to help them access mental health support and/or other services*.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|

Strongly disagree       Neither agree nor disagree       Strongly agree

24. If a parent or caregiver approached me with concerns related to a transgender or gender-expansive student, I have skills and knowledge to provide assistance.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|

Strongly disagree       Neither agree nor disagree       Strongly agree

25. Please respond to the following questions about the impact of this training.

| | Very little | | | | Some | | | | A lot | | Before this course I had a deep understanding in this area |
|---|---|---|---|---|---|---|---|---|---|---|---|
| How much did this training increase your understanding of gender diversity as it relates to youth and children? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| How much did this training increase your understanding of your own gender? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| How much did this training increase your ability to identify ways to be gender inclusive in curriculum, other classroom activities, policies, or practices? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| How much did this training increase your ability to better support transgender and gender-expansive students? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| How much did this training increase your ability to better support the *parents and caregivers of* transgender and gender-expansive students? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| How much did this training increase your ability to use gender inclusive language when talking with children and youth? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

26. As a result of this training, I intend to take the following steps:
   a. _____
   b. _____
   c. _____

27. As a result of this training, I believe my school should take the following steps, within the next year, to be more gender inclusive:
   d. _____
   e. _____
   f. _____

28. What did you value most from this training?

29. What would have improved this training? Is there anything you wish had been included that was not addressed? Is any follow-up needed?

**Thank you for completing this survey!**