



California Reducing Disparities Project (Phase 2) Cultivating Acceptance Program

Priority Population: LGBTQ+

Final Evaluation Report

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**A Project Funded by The California Department of Public Health
& The Mental Health Services Act**

Prepared by: San Joaquin Community Data Co-Op

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PROGRAM TEAM: SAN JOAQUIN PRIDE CENTER

The mission of the San Joaquin Pride Center (Pride Center) is to serve the diverse LGBTQQIA community in San Joaquin County and the surrounding areas by creating a safe and welcoming space, by providing resources that enrich body, mind, and spirit, and by educating the public in tolerance and respect for all people within the LGBTQQIA community. The Pride Center was one of 35 Implementation Pilot Projects (IPPs) in the State of California that received funding from the California Department of Public Health (CDPH) and the Office of Health Equity (OHE) as part of the California Reducing Disparities Project (CRDP). The Pride Center's services include counseling, youth services on school campuses, trainings for organizations and agencies, as well as events and activities that empower attendees and offer respect, support, and belonging.

LOCAL EVALUATOR: SAN JOAQUIN COMMUNITY DATA CO-OP

The San Joaquin Community Data Co-Op (Data Co-Op) is a non-profit applied social research and evaluation organization located in Stockton, California. The Data Co-Op has been a collaborative partner with the Pride Center for multiple years. The services provided by the Data Co-Op include conducting program-level evaluations, data analysis, survey design, research interviews, focus groups, monitoring community indicators, providing training and technical assistance to service providers to manage process and outcome data, and providing grant writing and strategic planning services.

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The Pride Center and the Data Co-Op would like to thank all of the youth, parents, stakeholders, and community partners who participated in the Cultivating Acceptance Program. The feedback that was provided on surveys, during interviews, and in focus groups enabled us to celebrate successes and to work on ways to strengthen the program and services. We would like thank Manteca Unified School District, Stockton Unified School District, and the three schools that partnered with us on this project. More specifically, we thank the students, administrators, teachers, counselors, Gay Straight Alliance, GSA/LGBT+ Club advisors, and classified staff at East Union High School in Manteca, and Edison High School and Stagg High School in Stockton.

We would also like to thank the Evaluation Steering Committee who provided feedback and guidance early on during the project. Their expertise helped shape and refine both programming and the evaluation in important and meaningful ways.

We extend our appreciation to each of the IPPs that took part in this project throughout the State of California and thank these teams for their support and for collective work striving for social change and social justice. In particular, we thank the LGBT+ Hub for their support and inspiration during this project.

We would also like to thank the California Department of Public Health, Office of Health Equity (OHE). We appreciate all of the resources, guidance, convenings, trainings, and support that OHE provided throughout the duration of the grant. More specifically, we thank Cullen Fowler-Riggs (Lead of the California Reducing Disparities Project), Dr. Rafael Colona (Statewide Evaluation Contract Manager at OHE), and Jessica "Jess" Lin (LGBTQ Contract Manager at OHE). We offer our appreciation to the OHE's Statewide Evaluator (SWE), the Psychology Applied Research Center (PARC) at Loyola Marymount University. In particular, we thank Drs. Cheryl Grills, Diane Terry, Sandra Villanueva, and Elia De la Cruz Toledo He as well as Julianne de la Cerda for their expertise, assistance, and partnership on project evaluation efforts.

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Finally, we would like to thank those who attended our trainings and events, those who have supported the Pride Center, and all partnering agencies and organizations in and around San Joaquin County.

EXECUTIVE SUMMARY

The focus of SJPC's Community Defined Evidence of Practice (CDEP) was to positively impact LGBTQ+ youth through providing supportive services such as educational resources, counseling, peer-support, assistance with GSA groups on school campuses, and a safe space at the Pride Center, in the community, and at schools. In addition, the structure of the CDEP included offering sensitivity and awareness trainings to individuals and organizations in San Joaquin County as well as offering a full range of activities designed to empower LGBTQ+ youth and the community as a whole. The Pride Center's Cultivating Acceptance Program (CAP) and CDEP is a prevention and early intervention program that aims to prevent or reduce gender dysphoria, Post Traumatic Stress Disorder (PTSD), depression, anxiety and adjustment disorders for LGBTQ+ youth in San Joaquin County. The CDEP focuses on reducing LGBTQ+ youth isolation, school bullying, and strengthening the resilience of LGBTQ+ youth. The effort also focuses on increasing acceptance, school engagement, family functioning/support, including increasing youth access to LGBTQ+ supports and services at the Center, within schools, and in the community. The CDEP was designed to address the Phase 2 LGBT+ priority population focusing on LGBT+ youth (high school students), and individuals (e.g., family members, school administrators, clinical support, and other school staff) who work with these youth.

Evaluation Questions

- Did the Pride Center provide culturally competent preventative mental health support to LGBT+ youth and their families?

- The Pride Center staff offered Sensitivity trainings to schools and organizations to increase awareness and educate students and staff on the LGBT+ culture. Clinicians offered culturally competent preventative mental health support with one-on-one counseling, family counseling, and healthy relationship groups. In addition, the YES Summit provided a space for LGBT+ students, their families and friends to learn about and support one another.
- The Core Measures survey questions which connect with this evaluation question are those which ask respondents about perceived connectedness to their culture, spiritual/religious traditions they were raised with, and questions pertaining to whether or not respondents have needed and/or received counseling services in the past 12 months. Additionally, pre and post questions regarding prescribed medications for emotions, help received for substance use, and how often respondents have felt a variety of emotions including nervousness and hopelessness.
- Did the Pride Center increase knowledge and sensitivity around LGBT+ cultural competence by those individuals receiving training?
 - The Core Measures survey and the School Climate Survey both measured knowledge and ideas as they pertain to cultural awareness

- of the LGBT+ community. In addition, sensitivity trainings and the YES Summit were offered to students and staff to increase awareness and create allies for the LGBT+ community. Interviews with staff and youth provide context for how these trainings were received.
- More specifically, the Core Measures survey connects to this evaluation question by asking respondents reasons for seeking help from a mental health professional as well as reasons for not seeking help and not feeling comfortable speaking to a mental health professional.
 - Was there an increase in the levels of awareness, understanding, and/or acceptance within families?
 - The Core Measures pre and post survey and the School Climate survey results provide context for this as well as the interviews of staff and youth. The YES Summit also brings families together to increase awareness, understanding and acceptance within families by providing education, peer support, and a safe space for discussion.
 - The Core Measures survey questions which connect back to this evaluation question are those which ask respondents about their connectedness to spiritual/religious views which they were raised with, whether participants feel marginalized, excluded, isolated or alienated from society. In addition, questions which pertain to being called names or feeling unaccepted by family and peers and how accepted respondents feel by others when it comes to their gender identity and sexual orientation.
 - Did the Pride Center provide support and services that connected with strengthening cultural acceptance in schools?
 - Sensitivity trainings were offered at multiple school sites and videos of these trainings were also offered. Pride Center staff was also available during school hours for counseling support, GSA Advisor support, and provided tailored educational support and trainings to teachers and students upon request.
 - The Core Measures survey asks respondents about any counseling they have received at school and whether or not there is a teacher or an adult at the school who checks in with them or who they can go to for support.
 - Was there a positive impact on the school environment?
 - The Core Measures survey, School Climate Survey, and the interview with youth provide context for this. Sensitivity trainings were provided to staff and students at schools, increasing LGBT+ cultural knowledge and sensitivity among participants.
 - More specifically, the Core Measures survey asks respondents if they feel marginalized, excluded,

isolated or alienated from society, if they have had other respond to them in negatively due to their gender identity, sexual orientation, or they way they look. Respondents were also asked if they have received counseling at school, and whether or not there is a teacher or an adult who cares about them that they can go to for support.

Design

The evaluation design consisted of a participatory approach that included quantitative and qualitative components. This sequential mixed-methods design allowed quantitative findings to show the number and demographics of participants as well as quantified views as they pertain to certain survey questions, while qualitative findings provide further explanation for these numbers and empowerment of program participants and staff. A participatory approach is used to build ownership amongst the stakeholders and evaluator alike, while allowing for improved utilization of data, enhanced decision-making, and creating opportunity for collaborative discussions for social change.

During the evaluation process, the Pride Center worked closely with the San Joaquin Community Data Co-Op, CARS, the Office of Health Equity, the Statewide Evaluator, project partners, an evaluation steering committee, participants and other stakeholders. Quantitative components included the use of the Core Measures survey, the administration of additional event and training surveys, and the collection of process data. Qualitative efforts centered on document review, observations, interviews, and focus groups.

The Core Measures pre survey was administered within participants first two appointments with staff at the Pride Center. The post-test was given to youth after their eighth appointment. Approximately 200 counseling clients were served, with an estimated 125 of them being youth sessions. However, only 19 filled out the Core Measures pre-survey, while 9 completed the post-survey.

Limitations and Challenges

It is important to acknowledge that we faced challenges and limitations when conducting this evaluation. One challenge was especially significant and that was the impact of COVID-19. The pandemic greatly affected our ability to collect feedback from participants. More specifically, we were unable to collect the third year of School Climate Survey and were also unable to collect data in 2020 for some events that needed to be cancelled. These included the 2020 prom, the Lavender Graduation, the field trip to San Francisco, and the Youth Empowerment Summit. Also, we were only able to collect a very small sample of surveys from a virtual Pride Festival in 2020.

Other challenges included the small number of pre and post Core Measures surveys collected. Youth were recruited from those in need of mental health services. Youth would often fill out the pre-survey; however, it was difficult to connect with participants to complete the post-survey. Some youth declined to take the post-survey, others lost interest in coming to the Pride Center, and some no longer had access to the Pride Center because of difficulties with transportation or due to a parent/guardian not allowing youth to go. It was also noted that the survey takes approximately 50 minutes for respondents to complete, and many opted out. Additionally, both staff and participants raised

issues with some of the language that they found to be disrespectful throughout the survey.

Furthermore, the analysis that was carried out during the evaluation differed from our original plan in the following ways:

- Mental health assessment data findings could not be provided.
- The I-AM app data was not available as this component of the project was not continued.
- Evaluation questions including whether families' levels of acceptance increased were not focused on as such measures came from more general training feedback.
- Key informant interviews were not able to be conducted with GSA/LGBT+ Club advisors given the other tasks that the evaluation team needed to focus on.
- While one case study was worked on, the narrative was not included in the report as more time is needed to review this. This and/or other case studies may be used by the Pride Center in the future.

Additionally, the Pride Center faced staffing turnover which was challenging, as well as a change in leadership at the organization during this evaluation.

Key Findings

Youth-Based Supportive Services Component

One of the main components of the program was to provide supportive services to youth in a unique and welcoming space for them at the Pride Center. As part of this approach the Pride Center successfully provided hundreds of counseling services to youth; during the COVID-19 pandemic services were expanded to include a collaboration with Telecare Early Intervention and Recovery. A team of clinicians provided this

support for numerous years and in doing so not only positively impacted the lives of individual youth but in the process educated and empowered social work interns on a full range of topics that center on the LGBT+ community.

Core Measures

There were 19 pre and 9 post Core Measure surveys completed. Although sample sizes were small, pre and post analysis did show important findings.

Post analysis showed that:

- there was a decrease in youth feeling nervous, restless or fidgety, and worthless “all of the time.”
- A decreased percentage of youth indicated that their fears and worries “messed things up a lot” with school and homework and with friends.

Participants were also asked how they felt about the services that they received at SJPC in the post survey (n=9). Overall, most youth strongly agreed/agreed that they were satisfied with the services they received and that they got the help they wanted. All youth strongly agreed/agreed that the people helping them stuck with them no matter what and that staff respected their religious/spiritual beliefs and were sensitive to their cultural/ethnic backgrounds. In addition, about half of youth strongly agreed/agreed that they are better able to cope when things go wrong (50.0%), and that they have people that they are comfortable talking with about their problems (55.6%) and with whom they can do enjoyable things (55.6%).

School Climate Survey Edison High School

The San Joaquin Pride Center worked with three comprehensive high schools for multiple years to cultivate acceptance on their school campuses. One of these schools (Edison High School) was able to collect three years of data from a school climate survey (data from the other two schools are found later in the report). Ninth graders were asked to complete a survey on school climate in 2018, tenth graders were asked to complete the survey in 2019, and twelfth graders were asked to complete the survey in 2021. No surveys were completed in 2020 from juniors due to the COVID-19 pandemic. There were 111 ninth graders surveyed in 2018, 134 tenth graders surveyed in 2019, and 82 twelfth graders surveyed in 2021. A comparison of the three survey years was completed and the following key differences were found:

- By 2021 the percentage of students indicating 'yes' for the following statements was higher than in 2018 and 2019:
 - Do you talk about LGBTQ+ people or issues in your classes at school?
 - If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ+ issues, would you know where to go?
- There was an increase in the percentage of students who would feel comfortable going to a teacher or other adults at school if they wanted information and support about sexual orientation, gender identity, or LGBTQ+ issues in 2021 compared to previous years.
- In 2021 there was a lower percentage of students who knew of the following incidents occurring:
 - Vandalism or graffiti being directed against students at their school because people think that they are LGBTQ+.
 - Someone who was harassed or bullied because they were LGBTQ+.
 - Physical attacks that have occurred against students at school because people think they are LGBTQ+.
- It is important to note that around 6 in 10 respondents in 2018, 2019, and 2021 were not sure of the school could do more to help stop bullying and harassment.

Additional Events

San Joaquin Pride Festival

An evaluation of the Stockton Pride Festival was conducted in 2017, 2018, and 2019. On August 26, 2017, the San Joaquin Pride Center (SJPC) held their 6th annual Stockton Pride Festival, the 7th annual festival was held on August 25, 2018, and the 8th annual festival was held on August 24, 2019. All three festivals were held at Weber's Point in Stockton, California. Each year the festival comprised of an array of vendor and non-profit booths, food trucks, and entertainment including local music and drag shows. During the festival, a festival survey was disseminated. Questions centered on event satisfaction as well as what respondents believed could increase support and acceptance of the LGBT+ community in San Joaquin County. There was a total of

ninety-nine (99) festival-goers that completed the survey in 2017, one hundred and fifty-five (155) festival-goers that completed the survey in 2018, and (51) festival-goers that completed the survey in 2019.

The percentage of participants who rated the festival as excellent varied but was the highest for the most recent year; 2019 (62.7%). A majority of participants each year believed that the different aspects of the festival, such as activities, location of the event, and entertainment were either “excellent” or “good.” The percentage of festival participants who have visited SJPC in Stockton and were aware of the services that the SJPC offered increased each year; by 2019 51.0% of participants had visited the SJPC and 75.0% were aware of the services they provide. The percentage of participants who felt that where they live is a safe place for LGBTQ+ people and that SJPC is effective in promoting LGBTQ+ acceptance in San Joaquin County increased from 2018 to 2019; the percentage of participants indicating “yes” was 74.4% and 85.1%, respectively. Lastly, in 2019, participants indicated support, awareness, services, and education as key needs or services for the LGBTQ+ community in San Joaquin County.

Youth Empowerment Summit (YES)

An evaluation report was conducted for the San Joaquin Pride Center (SJPC) Youth Empowerment Summit (YES) in 2017 and 2018. The 2017 summit was held on October 7, 2017 at the Central United Methodist Church in Stockton, California. The theme urged youth, “If you’re Broke’n, Get to Cope’n.” The 2018 Summit was held on October 27, 2018 also at the Central United Methodist Church in Stockton and the theme was “Power in Pride.” A total of 58 youth completed the survey in 2017 and 22 completed it in 2018.

A high majority of youth rated the sessions at the 2018 summit as either excellent or good and

almost all youth (98.1%) noted that they ‘strongly agree’ or ‘agree’ that they would recommend this summit to a friend, that they felt a sense of community at the Summit, and that they felt more confident after attending the summit. Additionally, in 2018, 78.9% of youth strongly agreed or agreed that they can put what they learned to immediate use, and 94.4% noted that they strongly agreed or agreed that the summit was beneficial to them. When asked about their favorite part of the summit, both years youth listed meeting people followed by the workshops offered.

San Francisco Field Trip

The San Joaquin Pride Center held their Annual Youth San Francisco Field Trip on Saturday, February 23rd, 2019. Their field trip started with their arrival at the San Francisco Palace of Fine Arts where they convened for their lunch break provided by a local restaurant. They were able to sit inside the Palace of Fine Arts and listen to the speakers from various organizations as they ate. After the visit to this location, the students then went to the Castro District where they explored the area and visited the GLBT Museum in groups of four or five accompanied by a chaperone. Students and chaperones/volunteers were provided surveys at the beginning of the trip and asked to fill out the questions throughout the day pertaining to the trip activities. Out of the 200 students in attendance, 86 completed the voluntary survey. Almost all (94.1%) students enjoyed the trip.

Youth and Staff Interviews

One youth participant and three staff were interviewed. The youth shared how their transition to virtual learning has gone. They shared that their school has offered educational resources for LGBTQ+ students but

not any emotional support or counseling that they knew of. The youth share that they believe LGBT+ youth feel less connected to school during virtual learning. This respondent suggested that those trying to help should “keep in mind that a lot of people need accessible space, such as places they can create their own support group. When schools make these spaces available, they usually are not great for the actual group they are saying they want to help.” This person added, “a group space is where students can go to vent and where adults can form relationships. Trust is hard and it’s a lot harder to trust adults than people our own age.” They further went on to explain that youth need adults for issues they are going to their peers for, such as: suicidal ideation and intent, being in danger or in abusive situations and relationships, eating disorders, and drug and alcohol problems.

One of the staff members interviewed shared that that biggest successes with respect to the Cultivating Acceptance Program, were “breaking barriers within local institutions to provide services, specifically with Lodi and Tracy Unified School Districts. We are also visible at the County level as we have a seat on the City Manager’s Review Board and the Chief of Police’s Community Advisory Board. We are also collaborating with [the Stockton Police Department] to provide acceptance trainings.” The biggest challenges with respect to this grant, however, have been “the in-person aspect of it all due to COVID-19. We went from in-person sessions to Telehealth. Switching trainings from being in an auditorium to doing them digitally. Outreach went from doing tabling at local and national events to online and smaller tabling events that were compliant with COVID regulations.”

Conclusion and Recommendations

The San Joaquin Pride Center provided culturally competent mental health support for LGBT+ youth and their community through Cultural Awareness and Diversity Trainings, Ethnic Studies Presentations, school visits and more. The Pride Center provided support and worked to cultivate acceptance on campus, targeting Stagg, Edison, and East Union High Schools. Additional programmatic services for youth included the annual field trip to San Francisco and the Pride Center’s annual Youth Empowerment Summit. The Pride Center also hosted the Stockton Pride Festival, an event for youth, adults, families, and all residents in and around Stockton and San Joaquin County. It is critical to note that the COVID-19 pandemic had a substantial impact on the Pride Center and their CDEP. The Center needed to close much of their in-person operations, pause all in-person trainings, and pivoted to a virtual Pride Festival in 2020. Also, during the pandemic, the program has not been able to connect directly with students in need at schools and they had to cancel annual and extremely important events and activities such as the Lavender Graduation, various in-person groups, and could not administer the Spring 2020 School Climate Survey. However, even with these major challenges, the Pride Center continued to effectively serve the LGBT+ community, utilized telehealth services, and modified the ways they conducted trainings and held events.

It should be noted that one of the Pride Center’s major successes was the building of their own internal evaluation capacity throughout the grant. Lead by Cymone

INTRODUCTION

Historically for LGBT+ youth who live in rural and conservative areas, the path to a healthy life was to leave home and move to a larger and more accepting city. San Joaquin County repeatedly voted against gay marriage (2000: 73% voted in support of Proposition 22; 2008: 65% voted for California's Proposition 8); and in 2013 over 9,000 signatures were collected in the county to overturn AB1266 (Student Gender Rights Law). These very public acts of non-acceptance meant living out as LGBT+ was not a desired condition and is one factor why so many of our LGBT+ populous leave. For the 20% to 40%¹ of homeless youth who identify as LGBT+, non-acceptance means you cannot even wait to grow up before dealing with the realities that come with homophobia and transphobia.

Over the years, the LGBT+ community in San Joaquin County has endured a hand-full of anti-LGBT+ actions that include an LGBT+ nightclub being shot at, City of Stockton's annual Easter Picnic being cancelled because a Lesbian minister wanted to attend, a law enforcement officer wrote a public letter condemning LGBT+ marriage, two students' photos were banned from a yearbook for being lesbians, a student in Manteca sued because she was sent home for wearing an "I Am A Lesbian" T-shirt, and an elected official defended her staff for his anti-LGBT rhetoric. Also, a transgender woman was murdered in public in 2006 and there was a series of kidnappings and a murder against a gay man in the late 1970s. To combat this, the first LGBT+ festival was held in 1992 and more recently, courtesy of SJPC, more positive and pro-LGBT+ events like our annual Stockton Pride Festival have been created to counter this anti-sentiment. A study by Supportive Families, Healthy Children discovered that highly rejected,

young LGBT+ people were more than eight times as likely to have attempted suicide, nearly six times as likely to report high levels of depression, and more than three times as likely to use illegal drugs than non-rejected youth (Ryan & Rees, 2009). Not only are LGBT+ youth more likely to experience mental health issues than their straight and cisgender peers, there have not been enough the healthcare clinicians to assist the unique needs of the LGBT+ community.

Lack of support or understanding from family or one's home community is not the only barrier of acceptance for people who identify as LGBT+. In fact, there are numerous barriers of acceptance for this community. Specifically, LGBT+ youth have difficulty in schools (with other students, adults on campus (educators and non-classified) as well as with healthcare providers. The San Joaquin Pride Center's (SJPC) Program Evaluation conducted previously by the San Joaquin Community Data Co-Op found that 75% of students heard anti-LGBTQQIAA slurs more than once a week. Per the First, Do No Harm report, "Harassment and bullying in school have been widely documented as pervasive problems for LGBTQ and gender nonconforming youth across the U.S., with serious consequences on students' health, mental health, and academic achievement." Like all youth, LGBT+ youth need to feel validated by their community to reduce the risk of mental health issues (First, Do No Harm, 2012). Along with a lack of historic support for laws to empower the LGBT+ community, curriculum that teaches pro-LGBT+ history has been virtually non-existent.

Another issue impacting LGBT+ youth's mental wellness is the general condition of health care in San Joaquin County. The County Health Rankings website, <http://www.countyhealthrankings.org/>

¹ Lurie, Schuster, and Rankin, 2015.

states that San Joaquin County residents reported experiencing an above average number of mentally unhealthy days within the last thirty days.

The focus of SJPC's CDEP was to positively impact LGBT+ youth through providing supportive services at the Pride Center, in the community, and at schools. In addition, the structure of the CDEP included offering sensitivity and awareness trainings to individuals and organizations in San Joaquin County and included offering a full range of activities and events designed to empower LGBT+ youth and the community as a whole.

ABOUT THE CALIFORNIA REDUCING DISPARITIES PROJECT

As a way to combat mental health disparities, the California Department of Public Health's Office of Health Equity (OHE) launched the California Reducing Disparities Project (CRDP). This statewide grant was implemented in order "to identify solutions for historically unserved, underserved, and inappropriately served communities." The CRDP effort focused on the following five populations: African Americans, Asians and Pacific Islanders (API), Latinos, Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning (LGBTQ), and Native Americans. Phase I of this effort centered on working with the preceding populations to build program capacity. Phase II of the grant connected with providing support for and evaluating an array of promising strategies. This work is funded by the Mental Health Services Act (Proposition 63). A total of 35 different organizations received funding as part of this grant. This report centers on one of these organizations in the LGBTQ grant population, the San Joaquin Pride Center (SJPC).

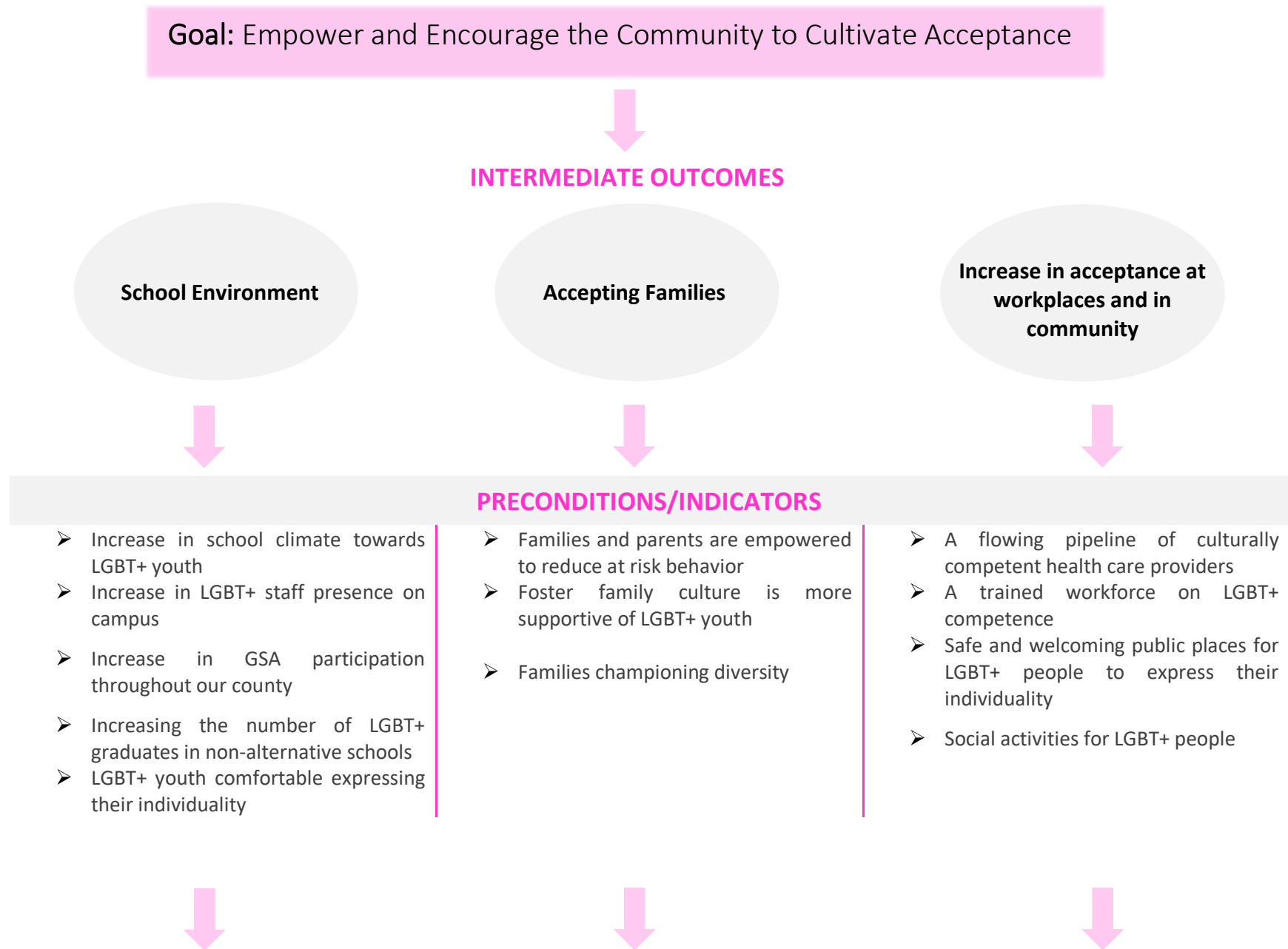
Through supportive services and counseling, cultural diversity trainings, empowerment and educational campaigns, and enrichment events, SJPC used inspiration, motivation, and a fact-based approach to encourage individuals to have a more hands-on involvement in cultivating acceptance of LGBT+ people and reducing the risk factors that so often impact LGBT+ youth's mental wellness.

SJPC's Cultivating Acceptance Program (CAP) was developed over the years from the culmination of various activities and services created to meet San Joaquin County's LGBT mental health needs. In our community, SJPC sees the same needs outlined as in the CRDP Strategic Plan.

Specifically, our program addresses discrimination, disparity, and social exclusion issues, social and environmental conditions, and quality of mental health care of the LGBT+ community of the Central Valley.

Our primary goal with our CAP CDEP has been to assist our LGBT+ youth in reducing incidents of non-acceptance that lead to mental health illness. Simply because LGBT+ youth live in rural and conservative parts of the State, it does not mean they should be at higher risk.

Figure 1.1 SJPC Theory of Change



ACTIONS/INTERVENTIONS

- Outreach & Cultivating Relationships with teachers, school administrators, and students
- Creating social activities to provide social opportunities (SF field trip, holiday dance party, etc.)
- Empowering and educating youth to advocate for their own safe places by hosting summits and internship programs, and by having a presence on campus
- Providing and conducting Cultural Awareness trainings
- Encourage the formation of GSA clubs on campuses
- Mental health support around coming out process that includes peer support groups and one-on-one sessions
- Monitoring and holding schools accountable for their legal obligations
- Encouraging schools to develop action plans to address LGBT+ diversity
- Collaborating with schools' mental health professionals

- Provide materials and statistics on the importance of acceptance
- Provide family support mental health services
- Promote family diversity presence within the community
- Educate parents and families on what it means to be LGBT+

- Provide Cultural Awareness and Diversity training to businesses, public safety agencies, higher education, and government agencies
- Collaborate with other agencies, non-profits, and advocacy groups to expand and expedite impact
- Provide work and training opportunities to increase the percentage of transgender individuals receiving local gender affirming services
- Provide peer-based support group to promote inclusiveness
- Encourage the workforce to develop action plans to address LGBT+ diversity
- Provide social/learning activities
- Provide cultural competence training
- Monitoring and holding businesses and agencies accountable for their legal obligation

SJPC'S THEORY OF CHANGE

The overall goal according to SJPC's Theory of change (Figure 1.1 above) is to empower and encourage the community to cultivate acceptance. Intermediate outcomes revolve around:

1. School Environment
2. Accepting Families
3. Increase in acceptance at workplaces and in community

Each of the three intermediate outcomes has a list of preconditions/indicators which lead to final actions and interventions. For example, for the "school environment" intermediate outcome, one indicator is an "increase in school climate towards LGBT+ youth" and an action for this goal includes "provide and conduct cultural awareness training." For the "accepting families" intermediate outcome, one indicator is "families championing diversity" and one action is "educate parents & family on what it means to be LGBT+" Lastly, for the "increase in acceptance at workplaces and in community" intermediate indicator, one indicator is "social activities for LGBT+ people" and an action is "provide social/learning activities." A complete list of preconditions/indicators and actions/inventions can be found in the theory of change graphic (Figure 1.1).

CDEP PURPOSE AND DESCRIPTION

Purpose

The San Joaquin Pride Center's Cultivating Acceptance Program (CAP) CDEP is a prevention and early intervention program that aims to increase sense of gender affirmation, decrease Post Traumatic Stress Disorder (PTSD), depression, anxiety and adjustment disorders for LGBT+ youth in San Joaquin County by providing gender affirming services and support. Our CDEP focused on reducing LGBT+ youth isolation, school bullying, and strengthening the resilience of LGBT+ youth, acceptance, school engagement, family functioning/support, including increasing youth access to LGBT+ support and services within schools and the community. Our CDEP was designed to address the Phase 2 LGBT+ priority population focusing on LGBT+ youth (high school students) and those individuals (be it family members, school administrators or clinical support) who work with them.

Cultivating Acceptance Program Structure and Implementation Process

The Cultivating Acceptance Program has the following four components.

1. School based program
2. Youth-based supportive services component
 - a. Counseling services
 - b. Peer support groups
 - c. Field trips
 - d. Youth Empowerment Summit
3. Sensitivity and awareness trainings
4. A workforce development component specific to mental health clinicians

School-Based Program

The school-based program centers on empowering LGBT+ youth to advocate for improved school climates towards LGBT+ youth. As part of this grant, the Pride Center worked with three comprehensive high schools. These sites include East Union High School in Manteca and Edison and Stagg High Schools in Stockton. Specific program components included conducting outreach, education, and training at these sites.

Education and training were provided to administrators, teachers, and classified staff. A key focus of this effort was on supporting the Gay Straight Alliances (GSAs), now referred to as LGBT+ Student Clubs. As part of the school based programmatic effort, the Pride Center team provided support to GSA advisors. Support for GSA advisors included providing in-person support for meetings, events, and offered an open line of communication during Pride Center hours for advisors to call with any questions they had. Additionally, staff at the Pride Center offered educational workshops which were conducted at school sites for staff and students (e.g., one-on-one counseling, family counseling, and healthy relationships workshops). Staff at the Pride Center also gave full access to presentation trainings offered by staff including videos, Cultural Awareness and Diversity Trainings, leadership workshops and more. Furthermore, they provided supply baskets with paper, pens, pencils, a cup (which read, 'World's Best GSA Advisor'), buttons and pamphlets at the beginning of the school year to GSA Advisors.

During the course of the grant, the Pride Center also took part in events such as Back to School

Nights and Trunk or Treat. The focus was on providing LGBT+ youth with tools to advocate for acceptance and safer spaces for schools. Tools include informational materials, anti-bullying and safe-zones posters, a presence within the schools by Pride Center staff, and guidance and support around the coming out process. A major aspect of the collaboration with each of these schools connected with the facilitation of a multi-year School Climate Survey. The survey process began with freshman being surveyed in the



East Union High School is located in Manteca. A total of 1,603 youth were enrolled in 2017/2018. Out of these students, 374 were freshman, 408 were sophomores, 429 were juniors, and 392 were seniors. With respect to race and ethnicity, 58.7% of students were Latinx, 25.6% were White, 4.9% were Asian, 3.5% were Filipino, and 3.4% were African American. Other ethnicities include American Indian or Alaska Native (0.7%), and two or more races (2.0%), and Pacific Islander (1.2%). There were 9.8% who were English Learners.

Edison High School is located in South Stockton which is an area that is considered to be highly impoverished. A total of 2,143 youth were enrolled in Edison High School in 2017/2018. Out of these students, 557 were freshman, 592 were sophomores, 536 were juniors, and 458 were seniors. With respect to race and ethnicity, 65.7% of students were Latinx, 10.6% were African American, 10.3% were Filipino, and 7.2% were Asian. Other ethnicities include American Indian or Alaska Native (2.8%), White (1.5%), two or more races (1.4%), and Pacific Islander (0.3%). In addition, 19.4% of the students were English Learners.

Amos Alonzo Stagg High School (Delta Kings) is located near the University of the Pacific and San Joaquin Delta Community College in West Central Stockton. There were 1,684 students enrolled at Stagg High School during the 2017/2018 school year. Out of these students, 442 were freshman, 398 were sophomores, 406 were juniors, and 360 were seniors. In terms of race and ethnicity, 58.2% were Latinx, 17.4% were African American, 11.0% were White, and 6.4% were Asian. Other ethnicities included American Indian or Alaska Native (6.4%), Filipino (2.1%), two or more races (1.7%), and Pacific Islander (0.5%). In addition, 11.9% were English Learners.

Youth-Based Supportive Services Component

One of the main components of the program was to create social opportunities and activities for LGBT+ youth by providing a unique space for them at the Pride Center. As part of this approach the Pride Center provided individual counseling and peer support groups to youth and offered additional resource and support to families.

Additional programmatic services for youth included the annual field trip to San Francisco and the Pride Center's annual Youth Empowerment Summit. The Pride Center also hosted the Stockton Pride Festival, an event for youth, adults, families, and all residents in and around Stockton and San Joaquin County.

Counseling Services

Due to the multiple obstacle's LGBT+ youth face, per the CAP evaluation plan, the primary goal for CAP was to assist the LGBT+ youth in reducing incidents of non-acceptance that lead to mental illness. Besides the lead clinician, all clinicians were graduate student interns and were trained by staff at the Pride Center. A total of 18 interns supported the program. One-on-one counseling, family counseling, and a healthy relationships workshop were available to LGBT+ youth, their families, and their partners. (For more information on counseling services, please refer to the interview with staff on page 73).

Sensitivity and Awareness Trainings

Another major component of the Pride Center's grant centered were an extensive number of Sensitivity and Awareness Trainings that were

offered to non-profits and agencies in San Joaquin County.

Numerous trainings and school presentations were offered to local school districts and other organizations. These trainings, created by staff at the Pride Center, center on topics such as cultural awareness, diversity, the importance of inclusion, respect and acceptance, as well as the historical discrimination the LGBT+ community have experienced and continue to experience. The purpose of these trainings is to come together as a community and provide resources, services, and support for LGBT+ youth and their families and cultivate a school and community environment where LGBT+ youth feel safe and accepted.

Cultural Awareness and Diversity Training

The Cultural Awareness and Diversity training was offered 18 times from 2018 to 2019. These trainings were facilitated at Chavez High School, Stagg High School, Jefferson High School, Lathrop High School, San Joaquin County Office of Education, Aspiranet, Stockton Unified School District, the Transitional Age Youth Conference, San Joaquin County Human Services Agency, Tracy Unified School District, Creative Child Care, the Women's Center Youth and Family Services (Women's Center), the TOLA Academy, and Environmental Alternatives (EA) Family Services; 337 people were recorded to have been in attendance.

Various requests were made when these trainings were scheduled in order to emphasize a specific section of the training for the audience. Examples of these requests included an

emphasis on gender representation, empathy, anti-bullying, social workers, foster parents, and the transgender population.

These trainings began with introductions, including one's pronoun of choice and a discussion around why pronouns are important. Counseling options through the Pride Center were also shared; these included one-on-one counseling, group counseling for parents, youth and transgender individuals, parent workshops, supportive services around suicide prevention, homeless support and anti-bullying and foster program services and support with social activities and community support. Attendees are then asked to share something they know about the LGBT+ community and what they were hoping to get out of the training. This helped facilitators meet their audience and determine the level of knowledge attendees in the room had regarding the LGBT+ community and culture.

As part of this training offering, attendees are then informed about the six-stages of coming out, and the twenty-two-step process of transitioning (a process that some male-to-female and female-to-male transgender persons undergo).

Participants are then led through an activity which is used to discuss assumptions that are made with these terms regarding body types, hair, clothing, jobs, hobbies, history, art color choices, etc. Furthermore, gender across cultures is discussed and a map is shown depicting various names other cultures have given their versions of masculinity and femininity. Additionally, the transgender umbrella is discussed. Transgender is an umbrella term, sometimes abbreviated as "trans" and "describes what these varied identities have in common: some element of crossing over or challenging gender roles, expressions, or expectations." However, there

are numerous ways in which this can be true for an individual and multiple terms which coincide with how a person identifies. The message is to be respectful and open when meeting someone who you are not familiar with.

This training goes on to offer information regarding the effects of bullying on LGBT+ youth and calls for safe and supportive schools for the LGBT+ population and highlights the fact that almost 2% of high school students identify as transgender also noting that 27% of transgender students feel unsafe at school or going to or from school; 35% are bullied at school; and 35% attempt suicide. Schools are being asked to create and enforce anti-bullying policies and identify and train supportive school staff.

In an effort to educate the community and educators about the rights of the LGBT+ population, this training discusses the following laws:

- Assembly Bill 1266
- Assembly Bill 403

Tips for participants include:

- Don't assume someone is straight
- Use inclusive language
- Be aware of subtle signals you may be sending
- Normalize disclosures of sexuality or gender identity
- Create opportunities to celebrate diversity
- Don't over/under emphasize one's sexuality, gender identity
- Be comfortable in your own sexuality
- When someone comes out to you, ask about confidentiality
- Use pronouns of choice
- Embrace the reality of now

Things to consider for youth include:

- Does your school have a safe bathroom option? Are there gender neutral/family restrooms on campus?
- Is there a LGBTQ+ certified staff member or liaison at your campus/building?
- What kind of safe space markers are on your campus?
- Do you have a resource guide or pamphlets for LGBTQ+ youth?
- Could your school benefit from a healthy relationship's workshop/class?
- How many times a month do you have youth come to you for LGBTQ+ reasons?
- Does your school celebrate youth and their gender expressions?
- What promotions or celebrations does your school have? Are they inclusive for everyone?

Advanced sensitivity trainings were held at Edison High School and the Women's Center. Attendance was estimated to be from 41 to 81 individuals.

Ally 101 Training: How to be a Healthy Ally

The Ally 101 training was held at the University of Pacific and Central Valley Freedom Summer. In total, 123 people attended this training. As part of this training, the facilitator starts off by emphasizing the importance of gender pronouns and suggests asking someone "politely" what pronouns they prefer, rather than assuming. Pronouns other than she/he include: ze, they, zie, xe.

This training discusses LGBTQ+ history, citing "in Native American culture, before the Europeans came to the Americas, 'two-spirit' referred to an ancient teaching. This type of cross-gender identity has been documented in over 155 tribes across Native North America." Similarly, Filipino and Greek history are rich with images depicting

cross-gender identity and same-sex relationships.

As with the Cultural Awareness and Diversity training, statistics pertaining to bullying, school environments and homelessness among the LGBTQ+ population are shared.

What Can I Do As An Ally?

- Participate in the Day of Silence, Transgender Day of Remembrance, International Pronouns Day, and other LGBTQ+ related observances
- Take initiative to learn about LGBTQ+ issues from a variety of sources and perspectives
- Have conversations about LGBTQ+ issues without demanding personal information from others. Never assume a person's identity based on how they look, who they do or do not spend time with, or what others say about them. Only that person can tell you how they identify, on their own time and terms
- Intervene when hearing homophobic language
- Intervene when someone is being bullied or harassed
- Correct others if someone is being mis-gendered
- Ask your LGBTQ+ friends (respectfully) about their experiences and how you can be an ally to them
- Use "I" statements: in conversations about LGBTQ+ issues and ally-ship, be conscious of your privilege and speak from your own experiences, rather than presuming the experiences of LGBTQ+ students and others

expression challenge prevailing norms, and many cultures still do.”

Ethnic Studies Presentation

This training was facilitated at Cesar Chavez High School. The first part of the training covers the difference between gender and sex. Gender refers to things which correlate to one’s culture, feelings, thoughts, preferences, clothing, sense of self, and identity. Sex refers to the physical body, physiology, hormones, genitals, chromosomes, genetics, and DNA.

Sexual orientation and gender identity are also discussed. That is, sexual orientation begins to take shape in elementary school, where children will engage in subtle attraction behaviors such as: holding hands, hugging, small kisses, and crushes. By middle school, most youth are developing hormones and feelings and will start to have certain impulses and may begin to experiment. By the time they are teenagers, they may be engaging in sexual activity and have a sense of who they are attracted to. For gender identity, children become conscious of the physical differences between boys and girls around the age of two. Before their third birthday, most children can easily label themselves as either a “boy” or a “girl.” By age four, most children have a stable sense of their gender identity.

Sexual orientation and gender identity is also discussed through a historical lens. A timeline is provided showing various countries and their history as it pertains to this topic. “Lesbian, gay, bisexual, transgender, intersex, and related identities have been present in various forms throughout history. All cultures have included, with varying degrees of acceptance, individuals who practice same-sex relations as well as those whose gender, gender identity, and gender

Gay Straight Alliance Club and Other School Visits

Staff at the Pride Center made 79 visits to the GSA/LGBT+ Clubs and to meet with staff and other clubs at local schools. The purpose of these visits varied, including meeting with advisors, planning for the GSA Summer Summit, discussing data and plans for the school year, sharing leadership opportunities, toolkits, and resources, recruiting volunteers and promoting events, meeting with and supporting officers, facilitating sensitivity trainings, addressing suicide, and sharing mental health resources, and presenting to classrooms.

Workforce Development

The fourth component of the Pride Center’s CDEP was workforce development. During the course of the cultivating acceptance grant, the Pride Center trained numerous social work interns with the aim of both providing culturally appropriate services to LGBTQ+ youth during the course of the grant as well as developing an effectively trained workforce that can assist communities in the future.

The Pride Center also developed a relationship with California State University, Stanislaus, California State University, Sacramento, University of the Pacific, UC Davis, and National University, where they recruited interns for the counseling program. Interns were trained in LGBT+ culture and offered one-on-one counseling, family counseling, and healthy relationship workshops. Interns also assisted with education and outreach activities and attended Chief Advisory Board meetings.

EVALUATION QUESTIONS

The main evaluation questions that connect with the assessment of the CDEP centered on the program's impact on the school environment and whether youth engaged with the Pride Center report an increase in their feelings of empowerment, comfort, sense of community, and awareness. In addition, evaluation questions include whether levels of acceptance increase, whether the Pride Center was able to provide culturally competent preventative mental health support to LGBT+ youth and their families, and whether individuals participating in trainings increased their levels of cultural competence. When analyzing these questions, the evaluator used program data (e.g., number and type of services and trainings provided), the SWE Core Measures pre and post survey, a school climate survey, a training participant survey, as well as event surveys. The evaluation questions along with information regarding which program components and SWE Core Measures survey questions tie to each research question are below:

- Did the Pride Center provide culturally competent preventative mental health support to LGBT+ youth and their families?
 - The Pride Center staff offered Sensitivity trainings to schools and organizations to increase awareness and educate students and staff on the LGBT+ culture. Clinicians offered culturally competent preventative mental health support with one-on-one counseling, family counseling, and healthy relationship groups. In addition, the YES Summit provided a space for LGBT+ students, their families
- and friends to learn about and support one another.
- The Core Measures survey questions which connect with this evaluation question are those which ask respondents about perceived connectedness to their culture, spiritual/religious traditions they were raised with, and questions pertaining to whether or not respondents have needed and/or received counseling services in the past 12 months. Additionally, pre and post questions regarding prescribed medications for emotions, help received for substance use, and how often respondents have felt a variety of emotions including nervousness and hopelessness.
- Did the Pride Center increase knowledge and sensitivity around LGBT+ cultural competence by those individuals receiving training?
 - The Core Measures survey and the School Climate Survey both measured knowledge and ideas as they pertain to cultural awareness of the LGBT+ community. In addition, sensitivity trainings and the YES Summit were offered to students and staff to increase awareness and create allies for the LGBT+ community. Interviews with staff and youth provide context for how these trainings were received.
 - More specifically, the Core Measures survey connects to this evaluation question by asking respondents reasons for seeking help from a mental health professional as well as reasons for not seeking help and not feeling

- comfortable speaking to a mental health professional.
- Was there an increase in the levels of awareness, understanding, and/or acceptance within families?
 - The Core Measures pre and post survey and the School Climate survey results provide context for this as well as the interviews of staff and youth. The YES Summit also brings families together to increase awareness, understanding and acceptance within families by providing education, peer support, and a safe space for discussion.
 - The Core Measures survey questions which connect back to this evaluation question are those which ask respondents about their connectedness to spiritual/religious views which they were raised with, whether participants feel marginalized, excluded, isolated or alienated from society. In addition, questions which pertain to being called names or feeling unaccepted by family and peers and how accepted respondents feel by others when it comes to their gender identity and sexual orientation.
 - Did the Pride Center provide support and services that connected with strengthening cultural acceptance in schools?
 - Sensitivity trainings were offered at multiple school sites and videos of these trainings were also offered. Pride Center staff was also available during school hours for counseling support, GSA Advisor support, and provided tailored educational support and trainings to teachers and students upon request.
 - The Core Measures survey asks respondents about any counseling they have received at school and whether or not there is a teacher or an adult at the school who checks in with them or who they can go to for support.
 - Was there a positive impact on the school environment?
 - The Core Measures survey, School Climate Survey, and the interview with youth provide context for this. Sensitivity trainings were provided to staff and students at schools, increasing LGBT+ cultural knowledge and sensitivity among participants.
 - More specifically, the Core Measures survey asks respondents if they feel marginalized, excluded, isolated or alienated from society, if they have had other respond to them in negatively due to their gender identity, sexual orientation, or they way they look. Respondents were also asked if they have received counseling at school, and whether or not there is a teacher or an adult who cares about them that they can go to for support.

EVALUATION DESIGN AND METHODS

Design

Quantitative Analysis

This analysis consisted of overall participation totals and data by age, year in school, gender identity, race/ethnicity, along with a full range of process data such as the number of outreach activities conducted, events held, and services offered. Additional data analysis connected with analysis of SWE Core Measures Pre and Post instruments, school climate survey findings, data from training surveys, and additional event surveys.

Qualitative Analysis

Qualitative analysis centered on document review, observations, interviews, and focus groups. Patterns and trends were identified in order to create evaluation narratives for the program team and other stakeholders. With respect to qualitative analytical processes, these were conducted using handwritten notes and later in the evaluation via Zoom and by phone. The focus of the grant interviews connected with learning more about project processes and reflecting on general grant successes and challenges. In addition, evaluators took part in active conversations with the program staff and early on with an evaluation steering committee for the purposes of strengthening the program.

The evaluation team incorporated cultural knowledge over time and organically due to the fact that worked closely with the Pride Center team over multiple years to collect program data. One methodological example of this found with the administration of the Core Measures. Rather than the evaluation team administering these surveys, the Pride Center's Data Analyst lead this effort working closely with other staff and participants increasing comfortability and buy-in.

Sampling Methods and Size

The sampling methods used centered both purposive and convenience sampling. With respect to purposive sampling, we specifically selected key populations such as Pride Center youth clients (youth from the community of multiple ages and from a variety of schools), students at the three participating high schools (youth in 9th – 12th grade at three comprehensive high schools in San Joaquin County), and training participants (youth and adult attendees from schools, non-profits, colleges, and other agencies). Convenience sampling efforts were used at events such as the Pride Festival. Each respondent was given the opportunity to take part in voluntary surveys. With respect to sample inclusion, all adolescents receiving supportive services and counseling were given opportunity to take part in the evaluation. Each person who participated in the sensitivity training was asked to complete a voluntary survey. Event attendees were given the opportunity to complete a survey. Also, high school students (starting in the first year with freshman, sophomores the second year, and seniors the fourth youth) at each of the three participating schools were given the opportunity to fill out a voluntary school climate survey. The school climate survey was not administered during the third year due to COVID-19 (thus juniors were not able to be surveyed). It should be noted that during the last administration of the School Climate Survey, data from only one school could be utilized due to a very low sample from one of the schools and no surveys being available from a third school. Samples included respondents of varying races/ethnicities, ages, along with those who identified as LGBTQ+ as well as with those who did not. Recruitment strategies centered mostly only engaging with participants who were receiving counseling, taking part in trainings, attending school, and attending project events.

In terms of the intended sample sizes, it was unknown how many youth would be receiving counseling services as part of the grant and of that total how many would take part in the evaluation. In sum, hundreds of participants were expected to take part in trainings, the school climate survey, and project events.

With respect to the inclusion/exclusion criteria for the evaluation, all participants took part in the evaluation on a voluntary basis. Each training participant was given the opportunity to fill out an evaluation at the end of each training session. Youth participating in supportive services at the Pride Center were offered the opportunity to take part in the SWE (filling out the Core Measures survey). Youth at participating high schools were asked to take part in a voluntary school climate survey and some youth taking part in LGBTQ+ clubs also had the opportunity to fill out the Core Measures survey.

In terms of final sample sizes:

- Trainings
 - Cultural Awareness and Diversity Training: At least 825 participants
 - Ally 101 Training: 123 participants
- Core Measures (SWE)
 - 19 pre-surveys completed
 - 9 post-surveys completed
- Hundreds of counseling services
- School Climate Surveys completed (previous reports)
 - 2018
 - East Union: 104 ninth graders
 - Edison: 111 ninth graders
 - Stagg : 45 ninth graders

- 2019
 - East Union: 92 tenth graders
 - Edison: 134 tenth graders
 - Stagg : 292 tenth graders
- 2021
 - Edison: 82 twelfth graders
- Events (previous reports)
 - Pride Festival
 - 2017: 99 surveys completed
 - 2018: 155 surveys completed
 - 2019: 51 surveys completed
 - Youth Empowerment Summit
 - 2017: 58 youth surveys completed
 - 2018: 22 youth surveys completed
 - Field trips
 - 2018: 86 surveys completed

Descriptive demographic information of final samples can be found throughout the report and in the appendix. While our sample of was not scientifically representative, the combination of Core Measures, hundreds of training surveys, feedback from hundreds of students on school climate, and feedback from many youth at events, our evaluation sample provides an important and meaningful set of findings from stakeholders and offers powerful evidence of the Pride Centers rich programmatic offering to the community.

While we completed all initial Institutional Review Board (IRB) paperwork, our project ended up being exempt from IRB approval.

Measures and Data Collection Procedures

Data collection procedures centered on a community based participatory research approach. More specifically, the evaluation team actively partnered with the program team during the entire grant process working together to collect surveys (i.e., Core Measures, the School Climate Survey, training surveys, and event surveys) and other feedback. The Core Measures, like all instruments, were administered on a voluntary basis. The pre Core Measures survey was administered within the first two appointments. The program team typically collected post Core Measure feedback after a period of eight weeks in order to make the pre/post time period as uniform as possible. The School Climate Survey was administered during the spring at each of the three CDEP schools. Surveys were filled out both by hardcopy and via web-based survey. The exact month varied per year in terms of what would work best for each school but was typically administered in April or May. In March of 2020 the School Climate Survey was not administered due to the COVID-19 pandemic. Training surveys were administered at the conclusion of training offerings and event surveys were handed out during at the end of specific events and/or activities. Quantitative measures consisted of program data and surveys and qualitative data took the form of observations, interviews, and focus groups. Quantitative data were analyzed via Excel and the Statistical Package for the Social Sciences (SPSS) and qualitative data was reviewed, cleaned, and thematically grouped by evaluators.

The focus of the grant interviews was on learning more about process and reflecting on general grant successes and challenges.

RESULTS

Quantitative Data Findings

Core Measures (SWE)

Pre-Survey Analysis Demographics

A total of nineteen (19) youth completed the core measures pre-survey. It is important to keep this small sample size in mind throughout this analysis section. The average age of participants was 15, with a range from 13 to 17 years old. About four in ten (42.1%) youth were Latinx, Hispanic, or Spanish, 21.1% were multi-racial, 15.8% were White, and 10.5% were American Indian or Alaskan Native. All youth listed English as their preferred language.

As for sex assigned at birth, 88.2% were female and 11.8% were male. In terms of gender identity, 47.4% identified as female, 21.1% as trans man, 15.8% as male and nonbinary each, 10.5% as transgender, and 5.3% as gender fluid and another 5.3% as not sure. Regarding sexual orientation, about a quarter (26.3%) of youth were bisexual, 21.1% were pansexual/non-monosexual, 15.8% were straight/heterosexual, 10.5% were asexual and gay each, and 5.3% were lesbian and homosexual panromantic each (Table 2.1).

Only 56.3% of youth indicated that they have health insurance (another 31.3% did not know). Additionally, 43.8% indicated that their insurance covers treatment for mental health problems, while 56.3% didn’t know. Overall, only 37.5% of youth rated their heath as very good or good, slightly over half (56.3%) indicated that their health is fair, and 6.3% indicated that it is poor (Figure 2.2).

Table 2.1. Demographics		Overall Quarter	
		Count	%
Age at the Time of Booking			
Average			15
Age Range			13 to 17
Race/Ethnicity			
American Indian or Alaskan Native	2/19	10.5%	
Latinx, Hispanic, or Spanish	8/19	42.1%	
White	3/19	15.8%	
Multi-Racial	4/19	21.1%	
Refused	1/19	5.3%	
Don't Know	1/19	5.3%	
Preferred Language			
English	19/19	100.0%	
Sex assigned at birth			
Woman/female	15/17	88.2%	
Man/male	2/19	11.8%	
Gender Identity			
Woman/female	9/19	47.4%	
Trans man	4/19	21.1%	
Man/male	3/19	15.8%	
Nonbinary	3/19	15.8%	
Transgender	2/19	10.5%	
Gender fluid	1/19	5.3%	
I am not sure about my gender identity	1/19	5.3%	
Sexual Orientation			
Bisexual	5/19	26.3%	
Pansexual/Non-monosexual	4/19	21.1%	
Straight/heterosexual	3/19	15.8%	
Asexual	2/19	10.5%	
Gay	2/19	10.5%	
Lesbian	1/19	5.3%	
Homosexual Panromantic	1/19	5.3%	
I am not sure who I am attracted to sexually	2/19	10.5%	
I am not sure who I am attracted to romantically	1/19	5.3%	

Culture and Mental Health

Youth were asked a series of questions about their connection to their culture. Almost half (47.4%) of youth were neutral to the statement, “your culture gives you strength,” half (52.5%) strongly agreed or agreed that their culture is important to them, 36.8% strongly agreed or agreed that their culture helps them feel good about who they are, 36.8% were neutral, and 26.3% disagreed or strongly disagreed. Lastly, 52.6% of youth disagreed or strongly disagreed with the statement, “You feel connected to the spiritual/religious traditions of the culture you were raised in,” while 36.8% were neutral and 10.6% strongly agreed or agreed (Table 2.3).

As shown in Table 2.4, youth were also asked a series of questions about how often they felt connected and balanced in the past 30 days. About four in ten youth (42.1%) said that they felt connected to their culture some of the time in the past 30 days. About two in ten youth (21.1%) indicated that they felt balanced in mind, body, spirit, and soul most of the time, while 26.3% indicated that they felt balanced some of the time, a little

Table 2.2. Health	Overall Quarter	
	Count	%
Does youth have health insurance?		
Yes	9/16	56.3%
No	1/16	6.3%
Refused	1/16	6.3%
Don't Know	5/16	31.3%
Does insurance cover treatment for mental health problems, such as visits to a psychologist or psychiatrist?		
Yes	7/16	43.8%
Don't Know	9/16	56.3%

Figure 2.1. Would you say your health is Very Good, Good, Fair, or Poor? (n=16)

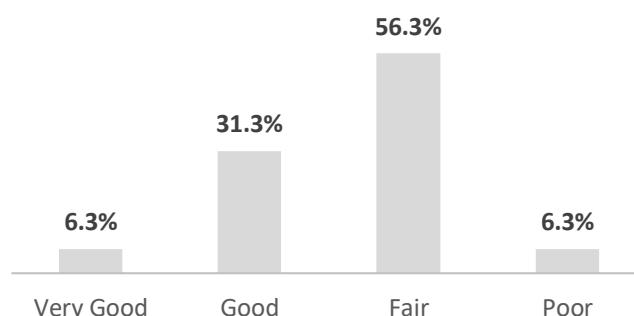


Table 2.3. At present...					
	%	%	%	%	%
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Your culture gives you strength (n=19).	5.3%	21.1%	47.4%	10.5%	15.8%
Your culture is important to you (n=19).	5.3%	47.4%	26.3%	10.5%	10.5%
Your culture helps you to feel good about who you are (n=19)	10.5%	26.3%	36.8%	15.8%	10.5%
You feel connected to the spiritual/religious traditions of the culture you were raised in (n=19).	5.3%	5.3%	36.8%	26.3%	26.3%

Table 2.4. About how often during the past 30 days did you feel...	%	%	%	%	%
	All of the time	Most of the time	Some of the time	A little of the time	None of the time
connected to your culture (n=19)?	0.0%	10.5%	42.1%	5.3%	42.1%
balanced in mind, body, spirit and soul (n=19)?	0.0%	21.1%	26.3%	26.3%	26.3%
marginalized or excluded from society (n=19)?	5.3%	15.8%	31.6%	15.8%	31.6%
isolated and alienated from society (n=18)?	5.6%	5.6%	50.0%	22.2%	16.7%

of the time, or none of the time each in the past 30 days. Two in ten (21.1%) youth indicated that they felt marginalized or excluded from society all of the time or most of the time in the past 30 days, 31.6% indicated that they felt that way some of the time, and almost half (47.4%) felt that way a little of the time or none of the time. Finally, half (50.0%) of youth indicated that they felt isolated and alienated from society some of the time in the past 30 days, 11.1% felt this way all of the time or most of the time, and 38.9% felt this way a little of the time or none of the time (Table 2.4).

Almost nine in ten (89.5%) of youth indicated that they thought that they needed help for emotional or mental health problems, such as feeling sad, anxious, or nervous in the past 12 months. Additionally, 52.6% indicated that they received psychological or emotional counseling from a community helping professional and 17.6% indicated that they received help from a traditional helping professional in the past 12 months (Figure 2.3).

Participants were asked if they have received any psychological or emotional counseling from someone at school such as a school counselor, school psychologist, school

Figure 2.2. In the past 12 months did you think you needed help for emotional or mental health problems, such as feeling sad, anxious, or nervous? (n=19)

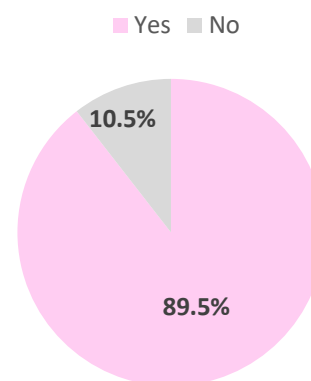
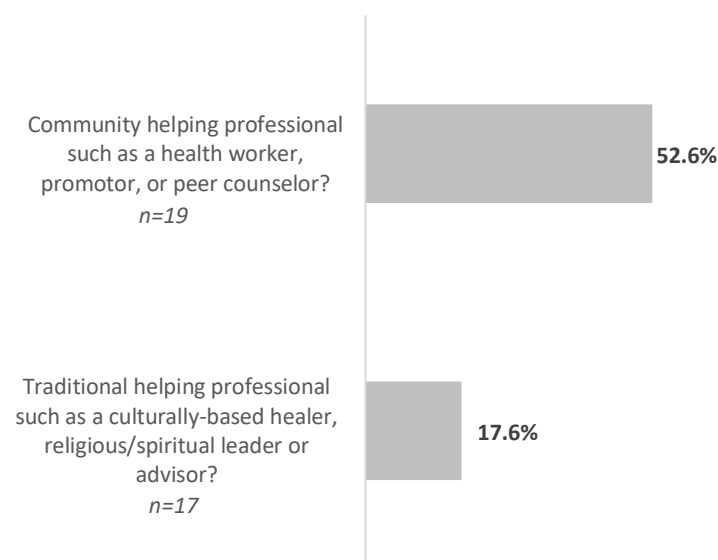


Figure 2.3. In the past 12 months, have you received any psychological or emotional counseling from any of the following...



therapist, or school social worker. About five in ten (55.6%) indicated that they had. Of youth who indicated that they had received counseling, 30.0% are still receiving it (Figure 2.4). Youth who stopped receiving counseling listed the following reasons for stopping: they didn't want to go anymore (2), school ended (1), the counselor, therapist, psychologist, psychiatrist or social worker did not understand their problem (1), and hours not convenient (1).

Participants were also asked if they have received any psychological or emotional counseling from someone outside of school, like a counselor, therapist, psychologist, psychiatrist or social worker (n=18). Six in ten (61.1%) indicated that they had. Of youth who indicated that they received counseling outside of school over the past 12 months, 81.8% are still receiving counseling. Youth who stopped receiving counseling shared the following reasons for stopping: insurance did not cover (1) and couldn't get appointment (1) (Figure 2.5).

Most youth did not receive any professional help for their use of alcohol or drugs in the past 12 months (84.2%). Additionally, 57.9% of youth did not take any medication because of difficulties with their emotions, concentration, or

Figure 2.4. In the past 12 months, have you received any psychological or emotional counseling from someone at school such as a school counselor, school psychologist, school therapist, school social worker? (n=18)

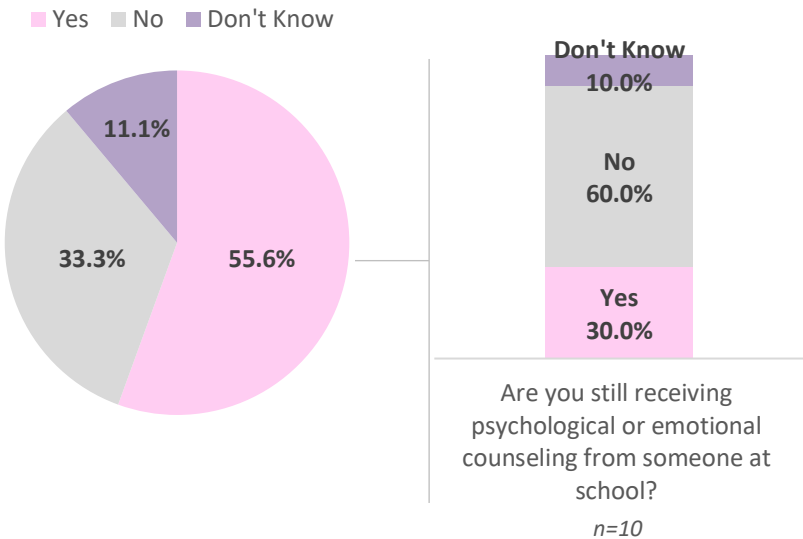


Figure 2.5. In the past 12 months, have you received any psychological or emotional counseling from someone outside of school, like a counselor, therapist, psychologist, psychiatrist, or social worker? (n=18)

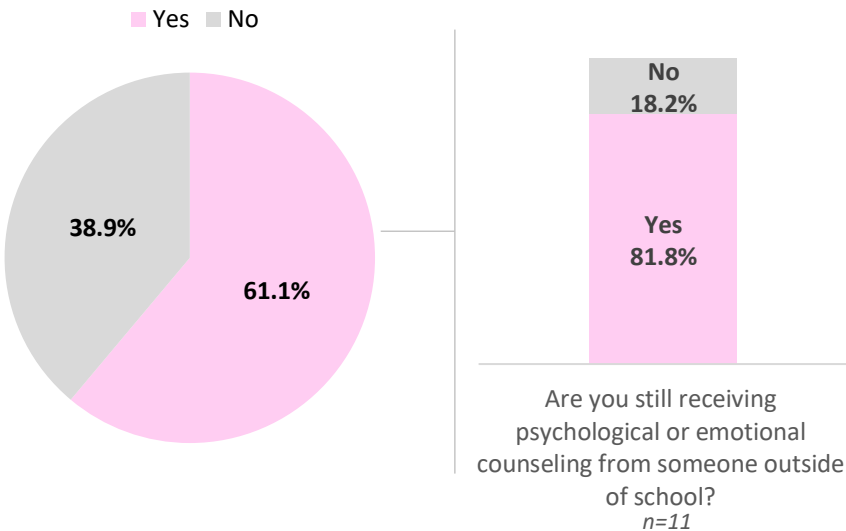
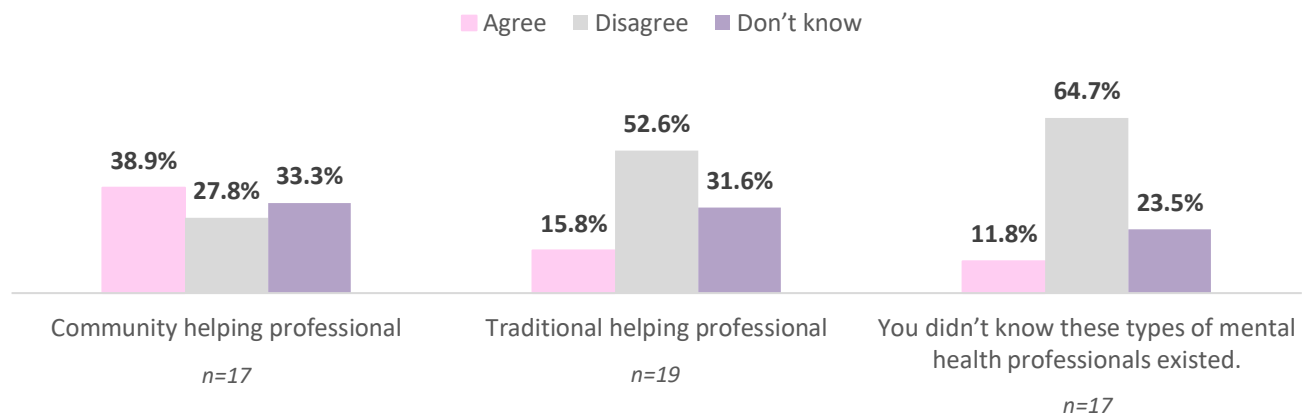


Table 2.5. Past 12 Months	%	%	%	%
	Yes	No	Refused	Don't know
In the past 12 months, did you receive any professional help for your use of alcohol or drugs (n=19)?	0.0%	84.2%	5.3%	10.5%
In the past 12 months, have you take any medication because of difficulties with your emotions, concentration, or behavior (n=19)?	31.6%	57.9%	5.3%	5.3%

Figure 2.6. You were planning to or are already getting help from...



behavior in the past 12 months, while 31.6% did (Table 2.5).

Youth were asked about seeking help from mental health professionals and reasons why they might not seek help from these professionals. Figure 2.6 shows that 38.9% of youth were planning to or are already getting help from a community helping professional, 15.8% from a traditional helping professional (health worker, promotor, or peer counselor), and 11.8% of youth didn't know that these types of mental health professionals existed.

One third (33.3%)of youth agreed that they did not feel comfortable talking to mental health professionals about their personal problems (Figure 2.7). Table 2.6 displays specific reasons that youth may not feel safe and welcome in seeking professional mental health help. Most youth disagreed that they didn't think they

Figure 2.7. You didn't feel comfortable talking with mental health professionals about your personal problems (n=18).

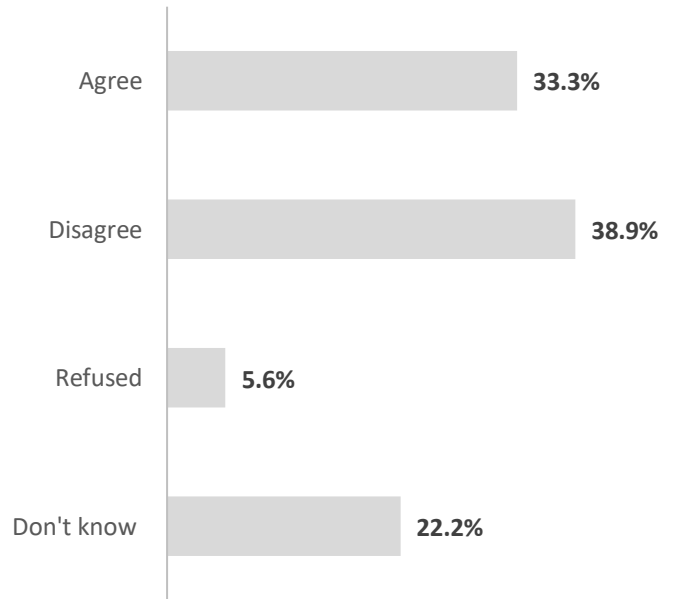


Table 2.6. You didn't think you would feel safe and welcome because of your...	%	%	%	%
	Agree	Disagree	Refused	Don't know
limited English (n=16)	6.3%	93.8%	0.0%	0.0%
race/ethnicity (n=16)	0.0%	100.0%	0.0%	0.0%
age (n=16)	18.8%	75.0%	0.0%	6.3%
religious or spiritual practice	0.0%	93.8%	0.0%	6.3%
gender identity (n=16)	25.0%	68.8%	0.0%	6.3%
sexual orientation (n=16)	25.0%	68.8%	0.0%	6.3%

Table 2.7. Do you agree or disagree with the following reasons why you might not seek help from a mental health professional?	%	%	%	%
	Agree	Disagree	Refused	Don't know
You thought you could solve your issue on your own (n=18)	61.1%	27.8%	0.0%	11.1%
You thought your issue wasn't serious enough (n=18).	61.1%	33.3%	0.0%	5.6%
You thought your friends would find out (n=18).	16.7%	77.8%	0.0%	5.6%
You didn't want to talk to a stranger about your issue (n=17).	47.1%	47.1%	0.0%	5.9%
You were worried that your family and others in the community may think differently about you (n=18).	44.4%	38.9%	0.0%	16.7%
You didn't know where to go for help (n=18).	22.2%	66.7%	0.0%	11.1%
You felt embarrassed about what you were going through (n=18).	38.9%	55.6%	0.0%	5.6%
You were worried that your peers and others in school may think differently about you (n=18).	33.3%	61.1%	0.0%	5.6%
You didn't have time because of after-school activities and other commitments (n=18).	16.7%	77.8%	0.0%	5.6%
It was too expensive (n=18).	16.7%	61.1%	0.0%	22.2%
You didn't have transportation to get there (n=18).	5.6%	72.2%	0.0%	22.2%

would feel safe and welcome due to their limited English (93.8%), race/ethnicity (100.0%) or religious or spiritual practice (93.8%). A quarter (25.0%) of youth indicated that they didn't think they would feel safe and welcome due to their gender identity or sexual orientation, while 18.8% indicated so due to their age.

Table 2.7 presents specific reasons youth might not seek help from a mental health professional. About six in ten (61.1%) indicated that they might not seek help because they thought they could solve their issues on their own or they thought their issue wasn't serious enough. Additionally, 47.1% didn't want to talk to a stranger about their issue and 44.4% were worried that their family and others in the community may think differently about them. Additional reasons can be found in Table 2.7.

Table 2.8 displays how youth felt in the past 30 days. Over five in ten (57.9%) felt nervous all of the time or most of the time, 42.1% felt hopeless most or all of the time, six in ten (61.1%) felt

restless or fidgety most or all of the time, about a quarter (26.3%) felt so depressed that nothing could cheer them up most of the time, 36.8% felt that everything was an effort most or all the time, and 42.1% felt worthless most or all of the time in the past 30 days.

Three quarters of youth (76.5%) indicated that the experiences described in Table 8 match how they would describe experiences with mental and emotional distress somewhat, while a quarter (23.5%) said that they matched a lot (Figure 2.8).

Table 2.8. During the past 30 days, how often did you feel...	%	%	%	%	%
	All of the time	Most of the time	Some of the time	A little of the time	None of the time
nervous (n=19)?	21.1%	36.8%	31.6%	10.5%	0.0%
hopeless (n=19)?	10.5%	31.6%	26.3%	5.3%	26.3%
restless or fidgety (n=18)?	27.8%	33.3%	22.2%	5.6%	11.1%
so depressed that nothing could cheer you up (n=19)?	5.3%	26.3%	21.1%	26.3%	21.1%
that everything was an effort (n=19)?	21.1%	15.8%	31.6%	0.0%	31.6%
worthless (n=19)?	21.1%	21.1%	10.5%	31.6%	15.8%

Along with being asked about their feelings over the past 30 days, youth were asked about how much their fears and worries have “messed things up for them” or stopped them from doing things they wanted to do. Table 2.9 shows that 68.4% of youth indicated that their fears and worries have messed things up with school and homework a lot or somewhat, six in ten (61.1%) indicated that they messed things up with friends a lot or somewhat, and 58.8% indicated that their fears and worries messed things up at home a lot or somewhat. Most youth (94.4%) agreed that the items in Table 2.9 described the negative effect of emotions on their life a lot or somewhat (Figure 2.9).

Day-to-day Experiences

Table 2.10 displays how often in participant’s day-to-day life certain experiences have occurred. Half of youth (50.0%) shared that they have never been treated with less courtesy than others. Four in ten (40.0%) shared that they had never been treated with less respect than others, while 46.7% shared that this has happened a few times or less than once a year. Two thirds (66.7%) shared that they had never received poorer service than others at restaurants or stores. Four in

Figure 2.8. The items in Table 8 often used to describe experiences with mental and emotional distress. To what extent do they match how you would describe those experiences? (n=17)

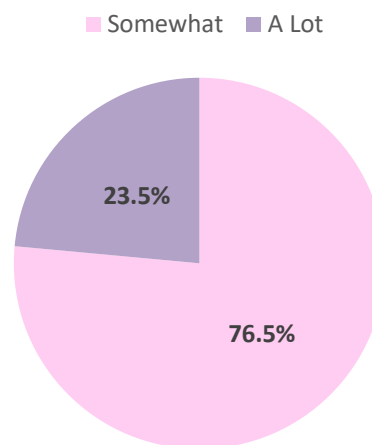


Table 2.9. How much have your fears and worries messed things up..	%	%	%
	A lot	Somewhat	Not at all
with school and homework (n=19)?	42.1%	26.3%	31.6%
with friends (n=18)?	22.2%	38.9%	38.9%
at home (n=17)?	41.2%	17.6%	41.2%

ten (42.9%) shared that people have never acted as if they think they are not smart. Almost six in ten (57.1%) shared that never or less than once a year did people act as if they are afraid of them. Additionally, 64.3% indicated that people never or less than once a year acted as if they think they are dishonest. Four in ten youth (40.0%) shared that never or less than once a year did people act as if they were not as good as they are, while one-third (33.3%) indicated that this happened a few times a month. Four in ten shared that they had never or less than once a year been insulted or called names, and two-thirds (66.7%) shared that they had never or less than once a year been threatened or harassed. Six in ten youth said that they did

Figure 2.9. To what extent do the items in Table 9 match how you would describe the negative effect of emotions on your life? (n=18)

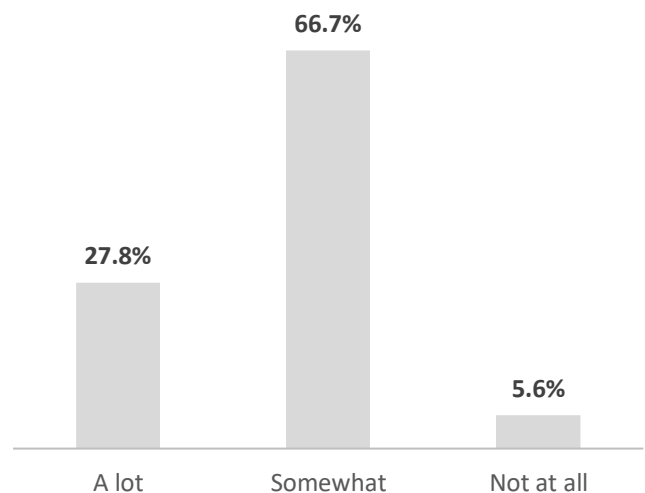


Table 2.10. In your day-to-day life how often have any of the following things happened to you?

	%	%	%	%	%	%
	Almost Everyday	At least once a week	A few times a month	A few times a year	Less than once a year	Never
You are treated with less courtesy than other people (n=14).	0.0%	0.0%	7.1%	28.6%	14.3%	50.0%
You are treated with less respect than other people (n=15).	0.0%	0.0%	13.3%	33.3%	13.3%	40.0%
You receive poorer service than other people at restaurants or stores (n=15).	0.0%	0.0%	0.0%	20.0%	13.3%	66.7%
People act as if they think you are not smart (n=14).	0.0%	7.1%	21.4%	7.1%	21.4%	42.9%
People act as if they are afraid of you (n=14).	7.1%	14.3%	14.3%	7.1%	21.4%	35.7%
People act as if they think you are dishonest (n=14).	0.0%	7.1%	28.6%	0.0%	21.4%	42.9%
People act as if you are not as good as they are (n=15).	0.0%	20.0%	33.3%	6.7%	20.0%	20.0%
You are called names or insulted (n=14).	0.0%	14.3%	28.6%	14.3%	21.4%	21.4%
You are threatened or harassed (n=15).	0.0%	13.3%	13.3%	6.7%	33.3%	33.3%
	Your gender	Your sexual orientation	Other	Don't Know		
What do you think was the main reason for these experience(s)?	7.7%	23.1%	7.7%	61.5%	--	--

Table 2.11.	%	%	%	%	%	%	%	%	%
	Very feminine	Mostly feminine	Somewhat feminine	Equally masculine and feminine	Somewhat masculine	Mostly masculine	Very masculine	Androgynous, non-binary, and/or gender nonconforming	Neither masculine nor feminine
On average, how would you describe your appearance, style, dress, or mannerisms?	5.3%	21.1%	15.8%	15.8%	15.8%	15.8%	0.0%	15.8%	5.3%
On average, how do you think other people would describe your appearance, style, dress, or mannerisms?	10.5%	10.5%	21.1%	15.8%	5.3%	10.5%	0.0%	10.5%	5.3%

not know the main reason for these experiences, while 23.1% thought it may be due to their sexual orientation.

Table 2.11 presents how youth describe their appearance, style, dress and mannerisms compared to how they think other people would describe them.

Acceptance

Table 2.12 displays how much different people accept youths’ gender. Overall, 68.8% of parents/guardians and siblings totally accept their gender. Additionally, 56.3% of extended family and 53.3% of children totally accept their gender. Eight in ten (81.3%) shared that their friends totally accept their gender, 73.3% said that their partners totally accept it, 53.3% shared that their coworkers, neighbors, and medical providers totally accept it, and 66.7% shared that mental health providers and other totally accept it.

Table 2.13 displays how much people accept youths’ sexual orientation. Youth shared that 46.7% of parents/guardians totally accepted it,

while one-third (33.3%) totally rejected it. About three-fourths (78.6%) of siblings somewhat accept it, and 46.7% of extended family totally accept while 20.0% totally reject. Additionally, half (50.0%) of children and 85.7% of friends accept it, two-thirds (66.7%) of partners accept it, and half (50.0%) of mental health providers and others accept their sexual orientation.

Table 2.12. How much do the following people in your life accept or reject your gender?	%	%	%	%	%	%
	Totally Reject	Somewhat reject	Neutral	Somewhat accept	Totally accept	Not applicable
Parents/Guardians (n=16)	25.0%	0.0%	0.0%	6.3%	68.8%	0.0%
Siblings (n=16)	6.3%	6.3%	6.3%	0.0%	68.8%	12.5%
Extended family (n=16)	0.0%	18.8%	6.3%	6.3%	56.3%	12.5%
Children (n=15)	0.0%	6.7%	6.7%	0.0%	53.3%	33.3%
Friends (n=16)	0.0%	0.0%	12.5%	6.3%	81.3%	0.0%
Partners (n=15)	0.0%	0.0%	6.7%	6.7%	73.3%	13.3%
Coworkers (n=15)	0.0%	0.0%	0.0%	6.7%	53.3%	40.0%
Neighbors (n=15)	0.0%	0.0%	13.3%	0.0%	53.3%	33.3%
Medical providers (n=15)	0.0%	0.0%	20.0%	6.7%	53.3%	20.0%
Mental Health Providers (n=15)	0.0%	0.0%	20.0%	0.0%	66.7%	13.3%
Other (n=15)	0.0%	0.0%	20.0%	0.0%	66.7%	13.3%

Table 2.13. How much do the following people in your life accept or reject your sexual orientation?	%	%	%	%	%	%
	Totally Reject	Somewhat reject	Neutral	Somewhat accept	Totally accept	Not applicable
Parents/Guardians (n=15)	33.3%	0.0%	6.7%	13.3%	46.7%	0.0%
Siblings (n=14)	0.0%	7.1%	14.3%	78.6%	0.0%	0.0%
Extended family (n=15)	20.0%	13.3%	0.0%	6.7%	46.7%	13.3%
Children (n=14)	0.0%	7.1%	14.3%	0.0%	50.0%	28.6%
Friends (n=14)	0.0%	0.0%	14.3%	0.0%	85.7%	0.0%
Partners (n=15)	0.0%	6.7%	13.3%	0.0%	66.7%	13.3%
Coworkers (n=15)	0.0%	6.7%	6.7%	0.0%	40.0%	46.7%
Neighbors (n=15)	0.0%	6.7%	13.3%	0.0%	40.0%	40.0%
Medical providers (n=15)	0.0%	6.7%	13.3%	6.7%	46.7%	26.7%
Mental Health Providers (n=15)	0.0%	7.1%	21.4%	0.0%	50.0%	21.4%
Other (n=6)	0.0%	16.7%	0.0%	0.0%	50.0%	33.3%

The tables on the following page center around the adults in participants' life. Table 2.14 asks about teachers or adults at school. Six in ten youth (60.0%) shared that it is pretty or very much true that there is a teacher or other adult at school that really cares about them or notices when they are not there. Only about half (53.3%) shared that it is pretty much or very much true that there is an adult at school who listens to them when they have something to say, two-thirds (66.7%) said that it is pretty much or very much true that there is someone there who tells them when they do a good job, eight in ten (80.0%) agreed that it was pretty or very much true that there is an adult at school who always wants them to do their best, and only 53.3% agreed that it is pretty much or very much true that there is an adult who notices when they are in a bad mood, while a quarter (26.7%) said that this a little true.

Table 2.15 centers around parents or other adults at home. Eight in ten youth (80.0%) agreed that it is pretty or very much true that there is a parent or adult at home who cares about their schoolwork. About two-thirds of youth (68.8%) said that it is pretty or very much true that there is someone at home who listens to them when they have something to say. Four in ten (43.8%) said that it is pretty/very true that there is someone who talks to them about their problems, while 37.5% said that this is a little true. Additionally, 68.8% of youth said that it is pretty or very much true that there is an adult at home who notices when they are in a bad mood, and 81.3% said that is pretty/very true that there is an adult who always wants them to do their best. Lastly, 68.8% of youth agreed that it is pretty/very true that there is an adult who believes they will be a success, while three-fourths (75.0%) said that there is an adult at home who expects them to follow the rules.

Six in ten youth shared that they have completed unpaid volunteer of community work in the past six months (Figure 2.10).

Figure 2.10. In the past 6 months, have you done any volunteer work or community service that you have not been paid for? (n=19)

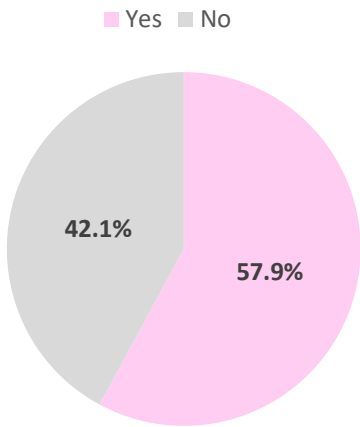


Table 2.14. At my school, there is a teacher or some other adult...

	%	%	%	%	%	%
	Not at all true	A little true	Pretty much true	Very much true	Refused	Don't know
who really care about me (n=15).	0.0%	26.7%	20.0%	40.0%	0.0%	13.3%
who notices when I'm not there (n=15).	6.7%	13.3%	26.7%	33.3%	0.0%	20.0%
who listens to me when I have something to say (n=15).	0.0%	33.3%	26.7%	26.7%	0.0%	13.3%
who tells me when I do a good job (n=15).	13.3%	6.7%	26.7%	40.0%	0.0%	13.3%
who always wants me to do my best (n=15).	0.0%	6.7%	46.7%	33.3%	0.0%	13.3%
who notices when I'm in a bad mood (n=15).	13.3%	26.7%	33.3%	20.0%	0.0%	6.7%

Table 2.15. In my home, there is a parent or some other adult...

	%	%	%	%	%	%
	Not at all true	A little true	Pretty much true	Very much true	Refused	Don't know
who cares about my school work (n=15).	6.7%	13.3%	33.3%	46.7%	0.0%	0.0%
who listens to me when I have something to say (n=16).	6.3%	18.8%	37.5%	31.3%	0.0%	6.3%
who talks with me about my problems (n=16).	12.5%	37.5%	18.8%	25.0%	0.0%	6.3%
who notices when I'm in a bad mood (n=16).	12.5%	12.5%	37.5%	31.3%	0.0%	6.3%
who always wants me to do my best (n=16).	0.0%	6.3%	37.5%	43.8%	0.0%	12.5%
who believes that I will be a success (n=16).	0.0%	18.8%	31.3%	37.5%	0.0%	12.5%
who expects me to follow the rules (n=16).	6.3%	6.3%	18.8%	56.3%	0.0%	12.5%

Post-Survey Analysis

Of the nineteen youth who completed a pre-survey, nine youth also completed a post survey. Those nine post surveys were matched and compared to their respective pre surveys. It is once again important to keep the small sample size in mind throughout this analysis section.

Table 3.1 focuses on how youth feel about their culture at present. An increased number of youth felt neutral to the statement, “your culture gives you strength” (66.7% post survey) and an increased number of youth strongly disagreed/disagreed that their culture is important to them (55.6%). Figure 3.1 shows that an increased percentage of youth felt neutral to the statement, “At present, you feel connected to the spiritual/religious traditions of the culture you were raised in.”

Tables 3.2 and 3.3 on the following page center around how youth felt in the past 30 days. Overall, there was a decrease in youth feeling nervous, restless or fidgety, and worthless “all of the time” and in increase in these feelings “some of the time.”

Table 3.4 shows how much participants’ fears and worries have “messed things up for them” with school, friends, and at home. A decreased percentage of youth indicated that their fears and worries messed things up a lot with school and homework and with friends in the post-survey.

Table 3.1. At present...	%	%	%
	Strongly Agree/ Agree	Neutral	Strongly Disagree/ Disagree
Your culture gives you strength			
Pre (n=9)	33.3%	22.2%	44.4%
Post (n=9)	22.2%	66.7%	11.0%
Your culture is important to you			
Pre (n=9)	66.7%	0.0%	33.3%
Post (n=9)	44.4%	0.0%	55.6%
Your culture helps you feel good about who you are			
Pre (n=9)	33.3%	22.2%	44.4%
Post (n=9)	33.3%	44.4%	22.2%

Figure 3.1. At present, you feel connected to the spiritual/religious traditions of the culture you were raised in

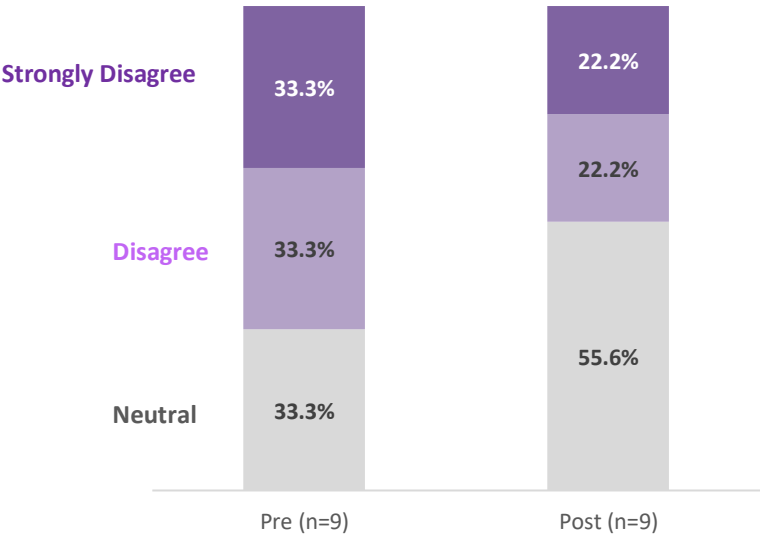


Table 3.2. During the past 30 days, how often did you feel...	%	%	%
	All/Most of the time	Some of the time	A little/None of the time
nervous			
Pre (n=9)	88.9%	11.1%	0.0%
Post (n=9)	66.7%	22.2%	11.1%
hopeless			
Pre (n=9)	55.6%	22.2%	22.2%
Post (n=9)	55.6%	22.2%	22.2%
restless or fidgety			
Pre (n=9)	77.8%	11.1%	11.1%
Post (n=9)	66.7%	11.1%	22.2%
so depressed that nothing could cheer you up?			
Pre (n=9)	22.2%	33.3%	44.4%
Post (n=9)	11.1%	33.3%	55.6%
that everything was an effort?			
Pre (n=9)	55.6%	11.1%	44.4%
Post (n=9)	33.3%	44.4%	22.2%
worthless			
Pre (n=9)	55.6%	0.0%	44.4%
Post (n=9)	44.4%	11.1%	44.4%

Table 3.3. During the past 30 days, how often did you feel...	%	%	%
	All/Most of the time	Some of the time	A little/None of the time
connected to your culture			
Pre (n=9)	22.2%	44.4%	33.3%
Post (n=9)	22.2%	55.6%	22.2%
balanced in mind, body, spirit and soul?			
Pre (n=9)	22.2%	44.4%	33.3%
Post (n=9)	22.2%	55.6%	22.2%
marginalized or excluded from society?			
Pre (n=9)	22.2%	22.2%	55.6%
Post (n=9)	22.2%	55.6%	22.2%
isolated and alienated from society?			
Pre (n=8)	12.5%	37.5%	50.0%
Post (n=9)	11.1%	66.7%	22.2%

Table 3.4. How much have your fears and worries messed things up...	%	%	%
	A lot	Somewhat	Not at all
with school and homework?			
Pre (n=9)	55.6%	22.2%	22.2%
Post (n=9)	44.4%	44.4%	11.1%
with friends?			
Pre (n=9)	33.3%	33.3%	33.3%
Post (n=9)	22.2%	55.6%	22.2%
at home?			
Pre (n=9)	44.4%	33.3%	22.2%
Post (n=9)	55.6%	22.2%	22.2%

Table 3.5. In your day-to-day life how often have any of the following things happened to you?		%	%	%	%	%	%
		Almost everyday	At least once a week	A few times a month	A few times a year	Less than once a year	Never
You are treated with less courtesy than other people.							
Pre (n=7)		0.0%	0.0%	14.3%	14.3%	14.3%	57.1%
Post (n=8)		0.0%	12.5%	12.5%	50.0%	0.0%	25.0%
You are treated with less respect than other people.							
Pre (n=8)		0.0%	0.0%	12.5%	25.0%	12.5%	50.0%
Post (n=8)		0.0%	37.5%	0.0%	37.5%	0.0%	25.0%
You receive poorer service than other people at restaurants or stores.							
Pre (n=8)		0.0%	0.0%	0.0%	25.0%	12.5%	62.5%
Post (n=8)		0.0%	12.5%	12.5%	25.0%	25.0%	25.0%
People act as if they think you are not smart.							
Pre (n=7)		0.0%	14.3%	14.3%	0.0%	28.6%	42.9%
Post (n=8)		0.0%	0.0%	25.0%	50.0%	0.0%	25.0%
People act as if they are afraid of you.							
Pre (n=7)		14.3%	28.6%	0.0%	0.0%	14.3%	42.9%
Post (n=8)		0.0%	25.0%	25.0%	12.5%	0.0%	37.5%
People act as if they think you are dishonest.							
Pre (n=8)		0.0%	0.0%	25.0%	0.0%	25.0%	50.0%
Post (n=8)		0.0%	0.0%	37.5%	25.0%	12.5%	25.0%
People act as if you are not as good as they are.							
Pre (n=8)		0.0%	12.5%	25.0%	0.0%	25.0%	37.5%
Post (n=8)		0.0%	12.5%	37.5%	25.0%	0.0%	25.0%
You are called names or insulted.							
Pre (n=7)		0.0%	14.3%	14.3%	14.3%	28.6%	28.6%
Post (n=8)		0.0%	0.0%	25.0%	50.0%	0.0%	25.0%
You are threatened or harassed.							
Pre (n=8)		0.0%	12.5%	12.5%	12.5%	25.0%	37.5%
Post (n=8)		0.0%	0.0%	37.5%	12.5%	25.0%	25.0%

Tables 3.5 presents data on various events happening in day-to-day life. Table 3.6 shows that an increased percentage of youth thought that these events occurred because of their gender (33.3%) or sexual orientation (16.7%) in the post-survey. It is important to note that this analysis has a very small sample size (Table 3.5).

Table 3.7 focuses on how youth and other people describe their appearance, dress, and mannerisms.

Tables 3.8 and 3.9 on the following pages center around how much various people accept participants' gender and sexual orientation. Overall, there was an increase in extended family, partners, friends, medical providers, and mental health providers who totally accept participant's gender. As for sexual orientation, there was an increase in children, partners, coworkers, and neighbors who somewhat accept it. It is also important to note the high percentage of youth who selected "not applicable" in response to these variables as the sample size is small.

Table 3.6.	%	%
What do you think was the main reason for this/these experience(s)?		
	Pre (n=5)	Post (n=6)
Your race or ethnicity	20.0%	16.7%
Your gender	0.0%	33.3%
Your sexual orientation	0.0%	16.7%
Other	20.0%	0.0%
Refused	0.0%	16.7%
Don't Know	60.0%	16.7%

Table 3.7. A person's appearance, style, dress, or mannerisms may affect the way they think of themselves	%	%
	Androgynous, non-binary, and/or gender nonconforming	Neither masculine nor feminine
On average, how would you describe your appearance, style, dress, or mannerisms?		
Pre (n=7)	42.9%	14.3%
Post (n=7)	28.6%	14.3%
On average, how do you think other people would describe your appearance, style, dress, or mannerisms?		
Pre (n=8)	25.0%	12.5%
Post (n=7)	57.1%	28.6%

Table 3.8. How much do the following people in your life accept or reject your gender?		%	%	%	%	%	%
		Totally Reject	Somewhat reject	Neutral	Somewhat accept	Totally accept	Not applicable
Parents/Guardians							
Pre (n=8)		37.5%	0.0%	0.0%	12.5%	50.0%	0.0%
Post (n=8)		12.5%	12.5%	12.5%	0.0%	50.0%	12.5%
Siblings							
Pre (n=8)		12.5%	12.5%	12.5%	0.0%	62.5%	0.0%
Post (n=8)		0.0%	25.0%	12.5%	0.0%	50.0%	12.5%
Extended family							
Pre (n=8)		0.0%	25.0%	12.5%	12.5%	37.5%	12.5%
Post (n=7)		14.3%	14.3%	0.0%	0.0%	42.9%	28.6%
Children							
Pre (n=8)		0.0%	12.5%	12.5%	37.5%	37.5%	0.0%
Post (n=8)		0.0%	12.5%	0.0%	25.0%	37.5%	25.0%
Friends							
Pre (n=8)		0.0%	0.0%	25.0%	12.5%	62.5%	0.0%
Post (n=8)		0.0%	0.0%	0.0%	0.0%	87.5%	12.5%
Partners							
Pre (n=8)		0.0%	0.0%	12.5%	12.5%	50.0%	25.0%
Post (n=8)		0.0%	0.0%	0.0%	12.5%	75.0%	12.5%
Coworkers							
Pre (n=7)		0.0%	0.0%	0.0%	14.3%	57.1%	28.6%
Post (n=8)		0.0%	0.0%	0.0%	25.0%	37.5%	37.5%
Neighbors							
Pre (n=7)		0.0%	0.0%	28.6%	0.0%	42.9%	28.6%
Post (n=8)		0.0%	0.0%	12.5%	12.5%	37.5%	37.5%
Medical providers							
Pre (n=7)		0.0%	0.0%	42.9%	0.0%	42.9%	14.3%
Post (n=8)		0.0%	0.0%	12.5%	12.5%	50.0%	25.0%
Mental Health Providers							
Pre (n=7)		0.0%	0.0%	28.6%	0.0%	57.1%	14.3%
Post (n=8)		0.0%	0.0%	0.0%	12.5%	75.0%	12.5%

Table 3.9. How much do the following people in your life accept or reject your sexual orientation?						
	%	%	%	%	%	%
	Totally Reject	Somewhat reject	Neutral	Somewhat accept	Totally accept	Not applicable
Parents/Guardians						
Pre (n=8)	50.0%	0.0%	12.5%	25.0%	12.5%	0.0%
Post (n=8)	25.0%	12.5%	25.0%	12.5%	0.0%	25.0%
Siblings						
Pre (n=7)	0.0%	14.3%	28.6%	0.0%	57.1%	0.0%
Post (n=8)	0.0%	37.5%	12.5%	0.0%	12.5%	37.5%
Extended family						
Pre (n=8)	25.0%	25.0%	0.0%	12.5%	25.0%	12.5%
Post (n=8)	12.5%	12.5%	25.0%	12.5%	0.0%	37.5%
Children						
Pre (n=8)	0.0%	12.5%	12.5%	0.0%	37.5%	37.5%
Post (n=7)	0.0%	14.3%	14.3%	14.3%	0.0%	57.1%
Friends						
Pre (n=7)	0.0%	0.0%	28.6%	0.0%	71.4%	0.0%
Post (n=8)	0.0%	0.0%	12.5%	0.0%	75.0%	12.5%
Partners						
Pre (n=8)	0.0%	12.5%	25.0%	0.0%	37.5%	25.0%
Post (n=8)	0.0%	0.0%	12.5%	12.5%	37.5%	37.5%
Coworkers						
Pre (n=8)	0.0%	12.5%	0.0%	0.0%	37.5%	50.0%
Post (n=8)	0.0%	0.0%	12.5%	25.0%	0.0%	62.5%
Neighbors						
Pre (n=8)	0.0%	12.5%	25.0%	0.0%	25.0%	37.5%
Post (n=8)	0.0%	0.0%	37.5%	12.5%	0.0%	50.0%
Medical providers						
Pre (n=8)	0.0%	12.5%	25.0%	12.5%	25.0%	25.0%
Post (n=8)	0.0%	0.0%	37.5%	25.0%	12.5%	25.0%
Mental Health Providers						
Pre (n=8)	0.0%	12.5%	25.0%	0.0%	37.5%	25.0%
Post (n=8)	0.0%	0.0%	12.5%	25.0%	37.5%	25.0%

Table 3.10. At my school, there is a teacher or some other adult...		%	%	%	%	%	%
		Not at all true	A little true	Pretty much true	Very much true	Refused	Don't know
who really care about me.							
Pre (n=8)		0.0%	12.5%	25.0%	50.0%	0.0%	12.5%
Post (n=7)		0.0%	0.0%	42.9%	14.3%	0.0%	42.9%
who notices when I'm not there.							
Pre (n=8)		0.0%	12.5%	25.0%	37.5%	0.0%	25.0%
Post (n=7)		0.0%	14.3%	42.9%	0.0%	0.0%	42.9%
who listens to me when I have something to say.							
Pre (n=8)		0.0%	25.0%	25.0%	37.5%	0.0%	12.5%
Post (n=7)		0.0%	0.0%	42.9%	14.3%	0.0%	42.9%
who tells me when I do a good job.							
Pre (n=8)		25.0%	0.0%	25.0%	37.5%	0.0%	12.5%
Post (n=7)		0.0%	14.3%	14.3%	28.6%	0.0%	42.9%
who always wants me to do my best.							
Pre (n=8)		0.0%	12.5%	37.5%	37.5%	0.0%	12.5%
Post (n=7)		0.0%	0.0%	42.9%	14.3%	0.0%	42.9%
who notices when I'm in a bad mood.							
Pre (n=8)		12.5%	12.5%	37.5%	25.0%	0.0%	12.5%
Post (n=7)		0.0%	28.6%	28.6%	0.0%	0.0%	42.9%

Table 3.11. In my home, there is a parent or some other adult...		%	%	%	%	%	%
		Not at all true	A little true	Pretty much true	Very much true	Refused	Don't know
who cares about my school work.							
Pre (n=8)		12.5%	25.0%	12.5%	50.0%	0.0%	0.0%
Post (n=8)		0.0%	25.0%	25.0%	37.5%	0.0%	12.5%
who listens to me when I have something to say.							
Pre (n=8)		12.5%	37.5%	12.5%	25.0%	0.0%	12.5%
Post (n=8)		12.5%	50.0%	25.0%	0.0%	0.0%	12.5%
who talks with me about my problems.							
Pre (n=8)		12.5%	37.5%	12.5%	25.0%	0.0%	12.5%
Post (n=8)		50.0%	25.0%	12.5%	0.0%	0.0%	12.5%
who notices when I'm in a bad mood.							
Pre (n=8)		12.5%	12.5%	25.0%	37.5%	0.0%	12.5%
Post (n=8)		12.5%	50.0%	12.5%	12.5%	0.0%	12.5%
who always wants me to do my best.							
Pre (n=8)		0.0%	12.5%	25.0%	37.5%	0.0%	25.0%
Post (n=8)		0.0%	25.0%	37.5%	25.0%	0.0%	12.5%
who believes that I will be a success.							
Pre (n=8)		0.0%	25.0%	25.0%	25.0%	0.0%	25.0%
Post (n=8)		12.5%	37.5%	25.0%	12.5%	0.0%	12.5%
who expects me to follow the rules.							
Pre (n=8)		12.5%	12.5%	12.5%	50.0%	0.0%	12.5%
Post (n=8)		0.0%	0.0%	25.0%	62.5%	0.0%	12.5%

Tables 3.10 and 3.11 focus on adults at school and parents at home.

Table 3.12 focuses on participants health. The post survey shows that more participants rated their health as poor (50.0%) in the post-survey.

Services

Tables 3.13 and 3.14 on the following page center around how participants felt about the services they received at the San Joaquin Pride Center. Data is available for the nine youth who completed the post survey. Overall, most youth strongly agree/agree that they are satisfied with the services they received and that they got the help they wanted. All youth strongly agreed/agreed that the people helping them stuck with them no matter what and that staff respected their religious/spiritual beliefs and were sensitive to their cultural/ethnic backgrounds (Table 3.13). In addition, about half of youth strongly agreed/agreed that they are better able to cope when things go wrong (50.0%), and that they have people that they are comfortable talking with about their problems (55.6%) and with whom they can do enjoyable things (55.6%) (Figure 3.14).

Table 3.12. Health	%	%
At present would you say your health is Very Good, Good, Fair, or Poor?		
	Pre (n=8)	Post (n=8)
Very Good	12.5%	12.5%
Good	25.0%	12.5%
Fair	50.0%	25.0%
Poor	12.5%	50.0%
Does youth have health insurance?		
	Pre (n=8)	Post (n=6)
Yes	62.5%	66.7%
No	12.5%	0.0%
Refused	12.5%	0.0%
Don't Know	12.5%	33.3%
Does insurance cover treatment for mental health problems, such as visits to a psychologist or psychiatrist?		
	Pre (n=8)	Post (n=8)
Yes	62.5%	50.0%
Refused	0.0%	12.5%
Don't Know	37.5%	37.5%

Table 3.13.	%	%	%
	Strongly agree/agree	Undecided	Strongly Disagree/Disagree
Overall, I am satisfied with the services I received (n=9).	88.9%	11.1%	0.0%
The people helping me stuck with me no matter what (n=9).	100.0%	0.0%	0.0%
I felt I had someone to talk to when I was troubled (n=9).	88.9%	11.1%	0.0%
I received services that were right for me (n=9).	55.6%	44.4%	0.0%
The location of services was convenient for me (n=9).	88.9%	0.0%	11.1%
Services were available at times that were convenient for me (n=9).	55.6%	33.3%	11.1%
I got the help I wanted (n=9).	77.8%	22.2%	0.0%
Staff treated me with respect (n=9).	88.9%	11.1%	0.0%
Staff respected my religious / spiritual beliefs (n=9).	100.0%	0.0%	0.0%
Staff spoke with me in a way that I understood (n=9).	88.9%	11.1%	0.0%
Staff were sensitive to my cultural / ethnic background (n=9).	100.0%	0.0%	0.0%

Table 3.14.	%	%	%
	Strongly agree/agree	Undecided	Strongly Disagree/Disagree
I am better at handling daily life (n=9).	33.3%	66.7%	0.0%
I get along better with family members (n=9).	11.1%	55.6%	33.3%
I get along better with friends and other people (n=9).	33.3%	66.7%	0.0%
I am doing better in school and/or work (n=9).	44.4%	44.4%	11.1%
I am better able to cope when things go wrong (n=8).	50.0%	25.0%	25.0%
I am satisfied with my family life right now (n=9).	22.2%	33.3%	44.4%
I am better able to do things I want to do (n=9).	44.4%	33.3%	22.2%
I know people who will listen and understand me when I need to talk (n=9).	44.4%	33.3%	22.2%
I have people that I am comfortable talking with about my problem(s) (n=9).	55.6%	33.3%	11.1%
In a crisis, I would have the support I need from family or friends (n=9).	44.4%	44.4%	11.1%
I have people with whom I can do enjoyable things (n=9).	55.6%	22.2%	22.2%

Twelfth Grade School Climate Survey

Edison High School Spring 2021

San Joaquin Pride Center is working with Edison High School to cultivate acceptance on their school campus. Twelfth graders were asked to complete a survey on school climate; 82 participants were surveyed at Edison in May of 2021.

With respect to age, 53.7% of the participants were 17 and 39.0% were 18. About three-quarters (74.1%) of respondents are Hispanic or Latinx, and 11.1% are Asian and Black or African American each. In addition, 1.2% are American Indian or Alaskan Native and 2.5% are of another race/ethnicity. Close to six in ten of the respondents are female (57.3%), three in ten are male (30.5%), 8.5% are gender non-conforming, and 2.4% are transgender male. Six in ten participants are straight (61.5%), 19.2% are bisexual, 6.4% are pansexual, 3.8% are gay and lesbian each, and 2.6% are asexual or another orientation each (Table 4.1). When asked if their school has support groups or clubs for students who are LGBTQ+ and friends or allies of LGBTQ+ students, 46.1% noted 'yes' and half (50.0%) noted 'not sure' and only three (3.9%) said 'no.' Over six in ten (63.2%) of respondents indicated that they do not talk about LGBTQ+ people or issues in their classes at school. More than 4 in 10 (44.7%) of the respondents did not know where to go if they wanted information and support about sexual orientation, gender identity, or LGBTQ+ issues (see Figure 4.1). Students were asked to recall how often they hear or see students, teachers, and other staff make or stop comments and slurs on sex (female or male), sexual orientation (gay, lesbian, bisexual, queer, or straight), and/or gender identity or expression (transgender, or not being "feminine" or "masculine" enough). All the numbers for those questions can be found in tables at the end of this report. The four figures on this page focus on sexual orientation.

Table 4.1 Demographics	Edison	
	Count	%

Responses from Twelfth Graders	82
--------------------------------	----

Age		
Seventeen	44/82	53.7%
Eighteen	32/82	39.0%
Nineteen	6/82	7.3%

Ethnicity:		
American Indian or Alaska Native	1/81	1.2%
Asian	9/81	11.1%
Black or African American	9/81	11.1%
Hispanic or Latinx	60/81	74.1%
Native Hawaiian or Pacific Islander	0/81	0.0%
White or Caucasian	0/81	0.0%
Other	2/81	2.5%

Gender identity:		
Female	47/82	57.3%
Male	25/82	30.5%
Transgender female	0/81	0.0%
Transgender male	2/82	2.4%
Gender non-conforming	7/82	8.5%
Intersex	0/81	0.0%
Other	1/82	1.2%

Sexual orientation:		
Asexual	2/78	2.6%
Bisexual	15/78	19.2%
Gay	3/78	3.8%
Lesbian	3/78	3.8%
Pansexual	5/78	6.4%
Straight	48/78	61.5%
Other	2/78	2.6%

Figure 4.1. School Information

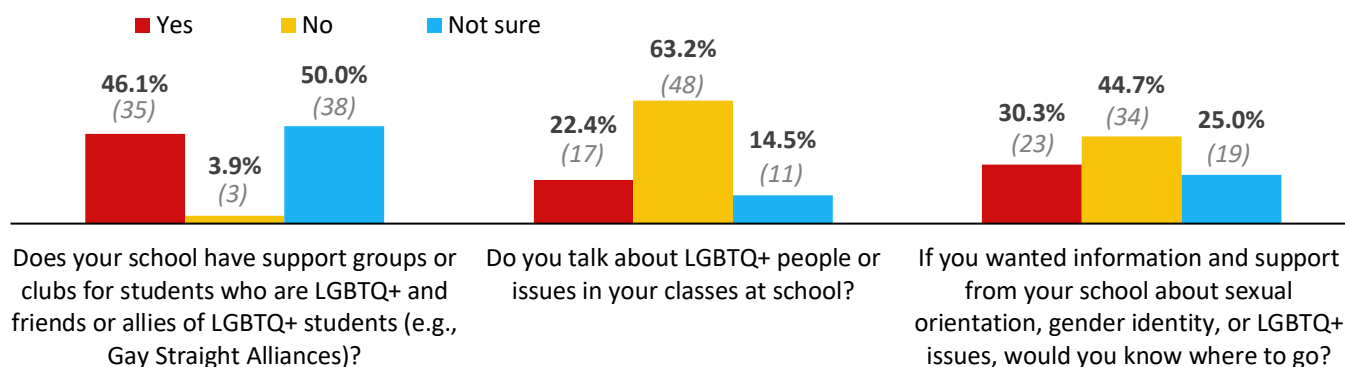


Figure 4.2. How often do you hear other students make negative comments or use slurs based on sexual orientation (gay, lesbian, bisexual, queer, or straight)? (n = 61)

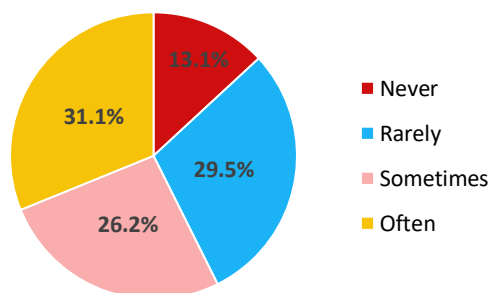
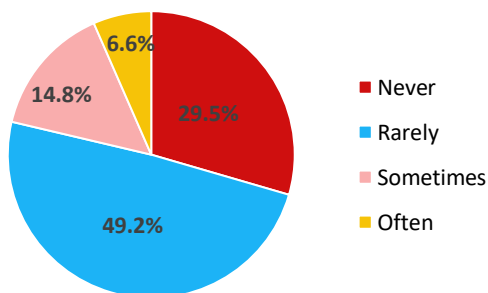


Figure 4.3. How often do you see or hear other students STOP others from making negative comments or use slurs based on sexual orientation (gay, lesbian, bisexual, queer, or straight)? (n = 61)



As illustrated in Figures 4.2 and 4.3, 13.1% of participants said they ‘never’ hear students make negative comments or use slurs based on sexual orientation, and three in ten (29.5%) ‘never’ hear students stop others from making those comments or from using slurs based on sexual orientation. Two in ten students (21.7%) marked that they see other students stop others from making negative comments either ‘often’ (6.6%) or ‘sometimes’ (14.8%). When asked how often students see or hear teachers stop others from making negative comments based on sexual orientation, 19.7% stated ‘often’ and 26.2% indicated ‘sometimes.’ Figure 4.5 shows that although respondents see other school staff ‘often’ stop others from making negative comments based on sexual orientation (9.8%), there are greater percentages of students seeing other school staff ‘never’ (44.3%) or ‘rarely’ (31.1%) stop negative comments based on sexual orientation. In Figure 4.6, survey findings indicate that 64.7% of youth did not know of someone who was harassed or bullied because they are LGBTQ+ while 17.6% of respondents said ‘yes’ they did and another 17.6% were not sure. Two (3.9%) students marked ‘yes’ they knew of physical attacks against students at Edison during the 2020/2021 school year because people think they are LGBTQ+. Seven in ten of the respondents (70.6%) indicated

Figure 4.4. How often do you see or hear teachers STOP others from making negative comments or use slurs based on sexual orientation (gay, lesbian, bisexual, queer, or straight)? (n = 61)

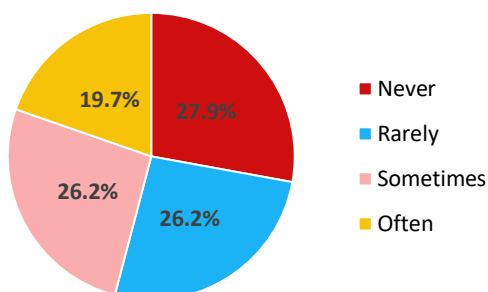


Figure 4.5. How often do you see or hear other school staff STOP others from making negative comments or use slurs based on sexual orientation (gay, lesbian, bisexual, queer, or straight)? (n = 61)

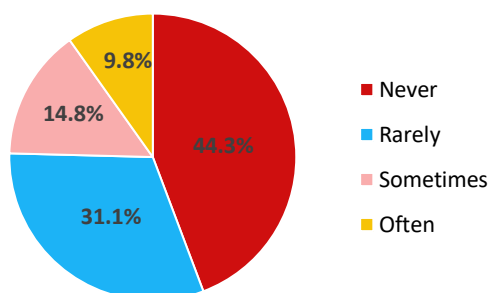
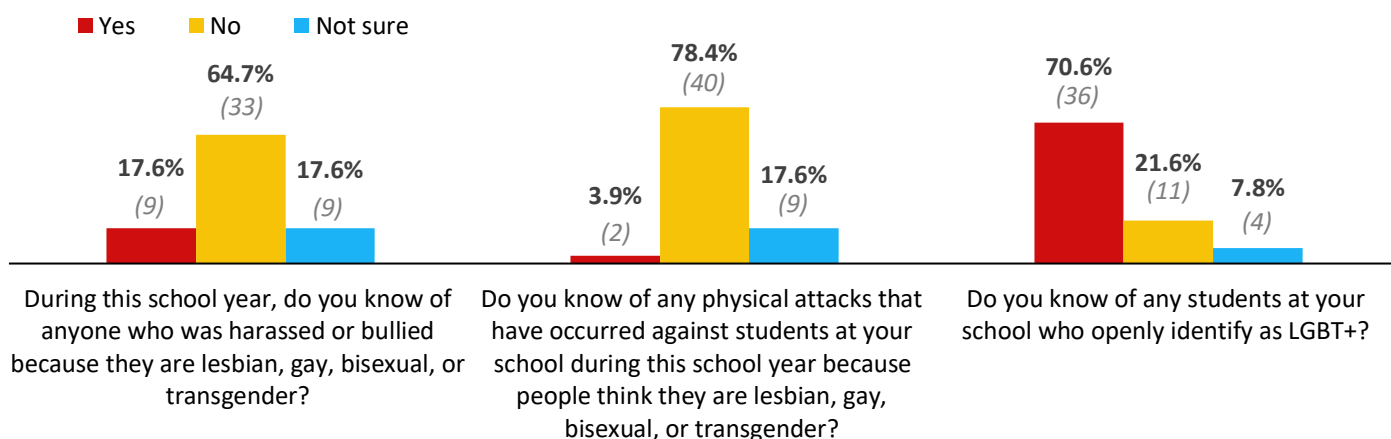


Figure 4.6. At



that they did know of students at Edison who are openly identified at LGBTQ+.

In Figure 4.7, over one quarter (26.7%) of respondents are not sure if their school is safe for students who are LGBTQ+. Over half of participants strongly agree (13.3%) or agree (40.0%) that their school is safe for LGBTQ+ students, and 20.0% disagree. In addition, 31.1% of respondents indicated that Edison could do more to help stop bullying and harassment. Ten (10) youth provided suggestions to stop bullying and harassment. Four students noted that increased awareness would be helpful. One stated, “provide a LGBTQ+ support club/group, bring up LGBTQ+ awareness and issues at assemblies, etc.” Three (3) suggested that the school increase education. One of these youth noted, “hold workshops, educate the staff...[add] gender/sexuality studies into the school course.” Additionally, when asked what the school could do to create a better school climate, four students noted paying more attention and monitoring students more would be helpful. One youth noted, “just support the students and check up on them more than often.” Almost half of the respondents noted they ‘sometimes’ (20.0%) or ‘often’ (28.9%) hear anti-LGBTQ+ slurs or negative comments or slurs about someone’s sex or gender at Edison

(see Figure 4.8). Students were asked, “If students from your school are being bullied or harassed for being LGBTQ+, does this occur more in person or online?” Data findings indicated that 11.1% reported that this happens in person and another 11.1% indicated online, 26.7% marked both in person and online, while 42.2% said ‘not sure.’ Students were also asked, “How much did your connection with your school change due to COVID-19?” Four in ten (41.9%) indicated that it decreased a lot, 18.6% said it somewhat decreased, 18.6% said it stayed the same, 11.6% indicated that it somewhat improved, and 9.3% said that it improved a lot.

Figure 4.7. My school is safe for students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ+) (n = 45)

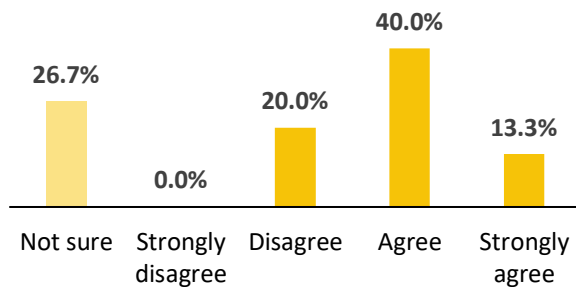
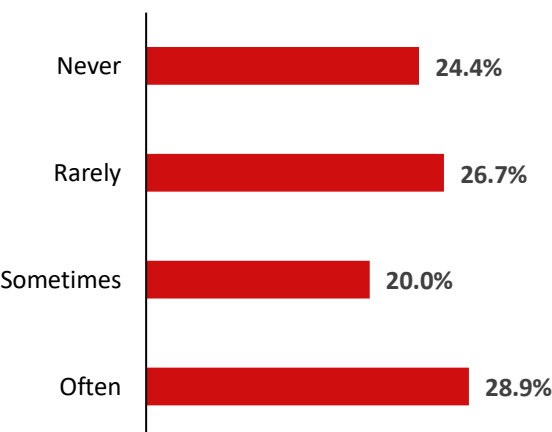


Figure 4.8. How often do you hear anti-LGBTQ+ slurs or negative comments or slurs about someone’s sex or gender at school (examples: “that’s so gay” to mean something bad, or “he’s so girly” to mean something bad)? (n = 45)



31.1%
of students indicated their school could do more to help stop bullying and harassment

In taking this survey, **23.5%** of students indicated this was the first time their school brought up LGBTQ+ topics on campus

Figure 4.9. If students from your school are being bullied or harassed for being LGBTQ+, does this occur more in person or online? (n = 45)

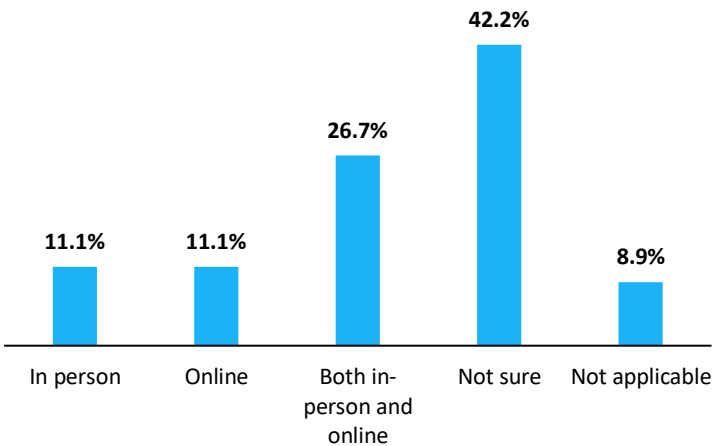
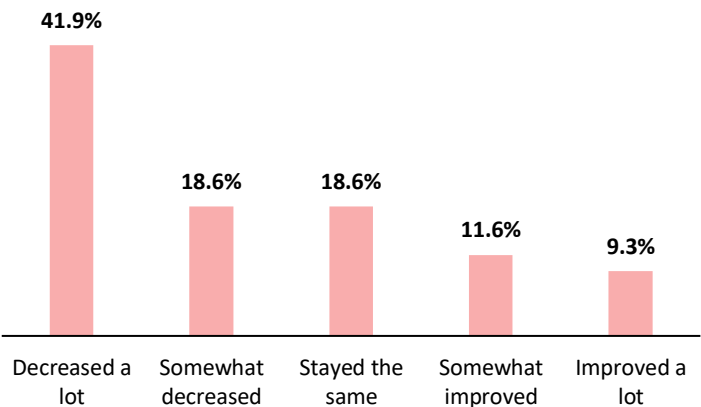


Figure 4.10. How much did your connection with your school change due to COVID-19?(n=45)



Languages	Edison	
	Count	%

Preferred Language:		
English	69/81	85.2%
Spanish	10/81	12.3%
Spanish/English	1/81	1.2%
Tagalog	1/81	1.2%

Primary language at home:		
English	32/81	39.5%
Spanish	39/81	48.1%
English/ Spanish	7/81	8.6%
Hmong	2/81	2.5%
Tagalog	1/81	1.2%

	Yes		No		Not Sure	
	Count	%	Count	%	Count	%

Does your school have support groups or clubs for students who are LGBTQ+ and friends or allies of LGBTQ+ students (e.g., Gay Straight Alliances)?	35/76	46.1%	3/76	3.9%	38/76	50.0%
Are you a member of the Gay Straight Alliance (GSA) at your school?	2/73	2.7%	69/73	94.5%	2/73	2.7%
Do you talk about LGBTQ+ people or issues in your classes at school?	17/76	22.4%	48/76	63.2%	11/76	14.5%
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ+ issues, would you know where to go?	23/76	30.3%	34/76	44.7%	19/76	25.0%

LGBTQ+ Information and Support	Yes		No		Not Sure	
	Count	%	Count	%	Count	%

If you wanted information and support about sexual orientation, gender identity, or LGBTQ+ issues, do you feel comfortable to go to...						
...a teacher?	38/72	52.8%	18/72	25.0%	16/72	22.2%
...a school principal or assistant principal ?	16/71	22.5%	32/71	45.1%	23/71	32.4%
...other adults at school (e.g., school custodian, hallway monitor or security, parent volunteer, etc.)?	27/71	38.0%	26/71	36.6%	18/71	25.4%

Do you hear students...	Never		Rarely		Sometimes		Often	
	Count	%	Count	%	Count	%	Count	%

How often do you hear other students make negative comments or use slurs based on...

...sex (male or female)?	10/60	16.7%	18/60	30.0%	17/60	28.3%	15/60	25.0%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	8/61	13.1%	18/61	29.5%	16/61	26.2%	19/61	31.1%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	15/61	24.6%	14/61	23.0%	16/61	26.2%	16/61	26.2%

How often do you see or hear other students STOP others from making negative comments or use slurs based on...

...sex (male or female)?	18/61	29.5%	26/61	42.6%	12/61	19.7%	5/61	8.2%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	18/61	29.5%	30/61	49.2%	9/61	14.8%	4/61	6.6%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	24/61	39.3%	24/61	39.3%	7/61	11.5%	6/61	9.8%

Do you hear teachers...	Never		Rarely		Sometimes		Often	
	Count	%	Count	%	Count	%	Count	%

How often do you hear teachers make negative comments or use slurs based on...

...sex (male or female)?	50/61	82.0%	8/61	13.1%	3/61	4.9%	0/61	0.0%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	51/61	83.6%	7/61	11.5%	3/61	4.9%	0/61	0.0%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	51/61	83.6%	8/61	13.1%	2/61	3.3%	0/61	0.0%

How often do you see or hear teachers STOP others from making negative comments or use slurs based on...

...sex (male or female)?	17/61	27.9%	14/61	23.0%	16/61	26.2%	14/61	23.0%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	17/61	27.9%	16/61	26.2%	16/61	26.2%	12/61	19.7%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	18/61	29.5%	18/61	29.5%	14/61	23.0%	11/61	18.0%

Do you hear other school staff...	Never		Rarely		Sometimes		Often	
	Count	%	Count	%	Count	%	Count	%

How often do you hear other school staff make negative comments or use slurs based on...

...sex (male or female)?	48/61	78.7%	8/61	13.1%	4/61	6.6%	1/61	1.6%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	49/61	80.3%	7/61	11.5%	4/61	6.6%	1/61	1.6%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	48/61	78.7%	8/61	13.1%	4/61	6.6%	1/61	1.6%

How often do you see or hear other school staff STOP others from making negative comments or use slurs based on...

...sex (male or female)?	27/61	44.3%	18/61	29.5%	11/61	18.0%	5/61	8.2%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	27/61	44.3%	19/61	31.1%	9/61	14.8%	6/61	9.8%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	28/61	45.9%	18/61	29.5%	10/61	16.4%	5/61	8.2%

How much do you agree with the following statements?	Strongly agree		Agree		Disagree		Strongly disagree		Not Sure	
	Count	%	Count	%	Count	%	Count	%	Count	%
If another student is bullying me I would feel comfortable telling the school principal.	6/55	10.9%	20/55	36.4%	10/55	18.2%	7/55	12.7%	12/55	21.8%
If another student is bullying me I would feel comfortable telling an assistant principal.	7/55	12.7%	16/55	29.1%	13/55	23.6%	7/55	12.7%	12/55	21.8%
If another student is bullying me I would feel comfortable telling a teacher.	12/54	22.2%	27/54	50.0%	5/54	9.3%	6/54	11.1%	4/54	7.4%
If another student is bullying me I would feel comfortable telling other school staff.	7/55	12.7%	18/55	32.7%	9/55	16.4%	9/55	16.4%	12/55	21.8%
If I tell an adult at school that someone is bullying me, the adult will do something to help.	6/55	10.9%	24/55	43.6%	6/55	10.9%	5/55	9.1%	14/55	25.5%
There are adults at this school I could turn to if I had a personal problem.	18/54	33.3%	21/54	38.9%	5/54	9.3%	5/54	9.3%	5/54	9.3%

	Yes		No		Not Sure	
	Count	%	Count	%	Count	%

Do you know of any vandalism or graffiti being directed against students at your school during this school year because people think that they are lesbian, gay, bisexual, or transgender?	0/51	0.0%	38/51	74.5%	13/51	25.5%
During this school year, do you know of anyone who was harassed or bullied because they are lesbian, gay, bisexual, or transgender?	9/51	17.6%	33/51	64.7%	9/51	17.6%
Do you know of any physical attacks that have occurred against students at your school during this school year because people think they are lesbian, gay, bisexual, or transgender?	2/51	3.9%	40/51	78.4%	9/51	17.6%
Do you know of any students at your school who openly identify as LGBT+?	36/51	70.6%	11/51	21.6%	4/51	7.8%
Do you know of any teachers or staff who openly identify as LGBT+?	20/51	39.2%	19/51	37.3%	12/51	23.5%
In taking this survey, is this the first time your school has brought up LGBTQ+ topics on campus?	12/51	23.5%	22/51	43.1%	17/51	33.3%

	Edison	
	Count	%

My school is safe for students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ+).		
Strongly agree	6/45	13.3%
Agree	18/45	40.0%
Disagree	9/45	20.0%
Strongly disagree	0/45	0.0%
Not sure	12/45	26.7%

During this school year, how many times on school property were you harassed or bullied because you are lesbian, gay, bisexual, transgender, queer or someone thought you were?		
0 times	25/45	55.6%
1 time	1/45	2.2%
2 to 3 times	3/45	6.7%
4 or more times	0/45	0.0%
Decline to state	3/45	6.7%
Not applicable	13/45	28.9%

During this school year, how many times were you harassed or bullied on-line because you are lesbian, gay, bisexual, transgender, queer or someone		
0 times	27/45	60.0%
1 time	2/45	4.4%
2 to 3 times	0/45	0.0%
4 or more times	2/45	4.4%
Decline to state	3/45	6.7%
Not applicable	11/45	24.4%

	Edison	
	Count	%

How often do you hear anti-LGBTQ+ slurs or negative comments or slurs about someone's sex or gender at school (examples: "that's so gay" to mean something bad, or "he's so girly" to mean something bad)?		
Never	11/45	24.4%
Rarely	12/45	26.7%
Sometimes	9/45	20.0%
Often	13/45	28.9%

If students from your school are being bullied or harassed for being LGBT+, does this occur more in person or on-line?		
In person	5/45	11.1%
Online	5/45	11.1%
Both in-person and online	12/45	26.7%
Not sure	19/45	42.2%
Not applicable	4/45	8.9%

Could your school do more to help stop bullying and harassment?		
Yes	14/45	31.1%
No	4/45	8.9%
Not sure	26/45	57.8%
Not applicable	1/45	2.2%

How much did your connection with your school change due to COVID-19?		
Improved a lot	4/43	9.3%
Somewhat improved	5/43	11.6%
Stayed the same	8/43	18.6%
Somewhat decreased	8/43	18.6%
Decreased a lot	18/43	41.9%

School Climate Survey Comparison

Edison High School *Spring 2018, 2019, 2021*

San Joaquin Pride Center worked with Edison High School to increase the cultivation of acceptance on their school campus. Ninth graders were asked to complete a survey on school climate in 2018, tenth graders were asked to complete the survey 2019, and twelfth graders were asked to complete the survey in 2021. No surveys were completed in 2020 due to the COVID-19 pandemic. There were 111 ninth graders surveyed in 2018 (19.9% response rate), 134 tenth graders surveyed in 2019 (24.7% response rate), and 82 twelfth graders surveyed in 2021 (15.4% response rate). While these results are not based on a match from one year to the next, these findings offer important findings on school climate during three different years. Key differences were found in the following areas:

- Demographic differences
 - The percentage of Hispanic/Latinx students increased each year
 - The percentage female students participating increased each year while the percentage of males decreased.
- There was a higher percentage of respondents each year who were not sure as to whether their school had support groups or clubs for students who are LGBTQ+ and friends or allies of LGBTQ+ students (50.0% by 2021).
- By 2021 the percentage of students indicating 'yes' for the following

statements was higher than in 2018 and 2019:

- Do you talk about LGBTQ+ people or issues in your classes at school?
- If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ+ issues, would you know where to go?
- There was an increase in the percentage of students who would feel comfortable going to a teacher or other adults at school if they wanted information and support about sexual orientation, gender identity, or LGTBQ+ issues in 2021 compared to previous years.
- There was a higher percentage of students in 2021 who stated that they often hear other students make negative comments or use slurs based on sex, sexual orientation, or gender identity or expression.
- There was a higher percentage of students 2021 who indicated that they rarely hear other students stop others from making negative comments or using slurs based on sex, sexual orientation, and gender identity or expression.
- There were no students in 2021 who indicated that they often hear teachers make negative comments or using slurs based on sex, sexual orientation, or gender identity or expression.
- There was a lower percentage of students in 2021 who indicated that they sometimes or often hear other school

staff stop others from making negative comments or using slurs based on sex and gender, identity or expression, and sexual orientation.

- Each year, a higher percentage of students agreed that if a student is bullying them, they would feel comfortable telling the school principal, the assistant principal, a teacher, and other school staff.
- The percentage of students who disagree that their school is safe or students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ+) increased each year (20.0% by 2021)
- In 2021 there was a lower percentage of students who knew of the following incidents occurring:
 - Vandalism or graffiti being directed against students at their school because people think that they are LGBTQ+.
 - Someone who was harassed or bullied because they were LGBTQ+.
 - Physical attacks that have occurred against students at school because people think they are LGBTQ+.
- Around 6 in 10 respondents in 2018, 2019, and 2021 were not sure of the school could do more to help stop bullying and harassment.

*All other data points remained similar from 2018 to 2019.

Edison 2018 - 2019 Comparison			
	2018	2019	2021
Demographics	%	%	%

Responses	111	134	82
-----------	-----	-----	----

Age			
Fourteen	56.8%	---	---
Fifteen	41.4%	49.3%	---
Sixteen	1.8%	48.5%	---
Seventeen	---	2.2%	53.7%
Eighteen	---	---	39.0%
Nineteen	---	---	7.3%

Ethnicity:			
American Indian or Alaska Native	0.9%	1.6%	1.2%
Asian	11.9%	15.5%	11.1%
Black or African American	14.7%	10.9%	11.1%
Hispanic or Latinx	59.6%	61.2%	74.1%
Native Hawaiian or Pacific Islander	3.7%	6.2%	0.0%
White or Caucasian	0.9%	0.8%	0.0%
Other	9.2%	3.9%	2.5%

Gender identity:			
Female	42.7%	49.3%	57.3%
Male	54.5%	49.3%	30.5%
Transgender female	---	---	0.0%
Transgender male	0.9%	0.7%	2.4%
Gender fluid	0.9%	---	8.5%
Intersex	0.9%	---	0.0%
Other	---	0.7%	1.2%

Sexual orientation:			
Asexual	---	---	2.6%
Bisexual	8.3%	9.8%	19.2%
Gay	---	2.3%	3.8%
Lesbian	0.9%	0.8%	3.8%
Pansexual	3.7%	3.0%	6.4%
Straight	86.1%	81.8%	61.5%
Other	0.9%	2.3%	2.6%

Edison 2018 - 2019 Comparison			
	2018	2019	2021
Languages	%	%	%

Preferred Language:			
English	86.0%	82.0%	85.2%
Spanish	7.5%	10.5%	12.3%
English and Spanish	2.8%	3.0%	1.2%
Filipino	0.9%	---	---
Hmong	1.9%	1.5%	---
English/Hmong	---	0.8%	---
Tappatio(spanish)	0.9%	---	---
Bisaya/English	0.9%	---	---
Arabic	---	1.5%	---
Tagalog	---	---	1.2%
English/Tagalog	---	0.8%	---

Primary language at home:			
English	51.9%	51.5%	39.5%
Spanish	36.1%	33.3%	48.1%
English/ Spanish	6.5%	4.5%	8.6%
Cambodian	0.9%	---	---
Filipino	0.9%	0.8%	---
Hmong	1.9%	2.3%	2.5%
Tagalog	---	0.8%	1.2%
Tappatio	0.9%	---	---
Vietnamese	---	---	---
Visaya	0.9%	0.8%	---
English/Hmong	---	0.8%	---
Arabic	---	1.5%	---
Bisaya	---	1.5%	---
Cantonese	---	0.8%	---
Ilocano	---	0.8%	---
Tongan	---	0.8%	---

Edison 2018 - 2019 Comparison									
	2018	2019	2021	2018	2019	2021	2018	2019	2021
	Yes			No			Not sure		
	%	%	%	%	%	%	%	%	%
Does your school have support groups or clubs for students who are LGBTQ+ and friends or allies of LGBTQ+ students (e.g., Gay Straight Alliances)?	60.4%	47.7%	46.1%	2.7%	5.4%	3.9%	36.9%	46.9%	50.0%
Are you a member of the Gay Straight Alliance (GSA) at your school?	5.5%	4.6%	2.7%	87.2%	92.3%	94.5%	7.3%	3.1%	2.7%
Do you talk about LGBTQ+ people or issues in your classes at school?	17.1%	14.6%	22.4%	61.3%	73.1%	63.2%	21.6%	12.3%	14.5%
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ+ issues, would you know where to go?	27.3%	21.5%	30.3%	44.5%	46.9%	44.7%	28.2%	31.5%	25.0%
LGBTQ+ Information and Support	Yes			No			Not sure		
	%	%	%	%	%		%	%	%
	2018	2019	2021	2018	2019	2021	2018	2019	2021
If you wanted information and support about sexual orientation, gender identity, or LGBTQ+ issues, do you feel comfortable to go to...									
...a teacher?	37.0%	32.8%	52.8%	38.9%	34.4%	25.0%	24.1%	32.8%	22.2%
...a school principal or assistant principal ?	22.4%	15.1%	22.5%	51.4%	55.6%	45.1%	26.2%	29.4%	32.4%
...other adults at school (e.g., school custodian, hallway monitor or security, parent volunteer, etc.)?	25.0%	21.8%	38.0%	46.3%	44.4%	36.6%	28.7%	33.9%	25.4%

2018 - 2019 Comparison												
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
Do you hear students...	Never			Rarely			Sometimes			Often		
	%	%	%	%	%	%	%	%	%	%	%	%

How often do you hear other students make negative comments or use slurs based on...												
...sex (male or female)?	15.3%	23.1%	16.7%	32.4%	24.8%	30.0%	36.0%	34.7%	28.3%	16.2%	17.4%	25.0%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	21.1%	15.0%	13.1%	29.4%	20.8%	29.5%	31.2%	37.5%	26.2%	18.3%	26.7%	31.1%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	32.1%	23.5%	24.6%	31.2%	27.7%	23.0%	26.6%	36.1%	26.2%	10.1%	12.6%	26.2%

How often do you see or hear other students STOP others from making negative comments or use slurs based on...												
...sex (male or female)?	29.7%	43.3%	29.5%	38.7%	30.0%	42.6%	25.2%	20.8%	19.7%	6.3%	5.8%	8.2%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	33.6%	40.7%	29.5%	40.9%	30.5%	49.2%	20.9%	22.0%	14.8%	4.5%	6.8%	6.6%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	35.5%	50.0%	39.3%	41.1%	22.0%	39.3%	19.6%	22.0%	11.5%	3.7%	5.9%	9.8%

Do you hear teachers...	Never			Rarely			Sometimes			Often		
	%	%	%	%	%	%	%	%	%	%	%	%
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
How often do you hear teachers make negative comments or use slurs based on...												
...sex (male or female)?	73.6%	75.6%	82.0%	18.2%	17.6%	13.1%	7.3%	3.4%	4.9%	0.9%	3.4%	0.0%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	73.0%	76.1%	83.6%	17.1%	17.9%	11.5%	7.2%	3.4%	4.9%	2.7%	2.6%	0.0%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	76.1%	75.2%	83.6%	16.5%	17.9%	13.1%	6.4%	5.1%	3.3%	0.9%	1.7%	0.0%
How often do you see or hear teachers STOP others from making negative comments or use slurs based on...												
...sex (male or female)?	16.5%	20.2%	27.9%	19.3%	22.7%	23.0%	38.5%	32.8%	26.2%	25.7%	24.4%	23.0%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	19.3%	17.9%	27.9%	24.8%	23.9%	26.2%	33.0%	33.3%	26.2%	22.9%	24.8%	19.7%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	22.9%	21.4%	29.5%	20.2%	24.8%	29.5%	33.9%	31.6%	23.0%	22.9%	22.2%	18.0%

Do you hear other school staff...	Never			Rarely			Sometimes			Often		
	%	%	%	%	%	%	%	%	%	%	%	%
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
How often do you hear other school staff make negative comments or use slurs based on...												
...sex (male or female)?	72.2%	75.4%	78.7%	16.7%	15.3%	13.1%	10.2%	8.5%	6.6%	0.9%	0.8%	1.6%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	72.9%	72.9%	80.3%	18.7%	18.6%	11.5%	8.4%	6.8%	6.6%	0.0%	1.7%	1.6%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	72.0%	74.6%	78.7%	17.8%	16.1%	13.1%	9.3%	7.6%	6.6%	0.9%	1.7%	1.6%
How often do you see or hear other school staff STOP others from making negative comments or use slurs based on...												
...sex (male or female)?	34.3%	34.8%	44.3%	19.4%	27.8%	29.5%	31.5%	22.6%	18.0%	14.8%	14.8%	8.2%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	35.5%	36.5%	44.3%	19.6%	28.7%	31.1%	32.7%	20.9%	14.8%	12.1%	13.9%	9.8%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	35.5%	37.9%	45.9%	20.6%	28.4%	29.5%	31.8%	19.8%	16.4%	12.1%	13.8%	8.2%

How much do you agree with the following statements?	Strongly agree			Agree			Disagree			Strongly disagree			Not sure		
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021	2018	2019	2021
If another student is bullying me I would feel comfortable telling the school principal.	13.1%	11.1%	10.9%	28.0%	29.1%	36.4%	15.9%	23.1%	18.2%	9.3%	12.8%	12.7%	33.6%	23.9%	21.8%
If another student is bullying me I would feel comfortable telling an assistant principal.	13.1%	10.3%	12.7%	30.8%	27.6%	29.1%	15.9%	25.0%	23.6%	10.3%	14.7%	12.7%	29.9%	22.4%	21.8%
If another student is bullying me I would feel comfortable telling a teacher.	16.0%	15.5%	22.2%	34.9%	46.6%	50.0%	16.0%	12.9%	9.3%	12.3%	11.2%	11.1%	20.8%	13.8%	7.4%
If another student is bullying me I would feel comfortable telling other school staff.	11.4%	9.4%	12.7%	26.7%	29.9%	32.7%	21.9%	20.5%	16.4%	13.3%	16.2%	16.4%	26.7%	23.9%	21.8%
If I tell an adult at school that someone is bullying me, the adult will do something to help.	15.2%	18.8%	10.9%	40.0%	43.6%	43.6%	9.5%	9.4%	10.9%	5.7%	8.5%	9.1%	29.5%	19.7%	25.5%
There are adults at this school I could turn to if I had a personal problem.	23.6%	23.1%	33.3%	26.4%	39.3%	38.9%	13.2%	11.1%	9.3%	11.3%	8.5%	9.3%	25.5%	17.9%	9.3%

	Yes			No			Not sure		
	%	%	%	%	%	%	%	%	%
	2018	2019	2021	2018	2019	2021	2018	2019	2021
Do you know of any vandalism or graffiti being directed against students at your school during this school year because people think that they are lesbian, gay, bisexual, or transgender?	4.9%	5.4%	0.0%	60.8%	61.6%	74.5%	34.3%	33.0%	25.5%
During this school year, do you know of anyone who was harassed or bullied because they are lesbian, gay, bisexual, or transgender?	16.8%	23.2%	17.6%	55.4%	52.7%	64.7%	27.7%	24.1%	17.6%
Do you know of any physical attacks that have occurred against students at your school during this school year because people think they are lesbian, gay, bisexual, or transgender?	3.9%	6.3%	3.9%	70.6%	65.2%	78.4%	25.5%	28.6%	17.6%
Do you know of any students at your school who opening identify as LGBT+?	49.5%	60.9%	70.6%	25.7%	17.3%	21.6%	24.8%	21.8%	7.8%
Do you know of any teachers or staff who opening identify as LGBT+?	19.6%	33.0%	39.2%	44.1%	29.5%	37.3%	36.3%	37.5%	23.5%
In taking this survey, is this the first time your school has brought up LGBTQ+ topics on campus?	29.4%	30.4%	23.5%	33.3%	37.5%	43.1%	37.3%	32.1%	33.3%

	Edison		
	%	%	%
	2018	2019	2021
My school is safe for students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ+).			
Strongly agree	9.2%	18.5%	13.3%
Agree	39.8%	38.0%	40.0%
Disagree	7.1%	10.2%	20.0%
Strongly disagree	3.1%	2.8%	0.0%
Not sure	40.8%	30.6%	26.7%

During this school year, how many times on school property were you harassed or bullied because you are lesbian, gay, bisexual, transgender, queer or someone thought you were?			
0 times	54.6%	60.4%	55.6%
1 time	4.1%	6.6%	2.2%
2 to 3 times	5.2%	3.8%	6.7%
4 or more times	4.1%	0.9%	0.0%
Decline to state	32.0%	0.9%	6.7%
Not applicable	12.6%	27.4%	28.9%

During this school year, how many times were you harassed or bullied on-line because you are lesbian, gay, bisexual, transgender, queer or someone			
0 times	---	---	60.0%
1 time	---	---	4.4%
2 to 3 times	---	---	0.0%
4 or more times	---	---	4.4%
Decline to state	---	---	6.7%

	Edison		
	%	%	%
	2018	2019	2021
How often do you hear anti-LGBTQ+ slurs or negative comments or slurs about someone's sex or gender at school (examples: "that's so gay" to mean something bad, or "he's so girly" to mean something bad)?			
Never	30.9%	20.6%	24.4%
Rarely	23.7%	26.2%	26.7%
Sometimes	25.8%	24.3%	20.0%
Often	19.6%	29.0%	28.9%

If students from your school are being bullied or harassed for being LGBTQ+, does this occur more in person or on-line?			
In person	4.3%	12.3%	11.1%
Online	7.6%	11.3%	11.1%
Both in-person and online	26.1%	25.5%	26.7%
Not sure	62.0%	45.3%	42.2%
Not applicable	4.2%	5.7%	8.9%

Could your school do more to help stop bullying and harassment?			
Yes	23.3%	17.8%	31.1%
No	11.1%	15.0%	8.9%
Not sure	65.6%	62.6%	57.8%
Not applicable	8.2%	4.7%	2.2%

How much did your connection with your school change due to COVID-19?			
Improved a lot	---	---	9.3%
Somewhat improved	---	---	11.6%
Stayed the same	---	---	18.6%
Somewhat decreased	---	---	18.6%
Decreased a lot	---	---	41.9%

Previous School Climate Surveys

The San Joaquin Pride Center also worked with Stagg High School and East Union High School in 2018 and 2019 to increase the cultivation of acceptance on their school campus. Ninth graders were asked to complete a survey on school climate in 2018 and tenth graders were asked to complete the survey again in 2019. There were 45 ninth graders surveyed in 2018 (10.2% response rate) and 292 tenth graders surveyed in 2019 at Stagg (69.6% response rate), and 104 ninth graders surveyed in 2018 (26.6% response rate) and 92 tenth graders surveyed in 2019 at East Union (22.5% response rate). While these results are not based on a match from one year to the next, these findings offer important results on school climate during two different years. Key findings for each school are noted below.

Stagg:

- There was a greater percentage of female respondents in 2018. In 2019, there was a higher percentage of male respondents.
- There was a higher percentage of students in 2019 who noted that Stagg had support groups or clubs for students who are LGBTQ+ and friends or allies of LGBTQ+ students (31.1% compared to 35.8%).
- There were more students in 2019 who would feel comfortable going to a teacher if they wanted information and support about sexual orientation, gender identity, or LGBTQ+ issues.
 - However, there was a lower percentage of students in 2019 who indicated that they would

feel comfortable going to a principal or assistant principal if they wanted information and support about sexual orientation, gender identity, or LGBTQ+ issues.

- There was a greater percentage of students in 2019 who stated that they never hear other students or teachers/staff make negative comments or use slurs based on sex, sexual orientation, and gender identity or expression.
 - However, there was a greater percentage of students in 2019 who indicated that they never hear other students or teachers/staff stop others from making negative comments or using slurs based on sex, sexual orientation, and gender identity or expression
- In 2019, a higher percentage of students strongly agreed that if a student is bullying them, they would feel comfortable telling the school principal, the assistant principal, a teacher, and other school staff.
- A lower percentage of students in 2019 strongly agreed that there are adults at the school that they could turn to if they had a personal problem.
- 44.6% of students in 2019 were not sure if the school was safe for students who are LGBTQ+.

East Union:

- More students identified as bisexual in 2019.

- A higher percentage of students were members of the GSAs in 2019.
- A higher percentage of respondents indicated that LGBTQ+ people and issues were talked about in class or at school in 2019.
- In 2019, more students indicated that they would feel comfortable talking to a teacher or other adults at school if they wanted information and support about sexual orientation, gender identity, or LGBTQ+ issues; there were fewer students who were comfortable going to the principal or assistant principal.
- Also, in 2019, fewer students strongly agreed that if they told an adult at school that someone was bullying them that the adults would do something to help. Additionally, fewer students in 2019 strongly agreed that there were adults at school that they could turn to if they had a personal problem.
- Fewer students in 2019 indicated that they knew of someone who was harassed or bullied because they are lesbian, bisexual, or transgender. Additionally, no students in 2019 indicated that there were any physical attacks on students because they were LGBTQ+.
- There were more students in 2019 who were not sure:
 - If the school was safe for students who are LGBTQ+
 - Whether students are more likely to be bullied for being LGBTQ+ in person, online, or both

Complete comparison reports for each school can be found in the Appendix (A-D).

Cultural Awareness and Diversity Training

This section provides information and data on the Cultural Competence and Sensitivity Trainings that were in 2017-2019. The locations of the trainings are listed below. These trainings were facilitated by San Joaquin Pride Center staff members and included different personal stories that were shared by guest speakers and facilitators.

2017-2019 Training Locations

- Adult Behavioral Health Services
- Boys and Girls Club of Manteca
- California State University, Stanislaus
- California State University, Stanislaus Nursing Program Child Abuse Prevention Council
- Cesar Chavez High School
- Congressional Part District 10
- Delta Faculty Training
- East Union High School
- Edison High School
- Impacting Healthy Families in Sonora
- Lincoln Unified School District Counselors
- Monte Vista
- San Joaquin County Office of Education
- San Joaquin Delta College
- San Joaquin General Hospital
- San Joaquin Teachers College
- Stagg High School
- Stockton Unified School Counselors
- TOLA Leaderships Academy
- Tracy EA Family Services
- Women's Center Family and Youth Services

Table 5.1 centers on data findings from the training locations listed above that include responses from 825 participants. Respondents were youth and adults who attended the Sensitivity Trainings. An average of 89.5% strongly agreed or agreed that the training was beneficial, that the training increased their knowledge and sensitivity around LGBT+ cultural competence, and that they will be able to use the information that was provided in the weeks to come.

Table 5.1	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Response
This training was beneficial.	63.5%	31.0%	4.2%	0.4%	0.8%	0.0%
The training increased my knowledge about LGBT+ cultural competence.	65.0%	29.0%	5.0%	0.4%	0.7%	0.0%
The training increased my sensitivity around LGBT+ cultural competence.	55.5%	31.5%	11.2%	1.0%	0.7%	0.1%
I will be able to use the information that was provided in the next few weeks.	49.3%	33.2%	14.5%	1.2%	0.8%	0.8%

Detailed below are responses by attendees when asked what the most impactful part of the training was as well as what they believe could be changed or improved upon.

What was the most impactful part of the training?

- Terms/definitions/pronouns (237)
 - “Clarifying terminology.”
 - “Definitions of pronouns.”
 - “Increasing our understanding of different terms related to the [LGBTQ+] community was very helpful.”
- Pride Center staff and guest speaker's presentation/stories (138)
 - “The presentation of personal stories and videos.”
 - “The speaker made it so easy to relate as well as understand the topic.”
 - “Hearing the first-hand experience from someone in the LGBT community was very impactful.”
- Gaining more knowledge/very informative (34)
 - “Learning things I didn't know. Getting clarification on things.”
 - “Being informed.”
- Statistics (30)
 - Statistics on the emotional, mental, and physical health impact on the LGBT+ population.

- Campus/classroom situations (30)
 - “Learning to be more empathetic to our students who go through a hard time.”
 - “Identifying issues on campus that are unique to the LGBT+ students.”
- Presentation videos (27)
- All/everything (26)
- Law (19)
- Services/resources (18)
- Group activities (13)
- History/culture (9)
- Learning how to support/be an ally (9)
- How to handle various scenarios/situations (8)
- Awareness (5)
- Difficulties the LGBTQ+ community experience (5)
- Asking questions/getting answers (4)
- Other comments (65)

What can the Pride Center change or improve upon for the next training?

- Nothing/good job/continue as is (249)
- More speakers/personal stories (34)
- Increase time and slow down for questions/discussions (23)
- Copies/printouts of PowerPoint presentation, handouts, business cards (19)
- Recommendations for more places/people to present to (14)
- More group time/interactive activities (12)

- Medical/advice for professionals (11)
- More advice on certain situations/how to make students feel supported and comfortable (10)
- Improvements on tech/PowerPoint/organization of presentation (9)
- Scenarios/role play (9)
- Speak more about resources available (9)
- More focus on younger children (7)
- More about pronouns and terms/clarification (7)
- Videos (6)
- Shorten presentations (5)
- Updates (4)
- Have trainings more frequently (4)
- Include posters and signs (3)
- Other (66)

Other Events

San Joaquin Pride Festival

An evaluation of the Stockton Pride Festival was conducted in 2017, 2018 and 2019. On August 26, 2017, the San Joaquin Pride Center (SJPC) held their 6th annual Stockton Pride Festival, the 7th annual festival was held on August 25, 2018, and the 8th annual festival was held on August 24, 2019. All three festivals were held at Weber's Point in Stockton, California. Each year the festival comprised of an array of vendor and non-profit booths, food trucks, and entertainment including local music and drag shows.

During the festival, a festival survey was disseminated. Questions centered on event satisfaction as well as what respondents believed could increase support and acceptance of the LGBTQ+ community in San Joaquin County. There was a total of ninety-nine (99) festival-goers that completed the survey in 2017, one hundred and fifty-five (155) festival-goers that completed the survey in 2018, and (51) festival-goers that completed the survey in 2019.

The top two ways that participants heard about the festival each year were previous attendance at the festival and word of mouth. The percentage of participants who rated the festival as excellent varied but was the highest for the most recent year; 2019 (62.7%). A majority of participants each year believed that the different aspects of the festival, such as activities, location of the event, and entertainment were either "excellent" or "good." The percentage of festival participants who have visited the SJPC in Stockton and were aware of the services that the SJPC offered increased each year; by 2019 51.0% of participants had visited the SJPC and 75.0% were aware of the services they provide. The percentage of participants who felt that where they live is a safe place for LGBTQ+ people and

that SJPC is effective in promoting LGBTQ+ acceptance in San Joaquin County increased from 2018 to 2019; the percentage of participants indicating "yes" was 74.4% and 85.1%, respectively. Lastly, in 2019 participants indicated support, awareness, services, and education as key needs or services for the LGBTQ+ community in San Joaquin County. They also noted that San Joaquin County could increase acceptance of the LGBTQ+ community through more events and education.

A complete evaluation report for each Stockton Pride Festival along with a 2017 festival observation can be found in the Appendix (E – I).

Youth Empowerment Summit (YES)

The LGBTQ+ Youth Empowerment Summit is a free event open to all San Joaquin area teens, parents, teachers, and school staff. These summits are an opportunity for LGBTQ+ youth, community members, educators, parents, and friends to find LGBTQ+ resources, learn how to be an advocate or ally, receive sensitivity trainings, and help keep schools safe. An evaluation report was conducted for the San Joaquin Pride Center (SJPC) Youth Empowerment Summit (YES) in 2017 and 2018. The 2017 summit was held on October 7, 2017 at the Central United Methodist Church in Stockton, California. The theme urged youth, "If you're Broke'n, Get to Cope'n." The 2018 Summit was held on October 27, 2018 once again at the Central United Methodist Church in Stockton and the theme was "Power in Pride." The full day YES itinerary both years included guest speakers, food, and informational breakout sessions for both youth and adults. Towards the end of the summit, youth were asked to fill out an evaluation form which asked

them to respond to questions that centered on their opinions about the summit, among other topics. A total of 58 youth completed the survey in 2017 and 22 in 2018.

About in ten survey participants each year identified their gender as female, and most participants in 2017 identified their sexual orientation as bisexual, straight, or pansexual, and in 2018 most identified as bisexual, lesbian, or straight. Most survey participants each year were Hispanic/Latinx. Youth grade level spanned multiple years. A majority of youth each year indicated that their schools have a GSA and that they are involved in their schools GSA. A high majority of youth rated the sessions at the 2018 summit as either excellent or good and almost all youth (98.1%) noted that they ‘strongly agree’ or ‘agree’ that they would recommend this Summit to a friend, that they felt a sense of community at the Summit, and that they felt more confident after attending the summit. Additionally, in 2018, 78.9% of youth strongly agreed or agreed that they can put what they learned to immediate use, and 94.4% noted that they strongly agreed or agreed that the summit was beneficial to them. When asked about their favorite part of the summit, both years youth listed meeting people followed by the workshops offered.

The 2018 evaluation also included adult participants. Of the adults that completed this survey, six in ten (60.9%) identified their gender as cisgender female and 78.2% of participants identified as straight. A majority of adults rated the sessions at the summit as either excellent or good. Additionally, nine in ten adults (91.0%) strongly agreed or agreed that they can put what they learned to immediate use, 92.4% noted that they strongly agreed or agreed that the summit was beneficial to them, 93.9% indicated that they strongly agreed or agreed that they learned new information about the LGBTQ+ community at

this summit, and 96.9% indicated that they strongly agreed or agreed that they felt a sense of community at this summit. Adults indicated that the speakers were their favorite thing about the summit.

Complete YES Summit evaluation reports for 2017 and 2018 along with focus group feedback for 2017 can be found in the Appendix (J -N).

San Francisco Field Trip

The San Joaquin Pride Center held an Annual Youth San Francisco Field Trip on Saturday, February 23rd, 2019. Their field trip started with their arrival at the San Francisco Palace of Fine Arts where they convened for their lunch break provided by a local restaurant. They were able to sit inside the Palace of Fine Arts and listen to the speakers from various organizations as they ate. After the visit to this location, the students then went to the Castro District where they explored the area and visited the GLBT Museum in groups of four or five accompanied by a chaperone. Students and chaperones/volunteers were provided surveys at the beginning of the trip and asked to fill out the questions throughout the day pertaining to the trip activities. Out of the 200 students in attendance, 86 completed the voluntary survey. Key findings for students are presented below:

- Almost all (94.1%) students enjoyed the trip
- Students were asked to share their favorite part of the trip:
 - Castro/Shopping (31)
 - The Palace of Fine Arts Speakers (15)
- Students were asked to share what part of the trip impacted them the most:
 - Being exposed to diversity (17)

- The Empress/Imperial Court (14)
- Spoken word (16)
- Learning about LGBT history and culture (5)
- Students were asked if there was anything they would like to see on the next field trip/any changes they would make
 - Nothing (26)
 - More time to shop (22)
 - Better time management (8)

The complete San Francisco Field Trip Narrative and additional feedback can be found in the Appendix (O-R).

San Joaquin Pride Center Annual Prom

This is a prom held for LGBT+ youth, who are encouraged to come as they are. Whether they are an athlete, a unicorn, an artist, or whatever the case may be, participants are asked to dress up and show folks who they are. This is an event specifically for LGBT+ youth and no one over the age of 20 is allowed unless it is a parent/guardian of a youth attending.

Lavender Graduation

The Pride Center held what was called the “Lavender Graduation” for high school graduates. This event was held to congratulate seven high school graduates. It was attended by approximately 30 individuals, including family and friends. This event had two guest speakers and another speaker who knew the students. Pictures and a small reception followed the ceremony, where attendees were offered food and gift bags.

Qualitative Data Findings

Four interviews were conducted as part of this evaluation. One youth and three staff were interviewed in order to provide context to some of the evaluation findings and to share successes and challenges they have experienced as part of this project. The youth participant was asked about resources available through the schools, especially during COVID-19, the effects of COVID-19 on LGBT+ youth including the effects of school closures, and suggestions for supporting LGBT+ youth in the future. Staff were asked to elaborate on partnerships formed with schools and other organizations, successes and challenges throughout the project including collecting Core Measures and School Climate surveys, and retaining participants at the Pride Center. One staff member was also interviewed to provide more information about the counseling offered to youth and adults at the Pride Center and on school campus.

Youth Interview

On June 16, 2021 an evaluator from the San Joaquin Community Data Co-Op interviewed a youth affiliated the Pride Center in hopes to learn from them about how the transition to virtual learning has gone for students and in particular youth who identify as LGBT+. It is important to note this youth did not attend a public school but is heavily involved with the LGBT+ youth community.

When asked what the transition was like for LGBT+ students who have switched to virtual learning, this respondent said, “based on experience from myself and friends, a lot of students live in homes where they’re not accepted. School was safe and it’s like having that ripped from you” adding, “the Trevor Project

said abuse accusations have gone up significantly.” Furthermore, when asked if they or other LGBT+ youth have felt less connected to school during this time, they said “yes. Going in person makes it a lot easier to learn. In class discussions are important. A lot of people don’t like in class discussions, but it is better for learning to be there in person. Things seem a lot more complicated online.” In terms of how virtual learning has affected students in the LGBT+ community reaching out to teachers, this individual said, “I personally didn’t reach out to teachers for support so I wouldn’t personally know,” and noted, “people are spending a lot more time with friends, though.”

This youth indicated the school has offered educational resources for LGBT+ students since they have switched to virtual learning, “but as far as emotional support or counseling, not that I know of. There were not many resources anyway.” However, when asked if they were aware of any bullying and/or harassment of LGBT+ students since the start of virtual learning at the beginning of COVID-19, they said “no, as far as I know it’s gone down since we are not in person.” LGBT+ students could be better supported by schools, according to this respondent, by asking LGBT+ students what they need. “They could have made all this better if they would have started with wanting to actually help, and they should have had conversations with students asking what’s needed for change,” referring to GSA Clubs at various schools, “I feel like most start off by just making a GSA or Pride Club, but it’s performative,” they added.

When this participant was asked if being at home has impacted LGBT+ students’ ability to seek

support from their friends or adults other than family members, they said, “I think so, because it is easier to contact people in public. Yes, not seeing the people that would support you everyday and it’s harder to meet new people that way too.” Additionally, this person explained there are students who have unaccepting parents and are unable to see friends during this time; however, “some of these parents are the same parents who follow the COVID-19 health guidelines strictly anyway” and would not let their youth “hang out with friends anyway.”

This respondent suggested that those trying to help should “keep in mind that a lot of people need accessible space, such as places they can create their own support group. When schools make these spaces available, they usually are not great for the actual group they are saying they want to help.” This person added, “a group space is where students can go to vent and where adults can form relationships. Trust is hard and it’s a lot harder to trust adults than people our own age.” They went on to explain that youth need adults for issues they are going to their peers for, such as: suicidal ideation and intent, being in danger or in abusive situations and relationships, eating disorders, and drug and alcohol problems. Along with this interview, the reader will find a literature review at the end of the appendix that centers on the social isolation of LGBTQ+ youth during COVID-19.

Staff Interview (1)

On July 16, 2021 an evaluator from San Joaquin Community Data Co-Op interviewed one of the staff members at the Pride Center to gain insight into the impact of the grant on the community, successes, and challenges staff have seen, areas for change, and how the program has been affected by the COVID-19 pandemic. Overall, this staff member indicated the most impactful part of this grant has been “addressing mental health

needs of the youth in the county that have been otherwise unaddressed.” In fact, it was noted that Stockton Unified School District has now hired clinicians to be on campus full-time, creating access to mental health care for LGBT+ youth, “where they did not have support before.”

In addition to expanding access to counseling services, this respondent explained this grant has allowed for the Pride Center to provide education and training to Lodi and Tracy Unified School Districts (LUSD and TUSD). The Pride Center has been able to create relationships with schools and other organizations and provide the 101 training on how to be a healthy ally. Furthermore, there are standing scheduled trainings with all high school teachers. This has been accomplished through the grant as well as various contracts and direct requests from school districts and community-based organizations. For the community, this individual indicated the best part has been “knowing there’s now services for them and a place to go to feel safe and come home. You can come here and be yourself, even if you can’t be yourself anywhere else.”

One of the biggest success stories, this respondent said, was an individual who had come in the first time to the organization with a black eye. He/she was struggling with their identity, was constantly drinking, and unhappy. This person was not sure of themselves, according to staff. However, they are now operating their own business and was “able to overcome a few of [their] demons and become [their] authentic self.”

The biggest successes with respect to the Cultivating Acceptance Program, according to this respondent were “breaking barriers within local institutions to provide services, specifically

with LUSD and TUSD. We are also visible at the County level as we have a seat on the City Manager's Review Board and the Chief of Police's Community Advisory Board. We are also collaborating with [the Stockton Police Department] to provide acceptance trainings." The biggest challenges with respect to this grant, however, have been "the in-person aspect of it all due to COVID-19. We went from in-person sessions to Telehealth. Switching trainings from being in an auditorium to doing them digitally. Outreach went from doing tabling at local and national events to online and smaller tabling events that were compliant with COVID regulations."

Additionally, pre-COVID-19, it was difficult for the staff at the Pride Center to get through the administration and parents to offer services to students at the schools. It "took four years to get through to Lodi and Tracy. People fear what they don't know and it's part of breaking down those institutional barriers," they said. Post-COVID-19, the team was worried about how they would continue services, "especially given the political environment." However, the grant has now been extended another four years. Moving forward, this staff member stated they would like to see an adult component to the counseling offered.

Staff Interview (2)

On July 15, 2021 an evaluator from San Joaquin Community Data Co-Op interviewed a second staff member at the Pride Center to learn from their perspective how the Pride Center and the LGBT+ community have been impacted since receiving the grant for the Cultivating Acceptance Program. In addition, this staff member was also asked about successes and challenges of implementing and ongoing operations of the grant, the effect of COVID-19

on the program, and how they see the program operating in the future.

When asked what the most impactful part of this grant has been, this staff member discussed several. First, "stability" as it has "allowed the Pride Center to have freedom to create and implement programs where there was always hesitation before due to staff and funding. Knowing we would be taken care of through this grant was freeing." This has "changed the Pride Center from a hangout and safe spot to more of a resource center and a place for access to education that our community needed," they explained. Moreover, "our transgender population has been able to access more services." For example, folks used to have to go to the Bay Area to access transgender services and hormone treatment. "For hormone treatment, it used to be you had to go to see someone else and had to have been on hormone replacement therapy already. Now, we are able to line up a doctor directly," this respondent added.

Additionally, grant funds have allowed for youth program activities, summits, and field trips at no cost to the community. Funding assisted with offering food resources and a safe space for homeless LGBT+ youth to hang out. The program was also able to provide binders for the transgender population and bus passes for participants needing support with transportation. "We have had attendance every year for...years at the Youth Empowerment Summit of 200 plus, and field trips with 100 plus" staff said, adding "our numbers have rivaled LA and the Bay Area, who have tons of resources." In addition, "creating programs and collaborating with other CBOs helped us win the All-American City last year in Denver" they explained. The Pride Center has also been able to increase its

staff numbers, going “from a part-time staff of two to a full-time staff of five.”

For this staff member, two individuals stand out as the biggest success stories since the implementation of this grant. One, a client, whom is a transgender male who said finding the Pride Center “helped with an easier transition.” This person was the keynote speaker for an event and now has their “goals in order and knows how to tackle obstacles” this respondent said. Another former client, who started as part of the Tier Program, was coming out as transgender. This person volunteered for some time and then was hired to work for the Pride Center.

When asked what components need changed and why, this staff member answered “I don’t know, to be honest with you. It’s an evolving process,” adding “I think the focus needs to be more clinical and youth, and a senior component should be added. I haven’t seen a program with a focus on seniors or people with disabilities.” Admittedly however, this respondent said one of the biggest challenges with this grant pre-COVID-19 was getting attendance for some of the things they were asked to put together. The space in the downtown area, where the Pride Center was previously located, was difficult to get people to come to. Post-COVID-19, the biggest challenge has become “reinventing. Because we moved to a completely new space.” Also, “youth are hard to reach because the schools were shut down,” they stated. When youth were in school, this staff member noted, “we could just go to the GSA.” Outside of school, we could not get information out to students. Now, there are new students post-COVID-19, and “we have an entire class of seniors that have already graduated,” they said. While there is a GSA operating in the community, most schools do not have them right now. “Getting youth involved is difficult” they said, “we have had students reach out. The problem hasn’t been with kids being interested

in coming in, the problem is with parents allowing them to” as well as issues with transportation.

Successes and challenges with offering the cultural diversity and awareness trainings have been “having to create a Zoom format for presentations and trainings,” this respondent said, adding “I pride myself with being able to interact with groups, but it became a question of who’s paying attention, worrying about background distractions and asking ourselves if someone can listen to a Zoom presentation for an hour.” Surveys also became difficult to collect and track, as well as if follow-up was needed, and if materials were received. However, staff said “we just got a thank you card from someone yesterday and did another presentation today” so these challenges have not stopped staff from providing education and services where they feel they are needed and we were creative when not able to do trainings in person. For example, due to COVID, staff were not able to facilitate trainings for teachers, so they developed an 8-part video series to offer the training materials to teachers that way.

Moving forward with the grant, this staff member hopes to see changes in community outreach and clinical efforts, including a “firm schedule with counseling interns” and more inclusive groups than they have been offering so far. Men’s and Women’s groups have been offered at the center, but this staff member believes they need to be more inclusive as the men’s group typically has approximately 30 participants, while the women’s group averages 3 participants. This staff member says the groups should be mixed, more open and inclusive to allow for non-binary folks as well.

Staff Interview (3)

On December 18, 2020, an evaluator with the San Joaquin Community Data Co-Op conducted an interview with a staff from the counseling team for the CAP Program. The purpose of this interview was to gain the perspective of counseling staff regarding the process of implementation, successes, and challenges of the program and what the program may look like moving forward.

Prior to working at the Pride Center, they had worked with the LGBT+ community throughout their career but had not previously worked with a community program specifically designed for the LGBT+ community. To their knowledge and experience, before CAP program implementation, “there was a lack of mental health services prior to 2018 for all students. LGBT+ students....were going to counselors and reporting some counselors were not open or accepting.” When asked if they had worked in or was aware of other counties where access to support differed, this staff member said they know there is a Gender Health Center in Sacramento, which has been around for quite some time and is a larger program, more able to take referrals and offer increased support. On the contrary, they noted, Calaveras County has “far less support as it is small and rural.”

In addition, when the program first began, “some administrative staff [in the schools] were hostile toward clinicians,” adding that one school accepted the program with open arms, while “another “was seen as almost being hostile.” In 2018 there was “finally funding to hire counselors, but there was a lack of support, period.” Schools had “little to no counseling services for the LGBT+ community and seemed lost.” When COVID-19 began affecting the operation of schools and businesses, the program had “just gotten someone new” but did not yet have all GSA’s fully operating at the school sites. Furthermore, the school district informed staff they

would need to have parent permission to provide services, which was a “huge obstacle” as some students had not come out to their parents or other family. The plan was to have the forms in the initial packet for parents to sign during enrollment. Two students who wanted services were informed they could only be seen one time and if no form were signed by a parent or guardian, they would have to stop services. “In 2018 – 2019 we were able to move right through without it but couldn’t right before COVID hit,” staff explained.

All clinicians were trained by staff at the Pride Center and were offered various pieces of literature which they were encouraged to read. In addition, Pride Center staff was “always on hand for clinicians to consult” and staff regularly discussed “gender expression and gender identity.” Furthermore, a program manual and the Lead Clinician were available to provide guidance to other clinicians and staff.

When this staff member was asked if they feel clinicians have had the opportunity to learn to provide more culturally competent mental health services to the LGBT+ community because of this program, they said “absolutely. Even more so from learning from me or staff, I learned from my clients” adding, “I think they all walked away with a lot more awareness and a lot more comfort in working with this population.” They also mentioned that staff addressed the topic of bias specifically since the program had some counselors who were brought up with bias. This program offered a place of learning for staff and clients, however, the most beneficial part of this program for the LGBT+ students, according to this staff member was that “they had affirming, and supportive help and they didn’t have to get through that one obstacle of ‘is this person going to accept me for who I am?’”

For the counselors in this program who were MSW students, this was their “first introduction to mental health and many were terrified to do therapy.” However, the goal is to get more social workers working in the mental health field. Clinicians were able to gain a better understanding of the obstacles the LGBT+ community face (microaggressions, coming out to the family, etc.). In some cases it was necessary to work with the entire family because when a child comes out it affects the whole family and the goal is to protect the child, while maintaining the relationship with their family. In addition to working with the family, Pride Center staff would also get involved with staff at the school if students indicated there was an issue, in attempt to keep youth in school. For example, if staff were using the wrong pronouns with students, Pride Center staff would address the issue with the teacher or school.

COVID-19 affected this program significantly in terms of going into the schools and receiving referrals from schools. It was noted by staff that they had not received any referrals at the time of this interview for this school year. Staff stated that this is an indication that “students are not comfortable going to teachers for support.” Moreover, there was a Summit that took place once a year that “was very good for the schools, teachers got training which they needed, and there was an open forum for discussion on how to best support” students. The discussion “was not about placing blame and pointing fingers, but about understanding.” Due to the inability to participate in large gatherings, the Summit could not take place.

The most challenging part of this program for LGBT+ students, according to staff, was “access to services.” They explained, the Pride Center’s office was downtown which is a barrier for many students due to transportation and lack of privacy. Some students had not come out to their parents yet, so they could not get to the Pride Center. The move to Yosemite Village helped with this, they explained.

Furthermore, at times the program only had two or three interns and clients were waitlisted. For staff and administration of schools, the most challenging part was not having Pride Center staff on hand, as “we couldn’t be there everyday or more often. There were not enough interns, and we couldn’t support all the schools who wanted services because the program is grant funded.” Staff did visit Charter Health Academy and was able to do a workshop there, however.

Of those schools included in the grant, staff noted that one in particular struggled in implementing the program because “there was no head of the counseling program in the beginning, and once someone was on board there was no follow through with the program.” Another was “strong in providing services” and a third “had some obstacles but worked around them with [staff from the Pride Center].”

When asked if LGBT+ youth involved in CAP have been empowered to advocate for themselves and others as a result of taking part in this program, staff said, “I think that is a lot of what was done in the individual therapy sessions” as counselors tried to encourage open communication. Furthermore, there was quite a bit of leadership training and “the more people you come out to and have a positive experience, the more confident you are to be yourself.”

Staff indicated there were 40 youth who took part in the counseling program; these included youth from the schools and youth that go to the Pride Center but do not attend one of the three schools involved in the grant. At the time of this interview, the program was down to five clients, the interns had completed their internship, and clients were being referred to the Tier Program where they can receive counseling services until the age of 24. During COVID-19, most counselors have been able to provide services via telehealth so that clients are still able to receive support.

Staff Interviews: Fidelity and Flexibility of Program

When staff were asked if they felt the program was essentially delivered as it was designed, opinions varied. One respondent says “yes, I believe for the most part it was. From sit down to inception, to the way it carried out. I believe we could have had a larger reach with youth, but COVID affected that, along with an unwillingness to let us in” adding “I thought we would have had more support in the beginning from [other districts]. We didn’t, but we do now.” Staff also found that “community outreach for events also needed to be more creative” and “peer support groups had to be different, smaller.” However, it was noted, they were able to do more than they thought they would be able to in terms of counseling, as “youth stayed on a trajectory but expanded to counseling and leadership groups. Instead of being in-house, clinicians began going into schools” as well.

With respect to program exposure/dosage one staff member felt the right amount of intervention (counseling, supportive services, events/activities) were provided to participants, noting, they “would have loved to expand and address unhoused youth” but otherwise felt this was true.

When asked whether they felt programming (services, trainings, events) was delivered in a manner that met with the intended quality, one respondent stated “sometimes our services and trainings exceeded what we thought we’d be able to do.” They explained that they were able to dive deeper into the trainings and cover topics such as “transitioning and pronouns in the 101 trainings and include laws that schools are required to follow.”

One staff member stated they felt participants responded to and/or engaged in the program in the way they envisioned they would. In fact, this staff member said, “yes, there was a sense of enthusiasm from educators and students and the questions they asked, we couldn’t have expected better.” While another respondent agreed stating, “Yes. Our clinicians and youth services have been essential.” They also noted that if they could prove the clinical services were working, they would be able to prove they are needed and apply for more funding to help more youth with the same programs.

When asked if there was one or more programs that were more essential for project success than others one respondent answered, “no, I think they all played into one another. Without outreach and education we couldn’t have had success with counseling services” adding however, that “adults would try to access the same services” and staff would have to refer them to another organization...for counseling services. Another respondent explained they “wanted the program to have more stability with the money and more money” to fund more staff, as they had “limited staff with big dreams” and would like to have one staff member to focus on seniors, people with disabilities, and foster and homeless youth.

When asked about suggestions for changing the program, the following was noted: “add an adult component and start addressing the needs of the unhoused youth” so that they can offer “full wrap around services for them.” Overall however, they said “the grant itself was a blessing and it did change a lot of lives.” Staff added, “the work we do is very important and without [this grant] I don’t know what we would have been able to do compared to what we have and we have had our community come back to us and be proud. I have seen other centers and they are not proud, they are struggling.”

Synthesis of Findings

The focus of SJPC's CDEP was to positively impact LGBT+ youth through providing supportive services at the Pride Center, in the community, and at schools and evaluators have determined that this goal was fully met. In addition, the structure of the CDEP included offering sensitivity and awareness trainings to individuals and organizations in San Joaquin County as well as offering a full range of activities designed to empower LGBT+ youth and the community as a whole. The San Joaquin Pride Center's Cultivating Acceptance Program (CAP) CDEP is a prevention and early intervention program that aims to prevent or reduce gender dysphoria, Post Traumatic Stress Disorder (PTSD), depression, anxiety and adjustment disorders for LGBT+ youth in San Joaquin County. The CDEP focuses on reducing LGBT+ youth isolation, school bullying, and strengthening the resilience of LGBT+ youth, acceptance, school engagement, family functioning/support, including increasing youth access to LGBT+ supports and services within schools and the community. The CDEP was designed to address the Phase 2 LGBT+ priority population focusing on LGBT+ youth (high school students) and those individuals (e.g., family members, school administrators, clinical support, and other school staff) who work with them.

Evaluation Findings

Evaluation Question 1: Did the Pride Center provide culturally competent preventative mental health support to LGBT+ youth and their families?

One of the main components of the program was to create social opportunities and activities for LGBT+ youth by providing a unique space for them at the Pride Center. As part of this

approach the Pride Center provided individual counseling and peer support groups to youth and offered additional resources and support to families.

Additional programmatic services for youth included the annual field trip to San Francisco and the Pride Center's annual Youth Empowerment Summit. The Pride Center also hosted the Stockton Pride Festival, an event for youth, adults, families, and all residents in and around Stockton and San Joaquin County.

Evaluation Question 2: Did the Pride Center increase knowledge and sensitivity around LGBT+ cultural competence by those individuals receiving training?

The Pride Center increased knowledge and sensitivity through a number of trainings and workshops, including school presentations, Cultural Awareness and Diversity Training, Ally 101 Training, Ethnic Studies Presentation, and other school visits.

Cultural awareness and diversity trainings were offered a total of 18 times in 2018 and 2019; 337 people were recorded to have been in attendance. The training began with introductions, including one's pronoun of choice and a discussion around why pronouns are important. Counseling options through the Pride Center were also discussed, including one-on-one counseling, group counseling for parents, youth and transgender individuals, parent workshops, supportive services around suicide prevention, homeless support and anti-bullying and foster program services and support with social activities and community support. This training went on to offer information regarding the effects of bullying on LGBT+ youth. The

training also offered information on the effects of bullying on LGBT+ youth and educated the community about the laws and rights of the LGBT+ population.

Evaluation Question 3: Was there an increase in the levels of awareness, understanding, and/or acceptance within families?

This measure was explored through the SWE Core Measures survey. It is important to note that sample sizes here are small: 19 pre surveys were completed and 9 post surveys were completed.

Post survey results found that there was an increase in extended family members who totally accept participant's sexual orientation. Findings regarding gender acceptance from parents/guardians and siblings remained similar from pre to post, with around 60% of parents and siblings accepting participant's gender. Findings regarding sexual orientation acceptance from parents/guardians and siblings decreased from pre to post, although it is important to note that sample sizes are very small.

Also, the use and reflection on training survey data is important here as many Cultural Awareness and Diversity Training attendees would have been parents. From a sample of 825 training attendees from 2017 to 2019, an average of 89.5% strongly agreed or agreed that the training was beneficial, that the training increased their knowledge and sensitivity around LGBT+ cultural competence, and that they will be able to use the information that was provided in the weeks to come.

Evaluation Question 4: Did the Pride Center provide support and services that connected with strengthening cultural acceptance in schools?

The Pride Center offered numerous trainings and school presentations to local school districts and other organizations. These trainings, created by staff at the Pride Center, centered on topics such as cultural awareness, diversity, the importance of inclusion, respect and acceptance, as well as the historical discrimination the LGBT+ community have experienced and continue to experience. The purpose of these trainings was to come together as a community and provide resources, services, and support for LGBT+ youth and their families and cultivate a school and community environment where LGBT+ youth feel safe and accepted.

In addition, staff at the Pride Center made 79 visits to the GSA Clubs and to meet with staff and other clubs at local schools. The purpose of these visits varied, including meeting with advisors, planning for GSA Summer Summit, discussing data and plans for the school year, sharing leadership opportunities, toolkits and resources, recruiting volunteers and promoting events, meeting with and supporting officers, facilitating sensitivity trainings, addressing suicide and sharing mental health resources, and presenting to classrooms.

Evaluation Question 5: Was there a positive impact on the school environment?

The Pride Center worked with Edison, East Union, and Stag High School to cultivate acceptance on their school campus. Ninth graders were asked to complete a survey on school climate in 2018, tenth graders were asked to complete the survey 2019, and twelfth graders were asked to

complete the survey in 2021 (only Edison completed the survey in 2021). No surveys were completed in 2020 due to the COVID-19 pandemic. Findings for Edison High school showed:

- By 2021 the percentage of students indicating 'yes' for the following statements was higher than in 2018 and 2019:
 - Do you talk about LGBTQ+ people or issues in your classes at school?
 - If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ+ issues, would you know where to go?
- There was an increase in the percentage of students who would feel comfortable going to a teacher or other adults at school if they wanted information and support about sexual orientation, gender identity, or LGTBQ+ issues in 2021 compared to previous years.
- In 2021 there was a lower percentage of students who knew of the following incidents occurring:
 - Vandalism or graffiti being directed against students at their school because people think that they are LGBTQ+.
 - Someone who was harassed or bullied because they were LGBTQ+.
 - Physical attacks that have occurred against students at school because people think they are LGBTQ+.

DISCUSSION AND CONCLUSION

The focus of SJPC's CDEP was to positively impact LGBTQ+ youth through providing supportive services at the Center, in the community, and at schools. In addition, the structure of the CDEP included offering sensitivity and awareness trainings to individuals and organizations in San Joaquin County and included offering a full range of activities designed to empower LGBTQ+ youth and the community as a whole.

The San Joaquin Pride Center provided culturally competent mental health support for LGBTQ+ youth and their community through Cultural Awareness and Diversity Trainings, Ethnic Studies Presentations, school visits and more. The Pride Center provided support and worked to cultivate acceptance on campus, targeting Stagg, Edison, and East Union High Schools.

Findings from the School Climate Survey at Edison High School over three years showed a positive impact on the school environment. Results from 2021 found there was an increase in the percentage of students who would feel comfortable going to a teacher or other adults at school if they wanted information and support about sexual orientation, gender identity, or LGTBQ+ issues in 2021 compared to previous years and a higher percentage of students indicating that they talk about LGBTQ+ people or issues in their classes at school. In addition, in 2021 students indicated that there was a decrease in someone they knew who was harassed or bullied because they were LGBTQ+.

Additional programmatic services for youth included the annual field trip to San Francisco and the Pride Center's annual Youth Empowerment Summit. The Pride Center also hosted the Stockton Pride Festival, an event for youth, adults, families, and all residents in and around Stockton and San Joaquin County. Festival-goers completed a survey in 2018 and 2019 that centered on event satisfaction as well as what respondents believed could increase support and acceptance of the LGBT+ community in San Joaquin County. The percentage of participants who felt that where they live is a safe place for LGBTQ+ people and that SJPC is effective in promoting LGBTQ+ acceptance in San Joaquin County increased from 2018 to 2019; the percentage of participants indicating "yes" was 74.4% and 85.1%, respectively. Additionally, in 2019 participants indicated support, awareness, services, and education as key needs or services for the LGBT+ community in San Joaquin County. They also noted that San Joaquin County could increase acceptance of the LGBTQ+ community through more events and education.

It is critical to note that the COVID-19 pandemic had a substantial impact on the Pride Center and their CDEP. The Center needed to close much of their in-person operations, pause all in-person trainings, and pivoted to a virtual Pride Festival in 2020. Also, during the pandemic, the program has not been able to connect directly with students in need at schools and they had to cancel annual and extremely important events and activities such as the Lavender Graduation, various in-person groups, and could not administer the Spring 2020 School Climate Survey. In addition, there were a small number of Core Measures pre and post surveys completed. This was due to the time involved in completing the survey, language staff and students found to be offensive within the survey, and difficulties

with retention of participants due to transportation and/or parent/guardian not allowing youth to go to the Pride Center. However, even with these major challenges, the Pride Center continued to effectively serve the LGBT+ community, utilized telehealth services, and modified the ways they conducted trainings and held events.

Over the course of multiple years, during the global COVID-19 pandemic, and with the supportive of the CRDP grant, the San Joaquin Pride Center was able to offer youth, families, and the community critically important programs, services, and educational trainings. In doing so, the Pride Center was able to provide youth with encouragement, guidance, and supportive services that positively impacted their lives. Moreover, the Pride Center provided San Joaquin County essential services, events, and programs that has lead to a more understanding, inclusive, and supportive place for LGBT+ youth people live.

It is also important to note that the analysis that was carried out during the evaluation differed from our original plan in the following ways:

- Mental health assessment data findings could not be provided.
- The I-AM app data was not available as this component of the project was not continued.
- Evaluation questions including whether families' levels of acceptance increased were not focused on as such measures came from more general training feedback.
- Key informant interviews were not able to be conducted with GSA/LGBT+ Club advisors given the other tasks that the evaluation team needed to focus on.

- While one case study was worked on, the narrative was not included in the report as more time is needed to review this. This and/or other case studies may be used by the Pride Center in the future.

population created challenges with this, small sample sizes effect the ability to infer similar results for the larger LGBT+ community. In the future, the Data Co-Op suggests brainstorming ways to mitigate such challenges.

RECOMMENDATIONS

Based on very positive evaluation feedback over a multitude of years, the San Joaquin Community Data Co-Op recommends that the San Joaquin Pride Center continue to focus on their highly effective programmatic offerings that were part of this grant. These include (only when feasible and following all local, state, and federal COVID-19 guidelines) in person as well as virtual/telehealth counseling for LGBT+ youth, as school, organization, and agency trainings, and a full range of school-based services. The Data Co-Op recommends that the Pride Center continue to offer in-person or virtual events (again when feasible) such as the Pride Festival, the SF Field Trip, the LGBT+ Prom, the Lavender Graduation, and the YES Summit. The Data Co-Op also recommends that the Pride Center continue to find ways to share their expertise with local, regional, state, and national organizations and in doing so sharing with stakeholders how they have been able to make such a positive impact on the lives of LGBT+ youth. Such an effort could include working with regional partners to conduct trainings as well as sharing their strategies for implementing effective supportive services.

Furthermore, the Data Co-Op also recommends that Pride Center staff work with youth and stakeholders to increase the number of participants who completed the SWE Core Measures pre- and post-surveys. While transportation and the transiency of this

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APPENDIX

This Appendix includes a range of other data and reports that provides the reader with comprehensive and detailed data findings specific to SJPC evaluations.

School Climate Survey	Appendix A
Stagg High School Climate Survey Comparison Report	Appendix B
Edison High School Climate Survey Comparison Report	Appendix C
East Union High School Climate Survey Comparison Report	Appendix D
Pride Festival Evaluation Survey	Appendix E
Pride Festival Evaluation/Feedback 2017	Appendix F
Pride Festival Observation 2017	Appendix G
Pride Festival Evaluation/Feedback 2018.....	Appendix H
Pride Festival Evaluation/Feedback 2019.....	Appendix I
Youth Empowerment Summit Youth Survey	Appendix J
Youth Empowerment Summit Adult and Teacher Survey.....	Appendix K
Youth Empowerment Summit (Youth Survey Evaluation) 2017	Appendix L
Youth Empowerment Summit (Youth Focus Groups Feedback) 2017	Appendix M
Youth Empowerment Summit (Youth and Adult Survey Analysis) 2018.....	Appendix N
Youth Empowerment Summit (Youth and Adult Survey Analysis) 2019.....	Appendix O
Field Trip Youth Survey.....	Appendix P
Field Trip Adult Survey	Appendix Q
San Francisco Field Trip Evaluation 2019	Appendix R
San Francisco Field Trip Registration Community Feedback	Appendix S
Prom 2018 Survey	Appendix T
Pride Center Training Survey	Appendix U
Social Isolation of LGBTQ+ Youth during COVID-19	Appendix V

Appendix A. CULTIVATING ACCEPTANCE PROGRAM



School Climate Survey

We are hoping that you will take a few minutes to fill out this School Climate Survey. This survey connects with your thoughts on the climate at your school with a focus on Lesbian, Gay, Bisexual, and Transgender, LGBT+, topics (for example, bullying). You may skip any question you wish and you can stop this survey at any time. This survey is anonymous.

1. What grade are you in? ☐ 9th ☐ 10th ☐ 11th ☐ 12th
2. How old are you? ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ Another age _____
3. Pick which ethnicity best describes you:
☐ American Indian or Alaska Native ☐ Asian ☐ Black or African American ☐ Hispanic or Latinx ☐ Native Hawaiian or Pacific Islander ☐ White or Caucasian ☐ Other _____
4. What is your preferred language?

5. What is the primary language spoken in your home?

6. Pick which gender best describes you:
☐ Female ☐ Male ☐ Transgender Female ☐ Transgender Male ☐ Intersex ☐ Gender Non-Conforming ☐ Other _____
7. Pick which sexual orientation best describes you:
☐ Lesbian ☐ Gay ☐ Straight ☐ Bisexual ☐ Asexual ☐ Pansexual ☐ Other _____
8. Do you remember taking this survey during a previous school year? ☐ Yes ☐ No ☐ Not Sure

		Yes	No	Not Sure
8.	Does your school have support groups or clubs for students who are LGBTQ+ and friends or allies of LGBTQ+ students (e.g., Gay Straight Alliances)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Are you a member of the Gay Straight Alliance (GSA) at your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Do you talk about LGBTQ+ people or issues in your classes at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ+ issues, would you know where to go?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you wanted information and support about sexual orientation, gender identity, or LGBTQ+ issues, do you feel comfortable to go to...	Yes	No	Not Sure
12. a teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. a school principal or assistant principal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. other adults at school (e.g., school custodian, hallway monitor or security, parent volunteer, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do you hear other <u>students</u> make negative comments or use slurs based on...	Never	Rarely	Sometimes	Often
15. sex (male or female)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. sexual orientation (gay, lesbian, bisexual, queer, or straight)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do you see or hear other <u>students STOP</u> others from making negative comments or use slurs based on...	Never	Rarely	Sometimes	Often
18. sex (male or female)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. sexual orientation (gay, lesbian, bisexual, queer, or straight)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do you hear <u>teachers</u> make negative comments or use slurs based on...	Never	Rarely	Sometimes	Often
21. sex (male or female)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. sexual orientation (gay, lesbian, bisexual, queer, or straight)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do you see or hear <u>teachers STOP</u> others from making negative comments or use slurs based on...	Never	Rarely	Sometimes	Often
24. sex (male or female)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. sexual orientation (gay, lesbian, bisexual, queer, or straight)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do you hear <u>other school staff</u> make negative comments or use slurs based on...	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>
27. sex (male or female)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. sexual orientation (gay, lesbian, bisexual, queer, or straight)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do you see or hear <u>other school staff STOP</u> others from making negative comments or use slurs based on...	<i>Never</i>	<i>Rarely</i>	<i>Sometimes</i>	<i>Often</i>
30. sex (male or female)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. sexual orientation (gay, lesbian, bisexual, queer, or straight)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much do you agree with the following statements?	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Not sure</i>
33. If another student is bullying me I would feel comfortable telling the school principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. If another student is bullying me I would feel comfortable telling an assistant principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. If another student is bullying me I would feel comfortable telling a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. If another student is bullying me I would feel comfortable telling other school staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. If I tell an adult at school that someone is bullying me, the adult will do something to help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. There are adults at this school I could turn to if I had a personal problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>Yes</i>	<i>No</i>	<i>Not Sure</i>
39. Do you know of any vandalism or graffiti being directed against students at your school during this school year because people think that they are lesbian, gay, bisexual, or transgender?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. During this school year, do you know of anyone who was harassed or bullied because they are lesbian, gay, bisexual, or transgender?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Do you know of any physical attacks that have occurred against students at your school during this school year because people think they are lesbian, gay, bisexual, or transgender?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Do you know of any students at your school who openly identify as LGBTQ+?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Do you know of any teachers or staff who openly identify as LGBTQ+?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. In taking this survey, is this the first time your school has brought up LGBTQ+ topics on campus?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45. My school is safe for students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ+). ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐ Not sure

46. During this school year, how many times on school property were you harassed or bullied because you are lesbian, gay, bisexual, transgender, queer or someone thought you were?

- ☐ 0 times ☐ 1 time ☐ 2-3 times ☐ 4 or more times ☐ Decline to state ☐ Not applicable

47. How often do you hear anti-LGBTQ+ slurs or negative comments or slurs about someone's sex or gender at school (examples: "that's so gay" to mean something bad, or "he's so girly" to mean something bad)?

- ☐ Never ☐ Rarely ☐ Sometimes ☐ Often

49. If students from your school are being bullied or harassed for being LGBTQ+, does this occur more in person or on-line?

- ☐ In-person ☐ On-line ☐ Both in-person and on-line
☐ Not sure ☐ Not applicable

50. Could your school do more to help stop bullying and harassment? ☐ Yes ☐ No ☐ Not Sure ☐ Not applicable

If yes, how could the school help?

51. What could your school do to create a better school climate?

52. How much did your connection with your school change due to COVID-19?

- ☐ Improved a lot ☐ Somewhat improved ☐ Stayed the Same ☐ Somewhat decreased ☐ Decreased at lot

53. Is there anything else you would like to add?

Appendix B. Stagg High School Climate Survey Comparison Report

San Joaquin Pride Center is working with Stagg High School to increase the cultivation of acceptance on their school campus. Ninth graders were asked to complete a survey on school climate in 2018 and tenth graders were asked to complete the survey again in 2019. There were 45 ninth graders surveyed in 2018 and 292 tenth graders surveyed in 2019. While these results are not based on a match from one year to the next, these findings offer important results on school climate during two different years. Key differences were found in the following areas:

- Demographic differences
 - There was an increase in the percentage of students whose preferred language was Spanish (4.5% in 2018 and 10.0% in 2019).
 - There were fewer Latinx respondents (based on percentage) in 2019.
 - There was a greater percentage of female respondents in 2018. In 2019, there was a higher percentage of male respondents.
- There was a higher percentage of students in 2019 who noted that Stagg had support groups or clubs for students who are LGBTQ+ and friends or allies of LGBTQ+ students (31.1% compared to 35.8%).
- There was a higher percentage of students in 2019 who indicated that they know where to go if they want information and support from their school about sexual orientation, gender identity, or LGBTQ+ issues.
- There were more students in 2019 who would feel comfortable going to a teacher if they wanted information and support about sexual orientation, gender identity, or LGBTQ+ issues.
 - However, there was a lower percentage of students in 2019 who indicated that they would feel comfortable going to a principal or assistant principal if they wanted information and support about sexual orientation, gender identity, or LGBTQ+ issues.
- There was a greater percentage of students in 2019 who stated that they never hear other students make negative comments or use slurs based on sex, sexual orientation, and gender identity or expression.
 - However, there was a greater percentage of students in 2019 who indicated that they never hear other students stop others from making negative comments or using slurs based on sex, sexual orientation, and gender identity or expression.
- There was a greater percentage of students in 2019 who stated that they never hear teachers or other staff make negative comments or use slurs based on sex, sexual orientation, and gender identity or expression.
 - However, there was a greater percentage of students in 2019 who indicated that they never hear teachers and other staff stop others from making negative comments or using slurs based on sex, sexual orientation, and gender identity or expression.
- In 2019, a higher percentage of students strongly agreed that if a student is bullying them they would feel comfortable telling the school principal, the assistant principal, a teacher, and other school staff.
- Also, in 2019, there was a higher percentage of students who strongly agreed that they would feel comfortable telling the school principal, a teacher, or other school staff if another student was bullying them.

- In 2019, there was a lower percentage of students who strongly agreed that they would feel comfortable telling the assistant principal if another student was bullying them.
- A lower percentage of students in 2019 strongly agreed that if they told an adult at school that someone was bullying them that the adult would do something to help.
- Also, a lower percentage of students in 2019 strongly agreed that there are adults at the school that they could turn to if they had a personal problem.
- In 2019 there was a higher percentage of students who strongly agreed that they know of:
 - Vandalism or graffiti being directed against students at Stagg because people think that they are LGBTQ+.
 - Someone who was harassed or bullied because they were LGBTQ+.
- 44.6% of students in 2019 were not sure if the school was safe for students who are LGBTQ+.
- A higher percentage of students in 2019 indicated that LGBT+ bullying occurs both in person and on-line.
- Over half of the respondents on both 2018 and 2019 were not sure if the school could do more to help stop bullying and harassment.

*All other data points remained similar from 2018 to 2019.

Stagg 2018 - 2019 Comparison		
	2018	2019
Languages		
	%	%

Preferred Language:		
English	90.9%	85.1%
Spanish	4.5%	10.0%
English/Spanish	2.3%	2.8%
English/ French	2.3%	---
Filipino	---	---
Hmong	---	---
Khmer	---	---
Korean	---	---
Punjabi	---	---
Tappatio (Spanish)	---	---
Visaya/English	---	---
English and Khmer	---	0.4%
Cambodian	---	0.4%
Chinese	---	0.4%
Tagalog	---	0.4%
Turkish	---	0.4%
Urdu	---	0.4%

Primary language at home:		
English	62.8%	59.3%
Spanish	25.6%	29.6%
English/Spanish	7.0%	4.6%
Cambodian	2.3%	---
English/Laotian	---	---
Filipino	---	---
Hmong	---	---
Khmer	2.3%	1.8%
Punjabi	---	---
Tagalog	---	0.4%
Tappatio	---	---
Vietnamese	---	---
Visaya	---	---
English and Khmer	---	1.1%
Hmong	---	0.7%
Arabic	---	0.4%
English and Arabic	---	0.4%
Chinese	---	0.4%
Urdu	---	0.4%
English and Urdu	---	0.4%
English and Tagalog	---	0.4%
English and Punjabi	---	0.4%

Stagg 2018 - 2019 Comparison		
	2018	2019
Demographics		
	%	%

Responses	45	292
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Age		
Fourteen	48.9%	---
Fifteen	46.7%	49.5%
Sixteen	4.4%	47.1%
Seventeen	---	3.5%

Ethnicity:		
American Indian or Alaska Native	2.2%	2.1%
Asian	11.1%	9.1%
Black or African American	13.3%	13.6%
Hispanic or Latinx	64.4%	57.5%
Native Hawaiian or Pacific Islander	2.2%	3.1%
White or Caucasian	2.2%	10.8%
Other	4.4%	3.8%

Gender identity:		
Female	53.3%	46.3%
Male	46.7%	51.2%
Transgender female	---	---
Transgender male	---	1.0%
Gender fluid	---	---
Gender non-conforming	---	0.7%
Intersex	---	---
Other	---	0.7%

Sexual orientation:		
Asexual	---	0.4%
Bisexual	11.1%	8.8%
Gay	---	1.1%
Lesbian	---	0.4%
Pansexual	2.2%	2.1%
Straight	86.7%	85.9%
Other	---	1.4%
Not sure	---	---

Stagg 2018 - 2019 Comparison

	2018	2019	2018	2019	2018	2019
	Yes		No		Not sure	
	%	%	%	%	%	%
Does your school have support groups or clubs for students who are LGBTQ+ and friends or allies of LGBTQ+ students (e.g., Gay Straight Alliances)?	31.1%	35.8%	15.6%	8.8%	53.3%	55.4%
Are you a member of the Gay Straight Alliance (GSA) at your school?	2.2%	2.8%	88.9%	89.5%	8.9%	7.7%
Do you talk about LGBTQ+ people or issues in your classes at school?	11.1%	11.6%	71.1%	72.5%	17.8%	15.8%
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ+ issues, would you know where to go?	13.3%	16.5%	48.9%	54.9%	37.8%	28.5%

LGBTQ+ Information and Support	Yes		No		Not sure	
	%	%	%	%	%	%
	2018	2019	2018	2019	2018	2019
If you wanted information and support about sexual orientation, gender identity, or LGBTQ+ issues, do you feel comfortable to go to...						
...a teacher?	22.2%	29.1%	57.8%	44.2%	20.0%	26.6%
...a school principal or assistant principal?	26.7%	16.0%	53.3%	56.7%	20.0%	27.3%
...other adults at school (e.g., school custodian, hallway monitor or security, parent volunteer, etc.)?	17.8%	17.7%	53.3%	52.3%	28.9%	30.0%

2018 - 2019 Comparison

	2018	2019	2018	2019	2018	2019	2018	2019
Do you hear students...	Never		Rarely		Sometimes		Often	
	%	%	%	%	%	%	%	%

How often do you hear other students make negative comments or use slurs based on...

...sex (male or female)?	11.1%	25.0%	31.1%	22.8%	33.3%	28.0%	24.4%	24.3%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	11.1%	19.8%	31.1%	20.5%	35.6%	31.3%	22.2%	28.4%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	20.0%	29.1%	37.8%	25.0%	31.1%	24.3%	11.1%	21.6%

How often do you see or hear other students STOP others from making negative comments or use slurs based on...

...sex (male or female)?	37.8%	45.3%	35.6%	34.1%	24.4%	15.4%	2.2%	5.2%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	37.8%	47.0%	31.1%	33.2%	28.9%	12.7%	2.2%	7.1%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	42.2%	49.0%	26.7%	30.8%	26.7%	14.4%	4.4%	5.7%

Do you hear teachers...	Never		Rarely		Sometimes		Often	
	%	%	%	%	%	%	%	%
	2018	2019	2018	2019	2018	2019	2018	2019

How often do you hear teachers make negative comments or use slurs based on...

...sex (male or female)?	62.2%	70.1%	22.2%	19.4%	11.1%	6.7%	4.4%	3.7%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	57.8%	73.1%	28.9%	18.3%	11.1%	6.0%	2.2%	2.6%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	55.6%	74.4%	24.4%	16.9%	17.8%	5.6%	2.2%	3.0%

How often do you see or hear teachers STOP others from making negative comments or use slurs based on...

...sex (male or female)?	26.7%	31.5%	26.7%	23.7%	15.6%	23.7%	31.1%	21.1%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	26.7%	29.6%	26.7%	24.1%	22.2%	23.7%	24.4%	22.6%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	27.3%	31.5%	27.3%	26.3%	20.5%	21.9%	25.0%	20.4%

Do you hear other school staff...	Never		Rarely		Sometimes		Often	
	%	%	%	%	%	%	%	%
	2018	2019	2018	2019	2018	2019	2018	2019

How often do you hear other school staff make negative comments or use slurs based on...

...sex (male or female)?	65.1%	68.3%	18.6%	21.3%	14.0%	7.5%	2.3%	3.0%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	68.2%	69.9%	15.9%	20.8%	13.6%	6.7%	2.3%	2.6%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	68.2%	72.1%	15.9%	18.6%	13.6%	6.7%	2.3%	2.6%

How often do you see or hear other school staff STOP others from making negative comments or use slurs based on...

...sex (male or female)?	33.3%	42.4%	31.1%	26.4%	22.2%	21.6%	13.3%	9.7%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	35.6%	43.5%	28.9%	26.0%	22.2%	20.1%	13.3%	10.4%

How much do you agree with the following statements?	Strongly agree		Agree		Disagree		Strongly disagree		Not sure	
	%	%	%	%	%	%	%	%	%	%
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
If another student is bullying me I would feel comfortable telling the school principal.	11.9%	14.2%	23.8%	25.5%	23.8%	25.5%	21.4%	12.4%	19.0%	22.5%
If another student is bullying me I would feel comfortable telling an assistant principal.	14.3%	11.7%	23.8%	24.4%	23.8%	28.6%	16.7%	13.5%	21.4%	21.8%
If another student is bullying me I would feel comfortable telling a teacher.	14.6%	15.4%	24.4%	31.2%	24.4%	23.1%	17.1%	13.8%	19.5%	16.5%
If another student is bullying me I would feel comfortable telling other school staff.	9.5%	11.4%	26.2%	23.5%	23.8%	27.7%	21.4%	15.9%	19.0%	21.6%
If I tell an adult at school that someone is bullying me, the adult will do something to help.	14.3%	11.7%	35.7%	29.9%	14.3%	17.4%	9.5%	11.7%	26.2%	29.2%
There are adults at this school I could turn to if I had a personal problem.	26.8%	20.1%	34.1%	31.1%	17.1%	15.9%	9.8%	12.5%	12.2%	20.5%

	Yes		No		Not sure	
	%	%	%	%	%	%
	2018	2019	2018	2019	2018	2019
Do you know of any vandalism or graffiti being directed against students at your school during this school year because people think that they are lesbian, gay, bisexual, or transgender?	7.1%	9.9%	59.5%	55.7%	33.3%	34.4%
During this school year, do you know of anyone who was harassed or bullied because they are lesbian, gay, bisexual, or transgender?	14.3%	19.8%	54.8%	51.0%	31.0%	29.3%
Do you know of any physical attacks that have occurred against students at your school during this school year because people think they are lesbian, gay, bisexual, or transgender?	7.1%	7.8%	64.3%	60.9%	28.6%	31.4%
Do you know of any students at your school who opening identify as LGBT+?	45.2%	55.0%	21.4%	20.8%	33.3%	24.2%
Do you know of any teachers or staff who opening identify as LGBT+?	4.8%	4.2%	61.9%	60.5%	33.3%	35.2%
In taking this survey, is this the first time your school has brought up LGBTQ+ topics on campus?	29.3%	32.8%	31.7%	32.4%	39.0%	34.7%

	Stagg	
	%	%
	2018	2019
My school is safe for students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ+).		
Strongly agree	9.5%	4.5%
Agree	31.0%	33.5%
Disagree	11.9%	12.8%
Strongly disagree	7.1%	4.5%
Not sure	40.5%	44.6%
During this school year, how many times on school property were you harassed or bullied because you are lesbian, gay, bisexual, transgender, queer or someone thought you were?		
0 times	83.3%	52.8%
1 time	---	2.4%
2 to 3 times	6.7%	3.1%
4 or more times	10.0%	2.8%
Decline to state	---	4.7%
Not applicable	28.6%	34.3%

	Stagg	
	%	%
	2018	2019
How often do you hear anti-LGBTQ+ slurs or negative comments or slurs about someone's sex or gender at school (examples: "that's so gay" to mean something bad, or "he's so girly" to mean something bad)?		
Never	34.1%	24.3%
Rarely	22.0%	20.4%
Sometimes	19.5%	28.6%
Often	24.4%	26.7%

If students from your school are being bullied or harassed for being LGBTQ+, does this occur more in person or on-line?		
In person	---	5.8%
Online	8.1%	11.7%
Both in-person and online	27.0%	20.6%
Not sure	64.9%	52.1%
Not applicable	11.9%	9.7%

Could your school do more to help stop bullying and harassment?		
Yes	19.5%	27.2%
No	17.1%	11.7%
Not sure	56.1%	53.7%
Not applicable	7.3%	7.4%

Appendix C. Edison High School Climate Survey Comparison Report

San Joaquin Pride Center is working with Edison High School to increase the cultivation of acceptance on their school campus. Ninth graders were asked to complete a survey on school climate in 2018 and tenth graders were asked to complete the survey again in 2019. There were 111 ninth graders surveyed in 2018 and 134 tenth graders surveyed in 2019. While these results are not based on a match from one year to the next, these findings offer important findings on school climate during two different years. Key differences were found in the following areas:

- Demographic differences
 - There were more Asian and Native Hawaiian or Pacific Islander respondents and less Black students as well as less students of other races/ethnicities in 2019.
 - The percentage of males and females was the same in 2019 while in 2018 there were more male respondents.
- There was a higher percentage of respondents in 2019 who were not sure as to whether their school had support groups or clubs for students who are LGBTQ+ and friends or allies of LGBTQ+ students (36.9% compared to 46.9%).
- There was a higher percentage of students in 2019 who:
 - Were members of GSAs at Edison.
 - Indicated that LGBTQ+ people or issues are discussed in their classes.
 - Knew where to go if they wanted information and support from their school about sexual orientation, gender identity, or LGBTQ+ issues.
- There were fewer students in 2019 who would feel comfortable going to a teacher, a school principal or assistant principal, or other adults at school if they wanted information and support about sexual orientation, gender identity, or LGTBQ+ issues.
- There were more students in 2019 who stated that they either sometimes or often hear other students make negative comments or use slurs based on sexual orientation (49.5% compared to 64.2%) as well as gender identity or expression (36.7% compared to 48.7%).
- There were more students in 2019 who indicated that they never hear other students stop others from making negative comments or using slurs based on sex, sexual orientation, and gender identity or expression.
- There were fewer students in 2019 who indicated that they sometimes or often hear teachers stop others from making negative comments or using slurs based on sex and gender identity or expression. However, the percentage of students noting that teachers sometimes or often stop others from making negative comments based on sexual orientation increased.
- There were fewer students in 2019 who indicated that they sometimes or often hear other school staff stop others from making negative comments or using slurs based on sex and gender, identity or expression, and sexual orientation.

- In 2019, fewer students strongly agreed that if a student is bullying them they would feel comfortable telling the school principal, the assistant principal, a teacher, and other school staff.
- Also, in 2019, there were more students who strongly agreed that if they told an adult at school that someone was bullying them that the adults would do something to help.
- 30.6% of students in 2019 were not sure if the school was safe for students who are LGBTQ+.
- A higher percentage of students in 2019 indicated that they sometimes or often hear anti-LGBTQ+ slurs or negative comments about someone's sex or gender at school.
- In 2019 there was a higher percentage of students who strongly agreed that they know of:
 - Vandalism or graffiti being directed against students at their school because people think that they are LGBTQ+.
 - Someone who was harassed or bullied because they were LGBTQ+.
 - Physical attacks that have occurred against students at school because people think they are LGBTQ+.
- A higher percentage of students in 2019 indicated that LGBT+ bullying occurs both in person and on-line.
- Over 6 in 10 respondents on both 2018 and 2019 were not sure of the school could do more to help stop bullying and harassment.

*All other data points remained similar from 2018 to 2019.

Edison 2018 - 2019 Comparison		
	2018	2019
Languages		
	%	%

Preferred Language:		
English	86.0%	82.0%
Spanish	7.5%	10.5%
English/ Spanish	2.8%	3.0%
Filipino	0.9%	---
Hmong	1.9%	1.5%
English/Hmong	---	0.8%
Tappatio (Spanish)	0.9%	---
Visaya/English	0.9%	---
Arabic	---	1.5%
English/Tagalog	---	0.8%

Primary language at home:		
English	51.9%	51.5%
Spanish	36.1%	33.3%
English/ Spanish	6.5%	4.5%
Cambodian	0.9%	---
Filipino	0.9%	0.8%
Hmong	1.9%	2.3%
Tagalog	---	0.8%
Tappatio	0.9%	---
Vietnamese	---	---
Visaya	0.9%	0.8%
English/Hmong	---	0.8%
Arabic	---	1.5%
Bisaya	---	1.5%
Cantonese	---	0.8%
Ilocano	---	0.8%
Tongan	---	0.8%

Edison 2018 - 2019 Comparison		
	2018	2019
Demographics		
	%	%

Responses	111	134
-----------	-----	-----

Age		
Fourteen	56.8%	---
Fifteen	41.4%	49.3%
Sixteen	1.8%	48.5%
Seventeen	---	2.2%

Ethnicity:		
American Indian or Alaska Native	0.9%	1.6%
Asian	11.9%	15.5%
Black or African American	14.7%	10.9%
Hispanic or Latinx	59.6%	61.2%
Native Hawaiian or Pacific Islander	3.7%	6.2%
White or Caucasian	0.9%	0.8%
Other	9.2%	3.9%

Gender identity:		
Female	42.7%	49.3%
Male	54.5%	49.3%
Transgender female	---	---
Transgender male	0.9%	0.7%
Gender fluid	0.9%	---
Gender non-conforming	---	---
Intersex	0.9%	---
Other	---	0.7%

Sexual orientation:		
Asexual	---	---
Bisexual	8.3%	9.8%
Gay	---	2.3%
Lesbian	0.9%	0.8%
Pansexual	3.7%	3.0%
Straight	86.1%	81.8%
Other	0.9%	2.3%
Not sure	---	---

Edison 2018 - 2019 Comparison

	2018	2019	2018	2019	2018	2019
	Yes		No		Not sure	
	%	%	%	%	%	%
Does your school have support groups or clubs for students who are LGBTQ+ and friends or allies of LGBTQ+ students (e.g., Gay Straight Alliances)?	60.4%	47.7%	2.7%	5.4%	36.9%	46.9%
Are you a member of the Gay Straight Alliance (GSA) at your school?	5.5%	4.6%	87.2%	92.3%	7.3%	3.1%
Do you talk about LGBTQ+ people or issues in your classes at school?	17.1%	14.6%	61.3%	73.1%	21.6%	12.3%
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ+ issues, would you know where to go?	27.3%	21.5%	44.5%	46.9%	28.2%	31.5%

LGBTQ+ Information and Support	Yes		No		Not sure	
	%	%	%	%	%	%
	2018	2019	2018	2019	2018	2019
If you wanted information and support about sexual orientation, gender identity, or LGBTQ+ issues, do you feel comfortable to go to...						
...a teacher?	37.0%	32.8%	38.9%	34.4%	24.1%	32.8%
...a school principal or assistant principal?	22.4%	15.1%	51.4%	55.6%	26.2%	29.4%
...other adults at school (e.g., school custodian, hallway monitor or security, parent volunteer, etc.)?	25.0%	21.8%	46.3%	44.4%	28.7%	33.9%

2018 - 2019 Comparison

	2018	2019	2018	2019	2018	2019	2018	2019
Do you hear students...	Never		Rarely		Sometimes		Often	
	%	%	%	%	%	%	%	%

How often do you hear other students make negative comments or use slurs based on...

...sex (male or female)?	15.3%	23.1%	32.4%	24.8%	36.0%	34.7%	16.2%	17.4%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	21.1%	15.0%	29.4%	20.8%	31.2%	37.5%	18.3%	26.7%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	32.1%	23.5%	31.2%	27.7%	26.6%	36.1%	10.1%	12.6%

How often do you see or hear other students STOP others from making negative comments or use slurs based on...

...sex (male or female)?	29.7%	43.3%	38.7%	30.0%	25.2%	20.8%	6.3%	5.8%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	33.6%	40.7%	40.9%	30.5%	20.9%	22.0%	4.5%	6.8%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	35.5%	50.0%	41.1%	22.0%	19.6%	22.0%	3.7%	5.9%

Do you hear teachers...	Never		Rarely		Sometimes		Often	
	%	%	%	%	%	%	%	%
	2018	2019	2018	2019	2018	2019	2018	2019

How often do you hear teachers make negative comments or use slurs based on...								
...sex (male or female)?	73.6%	75.6%	18.2%	17.6%	7.3%	3.4%	0.9%	3.4%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	73.0%	76.1%	17.1%	17.9%	7.2%	3.4%	2.7%	2.6%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	76.1%	75.2%	16.5%	17.9%	6.4%	5.1%	0.9%	1.7%

How often do you see or hear teachers STOP others from making negative comments or use slurs based on...								
...sex (male or female)?	16.5%	20.2%	19.3%	22.7%	38.5%	32.8%	25.7%	24.4%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	19.3%	17.9%	24.8%	23.9%	33.0%	33.3%	22.9%	24.8%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	22.9%	21.4%	20.2%	24.8%	33.9%	31.6%	22.9%	22.2%

Do you hear other school staff...	Never		Rarely		Sometimes		Often	
	%	%	%	%	%	%	%	%
	2018	2019	2018	2019	2018	2019	2018	2019

How often do you hear other school staff make negative comments or use slurs based on...								
...sex (male or female)?	72.2%	75.4%	16.7%	15.3%	10.2%	8.5%	0.9%	0.8%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	72.9%	72.9%	18.7%	18.6%	8.4%	6.8%	---	1.7%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	72.0%	74.6%	17.8%	16.1%	9.3%	7.6%	0.9%	1.7%

How often do you see or hear other school staff STOP others from making negative comments or use slurs based on...								
...sex (male or female)?	34.3%	34.8%	19.4%	27.8%	31.5%	22.6%	14.8%	14.8%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	35.5%	36.5%	19.6%	28.7%	32.7%	20.9%	12.1%	13.9%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	35.5%	37.9%	20.6%	28.4%	31.8%	19.8%	12.1%	13.8%

How much do you agree with the following statements?	Strongly agree		Agree		Disagree		Strongly disagree		Not sure	
	%	%	%	%	%	%	%	%	%	%
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
If another student is bullying me I would feel comfortable telling the school principal.	13.1%	11.1%	28.0%	29.1%	15.9%	23.1%	9.3%	12.8%	33.6%	23.9%
If another student is bullying me I would feel comfortable telling an assistant principal.	13.1%	10.3%	30.8%	27.6%	15.9%	25.0%	10.3%	14.7%	29.9%	22.4%
If another student is bullying me I would feel comfortable telling a teacher.	16.0%	15.5%	34.9%	46.6%	16.0%	12.9%	12.3%	11.2%	20.8%	13.8%
If another student is bullying me I would feel comfortable telling other school staff.	11.4%	9.4%	26.7%	29.9%	21.9%	20.5%	13.3%	16.2%	26.7%	23.9%
If I tell an adult at school that someone is bullying me, the adult will do something to help.	15.2%	18.8%	40.0%	43.6%	9.5%	9.4%	5.7%	8.5%	29.5%	19.7%
There are adults at this school I could turn to if I had a personal problem.	23.6%	23.1%	26.4%	39.3%	13.2%	11.1%	11.3%	8.5%	25.5%	17.9%

	Yes		No		Not sure	
	%	%	%	%	%	%
	2018	2019	2018	2019	2018	2019
Do you know of any vandalism or graffiti being directed against students at your school during this school year because people think that they are lesbian, gay, bisexual, or transgender?	4.9%	5.4%	60.8%	61.6%	34.3%	33.0%
During this school year, do you know of anyone who was harassed or bullied because they are lesbian, gay, bisexual, or transgender?	16.8%	23.2%	55.4%	52.7%	27.7%	24.1%
Do you know of any physical attacks that have occurred against students at your school during this school year because people think they are lesbian, gay, bisexual, or transgender?	3.9%	6.3%	70.6%	65.2%	25.5%	28.6%
Do you know of any students at your school who opening identify as LGBT+?	49.5%	60.9%	25.7%	17.3%	24.8%	21.8%
Do you know of any teachers or staff who opening identify as LGBT+?	19.6%	33.0%	44.1%	29.5%	36.3%	37.5%
In taking this survey, is this the first time your school has brought up LGBTQ+ topics on campus?	29.4%	30.4%	33.3%	37.5%	37.3%	32.1%

	Edison	
	%	%
	2018	2019
My school is safe for students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ+).		
Strongly agree	9.2%	18.5%
Agree	39.8%	38.0%
Disagree	7.1%	10.2%
Strongly disagree	3.1%	2.8%
Not sure	40.8%	30.6%

During this school year, how many times on school property were you harassed or bullied because you are lesbian, gay, bisexual, transgender, queer or someone thought you were?		
0 times	54.6%	60.4%
1 time	4.1%	6.6%
2 to 3 times	5.2%	3.8%
4 or more times	4.1%	0.9%
Decline to state	32.0%	0.9%
Not applicable	12.6%	27.4%

	Edison	
	%	%
	2018	2019
How often do you hear anti-LGBTQ+ slurs or negative comments or slurs about someone's sex or gender at school (examples: "that's so gay" to mean something bad, or "he's so girly" to mean something bad)?		
Never	30.9%	20.6%
Rarely	23.7%	26.2%
Sometimes	25.8%	24.3%
Often	19.6%	29.0%

If students from your school are being bullied or harassed for being LGBT+, does this occur more in person or on-line?		
In person	4.3%	12.3%
Online	7.6%	11.3%
Both in-person and online	26.1%	25.5%
Not sure	62.0%	45.3%
Not applicable	4.2%	5.7%

Could your school do more to help stop bullying and harassment?		
Yes	23.3%	17.8%
No	11.1%	15.0%
Not sure	65.6%	62.6%
Not applicable	8.2%	4.7%

Appendix D. East Union High School Climate Survey Comparison Report

San Joaquin Pride Center is working with East Union High School to increase the cultivation of acceptance on their school campus. Ninth graders were asked to complete a survey on school climate in 2018 and tenth graders were asked to complete the survey again in 2019. There were 104 ninth graders surveyed in 2018 and 92 tenth graders surveyed in 2019. While these results are not based on a match from one year to the next, these findings offer important findings on school climate during two different years. Key differences were found in the following areas:

- Demographic differences
 - There were more American Indian or Alaskan Native and White respondents and less Latinx respondents in 2019.
 - More students identified as bisexual in 2019.
- A higher percentage of students were members of the GSAs in 2019.
- A higher percentage of respondents indicated that LGBTQ+ people and issues were talked about in class or at school in 2019.
- In 2019, more students indicated that they would feel comfortable talking to a teacher or other adults at school if they wanted information and support about sexual orientation, gender identity, or LGBTQ+ issues; there were fewer students who were comfortable going to the principal or assistant principal.
- In 2019, more students noted that they often heard other students make negative comments or use slurs based on sex and sexual orientation.
- In 2019, the percentage of students indicating that school staff never make negative comments or use slurs based on sex, sexual orientation, and gender identity or expression increased.
- There was a small increase in the number of students who stated that teachers sometimes or often stop others from making negative comments or using slurs based on sex as well as gender identity or expression; conversely, there was a small decrease in the number of students who indicated that other school staff sometimes or often stop others from making negative comments or using slurs based on sex, sexual orientation, or gender identity or expression.
- In 2019, fewer students strongly agreed that if a student is bullying them they would feel comfortable telling the school principal, the assistant principal, a teacher, and other school staff.
- Also, in 2019, fewer students strongly agreed that if they told an adult at school that someone was bullying them that the adults would do something to help. And, fewer students in 2019 strongly agreed that there were adults at school that they could turn to if they had a personal problem.
- Fewer students in 2019 indicated that they knew of someone who was harassed or bullied because they are lesbian, bisexual, or transgender. And, no students in 2019 indicated that there were any physical attacks on students because they were LGBTQ+.
- There were more students in 2019 who were not sure:
 - If the school was safe for students who are LGBTQ+
 - Whether students are more likely to be bullied for being LGBTQ+ in person, online, or both
- If the school could do more to help stop bullying and harassment

East Union 2018 - 2019 Comparison		
	2018	2019
Languages		
	%	%

Preferred Language:		
English	89.2%	92.4%
Spanish	4.9%	6.5%
English/Spanish	2.9%	---
English/ French	---	---
Filipino	---	---
Hmong	---	---
Khmer	1.0%	---
Korean	1.0%	---
Punjabi	1.0%	1.1%
Tappatio (Spanish)	---	---
Visaya/English	---	---

Primary language at home:		
English	69.6%	76.9%
Spanish	18.6%	15.4%
English/Spanish	5.9%	1.1%
Cambodian	---	---
English/Laotian	1.0%	---
Filipino	---	---
Hmong	---	---
Khmer	---	---
Punjabi	2.0%	3.3%
Tagalog	2.0%	---
Tappatio	---	---
Vietnamese	1.0%	1.1%
Visaya	---	---
English/Punjabi	---	1.1%
English/Hmong	---	1.1%

East Union 2018 - 2019 Comparison		
	2018	2019
Demographics		
	%	%

Responses	104	92
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Age:		
Fourteen	60.6%	---
Fifteen	38.5%	39.1%
Sixteen	1.0%	58.7%
Seventeen	---	1.1%
Nineteen	---	1.1%

Ethnicity:		
American Indian or Alaska Native	2.0%	7.7%
Asian	12.9%	11.0%
Black or African American	5.9%	3.3%
Hispanic or Latinx	51.5%	37.4%
Native Hawaiian or Pacific Islander	2.0%	1.1%
White or Caucasian	20.8%	34.1%
Other	5.0%	5.5%

Gender identity:		
Female	62.1%	59.8%
Male	35.9%	34.8%
Transgender female	1.0%	1.1%
Transgender male	---	2.2%
Gender fluid	1.0%	---
Gender non-conforming	---	1.1%
Intersex	---	---
Other	---	1.1%

Sexual orientation:		
Asexual	1.0%	---
Bisexual	2.9%	10.9%
Gay	1.0%	2.2%
Lesbian	---	---
Pansexual	---	---
Straight	94.2%	85.9%
Other	---	1.1%
Not sure	1.0%	---

East Union 2018 - 2019 Comparison

	2018	2019	2018	2019	2018	2019
	Yes		No		Not sure	
	%	%	%	%	%	%

Does your school have support groups or clubs for students who are LGBTQ+ and friends or allies of LGBTQ+ students (e.g., Gay Straight Alliances)?	53.8%	52.2%	2.9%	5.6%	43.3%	42.2%
Are you a member of the Gay Straight Alliance (GSA) at your school?	1.0%	4.5%	94.2%	93.3%	4.8%	2.2%
Do you talk about LGBTQ+ people or issues in your classes at school?	17.3%	23.3%	60.6%	53.3%	22.1%	23.3%
If you wanted information and support from your school about sexual orientation, gender identity, or LGBTQ+ issues, would you know where to go?	22.1%	20.0%	47.1%	56.7%	30.8%	23.3%

LGBTQ+ Information and Support	Yes		No		Not sure	
	%	%	%	%	%	%
	2018	2019	2018	2019	2018	2019
If you wanted information and support about sexual orientation, gender identity, or LGBTQ+ issues, do you feel comfortable to go to...						
...a teacher?	33.7%	35.6%	39.4%	39.1%	26.9%	25.3%
...a school principal or assistant principal?	25.0%	14.9%	50.0%	59.8%	25.0%	25.3%
...other adults at school (e.g., school custodian, hallway monitor or security, parent volunteer, etc.)?	20.2%	23.0%	51.9%	51.7%	27.9%	25.3%

2018 - 2019 Comparison

	2018	2019	2018	2019	2018	2019	2018	2019
Do you hear students...	Never		Rarely		Sometimes		Often	
	%	%	%	%	%	%	%	%

How often do you hear other students make negative comments or use slurs based on...

...sex (male or female)?	20.2%	9.4%	26.9%	42.4%	39.4%	31.8%	13.5%	16.5%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	11.5%	8.2%	29.8%	24.7%	31.7%	35.3%	26.9%	31.8%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	21.2%	18.8%	30.8%	30.6%	25.0%	30.6%	23.1%	20.0%

How often do you see or hear other students STOP others from making negative comments or use slurs based on...

...sex (male or female)?	39.4%	32.9%	32.7%	41.2%	21.2%	21.2%	6.7%	4.7%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	35.6%	24.7%	32.7%	42.4%	23.1%	24.7%	8.7%	8.2%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	41.7%	29.4%	32.0%	38.8%	17.5%	25.9%	8.7%	5.9%

Do you hear teachers...	Never		Rarely		Sometimes		Often	
	%	%	%	%	%	%	%	%
	2018	2019	2018	2019	2018	2019	2018	2019

How often do you hear teachers make negative comments or use slurs based on...

...sex (male or female)?	81.6%	78.8%	13.6%	10.6%	3.9%	7.1%	1.0%	3.5%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	79.8%	81.2%	15.4%	11.8%	3.8%	3.5%	1.0%	3.5%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	81.7%	75.3%	15.4%	15.3%	1.9%	4.7%	1.0%	4.7%

How often do you see or hear teachers STOP others from making negative comments or use slurs based on...

...sex (male or female)?	22.1%	22.4%	26.0%	23.5%	26.0%	40.0%	26.0%	14.1%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	20.4%	23.8%	27.2%	23.8%	29.1%	39.3%	23.3%	13.1%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	27.2%	22.6%	25.2%	26.2%	24.3%	38.1%	23.3%	13.1%

Do you hear other school staff...	Never		Rarely		Sometimes		Often	
	%	%	%	%	%	%	%	%
	2018	2019	2018	2019	2018	2019	2018	2019

How often do you hear other school staff make negative comments or use slurs based on...

...sex (male or female)?	78.6%	85.9%	12.6%	10.6%	8.7%	2.4%	---	1.2%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	79.6%	84.7%	14.6%	11.8%	5.8%	2.4%	---	1.2%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	77.5%	84.7%	16.7%	11.8%	5.9%	2.4%	---	1.2%

How often do you see or hear other school staff STOP others from making negative comments or use slurs based on...

...sex (male or female)?	32.4%	34.1%	31.4%	32.9%	14.7%	21.2%	21.6%	11.8%
...sexual orientation (gay, lesbian, bisexual, queer, or straight)?	32.4%	34.1%	32.4%	32.9%	14.7%	22.4%	20.6%	10.6%
...gender identity or expression (transgender, or not being "feminine" or "masculine" enough)?	35.3%	35.3%	30.4%	32.9%	14.7%	21.2%	19.6%	10.6%

How much do you agree with the following statements?	Strongly agree		Agree		Disagree		Strongly disagree		Not sure	
	%	%	%	%	%	%	%	%	%	%
	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
If another student is bullying me I would feel comfortable telling the school principal.	16.3%	9.8%	28.8%	32.9%	22.1%	22.0%	9.6%	11.0%	23.1%	24.4%
If another student is bullying me I would feel comfortable telling an assistant principal.	18.4%	9.8%	28.2%	35.4%	20.4%	22.0%	11.7%	9.8%	21.4%	23.2%
If another student is bullying me I would feel comfortable telling a teacher.	25.0%	13.4%	26.0%	42.7%	22.1%	19.5%	9.6%	4.9%	17.3%	19.5%
If another student is bullying me I would feel comfortable telling other school staff.	13.6%	12.2%	29.1%	28.0%	28.2%	26.8%	7.8%	9.8%	21.4%	23.2%
If I tell an adult at school that someone is bullying me, the adult will do something to help.	26.2%	7.3%	28.2%	37.8%	12.6%	12.2%	6.8%	8.5%	26.2%	34.1%
There are adults at this school I could turn to if I had a personal problem.	28.8%	17.3%	28.8%	34.6%	12.5%	9.9%	10.6%	9.9%	19.2%	28.4%

	Yes		No		Not sure	
	%	%	%	%	%	%
	2018	2019	2018	2019	2018	2019
Do you know of any vandalism or graffiti being directed against students at your school during this school year because people think that they are lesbian, gay, bisexual, or transgender?	1.9%	3.7%	72.1%	68.3%	26.0%	28.0%
During this school year, do you know of anyone who was harassed or bullied because they are lesbian, gay, bisexual, or transgender?	32.7%	22.0%	47.1%	51.2%	20.2%	26.8%
Do you know of any physical attacks that have occurred against students at your school during this school year because people think they are lesbian, gay, bisexual, or transgender?	3.8%	0.0%	72.1%	68.3%	24.0%	31.7%
Do you know of any students at your school who opening identify as LGBT+?	77.9%	79.3%	11.5%	9.8%	10.6%	11.0%
Do you know of any teachers or staff who opening identify as LGBT+?	17.3%	17.3%	57.7%	55.6%	25.0%	27.2%
In taking this survey, is this the first time your school has brought up LGBTQ+ topics on campus?	31.7%	26.8%	39.4%	31.7%	28.8%	41.5%

	East Union	
	%	%
	2018	2019
My school is safe for students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBTQ+).		
Strongly agree	12.9%	3.8%
Agree	35.6%	46.3%
Disagree	9.9%	8.8%
Strongly disagree	3.0%	0.0%
Not sure	38.6%	41.3%

During this school year, how many times on school property were you harassed or bullied because you are lesbian, gay, bisexual, transgender, queer or someone thought you were?		
0 times	90.7%	46.3%
1 time	1.3%	2.5%
2 to 3 times	5.3%	1.3%
4 or more times	1.3%	1.3%
Decline to state	1.3%	3.8%
Not applicable	26.5%	45.0%

	East Union	
	%	%
	2018	2019
How often do you hear anti-LGBTQ+ slurs or negative comments or slurs about someone's sex or gender at school (examples: "that's so gay" to mean something bad, or "he's so girly" to mean something bad)?		
Never	16.8%	10.0%
Rarely	21.8%	30.0%
Sometimes	31.7%	27.5%
Often	29.7%	32.5%

If students from your school are being bullied or harassed for being LGBT+, does this occur more in person or on-line?		
In person	6.7%	1.3%
Online	12.2%	8.9%
Both in-person and online	28.9%	22.8%
Not sure	52.2%	58.2%
Not applicable	10.9%	8.9%

Could your school do more to help stop bullying and harassment?		
Yes	38.3%	26.3%
No	7.4%	10.0%
Not sure	54.3%	58.8%
Not applicable	6.9%	5.0%

Appendix E. Stockton Pride Festival 2019: Evaluation / Feedback

We'd appreciate you taking a few minutes to fill out this voluntary survey. This is for those 18 and over.
Thank you!

1. Please tell us how you heard about the Stockton Pride Festival (mark all that apply)

- | | | |
|---|------------------------------------|--|
| <input type="checkbox"/> I have attended before | <input type="checkbox"/> Instagram | <input type="checkbox"/> Newspaper |
| <input type="checkbox"/> San Joaquin Pride Center | <input type="checkbox"/> Facebook | <input type="checkbox"/> Word of mouth |
| <input type="checkbox"/> Website | <input type="checkbox"/> Twitter | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Radio | | |

2. Have you been to the Stockton Pride Festival before? ☐ Yes ☐ No

3. Please rate the following:

	Excellent	Good	Fair	Poor	N/A
A. Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Location of event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Family friendly atmosphere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Entertainment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Drag show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Food vendors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Beer garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Retail and non-profit vendors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Suggested entrance fee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Car show	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How would you rate the Festival overall?

- ☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ N/A

5. Please indicate if you would be interested in having the following for next year's Pride Festival:

	Yes	No	Not Sure
A. Pride Festival Parade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Numerous multi-cultural stages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

☐ Asexual ☐ Bisexual ☐ Lesbian/Gay ☐ Straight ☐ Pansexual
☐ Queer ☐ Questioning ☐ Ally ☐ Other: _____

☐ Female ☐ Male ☐ Gender non-conforming ☐ Intersex

☐ Transgender Female ☐ Transgender Male ☐ Other: _____

☐ American Indian or Alaska Native
 ☐ Asian
 ☐ Black or African American

☐ Hispanic or Latinx
 ☐ Pacific Islander or Native Hawaiian
 ☐ White

☐ More than one
 ☐ Other: _____

12. Are you aware of the services that the San Joaquin Pride Center offers? ☐ Yes ☐ No ☐ Not sure

☐ ☐ ☐ ☐

☐ ☐ Other: _____

☐ ☐ ☐ ☐

☐ ☐ Other:

Appendix

15. Do you feel that where you live is a safe space for LGBT+ people?

☐ Yes ☐ No

☐ Not sure

16. What do schools need to do to increase their support of LGBT+ students?

17. Do you feel that the Pride Center is effective in promoting LGBT+ acceptance in San Joaquin County?

☐ Yes ☐ No ☐ Not sure

18. How can San Joaquin County increase acceptance of the LGBT+ community?

Appendix F. Pride Festival Evaluation/Feedback 2017

On August 26, 2017, the San Joaquin Pride Center (SJPC) held their 6th annual Stockton Pride Festival at Weber’s Point in Stockton, California. The family friendly festival comprised of an array of vendor and non-profit booths, food trucks, and entertainment including local music and drag shows.

During the festival, San Joaquin Community Data Co-Op and SJPC surveyed attendees to gather their insights on the festival, the Pride Center, and questions on what they believe can increase support and acceptance of the LGBT+ community.

There were a total of ninety-nine (99) festival-goers that completed the survey. Table 1 details the demographics of the respondents which include ethnicity, gender identity, and how they identify.

When asked how they heard about the Pride Festival, nearly thirty percent (28.2%) stated “word of mouth,” a quarter (25.6%) noted “I have attended before,” 16.2% heard through Facebook, and 19.7% noted “other” (Table 2). Forty percent (40.0%) of the participants said they had been to the Stockton Pride Festival before while 60.0% noted they had not (Figure 1).

Table 1. Participant Demographics

DEMOGRAPHICS	Count	N	%
Ethnicity			
American Indian or Alaska Native	3	98	3.1%
Asian	3	98	3.1%
Black or African American	12	98	12.2%
Hispanic or Latinx	31	98	31.6%
Pacific Islander or Native Hawaiian	0	98	0.0%
White	34	98	34.7%
More than one	12	98	12.2%
Other	3	98	3.1%
Gender Identity			
Female	65	99	65.7%
Transgender Female	1	99	1.0%
Male	29	99	29.3%
Transgender Male	1	99	1.0%
Gender Non-Conforming	1	99	1.0%
Other	2	99	2.0%
How Do You Identify?			
Lesbian/Gay	38	98	38.8%
Pansexual	0	98	0.0%
Straight	39	98	39.8%
Queer	2	98	2.0%
Bisexual	4	98	4.1%
Questioning	1	98	1.0%
Asexual	0	98	0.0%
Other	14	98	14.3%

Table 2. Please tell us how you heard about the Stockton Pride Festival (Mark all that apply)

	Count	N	%
Word of mouth	33	117	28.2%
I have attended before	30	117	25.6%
Facebook	19	117	16.2%
SJ Pride Center			
Website	5	117	4.3%
Radio	3	117	2.6%
Instagram	2	117	1.7%
Newspaper	2	117	1.7%
Other	23	117	19.7%

Survey participants were asked to rate different aspects of the festival such as the location of the event, the entertainment, food vendors, and entrance fee. Table 3 details that the majority of participants believed that (when applicable) the different aspects of the festival were either “excellent” or “good.”

Participants were also asked to rate the festival overall in which 60.2% stated “excellent,” 35.7% noted “good,” and 4.1% rated the festival “fair” (Figure 2).

Figure 1. Have you been to the Stockton Pride Festival before? (N=90)

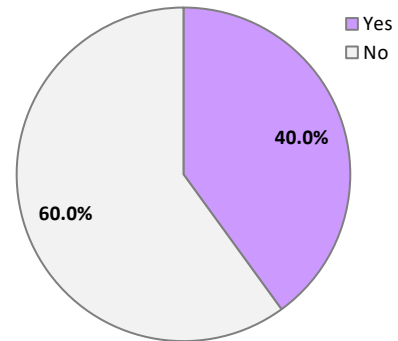


Figure 2. How would you rate the Festival overall? (N=98)

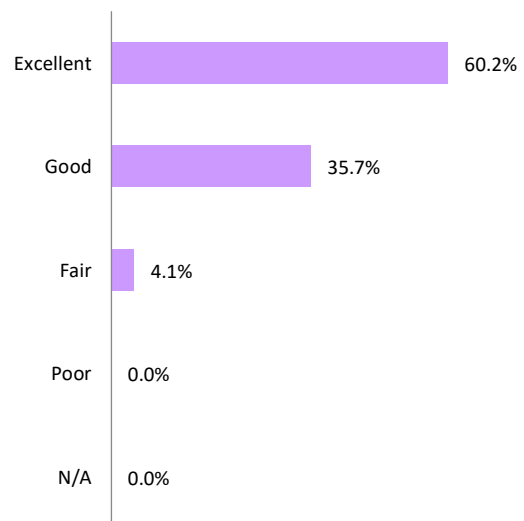
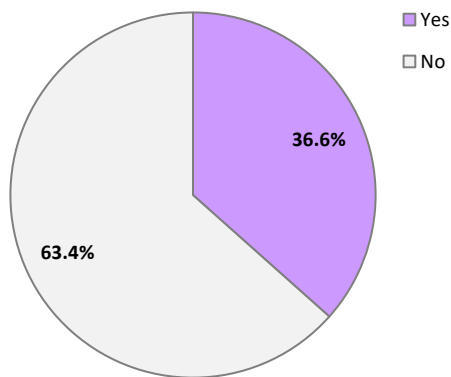


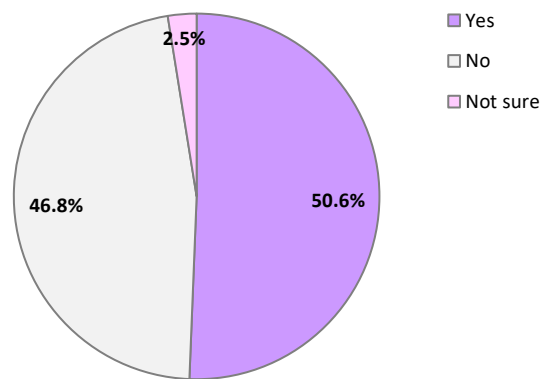
Table 3. Festival Ratings

	N	Excellent	Good	Fair	Poor	N/A
Location of Event	96	77.1%	18.8%	2.1%	1.0%	1.0%
Family Friendly Atmosphere	97	82.5%	15.5%	2.1%	0.0%	0.0%
Entertainment	95	51.6%	25.3%	13.7%	3.2%	6.3%
Drag Show	86	47.7%	8.1%	4.7%	1.2%	38.4%
Food Vendors	94	44.7%	31.9%	16.0%	3.2%	4.3%
Beer Garden	91	37.4%	22.0%	5.5%	2.2%	33.0%
Retail and Non-Profit Vendors	97	68.0%	24.7%	5.2%	2.1%	0.0%
Entrance Fee	96	70.8%	9.4%	5.2%	2.1%	12.5%

**Figure 3. Have you visited the SJPC in Stockton?
(N=82)**



**Figure 4. Are you aware of the services that the SJPC offers?
(N=79)**



Respondents were asked if they had ever visited the SJPC at North Sutter Street in Stockton. Over six in ten (63.4%) noted they had not, while 36.6% noted they had. They were also asked if they were aware of the services SJPC offers in which half (50.6%) said “yes,” 46.8% said “no” and 2.5% were “not sure.”

Survey respondents were then asked a series of open-ended questions regarding increasing support and acceptance for the LGBT+ community. The following details the responses of these questions:

What stands out as key needs or services for the LGBT+ community in San Joaquin County?

- Services/Resources (9)
 - Health care/medical care
 - Mental health services
 - More recovery, Alcoholics Anonymous, etc.
 - Spiritual services needed
 - Promotion of services
 - More resources
- Youth/Youth services (9)
 - Empowering youth
 - More teen outreach
 - Support for youth LGBT+ (homeless, runaway, “throwaway” youth)
- Acceptance (5)
 - Promoting acceptance
 - Acceptance by other people in the city
- People should understand and accept
- Events (3)
 - More events outside Stockton
 - More pride themed or pride friendly events
- Community (2)
 - Entertainment-Hispanic community
- Outreach/Awareness (2)
 - More awareness in schools
 - More publicity. No one knows that Stockton has an LGBT community
- Other (13)
 - Education. Safety.
 - Everybody treated the same
 - Everything
 - I’m not sure

- Meet others like me and being more open
- Money for programs
- More love
- Name/gender change, in school issues/bullying
- Representation
- The party
- Tolerance

What stands out as key needs or services for parents/guardians of LGBT+ youth in San Joaquin County?

- Acceptance (4)
 - Be more [accepting] of their child and friends
 - Inform parents to accept their children for who they are
 - “IDK (I don’t know) my mom doesn’t accept me.”
 - Education (3)
 - More education for parents
 - Support (3)
 - Support groups (creative healing, talk) for parents of newly out youth
 - “I’m [here] to support my daughter.”
 - Other (11)
 - Counseling and intervention; crisis hotline
 - Information on anti-bullying strategies, partnerships with schools
 - Mentoring
 - Not sure
 - More information on Facebook page on youth services/activities
 - Providing as many services as necessary
 - We need a youth ministry
- “Youth [have] a place to gain [confidence] and learn about being an active member of society.”

What do schools need to do to increase their support of LGBT+ students?

- Education (7)
 - Adult education
 - Education about LGBT+
 - Help educate parents and school staff
 - LGBTQ class
 - Education on how educators and administrators can create safe classroom zones
- GSA – Gay-Straight Alliance (6)
 - More GSA clubs
 - “My school doesn’t have GSA or gender neutral bathroom.”
- All/Everything (4)
- Anti-Bullying/Protection (3)
 - Try to prevent bullying, supportive environments
 - Making it safe for kids
- Teachers/Staff (3)
 - More committed teachers to the cause
 - Have more support staff and full-time liaison
 - Counseling - not all schools have full-time counselors
- Awareness (3)
 - Awareness training
 - Price Center awareness/ on-site pride group/center
- Pride events (2)
 - More on-campus pride events!
- Acceptance (2)
 - Be more [accepting] at events

- “More acceptance!!”
- More friendly/Safe spaces (2)
- Other (12)
 - Teach love
 - History
 - “Let girls play all sports and guys can do what the girls do.”
 - Mentors for support
 - Bring speakers from Pride Center to students
 - Bathrooms
 - Funding
 - Offer LGBTQ specific programs
 - Increase knowledge and support for our youth
 - Unsure

How can San Joaquin County increase acceptance of the LGBTQ+ community?

- Events (8)
 - More events like this
- Acceptance and Support (6)
 - Be more [accepting] and open minded
 - Local government acceptance
 - More visible support
- Education (3)
 - Teach the country about our community
- Keep it up!/Great work! (3)
- Awareness (2)
- Expanding awareness
- Provide more information and awareness of gay/LGBT services
- Outreach (2)
 - Greater outreach and dialogue
 - More outreach with K-12 education
- Visibility (2)
 - “Greater visibility that the community is strong.”

- Other (13)
 - Elect tolerate politicians
 - Keep coming up together and growing the culture and the community
 - Have more safe places for LGBTQ
 - Helping people
 - More classes or community involvement
 - A lot
 - Positive talks about all people being equal
 - Promotion of LGBTQ+ youth and publicize the need for programs
 - LGBTQ+ sponsorship programs to give our community more exposure
 - Talk and listen and come out! Just like Harvey Milk said.
 - I wish I knew
 - Not sure

Any other comments or feedback (i.e., ways to improve the Festival or suggestions for future festivals)?

- Great! – Amazing! – Love (13)
 - “Excellent event overall. I live in Oakland and I prefer this Pride to SF Pride!”
 - Fantastic
 - “I love Pride.”
 - “I love all these people and all they stand for.”
- Entertainment/Music (6)
 - Enlist a comedian as part of your entertainment
 - I suggest two more music stages
 - More bands
 - More head liners

- Would be more family friendly if vendor music was edited (radio version)
- Different time of day/year (3)
 - “Do it later on in the day when it is cooler or offer more misters and shade.”
 - Have it during June
 - “Maybe have it later. This time of year it is still hot. If it went to 9 it would be awesome.”
- Food/Beverages (3)
 - More water stations
 - “Invite In-and-Out burger & Jamba Juice to bring their trucks and then donate a percentage back to the Pride Center.”
 - “Lots of people asked to buy soda.”
- Other (14)
 - “Do it more often!!”
 - Friendly atmosphere
 - “I like all the booths”
 - I wish it was still at Oak Grove
 - “Keep being gay & gr8 (great).”
 - “Love that we are bringing this to 209. More people should be educated on this.”
 - More tents
 - “Next time let people [know] there will be a fee or donation at gate. Thank you.”
 - “Restrooms were inadequate. Need more for a crowd this size.”
 - Vendor parking
 - This should happen every year
 - “Publicize before event to draw out larger crowd. Less political. Work together w/government. Highlight positives.”

Appendix G. Pride Festival Observation 2017



PURPOSE

The qualitative evaluation described in this report was conducted at the 2017 Stockton Pride Festival and provides insight on the environment as well as experiences at the festival. A series of open-ended questions were asked during several informal interviews with individuals at the festival to better understand Stockton Pride from the point of view of various community members. Compared to quantitative approaches (i.e., documentation of demographics, net fundraising totals, and approximate festival attendance), the responses to these questions add an additional layer to the powerful cultural and social importance of the Stockton Pride Festival for the community.

BRIEF BACKGROUND

Since its debut in 2011, the Stockton Pride Festival has grown in size. The mission statement¹ of the Stockton Pride Center is:

“to serve the diverse LGBTQQIA community in San Joaquin County and the surrounding areas by creating a safe and welcoming space, by providing resources that enrich body, mind, and spirit, and by educating the public in tolerance and respect for all people within the LGBTQQIA community.”

While much of the publicity regarding the festival is typically centered on the rights and concerns of members of the Stockton LGBT+ community, the responses of community members and qualitative evaluation of the Stockton Pride Festival indicated that this event was an opportunity to cultivate acceptance for all people (LGBT+, women, ethnic/racial groups, low-income families, children, etc.). For example, when asked what Stockton Pride

meant to them, one individual shared that they believed the festival was “a place where people could be themselves and not be judged”. Similar comments were provided by many other individuals who participated in the informal interviews which indicate that the Stockton Pride Festival can be a social space where people feel comfortable and welcome to voice their concerns related to intersectional topics. This event spreads awareness and support for individuals and organizations that represent diverse economic, racial, social, and political groups.

EVALUATION METHODS

Surveys were handed out by members from the Pride Center and San Joaquin Community Data Co-Op at a booth entitled “Cultivating Acceptance” which was located near the center of the semi-circular booth arrangement. In addition, Co-Op researchers left the booth to hand out the voluntary surveys as they walked through the festival. The informal interviews were not conducted at the booth in the effort to create a more inclusive evaluation. An array of individuals were interviewed and the sample was not limited to those who happened to walk past the “Cultivating Acceptance” booth.

The research team took steps to establish an informal approach to increase participants’ comfortability during interactions with the team. Researchers also wore festive attire which included a tutu, beads, tie-die clothing, and brightly colored clothing. The research team attempted to minimize the chance of a response bias whereby individuals who participated in the evaluation of the festival by indicating that taking part was voluntary.

FESTIVAL ENVIRONMENT

Some organizations and groups present at the festival included Planned Parenthood, Damsel in Distress, Valley Ministries, the Stockton Police Department, along with several others. The researcher conducting the observation made an effort to visit the majority of the booths present at the festival in order to better understand the various missions of the organizations. The researcher spent one to five minutes at each of the following booths during the observational period of the evaluation:

- ❖ *California Foster Families, Inc.*
- ❖ *Equal Opportunity Employer, City of Stockton*
- ❖ *Every Woman Counts*
- ❖ *Sacramento International LGBTQ Film Festival*
- ❖ *Head Start, Stockton Unified School District*
- ❖ *Stockton Area Polyamory*
- ❖ *Childhood Lead Poisoning Prevention Program, San Joaquin County Public Health Services*
- ❖ *Secular Coalition for America*
- ❖ *SEIU*
- ❖ *Valley Ministries MCC*

The organizational layout also emphasized the importance of community and inclusion. The sponsors, local organizations, and vendors had booths arranged in a circle with the main stage at the front, ensuring that it was visible from most points along the circumference of the circle. A couple local restaurants including a Jamaican restaurant and a bakery were present along with Rita’s Italian Ice, a chain frozen dessert restaurant with locations in multiple northern California counties (i.e., Sacramento, San Joaquin, and Placer). It is possible that an increase in the number of chain restaurants and food vendors may help disseminate information on a larger scale and through a broader region.

Throughout the day the stage was utilized for announcements in addition to individual and group performances (i.e., dancers, singers, local bands, and story readings for children). Approximately 100 chairs, with hand-held fans placed in their seats, were located in front of the stage serving as a visual invitation for people to observe and engage in the performances. The performances were both diverse and powerful. For example, an act that was performed earlier in the day consisted of an Asian-American fem woman who was dressed as a Super Mario character. Many organizations



had a strong presence indicating that the festival had an intersectional objective of cultivating acceptance and empowering all people.

“Stockton Pride offers a sense of togetherness and unity.” – Festival Attendee

KEY EVENTS

The March

Despite attendance falling somewhat short of the projected number, members of the festival’s planning team stated that the festival was still a major success for the Stockton Pride Center, the San Joaquin community, and the mission of members of the LGBT+ community. Immediately before the march began, multiple individuals spoke to those that had gathered to participate. Each speaker stood in the bed of a pick-up truck and spoke to individuals that were gathered around the perimeter of the vehicle. Overall, this presentation structure seemed to create a powerful grassroots feeling; more specifically, a wooden podium and elaborate props were not needed to capture the attention and hearts of the audience. The speakers included Congressman Jerry McNerney, a Planned Parenthood representative, the founder of Little Manila, Dillon Delvo, and Nicholas Hatten, the Executive Director of the Stockton Pride Center, who each shared their experiences, societal concerns, and passions. It was apparent that the celebration of individuality and freedom of expression was not the only goal of the march and festival. Speaking on behalf of themselves, their community, and their country, speakers emphasized that the current times are not for hopelessness; they are a time to stand as a united body of citizens and fight for equality, respect, and true freedom. These statements seemed to be partly provoked by the directive issued by President Trump the day before, described by a reporter for CNN as a “decision that reversed years of progress for LGBT rights.”¹ Many speakers and members of the

community expressed their outrage. Despite this legislative setback, individuals in attendance remained hopeful that America could and would recover and eventually become a place of acceptance and love for all peoples regardless of existing prejudices.

Following the speeches, an estimated 500 people (including about 50 students from Edison High School) marched for numerous blocks beginning at the Stockton Pride Center and ending at the entrance of the festival located at Weber’s Point. During the march, there were a couple of instances when individuals who were standing on the sidewalk with large signs, which relayed their beliefs that members of the LGBTQIA community were sinful, directed hateful phrases toward individuals participating in the march. The beauty of the march and the LGBTQIA community presented itself as the participants began to chant **“Love trumps hate”** in response to the ridicule presented by the individuals on the sidewalk. The loudness of the chant continued to increase and rippled through the crowd until the body of people were repeating the chant in unison and the hateful phrases could no longer be heard. This powerful act demonstrated the strength and hope that members of the community shared as they continued to move forward despite confrontations with adversity.

Observation of the Valley Ministries Booth

During the preliminary observational period of the evaluation, one striking component of the Valley Ministries booth was a large chalk board entitled “Chalk Board of Prayers” that invited people to share their hopes and prayers; although it did not seem required, many people also wrote their first name beneath the prayer they had written on the board. One of the prayers read, “For people to open their hearts.” This nonverbal method of communication relayed that members of the LGBT+ community currently face social and religious oppression and prejudices. The religious community of Stockton also made noticeable efforts to reach out to children and teenagers. The main activity at the Valley Ministries booth was a conventional carnival game that required participants to toss a basketball into a wooden basket to win a prize. A large banner was hung directly over the booth which had the phrase,

“Jesus didn’t reject people and neither do we,” written on it. This element contributed to the creation of a safe space for children and was a key variable in the movement to bridge the divide between members and allies of the LGBTQIA community and religion, which sometimes corresponds to beliefs and practices that condemn same sex relationships or gender nonconforming behavior.

Children’s Hour on the Main Stage

Nicholas Hatten made a few opening statements at the beginning of the Children’s Hour. The following statement was a focal point of his opening speech: “One of our missions is to educate young children about diversity and, in particular...gender.” The program included choreographed dances, singers, bands, and a read-aloud story session. A key line in one of the stories, which was about a gender nonconforming child, was “I am transgender and I was born that way.” Exposing children to these types of stories at a young age may play a long-term role in increasing self-confidence and acceptance of themselves and within the community overall. Families, including parents/relatives and their children, seemed to be entertained and engaged when the performers prompted elements of audience participation (i.e., clapping, cheering, and responding to questions). Many audience members were recording the performances on their cameras and mobile devices. As the program progressed, the number of people in the audience noticeably increased.

Overall, attendance at the festival was consistent between the hours of 11 a.m. and 3 p.m., when members of the research team were present. A total of 147 responses were collected from the three questions asked. A total of five individuals chose not to respond to the question that was asked of them; thus, the interview portion of the evaluation had a response rate of 96.6%. In addition to the interview portion of the qualitative evaluation, voluntary surveys were handed out by researchers. A total of 99 surveys were completely or partially completed between the hours of 11 a.m. and 3 p.m.

EVALUATION QUESTIONS

The following questions were carefully selected to ensure that each participant was comfortable sharing their personal experience and opinions. A total of three questions were asked during the festival. Two of the three questions required a single-word response while the third was a question that prompted responses of varying lengths. The questions were asked in waves; each question was asked for approximately 45 minutes and each participant provided a single response to one of the three questions.

QUESTIONS 1 AND 2: SINGLE-WORD RESPONSE

1. If you could choose a single word to describe the Stockton Pride Festival, what would it be?
2. Using a single word, can you describe a feeling you have had today?

QUESTION 3: SHORT-ANSWER RESPONSE

1. What does Stockton Pride mean to you?

data FINDINGS

Individuals of various age and racial groups were present at the festival. Ages ranged from infants to seniors. Common activities among people who attended the festival included socializing and participating in fundraisers (via donations or food purchases), watching the performances, and enjoying one another’s company. Of the individuals present at the festival, the Hispanic and White populations made up the majority; however, the percentage of African-American attendees was large as well. With respect to race and ethnicity, the festival seemed to lack a large population of Asian-Americans and those who were Middle Eastern. The Data Co-Op recommends that the Pride Center discuss additional outreach opportunities to these communities.

Each of the three questions were asked during discrete 45-minute periods and generated an array of responses. Noticeable trends began to develop among the responses; for example, when individuals were asked to use one word to describe Stockton Pride for **QUESTION 1**, the word “happy” was chosen six times during different interviews while the word “acceptance” was offered five times.

These responses demonstrated the power of community and the tremendous role that the Stockton Pride Festival has in bringing people together to create a safe space for people to comfortably and freely express and be themselves. In reference to [QUESTION 2](#), “Using a single word, can you describe a feeling you have had today?”, the most common adjectives were “happy” and “hot” which were selected nine times each by different individuals. In addition, “included” was chosen six times; this was the second most frequently used adjective in responses to [QUESTION 2](#). The relatively high frequency in the use of “hot” emphasized the largest challenge for the annual Stockton Pride Festival: the weather. During the festival, temperatures reached 106 degrees. In addition, the fountains located at Weber’s Point were not in operation due to concerns related to the city water supply. During a post festival meeting with staff of the Pride Center and members of the research team, individuals at the meeting discussed to what extent the weather may have discouraged community members from attending the festival. To the knowledge of the researcher who conducted the observations and interviews, two high schools, Caesar Chavez High School and Tokay High School, were represented at the festival. Both student organizations had multiple members present along with their adult advisors. The two student organizations participated in different ways at the festival. A student-run organization from Tokay High School had a booth where students of various grade levels were selling hand-made jewelry and sharing the impacts that their club had made in their lives. When one participant was asked “What does Stockton Pride mean to you?”, after being approved by the adult advisor, the student stated “[Stockton Pride] means love for all.”



Figure 2. Using a single word, can you describe a feeling you have had today?



Similar responses were also collected by others between the ages of 18 and 35. The following responses are examples of the ways in which the Stockton Pride festival made a positive impact in people’s lives.

- ❖ *It means community and peace.*
- ❖ *It gives a sense of togetherness and **UNITY**.
We are united on unity.*
- ❖ *It means that our city has hope.*
- ❖ *It's **SAFE**. It means **LOVING YOURSELF** when everyone hates you.*
- ❖ *It means community.*
- ❖ *It means a place where **PEOPLE CAN BE THEMSELVES** and not be judged.*
- ❖ *It means everyone being together and coming together as a community.*
- ❖ *It means people in Stockton are **ACCEPTING** all cultures and life.*
- ❖ *It means knowing that there is **ACCEPTANCE** anywhere.*

It's an opportunity to support my brother and we [referring to her child] are here in support of the

LGBTQ community. **WE ARE ALL EQUAL** and we are all human.

The following responses were collected from individuals whose ages were estimated (by the researcher) to be between 36 and 64.

- ❖ I am from Merced. To me, it means to support the LGBTQ **COMMUNITY**. We (referring to companion) stand up for equality and have supporters.
- ❖ I am from Sacramento. It is a chance to support other **COMMUNITIES** and support the LGBTQ **COMMUNITY** and extend support.
- ❖ It's different from pride festivals I've been to in the past. I've been to a lot of pride events including the ones in San Francisco and Los Angeles. In Los Angeles, there was an incredible amount of people and me and my girlfriend had to hold hands to prevent from getting lost. I don't prefer the San Francisco one anymore because it is not as **FAMILY ORIENTED** and they need to be, especially now. Lesbian couples are having adopting and having families. Acceptance is growing. I wish acceptance had been a thing when I was young. It used to be a very dangerous place to show who you really were in public. Stockton is smaller but more **FAMILY ORIENTED**. I see many people I know here and the festival continues to grow. Overall, it's a really good environment.
- ❖ It means you can let yourself loose.
- ❖ It's an opportunity to be around gay people.
- ❖ Being from San Francisco, it feels very authentic and **COMMUNITY** centered.
- ❖ It means forward thinking for better changes.
- ❖ It is an opportunity to create a focus in the **COMMUNITY** and to make a place to congregate and establish places to do the same in other areas like the Bay Area.

A few individuals noted that they either did not reside in or were not originally from Stockton. These responses indicate that the Stockton Pride Festival also attracts the interest of individuals living outside of Stockton. Many individuals commended the Stockton Pride Festival for creating a welcoming and family-oriented environment. Five of the eight total responses included either the word "**community**" or "**family-oriented**." Many families and young children attended the festival and participated in activities at the booths and audience members during performances. Thus, the festival was a space that cultivated acceptance for people of diverse backgrounds and beliefs.

The following responses were collected from individuals whose ages were estimated (by the researcher) to be 65 and older.

- ❖ It's an **OPPORTUNITY** to socialize and meet people.
- ❖ It's an **OPPORTUNITY** to unify.
- ❖ It means freedom and just believing in yourself.
- ❖ It means equality.
- ❖ It means a lot of things to a lot of people: acceptance, tolerance, and an **OPPORTUNITY** for change. I've been here since the beginning and I could go on and on about it and the festival. It's been truly amazing to see.

Within this portion of the sample, the word "**opportunity**" was used in 3 of the 5 total responses to **QUESTION 3**. This indicated that older members of the community perceived the festival to be a gateway to future progress and growth within the Stockton community. Effort and investment from those who organized as well as those who attended the festival were key factors in the festival's success.

SUMMARY

The sample sizes corresponding to each of the three interview questions were fairly small; however, the evaluation produced informative and powerful results. Many of the people who participated shared similar opinions about the festival's environment as

well as its significance within the community. Additionally, many booths and festivities were centered on the youth population; a characteristic of the Stockton Pride Festival that many people agreed set this event apart from other pride festivals.

¹ The mission statement is current as of 13 September 2017. The mission statement is written on the Stockton Pride website: www.stocktonpride.com/about-us.aspx.

¹ This phrase was quoted from a news article entitled, "Trump Signs Directive Banning Transgender Military Recruits," which was published on August 25, 2017 by CNN. The national consequences were a prominent factor and a driving force behind the march that took place prior to the beginning of the Stockton Pride Festival.

Appendix H. Pride Festival Evaluation/Feedback 2018

On August 25, 2018, the San Joaquin Pride Center (SJPC) held their 7th annual Stockton Pride Festival at Weber's Point in Stockton, California. The family friendly festival comprised of an array of vendor and non-profit booths, food trucks, and entertainment including local music and a drag show.

During the festival, San Joaquin Community Data Co-Op and SJPC surveyed attendees to gather their insights on the festival, the Pride Center, and questions on what they believe could increase support and acceptance of the LGBT+ community.

There were a total of one hundred and fifty-five (155) festival-goers that completed the survey (139 hardcopy and 16 web-based surveys were completed.) Table 1 details the demographics of the respondents which include ethnicity, gender identity, and how they identify.

When asked how they heard about the Pride Festival, thirty percent (30.2%) stated, "I have attended before," twenty percent, (20.5%) heard through Facebook, 14% heard through word of mouth, and 14% noted "other" (Table 2). About half (49.3%) of the participants said they had been to the Stockton Pride Festival before while 50.7% noted they had not (Figure 1).

Table 1. Participant Demographics

DEMOGRAPHICS	Count	N	%
Ethnicity			
American Indian or Alaska Native	3	153	2.0%
Asian	9	153	5.9%
Black or African American	16	153	10.5%
Hispanic or Latinx	29	153	19.0%
Pacific Islander or Native Hawaiian	1	153	0.7%
White	65	153	42.5%
More than one	26	153	17.0%
Other	4	153	2.6%
Gender Identity			
Female	84	153	54.9%
Male	49	153	32.0%
Gender Non-Conforming	5	153	3.3%
Intersex	3	153	2.0%
Transgender Female	3	153	2.0%
Transgender Male	7	153	4.6%
Other	2	153	1.3%
How Do You Identify?			
Asexual	1	153	0.7%
Bisexual	21	153	13.7%
Lesbian/Gay	38	153	24.8%
Straight	52	153	34.0%
Pansexual	8	153	5.2%
Queer	5	153	3.3%
Questioning	1	153	0.7%
Ally	7	153	4.6%
Other	20	153	13.1%

Table 2. Please tell us how you heard about the Stockton Pride Festival (Mark all that apply)

	Count	N	%
I have attended before	65	215	30.2%
Facebook	44	215	20.5%
Word of Mouth	30	215	14.0%
SJ Pride Center			
Website	22	215	10.2%
Instagram	16	215	7.4%
Newspaper	5	215	2.3%
Radio	2	215	0.9%

Survey participants were asked to rate different aspects of the festival such as the location of the event, the entertainment, food vendors, and the entrance fee (which centered on a donation). Table 3 details that the majority of participants believed that the different aspects of the festival were either “excellent” or “good.”

Participants were also asked to rate the festival overall in which 48.1% stated “excellent,” 45.5% noted “good,” and 5.8% rated the festival “fair” (Figure 2).

Figure 1. Have you been to the Stockton Pride Festival before? (N=134)

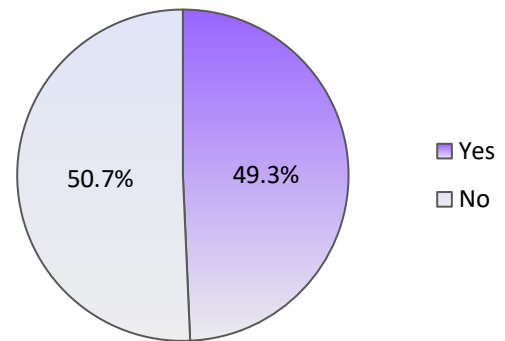


Figure 2. How would you rate the Festival overall? (N=154)

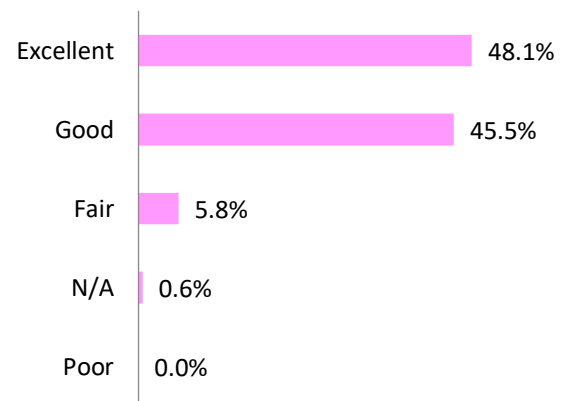


Table 3. Festival Ratings

	N	Excellent	Good	Fair	Poor	N/A
Activities	155	36.8%	38.7%	18.7%	0.6%	5.2%
Location of Event	155	61.9%	31.6%	4.5%	0.0%	1.9%
Family friendly atmosphere	155	71.6%	23.2%	1.9%	0.0%	3.2%
Entertainment	155	49.0%	40.6%	5.2%	0.0%	5.2%
Drag Shows	155	50.3%	16.8%	1.3%	0.6%	31.0%
Food Vendors	155	28.4%	42.6%	14.8%	2.6%	11.6%
Beer Garden	154	23.4%	22.7%	9.7%	0.6%	43.5%
Retain and non-profits	155	40.0%	43.2%	8.4%	0.0%	8.4%
Suggested entrance fee	155	59.4%	26.5%	5.8%	0.0%	8.4%

Figure 3. Have you visited the SJPC in Stockton? (N=142)

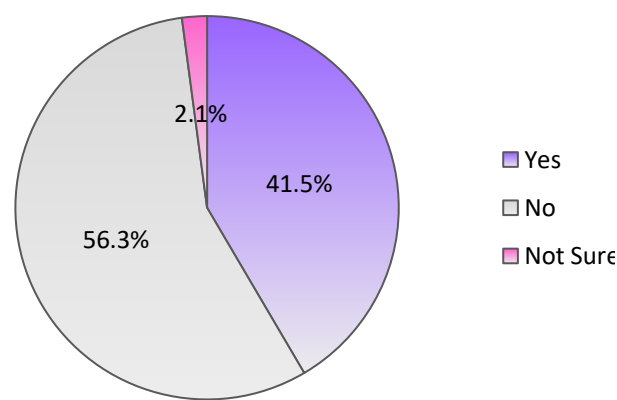
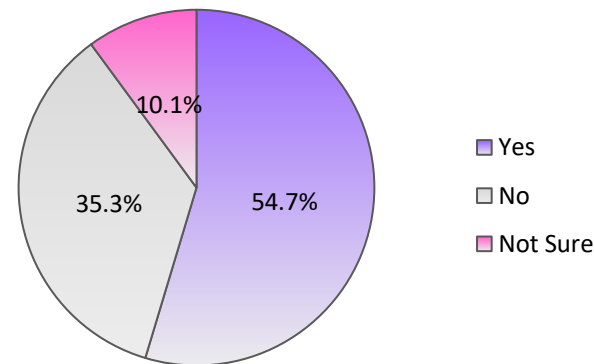


Figure 4. Are you aware of the services that the SJPC offers? (N=79)



Respondents were asked if they had ever visited the SJPC at North Sutter Street in Stockton. Over half (56.3%) noted they had not, while 41.5% noted that they had (Figure 3). They were also asked if they were aware of the services SJPC offers in which over half (54.7%) said “yes,” 35.3% said “no” and 10.1%

Respondents were asked what zip code they lived in; 13.2% responded 95209, 12.5% responded 95204, 10.3% responded 95206, 7.4% responded 95219, and 6.6% responded 95207. Respondents listed a wide range of zip codes in the survey, totaling forty different zip codes (Table 4).

Table 4. Zip Codes

	Count	N	%
Zip Codes			
95209	18	136	13.2%
95204	17	136	12.5%
95206	14	136	10.3%
95219	10	136	7.4%
95207	9	136	6.6%
95203	5	136	3.7%
95210	5	136	3.7%
95336	5	136	3.7%
95202	4	136	2.9%
95215	4	136	2.9%
95240	4	136	2.9%
95337	4	136	2.9%
95205	3	136	2.2%
95376	3	136	2.2%
93907	2	136	1.5%
95258	2	136	1.5%
95351	2	136	1.5%
95356	2	136	1.5%
95834	2	136	1.5%

Figure 5. Do you feel that where you live is a safe place for LGBT+ people?

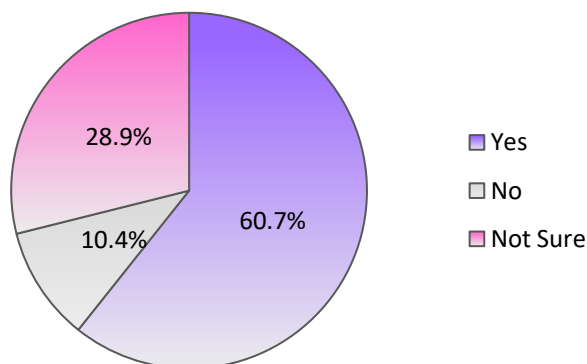
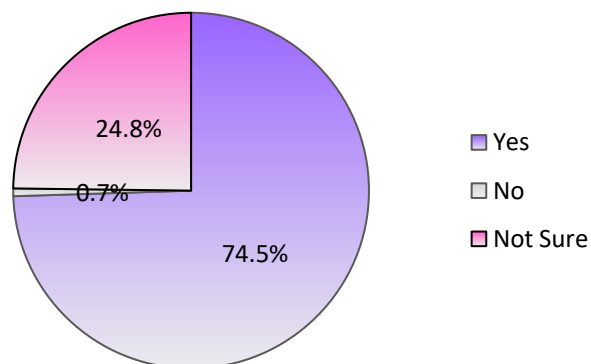


Figure 6. Do you feel that the Pride Center is effective in promoting LGBT+ acceptance in San Joaquin County?



Respondents were asked if they felt that where they live is a safe place for LGBT+ people. Sixty (60.7%) noted that they did, while 10.4% noted that they didn't, and 28.9% indicated that they were not sure. They were also asked if they felt the Pride Center is effective in promoting LGBT+ acceptance in San Joaquin County, in which three quarters (74.5%) said "yes," 0.7% said "no" and 24.8% were "not sure." Survey respondents were then asked a series of open-ended questions regarding increasing support and acceptance for the LGBT+ community. The following details the responses of these questions:

What stands out as key needs or services for the LGBT+ community in San Joaquin County?

- Safety (9)
 - A safe place for LGBTQ community
 - A safe place for those to be themselves
 - Safe environment – health, spiritual acceptance
 - Safe places to go
 - Feeling safe
 - Guidance, counseling, safe communities
- Acceptance (7)
 - Acceptance from the community
 - Acceptance of diverse lifestyles
 - More acceptance of trans people, LGBT+ friendly mental health care
 - Acceptance spaces, counseling, protests/rallies
- Support (6)
 - Acceptance, understanding, medical care
 - Support for those figuring out who they are
 - Support and resources
 - Support from fellow citizens
 - Support and maybe directory of safe spaces?
- Awareness (5)
 - More awareness and programs
 - Unity/awareness/acceptance
 - Awareness of places that are welcoming. Also how we are a community and we are all in this together.

- Youth/Youth Services (4)
 - Support, especially for youth in unsafe homes
 - Youth knowing who to go to if their family is not supportive
 - Youth support
 - More things for kids
 - Health (5)
 - More primary care doctors for trans people
 - Medical services, more job opportunities
 - Health testing
 - Outreach/Events (5)
 - More outreach and visibility
 - QTPOC group, anti-poverty campaigns
 - Education (4)
 - Finding safe spaces, education (health services offered, etc.)
 - More outreach and education about services
 - Community (4)
 - Community involvement
 - Community support, network/inclusiveness, acceptance
 - Social activities (Reno trip, camping, etc.) to bring members of the community together
 - Representation (3)
 - Better representation
 - Representation in elected office locally
 - Understanding (2)
 - Understanding and compassion
 - Other (30)
 - More public exposure so people understand we are all the same
 - Emotional support for those who have recently come out
 - Housing for LGBT+, emergency housing, LGBT friendly housing, provide assistance, not available at [the] Pride Center – more range of services needed
 - More equality
 - Therapy
 - Services against bullying
 - Respect
 - Communication
 - Counseling
 - Rights
- What stands out as key needs or services for parents/guardians of LGBT+ youth in San Joaquin County?*
- Education (13)
 - Classes to teach understanding and support
 - Education and awareness
 - Teaching them how to be open and accepting
 - Sensitivity training for parents of LGBT kids
 - Education to promote understanding and acceptance
 - Education on LGBT+
 - More info/education
 - Learning how to support youth
 - Support (8)
 - Support and education for navigating school acceptance
 - Support and love
 - Support their children
 - How to be supportive
 - Liked Oak Grove park but this is nice too

- Acceptance (4)
 - Guidance, acceptance, and believing
 - Understanding/Acceptance
- Support Groups (3)
 - More support groups
 - Activities, groups for youth 10+
- Other (24)
 - Allowing kids to be proud
 - Resources
 - Love and care
 - Understanding
 - Go with it. Love your children and family. Let them be themselves.
 - Involvement
 - Awareness, inclusiveness, information
- To put in more education about LGBT+ and more effort to stop the bullying
- Teach understanding and acceptance
- Acceptance (10)
 - Be more open and accepting
 - Inclusion, acceptance training, exposure in classes
 - More acceptance from teachers and educate them on this subject
 - School[s] need to be warm and accepting places for all
 - Have a safe place, protect against bullying, teach kids about open acceptance
- Clubs (9)
 - Have groups for LGBT+ kids
 - More clubs

What do schools need to do to increase their support of LGBT+ students?

- Education/classes (21)
 - Better education on trans and nonbinary needs, inclusive sex ed
 - Educate on acceptance of all people and differences
 - Have after school programs and educate non-LGBT students
 - More education, policies, support, speaking out about it as a "norm" not an outcast type of thing. Normalizing it.
 - Offer classes about hate crimes, LGBT education
 - Provide more education to staff
 - Teaching inclusive LGBT+ health and understanding courses; gender-neutral teaching (less of boy vs. girl etc.) and acceptance of pronouns
- GSA (7)
 - GSA – no tolerance for bullying
 - GSA workshops – community churches
 - Include GSA logo on school homepage. Ask principals to mention GSA at school rallies
 - GSA's support and teacher support/education
- Support (7)
 - More active pride supporters
 - More vocal support for them
 - Students need to support the LGBT+ community
 - Teen support, community visibility, addressing stereotype[s] and stigma
- All (5)
- Counselors/Teachers (3)
 - More LGBT+ teachers and outreach
 - Need to have more LGBT counselors to help the students

- Other (32)
 - Make sure the LGBT+ students feel safe
 - More schools represented at the festival
 - School policy change
 - More funding and attention
 - Stop bullying!
 - Offer resources and mention in class about LGBT people, more alliance clubs. Everything that is offered to cis-het [cis-gendered heterosexual individual] students should also be offered to LGBT students
 - More visualization, like I am here – has to be more open
 - Provide more resources for LGBT+ students on campus
 - Compassion

How can San Joaquin County increase acceptance of the LGBT+ community?

- Publicity/ Advertising (12)
 - Better attention and advertising
 - More exposure
 - More publicity for events
 - More announcements and info – pamphlets – around Stockton and S.J. from businesses
 - More advertising I didn't know about the center
 - Perhaps greater publicity, advocacy towards public policy, a strong network?
- Education (10)
 - Offer classes to county employees
 - Classes to teach understanding and terms, etc.; continue to improve mental health services

- Events (10)
 - More events and resources, and expansion of existing resources
 - More events than just pride – once a year
 - More pride events/things to publicly spread awareness
 - More public events and education – thank you for all you do!
 - Be way more visual, minus pride you don't really see much. More events, meet and greets would serve the community much better
- Good Job/ Keep it up (6)
 - Continue doing what you're doing
 - Do what you do! Your great work means so much!
 - You are all doing a great job already
- Awareness (5)
 - Awareness – could be better, better communication
 - Spreading awareness and love and acceptance
 - Making people just aware of the concept will hopefully increase acceptance
- Community/ Outreach (4)
 - Be out in community more? You all are doing great
 - More activities for the community
- Youth Support (4)
 - Have centers and groups for youths of the LGBT+ community
 - School...acceptance and leadership across the county
 - Build stronger connections with queer and trans youth. Organizing and capacity building. We need a movement

- Other (24)
 - Having an open mind set on everything.
 - Having conversations is always key to understanding
 - I feel they need to branch out of Stockton more.
 - Public safe place, put more LGBT+ in office.
 - Maybe a podcast and air or share on Facebook or Instagram
 - Increase visibility of LGBTQ community and gay/Q events in the community year-round.
 - They would have to just all support them with their decisions.

Any other comments or feedback (i.e., ways to improve the Festival or suggestions for future festivals)?

- Good Job (18)
 - Great event
 - Keep doing a good job. See you next year.
 - Love the festival.
 - You do a nice job.
 - Such a wonderful event.
 - Keep up the good work! I love coming to the pride center and the festivals. I always feel safe.
 - Not a thing, I had the most amazing time. The energy here is beautiful and fierce!! Will be back next year.
- Vendors/ Layout (7)
 - Have vendors be more interactive. Too many visitors doing nothing.
 - Not as many craft booths or food vendors as in past. Disappointed about restrooms.
 -
- I wish there were more vendors and more food options. Other than that I had a great time.
- Booth lay out – prefer on outside of the grass, easier to see stage and flow of people is better
- Booth Ideas/ Activities (4)
 - Art tent and displays possibly
 - Booth or info stand on current political actions that affect the community. Include name, email address of political representatives
 - More arts and crafts and variety
- Food (4)
 - More food trucks (options)
 - More vegan options please
 - Lower cost, more free food
- Size (3)
 - Have attended and participated for several years. Sorry to see it so small this year
 - It'll grow in time I'm sure. It needs to be bigger
 - Sorry to see smaller size festival this year
- Access/ Organization (3)
 - More organization. As a vendor, I was unsure of parking and set up
 - Parking. Getting to the festival – closed roads makes it difficult
 - Parking. Getting to the festival – closed roads makes it difficult
- Representation (2)
 - More asexual and nonbinary representation. More activities
 - More drag queens
- Other (9)
 - Less police (or none at all) and less or no corporations

- The weather this year was perfect but in years past I didn't attend because of the heat. I would probably attend every year if it was in June instead of August.
- Try to get more surrounding areas to participate in the event
- More ads to promote Stockton Pride

Appendix I. Pride Festival Evaluation/Feedback 2019

On August 24, 2019, the San Joaquin Pride Center (SJPC) held their 8th annual Stockton Pride Festival at Weber's Point in Stockton, California. The family friendly festival comprised of an array of vendor and non-profit booths, food trucks, and entertainment including a drag show. During the festival, a festival survey was disseminated. Questions centered on event satisfaction as well as what respondents believed could increase support and acceptance of the LGBT+ community in San Joaquin County. There were a total of fifty-one (51) festival-goers that completed the survey. In terms of ethnicity, 37.5% of respondents were White, 25.0% were Latinx, 18.8% were multi-ethnic, 10.4% were Asian, and 6.3% were Black or African American. With respect to gender, 45.8% identified as female, 27.1% as male, 12.5% as another gender, 6.3% as transgender male, 2.1% as transgender female, and 4.2% as gender non-conforming. When asked how they heard about the Pride Festival, thirty percent (30.0%) stated, "I have attended before," 20.0% had heard through multiple sources, 14% heard through word of mouth, and 12% noted friends or family (Table 2). When asked about prior attendance, 46.3% noted that they had attended the Stockton Pride Festival (Figure 1).

Table 1. Participant Demographics

DEMOGRAPHICS	Count	N	%
Ethnicity			
American Indian or Alaska Native	1	48	2.1%
Asian	5	48	10.4%
Black or African American	3	48	6.3%
Hispanic or Latinx	12	48	25.0%
Pacific Islander or Native Hawaiian	0	48	0.0%
White	18	48	37.5%
More than one	9	48	18.8%
Other	0	48	0.0%
Gender Identity			
Female	22	48	45.8%
Male	13	48	27.1%
Gender Non-Conforming	2	48	4.2%
Intersex	1	48	2.1%
Transgender Female	1	48	2.1%
Transgender Male	3	48	6.3%
Other	6	48	12.5%
How Do You Identify?			
Asexual	1	47	2.1%
Bisexual	16	47	34.0%
Lesbian/Gay	8	47	17.0%
Straight	10	47	21.3%
Pansexual	3	47	6.4%
Queer	0	47	0.0%
Questioning	0	47	0.0%

Table 2. Please tell us how you heard about the Stockton Pride Festival (Mark all that apply)

	Count	N	%
I have attended before	15	50	30.0%
Facebook	4	50	8.0%
Newspaper	0	50	0.0%
SJ Pride Center			
Website	5	50	10.0%
Facebook	2	50	4.0%
Word of Mouth	7	50	14.0%
Radio	0	50	0.0%
Twitter	1	50	2.0%
Other	0	50	0.0%

Survey participants were asked to rate different aspects of the festival such as the location of the event, the entertainment, food vendors, and the entrance fee (which centered on a donation). Table 3 details that the high majority of participants believed that the different aspects of the festival were either “excellent” or “good.”

Participants were also asked to rate the festival overall in which 62.7% stated “excellent,” 31.4% noted “good,” and 5.9% rated the festival “fair” (Figure 2).

Figure 1. Have you been to the Stockton Pride Festival before? (N=41)

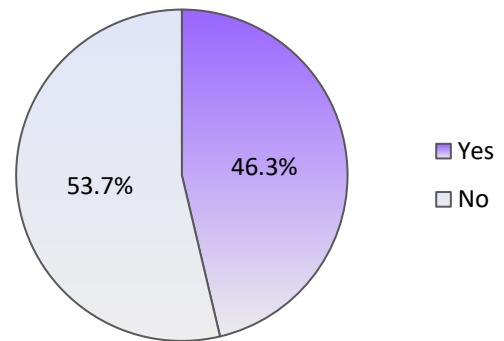


Figure 2. How would you rate the Festival overall? (N=51)

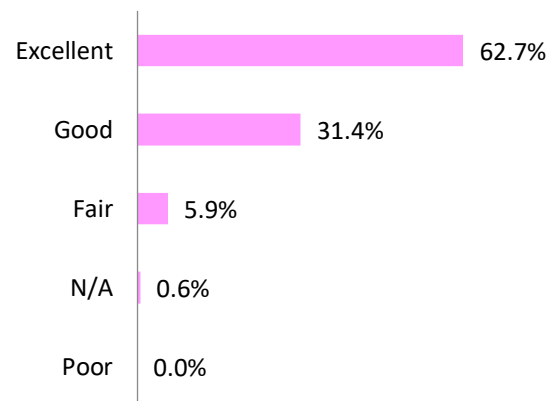


Table 3. Festival Ratings

	N	Excellent	Good	Fair	Poor	N/A
Activities	49	57.1%	34.7%	6.1%	2.0%	0.0%
Location of Event	51	68.6%	21.6%	7.8%	2.0%	0.0%
Family friendly atmosphere	51	86.3%	11.8%	0.0%	2.0%	0.0%
Entertainment	48	75.0%	16.7%	6.3%	2.1%	0.0%
Drag Shows	47	78.7%	8.5%	2.1%	0.0%	10.6%
Food Vendors	49	51.0%	32.7%	12.2%	2.0%	2.0%
Beer Garden	47	46.8%	14.9%	8.5%	0.0%	29.8%
Retain and non-profits	49	73.5%	20.4%	4.1%	2.0%	0.0%
Suggested entrance fee	51	70.6%	13.7%	7.8%	5.9%	2.0%
Car Show	48	54.2%	6.3%	4.2%	6.3%	29.2%

Figure 3. Have you visited the SJPC at North Sutter Street in Stockton? (N=49)

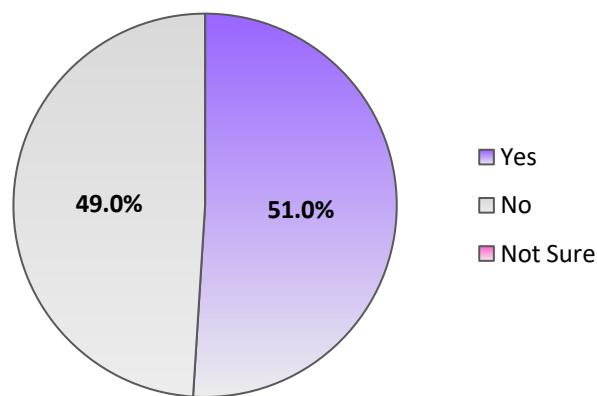
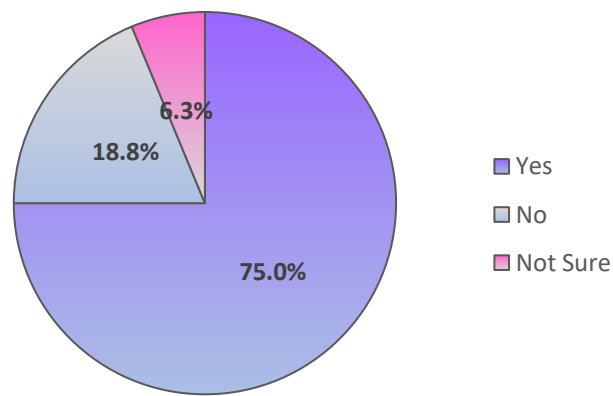


Figure 4. Are you aware of the services that the SJPC offers? (N=48)



Respondents were asked if they had ever visited the SJPC at North Sutter Street in Stockton. About half (51.0%) noted they had not, while 49.0% noted that they had visited the Center (Figure 3). They were also asked if they were aware of the services SJPC offers in which over three quarters (75.0%) said “yes,” 18.8% said “no,” and 6.3% were not sure (Figure 4).

When respondents were asked what zip code they lived in, 18.2% responded 95205, 18.2% 95206, 11.4% 95204, 11.4% 95207, and 9.1% responded 95209. Respondents listed a wide range of zip codes in the survey, totaling thirteen in all (Table 4).

Table 4. Zip Codes

	Count	N	%
Zip Codes			
95209	4	44	9.1%
95204	5	44	11.4%
95206	8	44	18.2%
95202	3	44	6.8%
95207	5	44	11.4%
95203	2	44	4.5%
95210	2	44	4.5%
95336	2	44	4.5%
95205	8	44	18.2%
98215	1	44	2.3%
95240	2	44	4.5%
95376	1	44	4.5%
95688	1	44	2.3%

Figure 5. Do you feel that where you live is a safe place for LGBT+ people? (N=43)

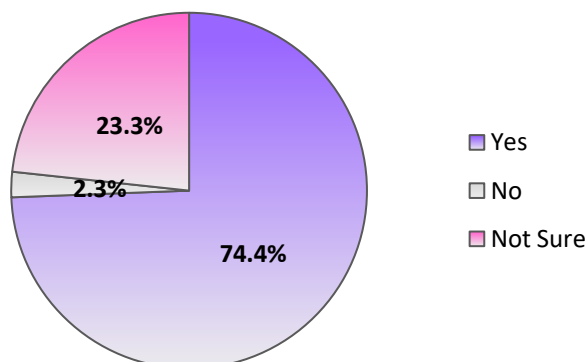
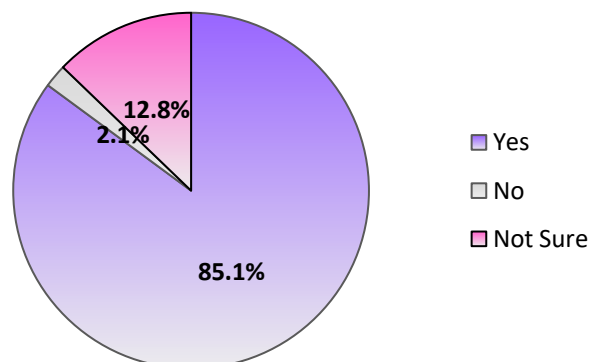


Figure 6. Do you feel that the Pride Center is effective in promoting LGBT+ acceptance in San Joaquin County? (N=47)



Respondents were asked if they felt that where they live is a safe place for LGBT+ people. Thirty-two (74.4%) noted that they did while 2.3% noted that they didn't, and 23.3% indicated that they were not sure. They were also asked if they felt the Pride Center is effective in promoting LGBT+ acceptance in San Joaquin County, in which more than three quarters (85.1%) said "yes," 2.1% said "no" and 12.8% were "not sure."

Survey respondents were then asked a series of open-ended questions regarding increasing support and acceptance for the LGBT+ community. The following details the responses of these questions:

What stands out as key needs or services for the LGBT+ community in San Joaquin County?

- Support (4)
 - Support, love
 - Support
 - Support & Advocacy
 - Love, support, acceptance
- Awareness (2)
 - Sex education & LGBTQ+ Awareness
 - Representation
- Services (1)
 - Counseling
- Education (1)
 - Taco Tuesday, Pizza Friday, Educational materials

What stands out as key needs or services for parents/guardians of LGBT+ youth in San Joaquin County?

- Education (4)
 - LGBTQ+ sex education
 - Having inclusive schools
 - Educational material to help [with] understand[ing]...parents to give support, love
 - Programs for Youth
- Support (1)

What do schools need to do to increase their support of LGBT+ students?

- Education/classes (6)
 - More education and awareness, create safe spaces
 - One Dream Academy
 - Better education on LGBT+ matters and issues
 - More LGBT education
- Awareness and Acceptance (4)
 - Make sure LGBT+ students are called by their preferred names and pronouns
 - More acceptance
 - They have to announce it more
 - Protection
- Activities and Events (2)
 - More activities
 - More festivals, events
- Gender Neutral Bathrooms (2)
 - More gender-neutral bathrooms
- Provide Support and Combat Discrimination (2)
 - More support
 - No tolerance for discrimination and provide counselors that can adequately support and help their students.

How can San Joaquin County increase acceptance of the LGBT+ community?

- Events (5)
 - Possibly do more events
 - More festivals
 - More public events
 - By having more Pride Fest like this
- Education (1)
 - More pride

- Health (1)
 - Offer condoms and lube
- Gender neutral bathrooms (1)
 - Increase number of gender-neutral bathrooms.
- Outreach
- Advocacy

Who and/or what would you like to see next year as far as entertainment on the stages?

- Music (8)
 - More local musicians and performers, basically the same but more!
 - Hip-Hop
 - Better artists
 - Missy Elliot! Xoxo <3
 - Bands!
 - More upbeat music
 - More entertainment on stage
 - Singers
- Drag Show (6)
 - Pyrotechnics please and more drag races <3
 - Drag Show
 - More Drag Shows
 - Drag, keep the drag going! <3
 - Drag Kinds/Dances
- Vendors (3)
 - Stage performance was pretty good
 - More shade for eating
 - I would like to see a presentation about condoms and lube.
- Culture (1)
 - Have more cultures perform

Appendix J. Youth Empowerment Summit 2018

YOUTH EVALUATION FORM



Evaluations provide us with one of the best ways to improve our session offerings. We are hoping that you will complete this voluntary evaluation form and submit this at the end of the summit. Thank you!

1. What school district do you attend?

2. What grade are you in? _____

3. What is your self-identified gender identity?

☐ Cisgender Female ☐ Cisgender Male ☐ Transgender Female ☐ Transgender Male

☐ Intersex ☐ Non-binary/non-gender conforming ☐ Other (Please specify)

4. What is your sexual orientation?

☐ Gay ☐ Lesbian ☐ Bisexual ☐ Straight ☐ Asexual ☐ Pansexual ☐ Queer

☐ Other (Please specify) _____

5. What is your ethnicity?

☐ American Indian/Alaska Native ☐ Asian ☐ Black/African American ☐ Hispanic/Latinx

☐ Pacific Islander/Native Hawaiian ☐ White ☐ Other (Please specify)

6. Please mark your level of agreement with the following statements:

Content and Delivery	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The keynote speakers presentations were useful					
Overall, the speakers (keynote and session) were knowledgeable					
Overall, the speakers (keynote and session) were empowering					
There was adequate time dedicated to each session					
The Summit was well organized					
I learned something new today					
Overall, the sessions met my expectations					

7. Please rate the overall effectiveness of the sessions in the table below:

Breakout Sessions	Excellent	Good	Fair	Poor	Did not attend
Advocacy 101					
Anti-bullying					
Coping Skills					
GSA Leadership					
Know Your Rights					

8. What is one thing you can take away from each session you attended today?

Session name _____

Comment _____

Session name _____

Comment _____

Session name _____

Comment _____

9. What was your favorite thing about the Summit?

10. Please mark your level of agreement with the following statements:

Overall Summit	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The Summit met my expectations					
I can put what I learned to immediate use					
The Summit was beneficial to me					
I learned new information about the LGBTQ+ community at this Summit					
I felt a sense of community at this Summit					
I feel more confident after attending this Summit					
Summit Location and Services	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The location worked well for the Summit					
I was satisfied with the refreshments/meals provided					
I enjoyed the drag show					

11. Have you attended the Summit before?

☐ Yes ☐ No ☐ I don't know

12. Would you attend the Summit again?

☐ Yes ☐ No ☐ I don't

know

13. Would you recommend this Summit to a friend?
know

☐ Yes ☐ No ☐ I don't

14. What are the strengths of this year's Summit?

15. What could the Pride Center do to improve this Summit in the future?

16. Do you have any additional comments?

17. Please mark your level of agreement with the following statements:

Your School	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
There is a positive school climate towards LGBTQ+ youth					
My school is a safe space for LGBTQ+ students					
There is an issue at my school with bullying that is targeted towards LGBTQ+ youth					
People can express their individuality at my school					
If needed, there is a supportive adult I can speak with at my school					

18. Does your school have a LGBT+ Club (GSA)?
know

☐ Yes ☐ No ☐ I don't

19. If yes, are you involved in your school's LGBT+ Club?

☐ Yes ☐ No

20. What more can your school do to be a safe space for LGBT+ students?



Appendix K. Youth Empowerment Summit 2018

ADULT/TEACHER EVALUATION FORM

Evaluations provide us with one of the best ways to improve our session offerings. We are hoping that you will

1. What school district are you affiliated with?

2. What is your zip code of residence? _____

3. Please mark which best describes you: ☐ Parent ☐ Teacher ☐ Other:

4. What is your self-identified gender identity?

☐ Cisgender Female ☐ Cisgender Male ☐ Transgender Female ☐ Transgender Male

☐ Intersex ☐ Non-binary/non-gender conforming ☐ Other (Please specify)

5. What is your sexual orientation?

☐ Gay ☐ Lesbian ☐ Bisexual ☐ Straight ☐ Asexual ☐ Pansexual ☐ Queer

☐ Other (Please specify)

6. If you are LGBT+, are you out on campus? ☐ Yes ☐ No ☐ N/A

7. What is your ethnicity?

☐ American Indian/Alaska Native ☐ Asian ☐ Black/African American ☐ Hispanic/Latinx

☐ Pacific Islander/Native Hawaiian ☐ White ☐ Other (Please specify)

8. Please mark your level of agreement with the following statements:

Content and Delivery	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The keynote speakers presentations were useful					
Overall, the speakers (keynote and session) were knowledgeable					
Overall, the speakers (keynote and session) were empowering					
There was adequate time dedicated to each session					
The Summit was well organized					
I learned something new today					
Overall, the sessions met my expectations					

9. Please rate the overall effectiveness of the sessions in the table below:

Breakout Sessions	Excellent	Good	Fair	Poor	Did not attend
Anti-bullying					
GSA Advising					
Inclusive teaching					
Parent Panel					
Sensitivity Training					

10. What is one thing you can take away from each session you attended today?

Session name _____

Comment _____

Session name _____

Comment _____

Session name _____

Comment _____

11. What was your favorite thing about the Summit?

12. Please mark your level of agreement with the following statements:

Overall Summit	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The Summit met my expectations					
I can put what I learned to immediate use					
The Summit was beneficial to me					
I learned new information about the LGBTQ+ community at this Summit					
I felt a sense of community at this Summit					
Summit Location and Services	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The location worked well for the Summit					
I was satisfied with the refreshments/meals provided					
I enjoyed the drag show					

13. Have you attended the Summit before?

☐ Yes ☐ No ☐ I don't

know

14. Would you attend the Summit again?

☐ Yes ☐ No ☐ I

don't know

15. Would you recommend this Summit to a fellow educator/parent?

☐ Yes ☐ No ☐ I

don't know

16. What are the strengths of this year's Summit?

17. What could the Pride Center do to improve this Summit in the future?

18. Do you have any additional comments?

19. Please mark your level of agreement with the following statements:

Your/Your Child's School	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
There is a positive school climate towards LGBTQ+ youth					
My/my child's school is a safe space for LGBTQ+ students					
There is an issue at my/my child's school with bullying that is targeted towards LGBTQ+ youth					
People can express their individuality at my/my child's school					
If needed, there is a supportive adult that youth can speak with at my/my child's school					

20. Does your school have a LGBT+ Club (GSA)?

☐ Yes ☐ No ☐ I

don't know

21. If yes, are you involved in your school's LGBT+ Club?

☐ Yes ☐ No

22. What more can your school do to be a safe space for LGBT+ students?

Appendix L. Youth Empowerment Summit (Youth Survey Evaluation) 2017

On Saturday, October 7th, the San Joaquin Pride Center held their annual Youth Empowerment Summit (YES) at the Central United Methodist Church in Stockton, California. This year's theme urged youth, "If you're Broke'n, Get to Cope'n." The full day YES itinerary included guest speakers, performances, a keynote speech by Lange Luntao, lunch provided by Chipotle, and informational breakout sessions for both youth and adults; 90 youth and 100 adults registered for the conference and there were 20 volunteers.

Youth Surveys

Towards the end of the summit, youth were asked to fill out an evaluation form which asked them to respond to questions that centered on their opinions about the summit among other topics. Of the youth that completed this survey, almost six in ten (58.5%) identified their gender as 'female,' over a quarter (26.4%) identified as 'male,' 3.8% identified as 'transgender male,' 3.8% as 'non-conforming,' and 7.5% noted 'other.' In regard to sexual identity, nearly one in three (32.1%) identified as 'straight,' 26.4% identified as 'bisexual,' 24.5% as 'pansexual,' 7.5% as 'gay,' 3.8% as 'asexual,' 3.8% as 'other,' and 1.9% identified as 'lesbian.' With respect to ethnicity, just over half (51.9%) listed 'Hispanic/Latinx,' 21.2% noted 'White,' 15.4% 'Asian,' 11.3% 'multiracial,' 9.6% 'Black/African American,' and 9.6% noted 'other,' and 3.8% noted 'Alaska Native/American Indian.' [See Table 1]

Youth were asked what school they attended and what grade they were in; Table 2 details their responses. With regard to school, youth were also asked a few questions about their school's environment. When asked if their school has a Gay Straight Alliance (GSA), about six in ten students (58.8%) stated 'yes,' with one in five (20.6%) indicating 'no,' and another 20.6% stating 'I don't know' (Figure 1). Of those that did have a GSA, 68.0% noted being involved, 8.0% stated they were

Table 1. Demographics

Gender Identity	Count	%
Female	31	58.5%
Male	14	26.4%
Transgender Male	2	3.8%
Non-conforming	2	3.8%
Other	4	7.5%
<i>Gender-fluid</i>	1	1.9%
<i>Questioning</i>	3	5.7%
<i>I don't know yet</i>	1	1.9%
Sexual Identity	Count	%
Gay	4	7.5%
Lesbian	1	1.9%
Bisexual	14	26.4%
Straight	17	32.1%
Asexual	2	3.8%
Pansexual	13	24.5%
Other	2	3.8%
<i>Romantic</i>	1	1.9%
Ethnicity	Count	%
Alaska Native/American Indian	2	3.8%
Asian	8	15.4%
Black/African American	5	9.6%
Hispanic/Latinx	27	51.9%
White	11	21.2%
Other	5	9.6%
<i>Asian/Indian</i>	1	1.9%
<i>Biracial</i>	1	1.9%
<i>Human</i>	1	1.9%
<i>Irish/Portuguese</i>	1	1.9%
Multiracial	6	11.3%

Table 2. School Information

Schools	Count	%
Edison High School	11	21.2%
San Joaquin Elementary	8	15.4%
Stagg High School	7	13.5%
Rio Vista High School	5	9.6%
Children Home of Stockton (CHS)	3	5.8%
Stockton Collegiate	4	7.7%
East Union High School	2	3.8%
SECA	2	3.8%
Cleveland Elementary	1	1.9%
Delta Charter	1	1.9%
Millwood Middle School	1	1.9%
Non-public school (one.Program site)	1	1.9%
one.Vision	1	1.9%
Sierra Middle	1	1.9%
Stockton High	1	1.9%
Stockton Unified School District	1	1.9%
Venture Academy	1	1.9%
Vincent Shalve Academy	1	1.9%

Grade	Count	%
Second	1	2.0%
Fifth	1	2.0%
Seventh	1	2.0%
Eighth	9	17.6%
Ninth	2	3.9%
Tenth	8	15.7%
Eleventh	19	37.3%
Twelfth	10	19.6%

Six in ten youth (59.6%) strongly agreed or agreed that there is a positive school climate towards LGBTQ+ youth with 30.8% noting 'no opinion' and 54.7% indicated that they 'strongly agree' or 'agree' that their school is a safe space for LGBTQ+ students with 34.0% noting 'no opinion.' When presented with the statement, 'There is an issue at my school with bullying that is targeted towards LGBTQ+ youth, there were mixed responses: 7.7% stated they 'strongly agree,' 21.2% noted they 'agree,' 30.8% noted they 'disagree,' 7.7% noted they 'strongly disagree,' and 21.2% noted 'no opinion.' Over 6 in 10 youth (62.3%) noted that 'strongly agree' or 'agree' that people can express their individuality at their school with 28.3% marking 'no opinion'. The high majority of youth (86.3%) stated that they 'strongly agree' or 'agree' that there is a supportive adult they can speak to at their school, if needed. [See Table 3]

Youth in attendance were also asked about different items they may have learned at the Summit. An average of 94.2% of youth strongly agreed or agreed that they learned new coping skills, healthy alternatives to deal with challenging situations, how to overcome challenges in positive ways, and new information about the LGBTQ+ community (Table 4).

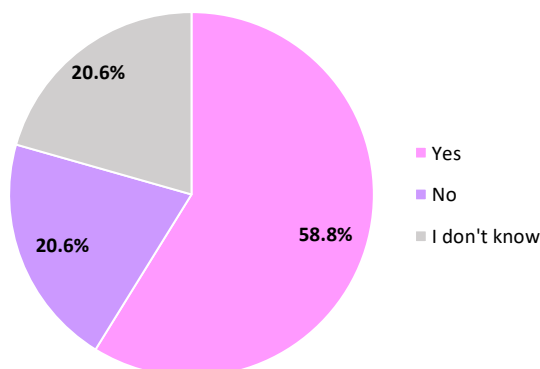
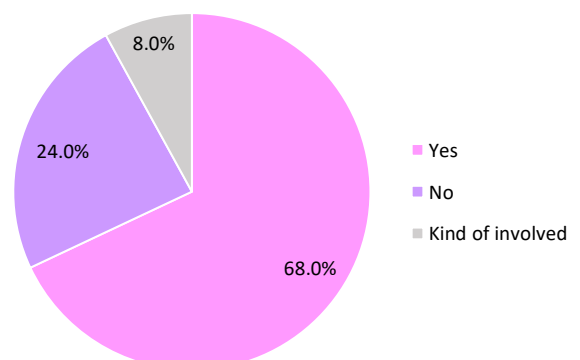
Figure 1. Does your school have a GSA?**Figure 2. If yes, are you involved in your school's**

Table 3. School Environment Questions

	Count	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
There is a positive school climate towards LGBTQ+ youth.	52	32.7%	26.9%	9.6%	0.0%	30.8%
My school is a safe space for LGBTQ+ students.	53	32.1%	22.6%	11.3%	0.0%	34.0%
There is an issue at my school with bullying that is targeted towards LGBTQ+ youth.	52	7.7%	21.2%	30.8%	7.7%	21.2%
People can express their individuality at my school.	53	28.3%	34.0%	5.7%	3.8%	28.3%
If needed, there is a supportive adult I can speak with at my school.	51	64.7%	21.6%	3.9%	2.0%	7.8%

Table 4. Learning Centered Questions

I learned...	Count	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
New coping skills at the Summit.	49	69.4%	22.4%	2.0%	0.0%	6.1%
Healthy alternatives to deal with challenging situations.	53	64.2%	28.3%	0.0%	0.0%	7.5%
How to overcome challenges in positive ways.	53	66.0%	30.2%	0.0%	0.0%	3.8%
New information about the LGBTQ+ community at this Summit.	53	66.0%	30.2%	1.9%	1.9%	0.0%

Table 5. Summit Centered Questions

	Count	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
I would recommend this Summit to a friend.	53	77.4%	20.8%	0.0%	0.0%	1.9%
I felt a sense of community at this Summit.	53	67.9%	30.2%	1.9%	0.0%	0.0%
I feel more confident after attending this Summit.	47	67.9%	30.2%	1.9%	0.0%	0.0%

Almost all youth (98.1%) noted that they ‘strongly agree’ or ‘agree’ that they would recommend this Summit to a friend, that they felt a sense of community at the Summit, and that they felt more confident after attending the summit (Table 5).

Youth were also asked three qualitative open-ended questions centering on their school and the Summit itself. The following page details the responses to each question from the youth who participated in the survey.

What more can your school do to be a safe space for LGBTQ+ students?

- Start/add a GSA (7)
- Support groups for LGBTQ+ (4)
- Be supportive and aware of LGBTQ+ as a community (7)
- Campaigns and posters (3)
- Other (4)
 - Be kind
 - Support others
 - Stand up to bullying
 - Help others express their feelings

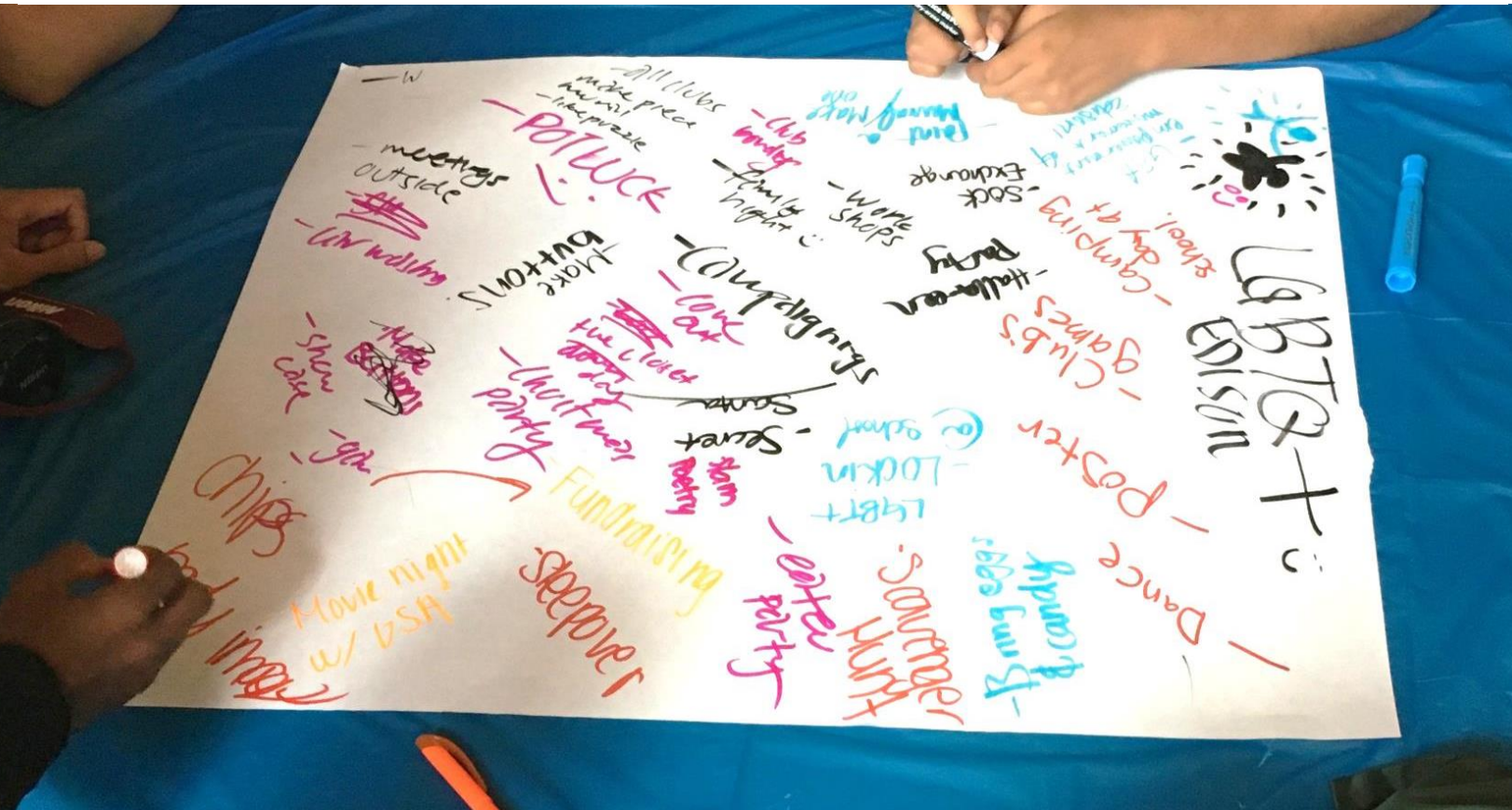
If you learned something new to help with coping, please note what this is:

- Breathing (5)
- Meditating (4)
- Art (3)
- Exercise (3)
- Yoga (3)
- Free expression (2)
- Positivity (2)
- Other (6)
 - “Everything was new.”
 - Mirror exercises
 - Health
 - Open up to friends
 - “I learned that there are way more ways of coping with your problems.”
 - “I don’t know.”

What was your favorite part about the YES Summit?

- People (12)
 - Meeting new people
 - Talking with peers
- Workshop activities (11)
 - Art activity
 - Appearance activity
 - Yoga activity
 - Learning coping skills
- All of it (5)
- Other (7)
 - Facilitator
 - Food
 - Fun
 - Ice breaker
 - Positivity
 - Q&A panel
 - The second group activity

Appendix M. Youth Empowerment Summit (Youth Focus Groups Feedback) 2017



Youth brainstormed ideas to create awareness of the LGBTQ+ community at their schools.

On November 1, 2017, evaluators from San Joaquin Community Data Co-Op conducted a focus group with three youth from the Pride Center, who attended the Youth Empowerment Summit (YES) on October 7, 2017. All three youth present for the focus group were there for the entire summit. The event had two separate tracks, an adult track and a youth track, with different speakers for each. Youth present for the focus group were asked about their experience at the event, what they liked the most, and the least about this year's summit, and any suggestions they have for next year.

All the youth indicated they enjoyed the speakers at the YES; in particular, they felt the opening speaker stood out. The participants were moved by the fact that this speaker is an activist for the LGBTQ+ community as well as Black Lives Matter, and said the speech was “empowering,” and “more of an

inspiration to do more in [the] community.” Participants mentioned that it is powerful when the speakers are “angled toward the youth.” Two of the participants present were also speakers at the event and felt the time they were allotted to speak was a “good amount of time,” especially as youth speakers.

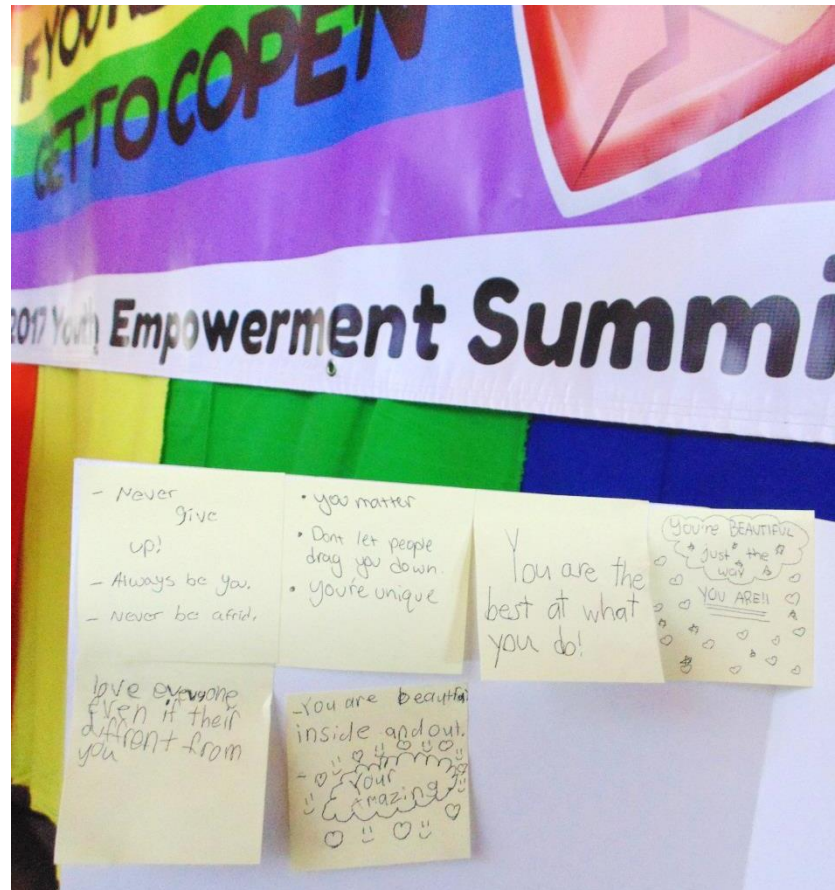
When asked about the overall organization of the event, youth stated it was “well organized.” However, participants noted, “there were some parts that were more organized than others,” and mentioned that when the student panel for the adult track was moving from one location to another, there was some confusion. The summit “flowed easily” youth said, as there was one main topic throughout the day. Participants liked the separate tracks for youth and adults because

“youth have separate needs.” The youth talked about coping with depression, stress, and anxiety, while adults were able to gain an understanding about what is going on at school and how to help their children with issues such as bullying. However, the conversations did come together for youth and adults during lunch time, and for one youth continued as a conversation over dinner with their family.

When asked about the coping session for the youth, participants indicated that this was both interactive and informative. Coping strategies such as deep breathing, meditation, yoga, and psychotherapy (with mirrors and a focus on self-image) were presented, among other strategies. In addition, youth were encouraged to write or draw positive things on Post-Its to stick to boards for the other youth at the summit to see. Youth mentioned feeling good about the combination of coping mechanisms and one participant stated, “they all added up to a lesson being learned at the end of the day, if one doesn’t work, I can do another one.”

Participants indicated the best thing about the YES was the speed coping; “it gave life to whoever needed it” one participant stated, adding that it kept people “alert for what we were going to learn.” Another youth felt the best part was the student panel because “parents sit down and say, ‘I want to know your issue and how we can fix this’.” One of the participants explained that their father had a lot of questions about the LGBTQ+ community and was able to learn about issues they deal with and meet their friends. The youth stated, “I like the fact that they had parents there because my dad’s been wanting to go.”

When youth were asked what they liked the least about the summit, participants stated that there were no drag shows this year. “I really like the drag shows,” one youth stated, “and they were not there this year.” In addition, participants thought passing out lunch was “chaotic” in terms of space and the wrapping



Youth were encouraged to write or draw positive things on Post-Its to stick to boards for the other youth at the summit to see.

around of the line through the tables. “It was just insanity,” one youth stated, “we usually call tables, but everyone just formed a line this time.” Youth also felt the rotations for the speed coping session were a bit rushed, as there were eight minutes for each: this did not seem like enough time, because everyone had a lot to say. Other than these issues, youth indicated they felt “the whole thing was great.”

In terms of feeling empowered, and gaining knowledge and confidence, participants felt the YES provided space for all of these things. When youth were asked if they felt empowered by the YES, they stated “yes, very much so,” and “definitely.” One participant felt inspired because “one of the speakers is my advisor at school and I really look up to him.” Another participant stated, “I know when I say something it will be heard,” which is empowering to them. In addition, one youth explained that the GSA

at school often is more motivated to plan events after the YES, and gets ideas for events from the summit.

Participants were asked if they felt knowledge was gained from the summit. One youth stated, “I think so, because when we did the panel a lot of parents did ask questions” and received answers from the youth. In addition, the number of coping strategies that were introduced, and discussing the importance of coping “really did help,” especially since, “one youth committed suicide last month.”

A sense of confidence was also felt from the YES, “because it’s kind of like a rally, a day where everyone is saying ‘you can do this,’ ‘you can appreciate yourself for all you’ve done,’ instead of others appreciating you for you,” one youth stated. “It really gets youth spirits up, and adults, too, being able to help each other,” another youth said. In addition, confidence is gained when parents and teachers get answers, allies are gained, and people know how to help, youth explained. For example, having connections for fundraisers for GSA’s, and for parents having other parents to talk to.

Recommendations for future events were discussed. Participants suggested having a second person, possibly a youth, assisting the staff member who typically coordinates the event, so that they have more help throughout the process. Youth also suggested a rehearsal before the next event so that “everyone is on the same page about moving around.” Additionally, participants indicated they would have liked more time, and smaller groups for the speed coping because they missed out on what some people had to say, and felt the rushed time “cut off the empowerment part a little.” Youth also mentioned wanting to add music or performing arts as one of the coping mechanisms for the next summit, stating, “I know some people when they’re really anxious will listen to a certain type of music to help them.”



A volunteer introduced art as a coping skill during the speed coping.

Furthermore, youth enjoyed the performances at lunch in previous years. “I always look forward to it, and this year they didn’t have it,” one participant stated, adding, “there are a lot of heavy topics and this usually lightens it up.” In addition, the drag shows are “something that everyone roots for,” and many were excited for this year’s drag show, but there was not one. Participants also felt there should be music to signal transition between sessions, or in the beginning of the YES for people to walk in to, and suggested that a playlist be put together. Youth suggested songs be voted on in the stakeholder meetings and added to the playlist to be used at the next summit.

Appendix N. Youth Empowerment Summit (Youth and Adult Survey Analysis) 2018

On Saturday, October 27th, 2018, the San Joaquin Pride Center held their annual Youth Empowerment Summit (YES) at the Central United Methodist Church in Stockton, California. This year's theme was "Power in Pride." The full day YES itinerary included guest speakers, a drag queen performance, keynote speeches, informational breakout sessions for youth and adults, breakfast, lunch, and an ice cream social.

Youth Surveys

Towards the end of the summit, youth were asked to fill out an evaluation form which asked them to respond to questions that centered on their opinions about the summit among other topics. Of the youth that completed this survey, 57.9% identified their gender as cisgender female, 10.5% identified as cisgender male, 10.5% identified as transgender male, 10.5% as non-binary/non-gender conforming, and 10.5% identified as other. In regard to sexual orientation, 4.5% identified as gay, 22.7% identified as lesbian, about three in ten (31.8%) identified as bisexual, 18.2% as straight, 4.5% as asexual, 13.6% as pansexual, and 4.5% identified as queer. With respect to ethnicity, 9.1% listed Alaska Native/American Indian, 4.5% noted Asian, 9.1% noted Black/African American, four in ten (40.9%) noted Hispanic/Latinx, 4.5% noted Native Hawaiian/ Pacific Islander, 22.7% noted White, and 9.1% noted multi-ethnic [See Table 1].

Table 1. Youth Demographics

Self-identified Gender Identity	Count	n	%
Cisgender Female	11	19	57.9%
Cisgender Male	2	19	10.5%
Transgender Female	0	19	0.0%
Transgender Male	2	19	10.5%
Intersex	0	19	0.0%
Non-binary/non-gender conforming	2	19	10.5%
Other	2	19	10.5%

Sexual Orientation			
Gay	1	22	4.5%
Lesbian	5	22	22.7%
Bisexual	7	22	31.8%
Straight	4	22	18.2%
Asexual	1	22	4.5%
Pansexual	3	22	13.6%
Queer	1	22	4.5%
Other	0	22	0.0%

Ethnicity			
Alaska Native/American Indian	2	22	9.1%
Asian	1	22	4.5%
Black/African American	2	22	9.1%
Hispanic/Latinx	9	22	40.9%
Native Hawaiian/Pacific Islander	1	22	4.5%
White	5	22	22.7%
Other	0	22	0.0%
Multi-ethnic	2	22	9.1%

Table 2. School Information

School District	Count	n	%
SUSD	17	21	81.0%
River Delta	4	21	19.0%

Grade	Count	n	%
7	2	22	9.1%
8	6	22	27.3%
9	3	22	13.6%
10	1	22	4.5%
11	2	22	9.1%
12	8	22	36.4%

Figure 1. Does your school have a GSA?

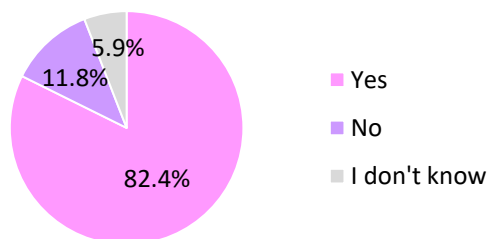
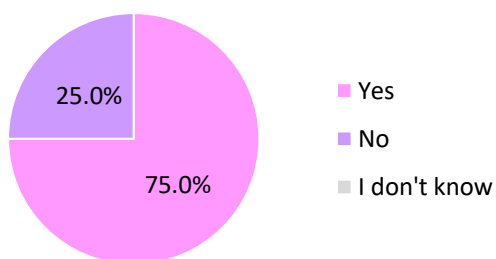


Figure 2. If yes, are you involved in your school's GSA?



Youth were asked what school district they attended and what grade they were in; Table 2 details their responses. With regard to school, youth were also asked a few questions about their school's environment. When asked if their school has a Gay Straight Alliance (GSA), 82.4% stated 'yes,' with 11.8% indicating 'no,' and another 5.9% stating 'I don't know' (Figure 1). Of those that did have a GSA, 75.0% noted being involved, and 25.0% noted not being involved (Figure 2).

Eight in ten youth (80.0%) strongly agreed or agreed that there is a positive school climate towards LGBTQ+ youth with 20.0% noting disagree; 61.6% indicated that they strongly agree or agree that their school is a safe space for LGBTQ+ students with 15.4% noting no opinion, and 23.1% indicating that they strongly disagree, or disagree. When presented with the statement, 'There is an issue at my school with bullying that is targeted towards LGBTQ+ youth,' 33.3% stated that they strongly agree, 33.3% noted that they agree, 26.7% noted they had no opinion, and 6.7% noted that they disagree. Two-thirds (66.7%) of youth noted that they strongly agree or agree that people can express their individuality at their school with 13.3% marking no opinion, and 20.0% noting that they disagree. The high majority of youth (87.5%) stated that they strongly agree or agree that there is a supportive adult they can speak to at their school, if needed and 12.5% noted strongly disagree [See Table 3].

Table 3. School Environment Questions

	Count	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
There is a positive school climate towards LGBTQ+ youth.	15	40.0%	40.0%	0.0%	20.0%	0.0%
My school is a safe space for LGBTQ+ students.	13	23.1%	38.5%	15.4%	15.4%	7.7%
There is an issue at my school with bullying that is targeted towards LGBTQ+ youth.	15	33.3%	33.3%	26.7%	6.7%	0.0%
People can express their individuality at my school.	15	26.7%	40.0%	13.3%	20.0%	0.0%
If needed, there is a supportive adult I can speak with at my school.	26	56.3%	31.3%	0.0%	0.0%	12.5%

Table 4. Learning Centered Questions

Please rate the overall effectiveness of the sessions

	Count	Excellent	Good	Fair	Poor	Did not attend
Advocacy 101	17	41.2%	35.3%	5.9%	0.0%	17.6%
Anti-Bullying	16	31.3%	37.5%	0.0%	0.0%	31.3%
Coping Skills	18	44.4%	27.8%	5.6%	0.0%	22.2%
GSA Leadership	17	47.1%	23.5%	5.9%	0.0%	23.5%
Know your Rights	16	37.5%	31.3%	6.3%	0.0%	25.0%

A majority of youth rated the sessions at the summit as either excellent or good [See Table 4]. Youth were also asked, ‘what is one thing you can take away from each session you attended today?’ The following details their responses.

Coping Skills (6)

- Drawing helps express yourself
- I learn it gets easier and not to hold the feelings
- Loved the oils
- Push yourself to defeat the bad
- Try to use exercise to help deal with stress

Advocacy 101 (5)

- Well organized and very inclusive
- School lesson/private schools
- [Provided] significant info regarding situations
- Take more to overcome the system

Anti-Bullying (5)

- I feel more confident [about] talking to teachers about bullying
- Speak more openly about bullying throughout generations
- Raised good arguments about both sides.
- How to handle bullying

- What is bullying and what factors I can use to stop it

GSA Leadership (5)

- Was very fun
- Activities/gained skills to bring back to my GSA club
- Know qualities + time to be a leader
- A leader is not born, they’re made.

Know your Rights (5)

- My rights in school
- Now know legal rights protecting students at my school (bathroom/ complaint/privacy rights)
- Exercise skills concerning harassment
- Informative and insightful to the LGBTQ community
- Knowing how to handle discrimination

Table 5. Summit Centered Questions

Please mark your level of agreement with the following statements						
	Count	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The summit met my expectations	18	50.0%	44.4%	5.6%	0.0%	0.0%
I can put what I learned to immediate use	19	63.2%	15.8%	21.1%	0.0%	0.0%
The summit was beneficial to me	18	44.4%	50.0%	5.6%	0.0%	0.0%
I learned new information about the LGBTQ+ community at this summit	18	44.4%	33.3%	11.1%	11.1%	0.0%
I felt a sense of community at this summit	17	64.7%	29.4%	0.0%	5.9%	0.0%
I feel more confident after attending this summit	18	50.0%	33.3%	16.7%	0.0%	0.0%

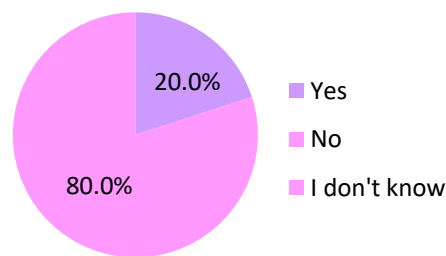
Table 6. Facility Centered Questions

Please mark your level of agreement with the following statements						
	Count	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The location worked well for the summit	18	44.4%	38.9%	11.1%	5.6%	0.0%
I was satisfied with the refreshments/meals provided	18	50.0%	38.9%	11.1%	0.0%	0.0%
I enjoyed the drag show	18	77.8%	16.7%	5.6%	0.0%	0.0%

94.4% of youth strongly agreed or agreed that the summit met their expectations, 78.9% strongly agreed or agreed that they can put what they learned to immediate use, and 94.4% noted that they strongly agreed or agreed that the summit was beneficial to them. In addition, 77.8% indicated that they strongly agreed or agreed that they learned new information about the LGBTQ+ community at the summit, 94.1% indicated that they strongly agreed or agreed that they felt a sense of community at this summit, and 83.3% of youth indicated that they strongly agreed or agreed that they felt more confident after attending this summit [Table 5].

When asked if the location worked well for the summit, 83.3% of youth indicated that they strongly agreed or agreed. When asked if they were satisfied with the refreshments/meals provided, 88.9% noted strongly agree or agree. When asked if they enjoyed the drag show, 94.4% of youth indicated strongly agree or agree [Table 6].

Figure 3. Have you attended the summit before?



20.0% of youth had attended the summit before and 80.0% had not. All youth (100%) indicated that they would attend the summit again and 100% noted that they would recommend this summit to a friend.

Adult Surveys

Towards the end of the summit, adults were also asked to fill out an evaluation form which asked them to respond to questions that centered on their opinions about the summit among other topics. Of the adults that completed this survey, six in ten (60.9%) identified their gender as cisgender female, 10.9% identified as cisgender male, 4.7% as non-binary/non-gender conforming, 21.9% noted other, and 23.4% listed multiple identities. In regard to sexual identity, 6.4% identified as gay, 5.1% identified as lesbian, 3.8% identified as bisexual, 78.2% as straight, 1.3% as asexual, 1.3% as other, and 3.8% listed having multiple sexual orientations [See Table 7]. Adults were then asked, ‘if you are LGBT+, are you out on campus?’ 16.1% noted yes, 9.7% noted no, and 74.2% indicated not applicable [See Figure 4]. With respect to ethnicity, 1.3% listed Alaska Native/American Indian, 10.1% noted Asian, 12.7% noted Black/African American, 27.8% noted Hispanic/Latinx, 2.5% noted Native Hawaiian/Pacific Islander, 31.6% noted White, 5.1% noted other, and 8.9% noted multi-ethnic [See Table 7].

Figure 4. If you are LGBT+, are you out on campus?

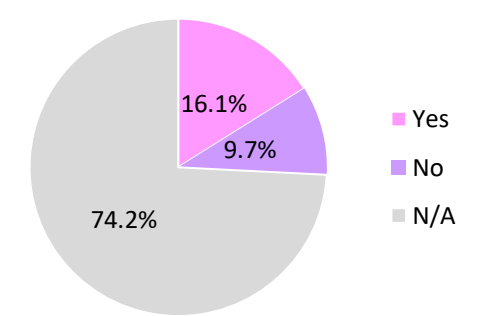


Table 7. Adult Demographics

Self-identified Gender Identity	Count	n	%
Cisgender Female	39	64	60.9%
Cisgender Male	7	64	10.9%
Transgender Female	0	64	0.0%
Transgender Male	0	64	0.0%
Intersex	0	64	0.0%
Non-binary/non-gender conforming	3	64	4.7%
Other	14	64	21.9%
Multiple	15	64	23.4%

Sexual Orientation			
Gay	5	78	6.4%
Lesbian	4	78	5.1%
Bisexual	3	78	3.8%
Straight	61	78	78.2%
Asexual	1	78	1.3%
Pansexual	0	78	0.0%
Queer	0	78	0.0%
Other	1	78	1.3%
Multiple	3	78	3.8%

Ethnicity			
Alaska Native/American Indian	1	79	1.3%
Asian	8	79	10.1%
Black/African American	10	79	12.7%
Hispanic/Latinx	22	79	27.8%
Native Hawaiian/Pacific Islander	2	79	2.5%
White	25	79	31.6%
Other	4	79	5.1%
Multi-ethnic	7	79	8.9%

Table 8. School Information

School District	Count	n	%
SUSD	75	77	97.4%
River Delta Unified	1	77	1.3%
Rio Calaveras	1	77	1.3%

Please mark which best describes you:			
Parent	1	80	1.3%
Teacher	42	80	52.5%
Other	22	80	27.5%
Parent and teacher	7	80	8.8%
Parent and employee	6	80	7.5%
Parent, teacher, and other	2	80	2.5%

Figure 5. Does your school have a GSA?

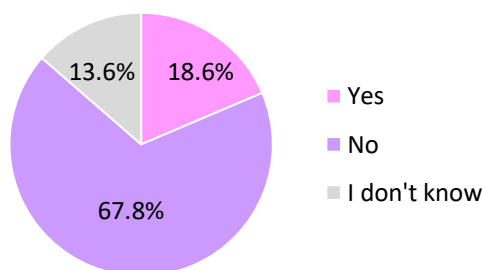
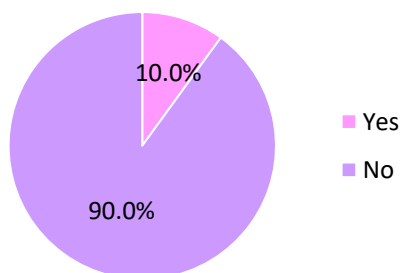


Figure 6. If yes, are you involved in your school's GSA?



Adults were asked what school district they were affiliated with and which demographic best describes them; Table 8 details their responses. With regard to school, adults were also asked a few questions about their school's environment. When asked if their school has a Gay Straight Alliance (GSA), 18.6% stated yes, with 67.8% indicating no, and another 13.6% stating I don't know (Figure 5). Of those that did have a GSA, 10.0% noted that they were involved, and 90.0% noted not being involved (Figure 6).

When presented with the statement, 'there is a positive school climate towards LGBTQ+ youth at my school site,' there were mixed responses: 10.5% stated they strongly agree, 33.3% noted they agree, 28.1% noted they had no opinion, 21.1% noted they disagree, and 7.0% noted strongly disagree. 40.0% of adults indicated that they strongly agree or agree with the statement, my/my child's school is a safe space for LGBTQ+ students, with another 40.0% noting no opinion, and 20.0% indicating that they strongly disagree or disagree. 33.3% of adults strongly agreed or agreed that 'there is an issue at my/my child's school with bullying that is targeted towards LGBTQ+ youth,' while 40.7% noted no opinion, and 25.9% noted disagree. 43.6% of adults noted that they strongly agree or agree that 'people can express their individuality at my/my child's school, with 41.8% marking no opinion, and 14.5% noting that they disagree or strongly disagree. Nearly eight in ten adults (79.6%) stated that they strongly agree or agree that 'if needed, there is a supportive adult youth can speak with at my/my child's school, 18.5% noted no opinion, and 1.9% noted strongly disagree [See Table 9].

Table 9. School Environment Questions

	Count	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
There is a positive school climate towards LGBTQ+ youth at my school site	57	10.5%	33.3%	28.1%	21.1%	7.0%
My/My child's school is a safe space for LGBTQ+ students	55	5.5%	34.5%	40.0%	14.5%	5.5%
There is an issue at my/ my child's school with bullying that is targeted towards LGBTQ+ youth	54	3.7%	29.6%	40.7%	25.9%	0.0%
People can express their individuality at my/my child's school	55	9.1%	34.5%	41.8%	12.7%	1.8%
If needed, there is a supportive adult youth can speak with at my/my child's school	54	24.1%	55.6%	18.5%	0.0%	1.9%

Table 10. Learning Centered Questions

Please rate the overall effectiveness of the sessions

	Count	Excellent	Good	Fair	Poor	Did not attend
Anti-Bullying	67	46.3%	38.8%	9.0%	0.0%	6.0%
GSA Advising	56	25.0%	33.9%	8.9%	0.0%	32.1%
Inclusive Teaching	61	57.4%	19.7%	8.2%	0.0%	14.8%
Parent Panel	54	46.3%	24.1%	7.4%	1.9%	20.0%
Sensitivity Training	64	60.9%	28.1%	1.6%	0.0%	9.4%

A majority of adults rated the sessions at the summit as either excellent or good [See Table 10].

Adults were also asked, 'what is one thing you can take away from each session you attended today?' The following details their responses.

Anti-Bullying

- Student opinions (6)
 - Disconnect between some teachers and students' perceptions of bullying.
 - Got to know how the youth felt
- Define Bullying (5)
- Stop Bullying (3)
 - Speaking up against bullying is important
- Bullying happens anywhere
- Validation (2)
 - Validate the experiences shared to me by someone being bullied
- Respect (2)
- Other (2)

GSA Advising

- Starting a GSA (5)
 - How to start a GSA at site
 - The need for this club in middle school campuses
- Resources (4)
 - Good handout, ideas, and resources to get it started
- Activities (2)
 - Activities for GSA
- Other (1)
 - There was more I wanted to learn about being an advisor – too much personal "what I've done" time – not enough info about what we as teachers can do.

Inclusive Teaching

- Support (6)
 - Willingness to be uncomfortable
- Great presentation (5)
- Inclusive (4)
 - How to build an inclusive learning environment
- Resources (3)
 - Include teacher resources/lessons/books for children
- Knowledge (3)
 - The understanding of pronouns
- Safe Space (2)
 - Create a safe space – let students know we're all human
- Other (5)
 - How to provide a good teaching environment
 - It's ok to ask your teacher about issues effecting you

Parent Panel

- Empathy (2)
 - Remember students' struggles
- Coping (2)
 - Parents and students both need time
 - Parents cope differently but love and support their child.
- Identity (2)
 - Learned what gender fluid meant
 - How each person may identify
- Awareness/Education (2)
 - Be open and aware of students
- Bathroom Issues (2)
 - Bathroom rules
 - Address bathroom issue
- Other (5)
 - Loved it
 - Make myself available

Sensitivity Training

- Learning terminology (18)
 - The different identities that are present within the LGBTQ+ community
 - Knowing what someone wants to be called
 - Clarification of "labels" / info on different genders/sexuality
 - Understand the acronyms
- Empathy (3)
- Gender vs. sexual orientation (2)
- Pride Center (2)
 - I learned about the Pride Center as a resource for students.
- Other (8)
 - How to ensure we are a safe place for all students
 - Psychology issues
 - Youth need a support system – because their parents may not be

Table 11. Summit Centered Questions

Please mark your level of agreement with the following statements

	Count	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The summit met my expectations	66	42.4%	51.5%	4.5%	0.0%	1.5%
I can put what I learned to immediate use	66	45.5%	45.5%	7.6%	1.5%	0.0%
The summit was beneficial to me	66	54.5%	37.9%	6.1%	1.5%	0.0%
I learned new information about the LGBTQ+ community at this summit	66	60.6%	33.3%	3.0%	3.0%	0.0%
I felt a sense of community at this summit	65	53.8%	43.1%	3.1%	0.0%	0.0%

Table 12. Facility Centered Questions

Please mark your level of agreement with the following statements

	Count	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
The location worked well for the summit	66	56.1%	37.9%	3.0%	3.0%	0.0%
I was satisfied with the refreshments/meals provided	64	46.9%	42.2%	3.1%	7.8%	0.0%
I enjoyed the drag show	65	61.5%	27.7%	7.7%	3.1%	0.0%

Most (93.9%) of the adults strongly agreed or agreed that the summit met their expectations. Nine in ten adults (91.0%) strongly agreed or agreed that they can put what they learned to immediate use, 92.4% noted that they strongly agreed or agreed that the summit was beneficial to them, 93.9% indicated that they strongly agreed or agreed that they learned new information about the LGBTQ+ community at this summit, and 96.9% indicated that they strongly agreed or agreed that they felt a sense of community at this summit [See Table 11].

When asked if the location worked well for the summit, 93.9% of adults indicated strongly agree or agree. When asked if they were satisfied with the refreshments/meals provided, about nine in ten (89.1%) noted strongly agree or agree. When asked if they enjoyed the drag show, 89.2% of adults indicated strongly agree or agree [See Table 12].

Figure 7. Have you attended the summit before?

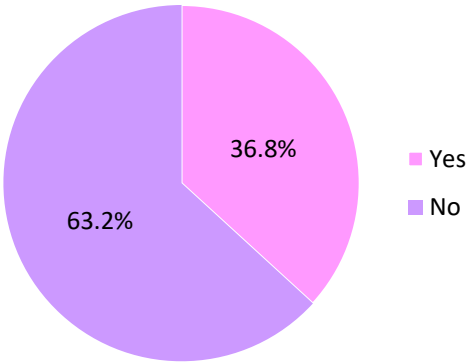


Figure 9. Would you recommend this summit to a fellow educator/ parent?

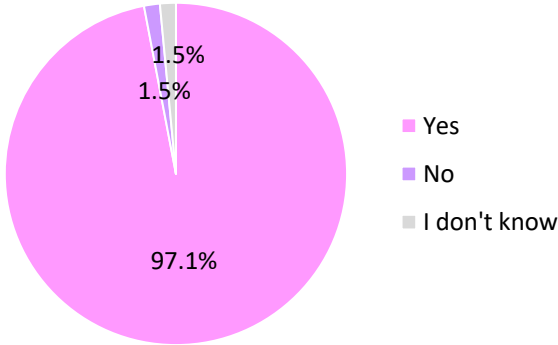
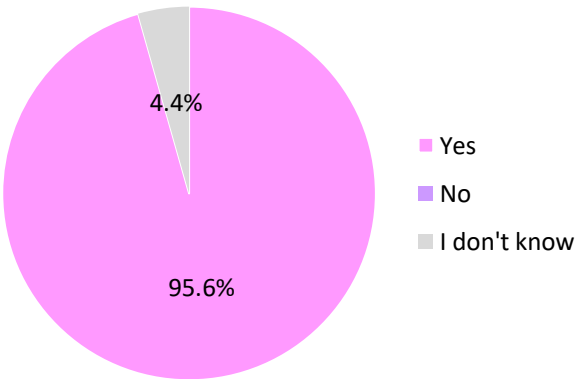


Figure 8. Would you attend the summit again?



36.8% of adults had attended the summit before and 63.2% had not [Figure 7]. 95.6% of adults indicated that they would attend the summit again and 4.4% indicated 'I don't know' [Figure 8]. 97.1% noted that they would recommend this summit to a fellow educator/parent, 1.5% indicated no, and 1.5% indicated 'I don't know' [Figure 9].

Adults were also asked five qualitative, open-ended questions centering on their school and the summit itself. The following page details the responses to each question from the adults who participated in the survey.

What was your favorite thing about the summit?

- Speakers (12)
 - I enjoyed hearing the speakers' personal experiences and how they persevered.
 - Jonathan Lopez's presentation on sensitivity
 - Listening to the speakers
- Drag (7)
 - The drag queen show and speakers
 - Drag + queens!
- Learning (7)
 - I liked learning about the different words and definitions used by LGBTQ+ community
 - Understanding how to support my child and other students
 - New information to understand LGBTQ
- Parent Panel (6)
 - Parent panel, drag queens, speakers, and sessions. I enjoyed and I'm inspired to empower and support our youth!
 - Breakfast & coffee/ the "parent" one was great – can it [be] something different
- Sensitivity Training (5)
 - My favorite thing was the paper cut video in the sensitivity training. It helps show everyone that there is no one way or choice, we are unique.
- Inclusivity Workshop (4)
 - I found the inclusive PowerPoint extremely useful

- Bullying (3)
 - When people were talking about their bullying experiences
- Students (3)
 - Student involvement from my school
 - Student friendly
 - The amount of teachers that want to support students
- Poetry (2)
 - My favorite part was the poem slam! I loved it!
- Other (8)
 - Seeing all of the people who are involved in the community
 - I loved the diverse groups of people
 - Great/helpful staff + representation

What are the strengths of this year's summit?

- Speakers (12)
 - All the speakers were talking with emotion, and the environment was great!
 - Great topics, guest speakers were awesome
 - The speakers were patient
- Information/Knowledge (8)
 - Learning LGBT+ definitions (terms)
 - Providing knowledge to open our minds a little more (in my case)
 - Knowing some of the language
- Workshops (4)
 - The anti-bullying session was informative and engaging
 - SJPC Presentation
- Involvement (4)
 - It was great to see so many people involved
 - Great turnout. Building community.
- Drag (3)
 - Drag show/art coping stand
 - Lunch and drag show!
- Time (2)

- Very organized. Most conferences run late, but this was pretty spot on
- Other (12)
 - I feel like this year more topics were covered and more information was given to educate everyone
 - The openness acceptance and support of the attendees
 - The youths' input was inspiring and refreshing
 - The diversity

What could the Pride Center do to improve this summit in the future?

- Organization/Seating (16)
 - I think they didn't expect so many people to show up. Be prepared for turn out.
 - More seating/space
 - Provide more seats – expect more people – these summits are becoming popular, especially since more "millennial[s]" are taking over schools.
 - Air conditioning and enough chairs, also room numbers on schedule handout
- Speakers/Timing (5)
 - Give speakers more time and space instead of an abbreviated session
 - Longer, the sessions were too short to cover everything
 - Work on presentations timing and some context – anti-bullying and lunch delivery.
- Workshops (5)
 - Could add more sessions on how to become better advocates
 - More class options
- Sound (4)
 - Have microphones that work - louder speakers – it was difficult to hear in most sessions
 - Improve on sound system – outside fellowship hall I could not hear
- Lunch (3)

- Figure out how people won't stand in line too long for lunch! 40 minute wait.
- Better vendors for lunch. Also, provide professional growth hours.
- Students (3)
 - Do sensitivity trainings to middle and high school students
 - Getting the information to the students
 - Make yourself more present especially around schools please
- Advertisements (2)
 - More advanced notice and advertisement
 - More advertisements to kids
- Small groups (2)
 - Have small end sessions for people to speak about what they learned or as questions in small group settings
 - Smaller groups to talk about our own "coming" out stories
- Other (7)
 - I'd like to see more youth attend
 - Maybe have more people come and share their stories about being trans (not during lunch)
 - Adults should have lower level class, no stairs for adults

What more can your school do to be a safe space for LGBTQ+ students?

- GSA (9)
 - I believe it is safe, but a GSA would be helpful. Students at our site are not judgmental of other students based on gender orientation, but there are other issues.
 - Bring more education regarding LGBT to site: GSA
 - Create a school GSA
- Education (7)
 - Require staff to be educated regarding student rights, inclusive training, providing a safe place – be vocal about it. Education community

- is "afraid" to offend parents – so they stay aware, but silent.
 - Educate everyone
 - Give more information to parents
- Support (4)
 - More support from admin
 - Support the students that need it. Bring more awareness to the LGBT community so students are not phobic
- Safe Space (4)
 - Create a room/group with a leader where they can go any time they need to go speak to someone
 - Create a safe nurturing environment for LBGQT students
 - Create a safe space for students on campus, school-wide training
 - I think teachers need to speak about it and let the students know that yes they are accepted and to love themselves
- Openness (2)
 - Be more open to the idea of all students!
 - Be more understanding and inclusive
- Other (7)
 - Address issues that may occur in the school; [discuss]...how and what the school district...can do to solve these problems
 - Be more involved
 - Empower students to value differences and teach tolerance to students and staff
- Thank you for all you do to make our community better and safer
- Lunch Lines (4)
 - Plan better for lunch; most spent [time] in line then didn't see show or speakers. Next session was 30 mins behind.
 - Food lines – food was good though
- Minor issues (1)
 - It was overall awesome but minor logistic mishaps did interfere
- Drag Show (2)
 - Make the drag show longer!
- Space (2)
 - If they can have more space or bigger room, to house people. The lunches were nice, but I didn't get to eat until 1:00 p.m.
 - More space and time for class
- Other (9)
 - Fantastic idea with many flaws, hopefully things still improve with each year.
 - SUSD needs to provide more information and sooner to the staff and provide info to students in the elementary schools. Last year there was much more info for staff and it [arrived] sooner.
 - Better speakers!
 - For some teachers with leg and knee injuries it was difficult to climb the stairs. Please consider utilizing more downstairs space.
 - It would be nice to have more workshop options

Do you have any additional comments?

- Good Job (6)
 - Great turnout, I will definitely encourage other teachers, parents, and youth to attend next year!! I will be back, please send email again next year to SUSD!

Appendix O. Youth Empowerment Summit (Youth and Adult Survey Analysis) 2019

On Saturday, November 9th, 2019, the San Joaquin Pride Center held their annual Youth Empowerment Summit (YES) at the Central United Methodist Church in Stockton, California. This year's theme was "Art as Resistance." The half-day YES itinerary included guest speakers, a drag queen performance, keynote speeches, informational breakout sessions for youth and adults, breakfast, lunch, and an anti-bullying conversation.

Youth Surveys

At the beginning of the summit, youth were asked to fill out an evaluation form which asked them to respond to questions that centered on their opinions about the summit among other topics, which were collected at lunch at the end of the youth sessions. Of the youth that completed this survey, 64.5% identified their gender as cisgender female, 16.1% identified as cisgender male, 3.2% identified as transgender male, 9.7% as non-binary/non-gender conforming, and 3.2% as having multiple identities, and 3.2% identified as other.

In regard to sexual orientation, 3.0% identified as gay, 9.1% identified as lesbian, about one in three identified as bisexual, one in three identified as straight, 12.1% as pansexual, 6.1% identified as queer, and 3.0% as having multiple identities. With respect to ethnicity 1.7% listed Alaska Native/American Indian, 1.1% noted Asian, 29.7% noted Hispanic/Latinx, 17.1% noted White, and over half noted multi-ethnic [See Table 1].

Table 1: Youth Demographics

Self-identified Gender Identity	Count	n	%
Cisgender Female	20	31	64.5%
Cisgender Male	5	31	16.1%
Transgender Male	1	31	3.2%
Nonbinary	3	31	9.7%
Multiple Identities	1	31	3.2%
Other	1	31	3.2%

Sexual Orientation	Count	n	%
Gay	1	33	3.0%
Lesbian	3	33	9.1%
Bisexual	11	33	33.3%
Straight	11	33	33.3%
Pansexual	4	33	12.1%
Queer	2	33	6.1%
Multiple Identities	1	33	3.0%

Ethnicity	Count	n	%
American Indian	3	33	1.7%
Asian	1	33	1.1%
Hispanic/Latinx	13	33	29.7%
White	5	33	17.1%
Multiethnic	11	33	50.3%

Table 2: School Information

School District	Count	n	%
Stockton (SUSD)	24	33	72.7%
Aspire Public Schools	5	33	15.2%
Lincoln (LUSD)	3	33	9.1%
MUSD	1	33	3.0%

Grade	Count	n	%
7	1	33	3.0%
8	10	33	30.3%
9	7	33	21.2%
11	8	33	24.2%
12	7	33	21.2%

Youth were asked what school district they attended and what grade they were in; Table 2 details their responses. Regarding school, youth were also asked several questions about their school’s environment. When asked if their school has an LGBT+ Student Club, nearly half (48.4%) stated ‘yes,’ with 45.2% indicating ‘no,’ and another 6.5% stating ‘I don’t know’ (Figure 1). Of those that did have an LGBT+ Student Club, 61.5% noted being involved, and 38.5% noted not being involved (Figure 2).

Over half of the students (62.5%) strongly agreed or agreed that there is a positive school climate towards LGBTQ+ youth, with 18.7% noting disagree or strongly disagree, and 18.8% noting no opinion; 64.5% indicated that they strongly agree or agree that their school is a safe space for LGBTQ+ students with 19.4% noting no opinion, and 16.1% indicating that they strongly disagree, or disagree. When presented with the statement, ‘There is an issue at my school with bullying that is targeted towards LGBTQ+ youth,’ 25.0% stated that they strongly agree, 37.5% noted that they agree, 18.8% noted they had no opinion, and 18.7% noted that they disagree or strongly disagree. Nearly two-thirds (62.5%) of youth noted that they strongly agree or agree that people can express their individuality at their school with 18.8% marking no opinion, and 18.7% noting that they disagree or strongly disagree. Nearly two-thirds (62.5%) stated that they strongly agree or agree that there is a supportive adult they can speak to at their school if needed, 18.8% noting no opinion, and 18.7% noted disagree or strongly disagree [See Table 3].

Figure 1.
Does your school have an LGBT+ Club?

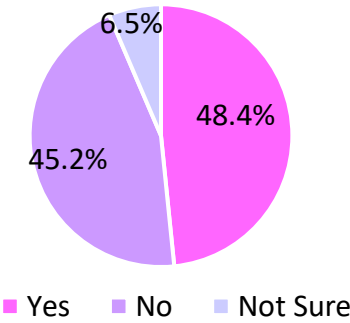


Figure 2. If yes, are you involved in your school’s LGBT+ Student Club?

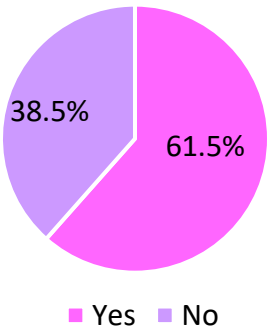


Table 3. Environment Questions

	Count	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
There is a positive climate toward LGBT+ youth at my school	32	25.0%	37.5%	18.8%	15.6%	3.1%
My school is a safe space for LGBT+ students	31	25.8%	38.7%	19.4%	12.9%	3.2%
There is an issue at my school with bullying targeted towards LGBT+ youth	32	25.0%	37.5%	18.8%	15.6%	3.1%
People can express their individuality at my school	32	25.0%	37.5%	18.8%	15.6%	3.1%
If needed there is a supportive adult I can speak with at my school	32	25.0%	37.5%	18.8%	15.6%	3.1%

Table 4: Learning Centered Questions

Please rate the overall effectiveness of the sessions

	Count	Excellent	Good	Fair	Poor	Did Not Attend
Spoken Word	20	45.0%	15.0%	0.0%	0.0%	40.0%
Art Therapy	20	42.1%	15.8%	0.0%	0.0%	42.1%
Political Dance	17	35.3%	17.6%	0.0%	0.0%	47.1%
Drag as Art	19	42.1%	15.8%	0.0%	0.0%	42.1%
Poster Making	17	35.3%	17.6%	0.0%	0.0%	47.1%
LGBT Leadership	17	19.4%	33.2%	0.0%	0.0%	47.4%
Ally 101	1	0.0%	3.2%	0.0%	0.0%	96.8%
Know Your Rights	14	29.0%	16.1%	0.0%	0.0%	54.9%
Gender 101	32	51.5%	45.5%	0.0%	0.0%	3.0%
Creating Change	1	0.0%	3.0%	0.0%	0.0%	97.0%

A majority of youth rated the break-out sessions at the summit as either excellent or good, with none rating the sessions as fair or poor. [See Table 4].

Youth were also asked, ‘what is one thing you can take away from each session you attended today?’ The following details their responses.

Gender 101: (5)

- There’s a lot more to gender than [sic] thought
- There are many ways to be a good gender ally
- It help[ed] me understand the difference between sex and gender
- How to make a safer environment
- I really liked the examples and games

Other- Poster making, Political Dance, Art Therapy: (3)

- Political dance: Meeting new people
- Poster Making: Small table
- Art Therapy: More paper

LGBT Club Leadership: (3)

- I’m inspired! Planning as we speak
- How to stand for what's right/be a leader
- How to be a leader

Know Your Rights: (3)

- Let us understand our rights
- Talking and communicating to school is ok
- Talking to our school can help

Drag Art: (3)

- Be yourself!
- Loved it! ^-^
- It was great

97% of youth would recommend the YES Summit to a friend

Table 5. Summit Centered Questions

Please mark your level of agreement with the following statements

	Count	Strongly Agree	Agree	No opinion	Disagree
I can put what I learned to immediate use	33	63.6%	30.3%	6.1%	100.0%
The summit was beneficial to me	32	65.6%	28.1%	6.3%	0.0%
The summit met my expectations	33	63.6%	30.3%	6.1%	0.0%
I felt a sense of community at the summit	33	63.6%	24.2%	12.1%	0.0%
I feel more confident after attending the summit	33	51.5%	36.4%	12.1%	0.0%
I learned new info about the LGBTQ+ community at the summit	33	66.7%	21.2%	9.1%	3.0%

Table 6. Facility Centered Questions

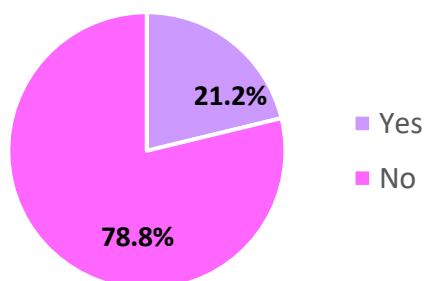
Please mark your level of agreement with the following statements

	Count	Strongly Agree	Agree	No opinion	Disagree
The location worked well for the summit	32	53.1%	46.9%	0.0%	0.0%
I was satisfied with the light breakfast/lunch provided	33	66.7%	30.3%	3.0%	0.0%
I enjoyed the drag show	30	60.0%	33.3%	6.7%	0.0%

93.9% of youth strongly agreed or agreed that the summit met their expectations, 93.9% strongly agreed or agreed that they can put what they learned to immediate use, and 93.7% noted that they strongly agreed or agreed that the summit was beneficial to them. In addition, 87.9% indicated that they strongly agreed or agreed that they learned new information about the LGBTQ+ community at the summit, 87.8% indicated that they strongly agreed or agreed that they felt a sense of community at this summit, and 87.9% of youth indicated that they strongly agreed or agreed that they felt more confident after attending this summit [Table 5].

When asked if the location worked well for the summit, 100% of youth indicated that they strongly agreed or agreed. When asked if they were satisfied with the refreshments/meals provided, 97% noted strongly agree or agree. When asked if they enjoyed the drag show, 93.3% of youth indicated strongly agree or agree [Table 6].

Figure 3. Have you attended the Summit before?



21.2% of youth had attended the summit before and 78.8% had not. Nearly all youth (93.9%) indicated that they would attend the summit again and 97% noted that they would recommend this summit to a friend.

Youth were also asked five qualitative, open-ended questions centering on their school and the summit itself. The following page details the responses to each question from the youth who participated in the survey.

What was your favorite thing about the Summit?

- Meeting people/Socializing (8)
 - My favorite thing was being able to socialize and learn new things
 - Being able to learn new things and talk to new people, plus the drag show
 - Meeting people like me
- Various Workshops (8)
 - Getting to lead a workshop and having that new leadership experience, along with meeting new people
 - The drag queens and the gender 101 workshop
- The Drag Show (10)
 - Everything, [sic] [especially] drag queens
 - Meeting new friends and laughing around with them. Especially the drag show, I very much love it.
- Other (8)
 - It introduced me to new perspectives and how other people are affected because of how they feel
 - The food
 - Everything

What are the strengths of this year's summit? What could the center do to improve?

- The Atmosphere (7)
 - It was very welcoming, everyone was very nice. It had a nice vibe and every seemed comfortable with one another.
 - The organization and welcoming vibes
Vibe check -> PASSED
- The Workshops (8)
 - Organized and workshops were fun. I think the summit was amazing as is :)
 - There are a lot of different stations and very organized

- Everything (7)
 - It was awesome everything was great
 - I think they did an amazing job. Everyone was very talkative.
- Other (7)
 - Focus on all LGBTQ+ members
 - This year was a lot of fun b/c there weren't a lot of people but they could improve on outreach to draw in more people

What more can your school do to be a safe space for LGBTQ+ students?

- Support the Students (14)
 - Yes they can help with antibullying towards LGBTQ+ students or people
 - Be more open, provide more correct/accurate LGBTQ+ education
 - Not being so homophobic
- Create/Maintain a GSA Club (8)
 - Make a LGBTQ+ club and put more posters up about the antibully subject
 - To be an actual club people are interested in and an outgoing community for LGBTQ+ clubs/people
- Gender-neutral Bathrooms/Spaces (2)
 - Gender neutral spaces (bathrooms, locker rooms)
 - Gender neutral bathrooms

Do you have any additional comments?

- I'm glad I got to both lead a workshop and learn and listen in another. Normally these workshops are on band reviews, so it would be nice if it was coordinated to not be on the day of a band review, especially since lots of LGBTQ+ students from Lincoln are in band.

Adult Surveys

Towards the end of the summit, adults were also asked to fill out an evaluation form which asked them to respond to questions that centered on their opinions about the summit among other topics. Of the adults that completed this survey, seven in ten (70.4%) identified their gender as cisgender female, 25.9% identified as cisgender male, and 3.7% as non-binary/non-gender conforming. Regarding sexual identity, 5.4% identified as gay, 5.4% identified as bisexual, 80.4% as straight, and 8.9% listed having multiple sexual orientations [See Table 7]. Adults were then asked, ‘if you are LGBT+, are you out on campus?’ 9.1% noted yes, 11.4% noted no, and 79.5% indicated not applicable [See Figure 4]. With respect to ethnicity, 1.8% listed American Indian, 14.0% noted Asian, 1.8% noted Black/African American, 31.6% noted Hispanic/Latinx, 3.5% noted Pacific Islander, 35.1% noted White, 3.5% noted other, and 8.8% noted multi-ethnic [See Table 7].

Table 7. Adult Demographics

Self-identified Gender Identity	Count	n	%
Cisgender Female	38	54	70.4%
Cisgender Male	14	54	25.9%
Nonbinary	2	54	3.7%

Sexual Orientation	Count	n	%
Gay	3	56	5.4%
Bisexual	3	56	5.4%
Straight	45	56	80.4%
Multiple Identities	5	56	8.9%

Ethnicity	Count	n	%
American Indian	1	57	1.8%
Asian	8	57	14.0%
Black/African American	1	57	1.8%
Hispanic/Latinx	18	57	31.6%
Pacific Islander	2	57	3.5%
White	20	57	35.1%
Other	2	57	3.5%
Multiethnic	5	57	8.8%

Figure 4. If you are LGBT+, are you out on campus?

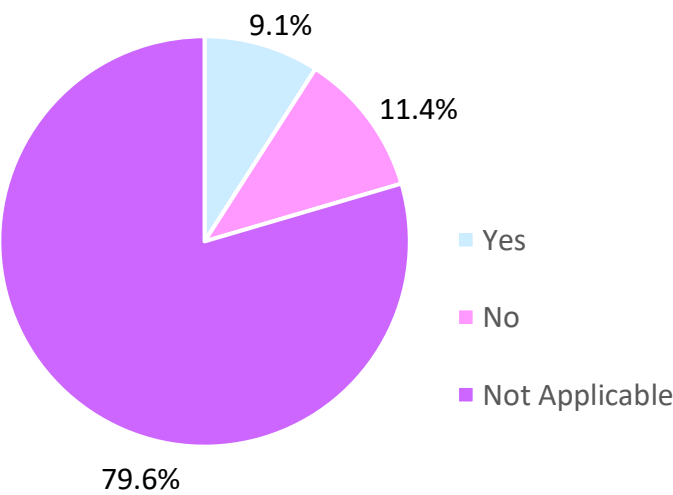


Table 8. School Information

School District	Count	n	%
Galt	2	57	3.5%
SUSD	55	57	96.5%

Please Mark Which Best Describes You			
Parent	10	57	17.5%
Educator	29	57	50.9%
Other	18	57	31.6%

Figure 5. Does your school have an LGBT+ Student Club (GSA)?

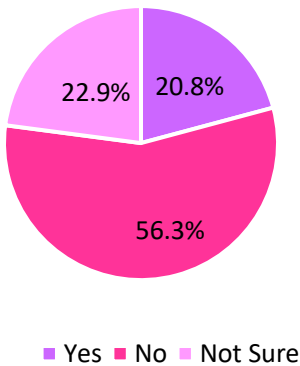
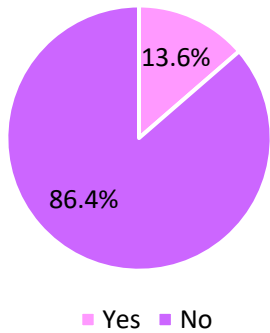


Figure 6. If yes, are you involved in your school's GSA?



Adults were asked what school district they were affiliated with and which demographic best describes them; Table 8 details their responses. With regard to school, adults were also asked a few questions about their school’s environment. When asked if their school has a Gay Straight Alliance (GSA), 20.8% stated yes, with 56.3% indicating no, and another 22.9% stating I don’t know (Figure 5). Of those that did have a GSA, 13.6% noted that they were involved, and 86.4% noted not being involved (Figure 6).

When presented with the statement, ‘there is a positive school climate towards LGBTQ+ youth at my school site,’ there were mixed responses: 12.8% stated they strongly agree, 38.3% noted they agree, 34.0% noted they had no opinion, 12.8% noted they disagree, and 2.1% noted strongly disagree. 48.9% of adults indicated that they strongly agree or agree with the statement, my/my child’s school is a safe space for LGBTQ+ students, with another 35.6% noting no opinion, and 15.5% indicating that they strongly disagree or disagree. 45.3% of adults strongly agreed or agreed that ‘there is an issue at my/my child’s school with bullying that is targeted towards LGBTQ+ youth,’ while 38.1% noted no opinion, and 14.3% noted disagree. 46.5% of adults noted that they strongly agree or agree that ‘people can express their individuality at my/my child’s school, with 37.2% marking no opinion, and 16.3% noting that they disagree or strongly disagree. 46.5% stated that they strongly agree or agree that ‘if needed, there is a supportive adult youth can speak with at my/my child’s school, 37.2% noted no opinion, and 2.3% noted strongly disagree [See Table 9].

Table 9. School Environment Questions	Count	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
There is a positive school climate towards LGBT+ Youth	47	12.8%	38.3%	34.0%	12.8%	2.1%
My/my child's school is a safe space for LGBT+ students	45	13.3%	35.6%	35.6%	13.3%	2.2%
There is an issue at my/my child's school with bullying that is targeted towards lgbt+ youth	42	14.3%	31.0%	38.1%	14.3%	2.4%
People can express their individuality at my/my child's school	43	11.6%	34.9%	37.2%	14.0%	2.3%
If needed, there is a supportive adult that youth can speak with at my/my child's school	43	11.6%	34.9%	37.2%	14.0%	2.3%

Table 10. Learning Centered Questions

Please rate the overall effectiveness of the sessions

	Count	Excellent	Good	Fair	Poor	N/A
LGBT+ Club Advising	10	40.0%	20.0%	10.0%	10.0%	20.0%
Sensitivity Training	32	78.8%	15.2%	3.0%	0.0%	3.0%
Inclusive Teaching	25	73.1%	11.5%	0.0%	0.0%	15.4%
Know the Law	41	61.0%	9.8%	4.9%	0.0%	24.4%

A majority of adults rated the sessions at the summit as either excellent or good [See Table 10].

Adults were also asked, ‘what is one thing you can take away from each session you attended today?’ The following details their responses.

Inclusive Teaching

- Knowledge (7)
 - I learned who can back me up in my classroom and school
 - [Learning about] social norms impacting me as an educator was helpful and reflective
- Inclusion (5)
 - Ways to explicitly include LGBTQ students, rather than implicitly excluding
- Safe Space (2)
- Support (2)
 - It's important to be vocal, visible in one's support of LGBTQ+ students
- Great Presentation (1)

Sensitivity Training

- Learning Terminology (11)
 - I learned more about the LGBTQ inclusive language
 - Knowledge about some terms I didn't know
- Learning about Privilege (5)
 - I enjoyed the activity of making people have to pay for privilege - eye opening

- Supporting Students (4)
 - How to help communicate. It helped me learn how to communicate with the students on campus and help them feel safe.
- Gender vs Sexual Orientation (3)
 - The Bill Nye video was very informative and helped me visualize gender and sexuality
- Other (2)

Know the Law

- Knowledge of Laws (13)
 - Just know[ing] what the laws are, especially to protect our LGBTQ+ students, as well as know[ing] what I as a teacher can and cannot (should not) say or do
 - I learned about Seth's law and the obligation instructors/admin have to report any harassment/bullying
- Informative (11)
 - This helped me understand reporting rules for all students. This should be a required training in SUSD.

- [Learned About] Confidentiality (6)
 - I learned that age does not matter, everyone has a right to privacy
- Copies of Slides (3)
 - So much information - and good information - would like to have had handouts, but I look forward to getting the slideshow. Thank you for a great presentation!
- Great Speaker (2)
- Other (4)

GSA Club Advising

- Resources (4)
 - Excellent resources and ideas about reaching out to enrich any campus
- Needs New Information (3)
 - Same as last year, no new information

Anti-Bullying Panel

- New Knowledge (2)

Table 11. Summit Centered Questions

Please mark your level of agreement with the following statements

	Count	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
The Summit met my expectations	47	51.1%	42.6%	4.3%	2.1%	0.0%
I can put what I learned to immediate use	49	59.2%	34.7%	4.1%	2.0%	0.0%
The Summit was beneficial to me	50	58.0%	38.0%	2.0%	2.0%	0.0%
I learned new information about the LGBTQ+ community at the Summit	50	62.0%	30.0%	4.0%	4.0%	0.0%
I felt a sense of community at this summit	49	55.1%	38.8%	6.1%	0.0%	0.0%

Table 12. Facility Centered Questions

Please mark your level of agreement with the following statements

	Count	Strongly Agree	Agree	No opinion	Disagree	Strongly Disagree
The location worked well for the summit	51	64.7%	33.3%	2.0%	0.0%	0.0%
I was satisfied with the refreshments provided	48	41.7%	37.5%	14.6%	6.3%	0.0%
I enjoyed the drag show	27	22.2%	3.7%	70.4%	0.0%	3.7%

Most (93.7%) of the adults strongly agreed or agreed that the summit met their expectations. Most adults (93.9%) strongly agreed or agreed that they can put what they learned to immediate use. 96.0% noted that they strongly agreed or agreed that the summit was beneficial to them, 92.0% indicated that they strongly agreed or agreed that they learned new information about the LGBTQ+ community at this summit, and 93.9% indicated that they strongly agreed or agreed that they felt a sense of community at this summit [See Table 11].

When asked if the location worked well for the summit, 98.0% of adults indicated strongly agree or agree. When asked if they were satisfied with the refreshments/meals provided, about eight in ten (79.2%) noted strongly agree or agree. When asked if they enjoyed the drag show, only one in four (25.9%) of adults indicated strongly agree or agree, with many marking ‘No Opinion’ [See Table 12].

Figure 7. Have you attended the summit before?

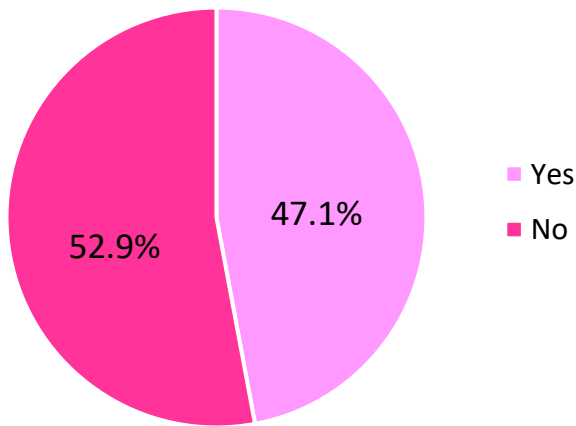


Figure 9. Would you recommend the summit to a fellow parent or educator?

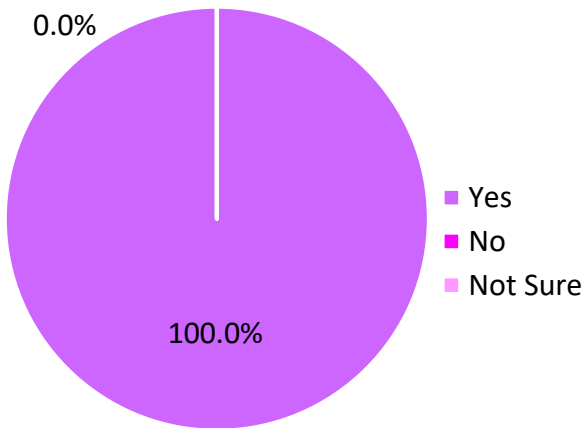
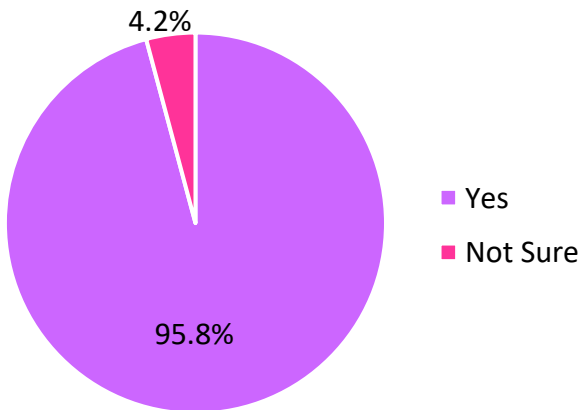


Figure 8. Would you attend the summit again?



47.1% of adults had attended the summit before and 52.9% had not [Figure 7]. 95.8% of adults indicated that they would attend the summit again and 4.2% indicated ‘I don’t know’ [Figure 8]. All (100%) noted that they would recommend this summit to a fellow educator/parent [Figure 9].

Adults were also asked five qualitative, open-ended questions centering on their school and the summit itself. The following page details the responses to each question from the adults who participated in the survey.

What was your favorite thing about the summit?

- Workshops (10)
 - The information that was offered in both sessions worked
- Know The Law (9)
 - My favorite part was learning the latest laws. This is all new in a school setting, so it helps me understand the right[s] of the LGBT+ community.
 - Becoming more informed on law to help students
- Meeting Others (8)
 - Connecting with other educators and sharing a common experience
 - Networking and collaborating with colleagues, students, and parents
- Speakers (4)
 - The instructors were very informative and patient. Loved the supporters that had much information before the summit.
- Learning (3)
 - Learning positive practices and useful info w/ like-minded peers. Also, pins!
- Other (5)
 - Watching my students experiencing something new
 - That it happened. But it needs improvements too much of the same thing.
 - Free stuff, especially LGBT+ things to bring awareness back to a classroom.

What are the strengths of this year's summit?

- Resources (9)
 - The summit was quick, but I learned more. I learn[ed] things that are helpful towards any environment. For example, allowing a student to feel valid and how to validate their emotions.
 - I thought the strength was there was so much information in a short period of time
- Everything (3)
 - All was very informative :)
- Presenters (2)
 - Content and presenters
 - We learn from the experts
- Activities (2)
 - Privileges for sale activity was eye opening and very informative
 - The activities were very fun and informative
- Workshops (2)
 - The workshops and hearing from each other
 - Offering the advanced class made things more productive; the law session was also very helpful
- Other (2)
 - I enjoyed the shorter time period for adults and teachers
 - [Separating] the youth and adults

What could the Pride Center do to improve this summit in the future?

- Better Advertisement (5)
 - Get information out to students and adults earlier. Set the date so we can make plans when school year starts. Date by August/Fliers-registration by September.
 - I'd like to see a better advertisement for staff and flyers, for middle schoolers and high school. Perhaps have tshirts we can purchase. Have all staff be required to attend this workshop!
- Shared Sessions with Students (4)
 - While I like that the anonymity of our kids was paramount in dividing the adults from kids there are students who have benefitted from knowing that their teacher is an ally
 - I would have liked to have youth and adults for shared sessions so that adults could also have youth participation
- More Time (4)
 - More time to discuss in groups
 - Full-day activities for youth and adults
- Handouts (3)
 - I would appreciate any and all resources to take back and use [at] my site
 - Provide [a] power point presentation on paper with space for notes for the legal section (class)
- More Speakers (2)
 - Offer more speakers
- Other (2)
 - How to incorporate curriculum in classroom
 - Never been to a summit, no comparison to strengths. But maybe do a questionnaire online (QR app) and have a debate on whether parents should know if their kid is LBGT+ or not (students/bullies snitch).

What more can your school do to be a safe space for LGBTQ+ Students?

- Education (13)
 - Training opportunities for teachers/staff- need more information to help teachers feel more comfortable about these issues and learn how to help students
 - Educate 5/6 grades and teachers that children are dealing with these topics in their lives, even [at] 10-12 years old
 - Provide sensitivity trainings to students and all staff
 - Provide more training to school counselors
- GSA (8)
 - I'd like to see middle school club for LGBTQ+ students
 - Support the GSA
 - Have a GSA if they don't already
- Safe Space (6)
 - Make it more well-known what classrooms are safe
 - We need help opening a "safe space" for ELEMENTARY age
 - Allow for teachers to show safe space signs
- Tolerance (5)
 - Start by addressing the importance of respect towards everyone
 - [Emphasize] tolerance among the students
 - Model acceptance and prevent bullying
- Support (5)
 - Work on using more sensitive appropriate language
 - More visual supports for students to be aware of support and inclusivity
 - Be vocal/visible about support, as a schoolwide thing
- Other (3)
 - Restroom w/ key access from all rooms.
 - I am sure there is something but I am not sure. I feel we can do more.

Do you have any additional comments?

- None (10)
- Good Job (2)
- Thank You (2)
- Other (8)
 - SUSD should train their staff under the pillar of equity training
 - SUSD has a transgender support plan AND a rep that could present that topic to adults/educators
 - Please provide phone numbers for LGBT+ community resources
 - All who work w/ students should be required to attend this
 - Keep talking about supporting all students and student needs
 - Perhaps more student/faculty overlap for collaboration
 - I truly enjoyed the training



Appendix P. Field Trip – Youth Survey

We hope you enjoyed the field trip! We are hoping that you will take a few minutes to fill out this voluntary survey. This survey connects with your experience at today's field trip. You may skip any question you wish and you can stop this survey at any time. This survey is anonymous; thus, please do not add your name.

1: Are you here as a/an (please check all that apply):

- ☐ Individual LGBT+ Student ☐ LGBT+ Student from an LGBT+ Club (GSA)
☐ Non-LGBT+ Student Ally ☐ Other: _____

2: What school do you attend and what grade are you in, if applicable?

School: _____ Grade level: _____

3: How do you identify (if these categories do not represent how you identify please feel free to use the other category)?

Sexual Orientation:

- ☐ Asexual
☐ Bisexual
☐ Gay
☐ Lesbian
☐ Pansexual
☐ Straight
☐ Other: _____

Gender Identity:

- ☐ Female
☐ Male
☐ Non-binary
☐ Gender fluid
☐ Gender neutral
☐ Trans Female
☐ Trans Male
☐ Other: _____

Race/Ethnicity (check all that apply):

- ☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Latinx
☐ Middle Eastern
☐ Native Hawaiian or Pacific Islander
☐ White or Caucasian
☐ Multi-racial
☐ Other: _____

4: Did you enjoy the trip? ☐ Yes ☐ No ☐ Don't know

5: If you had a favorite part of the trip, please let us know.

7: Did you learn more about the history of your identity from taking part in this field trip? ☐ Yes ☐ No ☐ Don't know

8: On a scale of 1 to 5 (with 5 being the highest) how included did you feel when taking part in this experience? _____

9: What part of the trip impacted you the most? For example, did you identify with anything you saw or experienced?

10: Is there anything you'd like to see on the field trip next year? What would you change?

11: In one word, please describe the overall experience of the field trip:

12: In the textbox below, please share creatively (letter, poetry, drawing, etc.) about your experience today.

Thank you for participating in this survey!



Appendix Q. Field Trip – Adult Survey

Thank you so much for volunteering to be a chaperone on this year's field trip. We hope you enjoyed the trip! We are hoping that you would be willing to provide some survey feedback about the experience. This survey is voluntary and anonymous. Feel free you skip any question you wish.

1: In what capacity did you attend this field trip?

- ☐ LGBT+ Club/GSA Advisor ☐ Pride Center staff member
☐ Ally ☐ Other: _____

2: How many years have you gone on this field trip? _____

3: How do you identify (if these categories do not represent how you identify please feel free to use the other category)?

Sexual Orientation:

- ☐ Asexual
☐ Bisexual
☐ Gay
☐ Lesbian
☐ Pansexual
☐ Straight
☐ Other: _____

Gender Identity:

- ☐ Female
☐ Male
☐ Non-binary
☐ Gender fluid
☐ Gender neutral
☐ Trans Female
☐ Trans Male
☐ Other: _____

Race/Ethnicity (check all that apply):

- ☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Latinx
☐ Middle Eastern
☐ Native Hawaiian or Pacific Islander
☐ White or Caucasian
☐ Multi-racial
☐ Other: _____

4: In your view, how do you think youth benefit from this field trip?

5: What is your most memorable experience watching youth engage in this field trip?

7: What was the most successful part of the field trip?

8: What impact did this field trip have on your personally?

9: Were there any challenges specific to this field trip? ☐ Yes ☐ No ☐ Don't know

If yes, please explain:

10: After taking part in the field trip, do you have any recommendations for locations to visit in the future?

☐ Yes ☐ No ☐ Don't know

If yes, please list these locations:

11. Do you feel that the field trip to could be improved?

☐ Yes ☐ No ☐ Don't know

If yes, please explain:

12: In one word, please describe the overall experience of the trip:

13: Please add other comments if you wish.

Thank you for participating in this survey!

Youth Surveys

The San Joaquin Pride Center held their Annual Youth San Francisco Field Trip on Saturday, February 23rd, 2019. This year's trip had students meet at San Joaquin Delta College, East Union, and Tracy West High School, with all convening at Tracy West High School at 8:30 a.m. All buses left Tracy West High School at 8:45 AM. The students then arrived at the San Francisco Palace of Fine Arts where they convened for their lunch break provided by a local restaurant. They were able to sit inside the Palace of Fine Arts and listen to the speakers from various organizations as they ate. After the visit to this location, the students then went to the Castro District where they explored the area and visited the GLBT Museum in groups of four or five accompanied by a chaperone.

The students were provided surveys at the beginning of the trip and asked to fill out the questions throughout the day. Out of the 200 students in attendance, 86 completed the voluntary survey. Figure 1 displays the ethnicities of participants; 1.2% were American Indian or Alaska Native, 6% were Asian, 1.2% were Black or African American, 22.6% were Latinx, 17.9% were White or Caucasian, 47.6% were Multi-racial, and 3.6% were Other. Figure 2 displays which sexuality each student self-identifies as; 16.5% were straight, 22.4% were Pansexual, 27.1% were Bisexual, 9.4% were Lesbian, and 14.1% were Gay. Some indicated they were Asexual (3.5%), and 7.1% selected the category 'Other.'

Figure 1: Ethnicity (n=84)

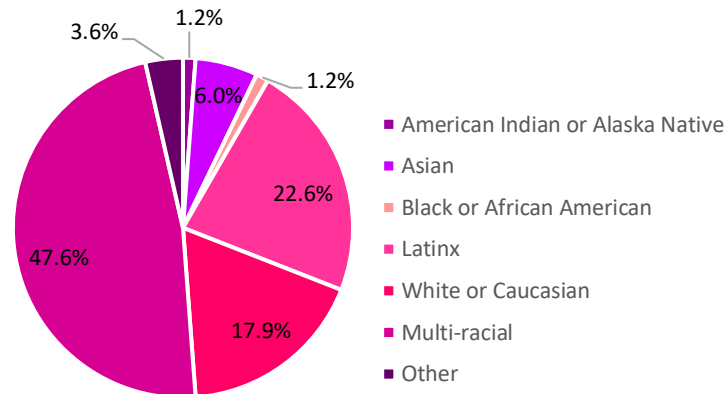


Figure 2: Sexuality (n=85)

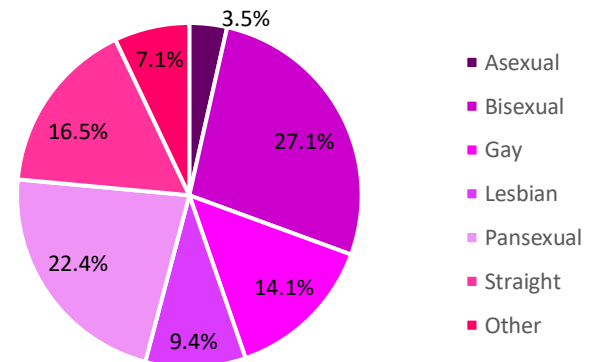


Figure 3: Gender Identity (n=85)

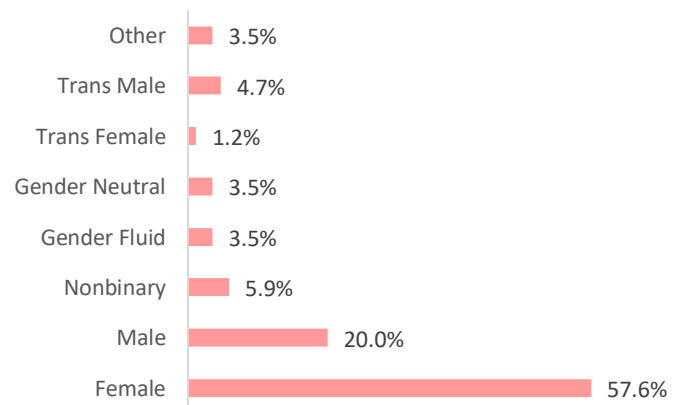


Figure 3 displays each respondent’s gender identity; 57.6% identified as female, 20.0% were male, 5.9% were nonbinary, 3.5% were genderfluid, 4.7% were trans male, and 3.5% were gender neutral. Some indicated they were trans female (1.2%), and 3.5% indicated they identified as ‘Other.’

When the students were asked what they thought about the trip overall, 94.1% responded that they enjoyed the trip.

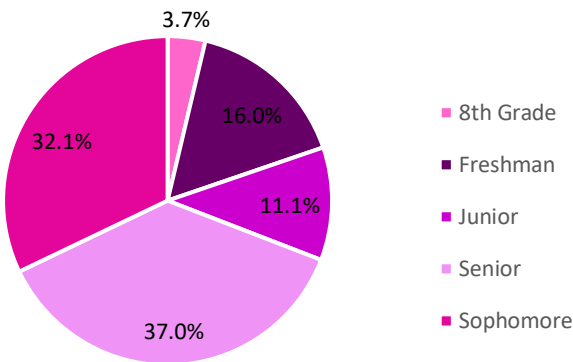
Table 1 displays what school each respondent attends. Of the 84 that responded, 20.2% attend Stagg High School, 23.8% attend Lincoln High School, 10.7% attend Merrill F. West High School, 8.3% attend Ronald E. McNair High School, 8.3% attend Tokay High School, 7.1% attend Lodi High School, 7.1% attend Manteca High School, and 3.6% attend East Union High School. Some indicated they attend Bear Creek High school (2.4%), 2.4% attend One.Vision High School, 1.2% attend Cesar Chavez High School, 1.2% attend Christa McCauliffe Middle School, 1.2% attend Jane Frederick High School, 1.2% attend Village Oaks High School, and 1.2% are home schooled.

Figure 4 displays what grade each respondent is in. Of the 81 that answered, 3.7% were in 8th grade, 16.0% were freshman, 11.1% were juniors, 37.0% were seniors, and 32.1% were sophomores.

Table 1: School Information (n=84)

Stagg High School	17	20.2%
Bear Creek High School	2	2.4%
Cesar Chavez High School	1	1.2%
Christa McCauliffe Middle School	1	1.2%
East Union High School	3	3.6%
Home Schooled	1	1.2%
Jane Frederick High School	1	1.2%
Lincoln High School	20	23.8%
Lodi High School	6	7.1%
Manteca High School	6	7.1%
Merrill F. West High School	9	10.7%
One.Vision School-CHS	2	2.4%
Ronald E. McNair High	7	8.3%
Tokay High School	7	8.3%
Village Oaks High School	1	1.2%

Figure 4: Grade



94.1%

of participants
enjoyed the trip

The respondents were then asked to answer a series of open-ended questions pertaining to the trip activities and how they could be improved upon. The following details the responses to each question.

If you had a favorite part of the trip please let us know.

- Castro/Shopping (31)
 - “Walking around the Castro with my friends was my favorite part”
 - “Going inside the Human Rights Campaign”
 - “My favorite part was going to the places I’ve never been to”
 - “Shopping at the Castro with my besties”
- The Palace of Fine Arts Speakers (15)
 - “All of it was terrific, but the presentations were definitely the best”
 - “Listening to the City Council member from Tracy and how he managed to pull through the hate”
 - “I loved the speakers, they were very inspiring and I loved acceptance here.”
 - “When Queen Nicole the Great spoke about gays...”

Did you find the trip to the GLBT Museum to be valuable? If yes, please share your thoughts.

- Learned Something (15)
 - “It is an important museum to teach people of the LGBT+ culture.”
 - “Exposes young community members and allies to cultural heritage of the LGBT community”
 - “Shows evolution and struggle of community through time”
 - “Found out more history on how people fought for their rights”
- Great (5)
 - “Liked the way it was put together”

- “It was great”
- Emotional (1)
 - “I wanted to cry.”
- Didn’t go (19)
 - “I did not see inside but I heard it was good”
 - “We didn’t end up going”
 - “We didn’t have time to go”

What part of the trip impacted you most? For example, did you identify with anything you saw or experienced?

- Being exposed to diversity (17)
 - “Seeing how big of a community and support there is in San Fran. I’m an ally, but I’m beyond happy to know [they] are backing the community up.”
 - “Something that impacted me the most was being able to relate to those that had familiar bad experiences in coming out”
 - “I saw all the gay men at Castro and saw that I could have a future where I’m happy”
- The Empress/Imperial Court (14)
 - “When the “Queen” was talking about the past and current struggles, struck me hard”
 - “The empresses speech made my day, especially because my coming out experience has been so much easier because other people struggled first”
 -

“I thought California was always incredibly accepting, and just to have something right there in front of you - to have someone that lived through a time where California wasn’t accepting of the community was really eye-opening and made me realize how different things were even though it wasn’t really that long ago.”

- “The part where the Queen didn't really talk about black people along with people of color”
- Spoken Word (16)
 - “I was really impacted by the fine arts palace and the speeches people made”
 - The slam/spoken word poetry. I wrote poetry and it was very inspiring. <3
 - When speakers shared poetry and the stories of where things today came from
- Learning about LGBT History and Culture (5)
 - “I learned more about the LGBT community's history, much of which I didn't know”
 - “the history of the LGBT community and the Latinx community”
 - “I liked learning about culture”
- Pigeon Man (2)
 - “Pretty impacted by that pigeon man”
 - “Pigeon man”
- “I loved everything, and wouldn't change anything”
- More time to shop (22)
 - “I'd like to see a longer time window to go shopping and eating. The hour and a half was too short.”
 - “I think that for next year there should be more time to browse around, it didn't seem that we stayed for long.”
 - “I would have liked to spend more time at Castro St. There was so much I wanted to see but couldn't because of time restrictions.”
- Better time management (8)
 - “I'd like the trip next year to be a little bit more organized. Also, I'd really like it if the usage of proper pronouns (or gender-neutral terms if someone is unsure of somebody's gender) to be stressed amongst the adults because I was misgendered by an adult on the trip almost as soon as we were released to explore the Castro.”
 - More time and workers not misgendering students
 - A little more control. I wasn't able to go to the museum like I had been expecting.

Is there anything you'd like to see on the field trip next year? What would you change?

- Nothing (26)
 - “I think the trip was fine, I just didn't try to involve myself to be honest”
 - “Honestly, I thought it was terrific as is”

Youth and Chaperone Interviews

The main purpose of these interviews was to gain insight from two students and one chaperone who attended the San Joaquin Pride Center's annual youth San Francisco Field Trip. These interviews were conducted to gauge their overall experiences as well as concerns, comments, or suggestions. Both students attended this for the first time this year. One of the students expressed that their interest in participating in the field trip was first piqued by the active GSA on campus and that they had heard about the field trip the previous year, but were able to attend for the first time this year. The other student who was interviewed expressed that their interest in the field trip was brought about by the opportunity to meet other kids that they could relate to and potentially be friends with.

A major concern brought up by one student was an issue with a chaperone misgendering them without an attempt to correct themselves.

“There was an issue for me where one of the adults on the trip misgendered me and didn't give any second thought to it, and I'm not sure if they were someone directly with the Pride Center or not, and I would just really, really wish there was more thought for gender neutral language. There was a lot of asking about preferred pronouns and the adult really didn't seem to care much about it at all.”

One student said they enjoyed the trip very much, however the main concern they had was the lack of free time due to scheduling; the student elaborated that due to the time constraints for the trip this year, the students had very little time to roam about the Castro District. When asked to expand more on how this affected their experience on the field trip, the student mentioned how, due to the time constraints, they were unable to complete all the activities that were part of the scavenger hunt provided to the students prior to releasing them to explore the area with a chaperone.

This sentiment was shared by the chaperone that was also interviewed; they were concerned with the students being unable to view the GLBT Museum as was originally planned due to the lack of time readily available for the youth to complete activities while in the Castro. “We....weren't able to go into the GLBT Museum because there was no time. Most of us weren't able to actually, which is really disappointing because I think the kids really should experience that first and foremost.”

Overall, the students that took part in this interview were pleased with the trip. When asked to talk about what inspired them on the trip, both students noted the speakers that presented at the Palace of Fine Arts; specifically, when the speakers shared their experiences as LGBT+ individuals in a time where California was not as accepting as the youth experience now. The chaperone that was interviewed shared their perspective on the speakers; due to the venue and the chaos surrounding handling the food, it was difficult at times to hear the speakers, so they as well as many students and chaperones were unable to fully experience what the speakers were presenting.

Chaperone/Volunteer Feedback

A survey was also sent out after the field trip to chaperones that were in attendance to San Francisco.

In your view, how do you think youth benefit from this field trip?

- Helped them learn there are others in the same position (3)
 - “Shows them a larger view of the world. Brings together people who share similar life challenges, reinforcing that they are not alone in this world”
 - “It also gives them the hope to be able to live or experience a life...[in terms of what] it is like to be with others like them as the open majority”
 - “However, just being IN the Castro was huge, and many of my students finally felt affirmed being in an area where THEY were the majority and didn't have to feel weird or ashamed of who they were”
- “The youth were extremely happy on the bus when they first caught glimpse of the rainbow flags of the Castro. That symbolic representation had a great impact on them”
- “Hearing from Her Majesty was incredibly beneficial, since it is important to hear the history of the LBGT+ movement”

What is your most memorable experience watching youth engage in this field trip?

- Laughter/cheering (2)
 - “Hearing the laughter from my students that I know suffer from depression and anxiety”
 - “Watching the youth cheer on the bus when they saw the first rainbow flag in San Francisco”
- Castro (2)
 - “Pigeon Man and seeing them be able to experience the Castro”
 - “Seeing their excitement over everything in the Castro, from the rainbow crosswalks to ALL different flags flying (my trans student especially)”
- “I most remember (and enjoyed) my time with the youth on the bus and during lunch hour. I spoke with quite a few of them about their college plans, career goals, and professional development issues”

What was the most successful part of the field trip?

- Castro (3)
 - “For me it was the trip to the Castro!”
 - “The most successful part of the trip was the opportunity for youth to explore the Castro.”
 - “The Castro District itself”

- “No traffic! Having time to shop”
- “Getting there and back, and lunch”

What impact did this field trip have on you personally?

- Being supportive for the students and watching them have a good time
 - “Reinforces my desire to be there for my students”
 - “...it really was nice to see the kids have fun and be a little group of LGBT+ children”
 - “It was affirming for me as a former youth activist myself, in the sense that youth feel comfortable confiding in me and look up to me as a role/possibility model”
- “Again showing me how important it is for everyone to see themselves represented equally”
- “It felt nice to see the future gays of our society”

Were there any challenges specific to this trip?

- Yes (2)
 - “Communication and organization could use a bit more improvement. Like doing a more in-depth meeting with chaperones. Assigning groups beforehand. Sticking to schedule.”
 - “It was an immense challenge just getting any logistic details about the trip before (and even during) the trip. Communication and logistics were, by far, the biggest challenges for us as chaperones”
- No (3)

After taking part in the field trip, do you have recommendations for locations to visit in the future?

- Yes (2)
 - “More locations in the East Bay, such as Oakland LGBT Center/Lake Merritt, UC Berkeley or Berkeley City College campus, Pacific Center”
 - “(A representative) from HRC indicated that they do tours of the Castro District, which I think would be even more beneficial for students”
- No (2)
- Don’t know

Do you feel that the field trip could be improved?

- Yes (3)
 - “Just more organization”
 - “Spend less time at drop-off locations to keep a tighter schedule and be able to spend more time in SF itself”
 - “...a lot of time is spent in the buses just traveling from one location to the next”
 - “If you want to keep having this trip and want it to be more successful, you must do better in planning and communicating those plans”
- No (2)

In one word, please describe the overall experience of the trip

- Pleasant
- Fun
- Nice
- Affirming
- Inspiring

Please add other comments if you wish

- Positive experience (2)
 - “THANK YOU! My students loved the trip”
 - “This is SUCH an amazing experience and my youth who attended are still talking about it. It wasn't just a field trip: it was educational and expansive, and I hope you continue it every year!”

Appendix S. San Francisco Field Trip Registration and Reflections on Why Community is Important

The field trip to San Francisco is offered to LGBT+ youth and youth allies in San Joaquin County and there was a total of 173 individuals registered to attend in 2019. Youth went to the City College of San Francisco, Ocean Campus and visited the GLBT Museum in Castro District. The purpose of this field trip was to reward GSA high school and middle school youth, and LGBT+ leaders and allies who have worked hard throughout the year at the Pride Center and at their school with their local GSA.

Question posed to those who signed up for this field trip: Why is community important to you? How do you participate in your community?

A sample of powerful responses that are truncated follow:

- “To [ensure] the safety of everyone around”
- “Means everyone is involved and everyone helps each other when in need. A community includes everyone, no matter what race, gender, ethnicity, or religion.”
- “Living in today’s society, community involvement can bring everyone of any age, gender, and color together. My community in Stockton is important to me, because it allows me to connect with the people in my city, learn about the city’s history, and gives me reasons to continue into the future to make the world a better place.
- “I feel as if it's an outside family. I participate in my community by giving respect to others and support.”
- “To me a community is a group of people that possibly come from the same place or live in the same place that are working towards a similar goal which makes them find themselves working together and supporting one another.”
- “My community is important for me because it is where I grew up. I participate in my community by helping others, keeping my community clean”
- “While I'm till terribly new to the trans community, and still have not came out to the majority of people in my life (including my family), I can already see the love and support fostered in the LGBT community, it makes it a lot easier to accept and love myself.”
- “This community is important to me because it plays a big role in my life. It plays a big role in my life because a lot of people don’t accept me and it’s nice to know that there are others out there that are the same as me or a little different...It’s nice to get out of my shell and express who I am and [show] others my true colors.”
- “My community is important to me, because I like working together with my community. I participate through connections and coming by communicating with other people.”

- “Community is important to me because this is the place where I feel accepted for who I am at and go to feel at peace. My community is both at school where my friends are and at home with my family. I participate in my community by playing sports and contributing to my GSA club at school by fundraising and helping peers around me feel more at ease with their sexual orientation and gender identity.”
- “Contributions that I have made to my community are that I am a part of my schools GSA and MEChA. In past rallies that I’ve performed in, the meaning was to show my people’s culture and the beauty within the dance.”
- “To me, my community would [be] those I am surrounded by, so in other terms it would be Stockton. This community is important for me because it is what I grew up around. I believe it is important to always know where your roots are and I believe the community of Stockton will be a place that I will consider to be a part of my roots.”
- “Community is important because it gives us a sense of humanity. It allows me to feel connected and at home with the people around me. I participate in my community by trying to empower and be kind to others around me, and genuinely care about everybody I come into contact with. I aim to be as cordial and respectful to those around me as I can and wish to see everybody enjoy themselves in every scenario. I try to be a helper, a leader, and a friend to all.”
- “Community is important to me because it is not only part of what makes up my life but also the lives around me which I care about. I participate in my community by spreading awareness as well as lending a hand to those who need it. Every action has a reaction and therefore has significance no matter how small.”
- “To even be able to answer this question you must first figure out what the word ‘community’ means to you. To me, community is my entire city as a whole. It is always an amazing feeling to help out, or find you are a part of a community as it provides you a sense of unity and, to some, family.”
- “Community is important to me because the people around me make me who I am and have made me realize what I value in life. I am very involved with my community because I thrive on social interaction and love no one more than those who I can connect with due to similar backgrounds. I am prominent in my school’s GSA and plan to be president this coming school year.”
- “Community is important to me because my community is full of my friends and family. I’ve been volunteering in my community since a very young age.”
- “Community is important to me because it has the ability to bring people the best in people. With the LGBT+ community, a lot more people are able to talk about their experiences and help them with other people’s struggles. I personally have met some amazing people that helped me with so much when coming out to myself and others. I am glad to have met them in such a nice community and hope I can meet more people like them.”
- “I’m pansexual and transgender. It’s important to me because I can talk to people like me, who will understand what I’m going through. I will be able to talk to people and

not be afraid to tell my parents. Also, so I will feel comfortable to talk about how I'm feeling inside and ask questions about being transgender and pansexual. It's also important to me because there's a chance somebody could make a new friend. I'm very excited to be in the pride club and community."

- "My community is important to me because I want Everyone to feel safe and equal."
- "Community is important to me, because it's better to be around people that help, that know, instead of being alone with no one to turn to. Without that connection, that bond, what is there?"
- "I believe everyone should except you no matter what you have interest in. I except everyone and I begin by at least saying good morning to anyone I see having a bad day. Just to show that I care."
- "I believe that everyone should have a right to be whoever they want. A person is a person and should be treated like one no matter their decisions in life."
- "Community is important for connection. I am beginning to get connected and look for new ways to interact with people. Community allows me to learn about myself and others."
- "The community is important because it's what revolves around me and it's what I've grown around. The community means so much because it revolves of many people of different kinds of color and culture which makes me happy that there's such a [diverse] community."
- "As, a community we should be encouraging each other old and young to be an improved version of ourselves. Change is never easy, but it isn't hard either. We just need each other in life the right way not the way the world always wants to be. But the way we were meant to be. Let that be a challenge and allow it to be change. You and I deserve to be the future they would talk about when we were kids. Just remember the world is never waiting so why do we."
- "This community has helped me grow to accept not just myself but others for what they cannot control. I find that giving back by spreading awareness and learning as well while meeting new friends is what I want to do."
- "Community is about helping each other or anyone who needs a lending hand. Community is important to me because helping people is what brings everyone together. I'm a person who likes to help people who are in the LGBT community because I feel like many people pass away because people don't accept them as who they are. I [would] like to improve that community because people should feel like they shouldn't be ashamed of who they are because their family doesn't accept them."
- "The community is important to me because I believe everyone should be involved even...as a whole to make a difference even though they might only speak a certain language."
- "In my school I am going to continue to be a part of a better community, not that there is no problems with Stockton, because there are so many problems, but one step

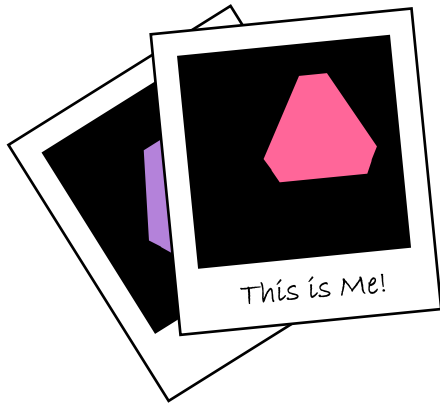
at a time we are going to begin changing ultimately for the better and for our future selves. We are the leaders of the future”

- “Community in our classrooms is crucial in creating a safe learning environment for our students. It helps lead to effective collaboration, which is key to so many strategies necessary to build their reading, writing, listening and speaking skills. I participate by attending trainings to continue to foster and refine the community in my classroom and in our GSA club and throughout campus.”
- “There will always be people who are willing to help each other and that’s what makes a community strong. I think community, for me, is important because I’ve always loved to help people who are in need.”
- Community is important to me because I feel like it’s a vital role in determining how we view things. When we grow we reflect the choices and hardships we faced in the past and we are a reflection of the community around us.”
- “Because I feel that as a community, we should support each other in every way possible. I take the bus every day.”
- “This community is important to me because I have gay friends and family members that I support and defend whenever needed.”
- “Community is important to me because if nobody chooses to create positive change then nobody will. Stockton is a community of individuals who want to bring change, and this is important because we have self-motivated activists who are using their voice to bring awareness on issues concerning the LGBTQ+ community.”
- “Community is important to me because it helps me feel safe, accepted, and like I belong as the person I truly am.”
- “Community allows love, growth, happiness and success. In my community, I do my best to welcome everyone, especially take part in our GSA LGBT Youth club”
- “The community is important to me because it creates a safe space away from home. I participate in as many events for the club as I can.”
- “I believe that if there were more LGBTQ+ teachers, firefighters, celebrities, etc. children would feel safer and have someone to look up to, not grow up thinking that they are weird or different.”
- “Love...acceptance and equality”
- “My community is important to me because there is too much hate and bad energy and I believe I can improve that in my community.”
- “Community is important to me because I get to connect with all kinds of different people, and it is a good way to do that. I participate in my community by attending and engaging in my GSA club.”
- “I am an active volunteer in my community. I mostly focus on bettering children’s education through programs offered by my local library. I also participate as much as possible with the GSA at my school.”
- “To me its positive self-expression is what's important to me in my community. Being a part in multiple clubs, the arts, and my own volunteer work is how I express myself

in the community. I believe that these things allow a person to change the community but in different ways.”

- “The community is important to me because I believe that together, we have the power to make society a better place and to positively influence younger generations.”
- “I support the LGBTQ+ community [because] I draw hearts on everything, and it makes me happy. I just want to make sure everyone in the community is happy and expresses themselves all the way through.”
- “I have many friends who are queer, and I associate well with people of the queer community. I have gone to the Pride Parade in Sacramento with my friend’s multiple times, and I think it’s very important to support and respect their sexuality. I feel very connected to the queer community, despite my lack of being queer.”
- “A community is undeniably important because it gives you a sense of importance and helps you figure things out about yourself and your surroundings. In a community, you can find people you relate to, and it brings people together to support each other.”
- “Sure, community is defined as having some type of similarity or relation to the other members to be titled as a community, but what really makes a community on my personal level and belief is the love given behind it.”
- “My special community is found within Lodi High. GSA gives members a place to discuss issues they may face daily or hear from others. It’s also a space to learn, which is vital in a community to grow as individuals. Our community is filled with accepting kids that I’m proud to be a part of. To be a member you should be selfless but also contributing positively to the community. I have grown in the best way possible from being a member in GSA.”
- “Having a reliable, accepting community is very important...I want to make sure that people know that they are not alone and that there is always someone to turn to”
- “Because especially in the LGBTQ+ community people can easily feel alone and the most important thing to remember is that you never are.”
- “Community is important to me because it allows me to have a great support system. It gives me a sense of belonging and comfort. It’s kind of like therapy for me because whether it’s the LGBTQ+ community or my community of women, I know I can go to them and talk about my problems, and they will help me to solve them.”
- “The LGBT community is important to me because it’s something I am apart of and something I am a part of proudly. The LGBT community has been such a safe place I can be in, it brings out the happiest side of me and I am sure it’s the same way with others.”
- “I am a part of this community that is why it is so important. I have had my troubles along the way on figuring out who I was. It wasn’t simple but eventually I got through it. I was always so confused when I was really young because no one ever taught or told me that liking girls/boys/other was okay.”
- “The LGBTQ+ community is extremely important to me because it gives individuals, especially students, a safe space to express who they are without fear of hate or discrimination from those who are too bound to social expectations.”

- “Community is important to me because I want there to be a safe space for anyone and everyone. To have a place where it is friendly and accepting is everything. To be among those that are like you and to not feel alone is where I would want to be.”
- “Community is important to me because if family isn’t there for you, your communities are.”
- “Community means a close family that you can trust on. As a guy with a difficult past, I feel it is my responsibility to accept everyone with equal respect. There is no one that I leave behind or dislike because of their sexuality or any preference. I like this community because it accepts me and I get to accept people.”
- “Community is a fellowship between individuals sharing common interests and goals. As the president of my school’s GSA I want nothing but acceptance and tolerance over everyone on campus regardless of sexuality or gender. I work every day to make people feel included.”
- “The community is important to me because it’s not every person who gets to be who they are and be accepted and loved unconditionally by their family. But even if those people do not feel loved their own family, the community is a way to show them that they do matter and that they are loved and that they are not alone because they have friends and allies around them who will accept them for who they are completely.”
- “Community is family. It’s the connection among people who are alike in some way, be it their neighborhood or their sexuality. Being a part of a community means being kind, it means helping each other.”
- “Community is absolutely necessary in a place where society is quick to break individuals. Sticking together allows people to feel empowered, and be able to learn to love themselves, as well as others.”
- “I believe that community is a place where people are provided with a safe place. I take an active role in mine by trying my hardest to make sure my school stays a place where people can stay open and be themselves.”
- “Community is important to me because it helps people. It helps people feel like they belong. It helps people feel loved, cared for and best of all, not alone.”
- “The community is important to me because it’s the only place where I can actually learn about LGBT issues and history.”
- “Community services are important to me because [you/re] improving your community and you get a chance to make a memory.”
- “I feel like I am not alone, and there are people like me.”



Appendix T.

SAN JOAQUIN PRIDE CENTER

Prom 2018 Survey

We hope you enjoy SJPC Prom! We are hoping that you will take a few minutes to fill out this voluntary survey. This survey connects with your experience at today's Prom. You may skip any question you wish and you can stop this survey at any time. This survey is anonymous; thus, please do not add your name.

1. School Name: _____

2. What grade are you in? _____

3. What is your age? _____

4. How do you identify?

Sexual Orientation: _____

Gender Identity: _____

Other: _____

Ethnicity:

☐ American Indian or Alaska Native

☐ Asian

☐ Black or African American

☐ Hispanic or Latinx

☐ Native Hawaiian or Pacific Islander

☐ White or Caucasian

☐ Other:

5. Have you attended a SJ Pride Center Prom before? ☐ Yes ☐ No ☐ Not sure

6. How satisfied are you with this year's SJPC Prom?

☐ Very satisfied

☐ Satisfied

☐ Dissatisfied

☐ Very dissatisfied

☐ Not s

7. What has been your favorite part of SJPC Prom 2018?

8. What would you like to see at future SJPC Proms?

9. What kind of materials, information, or opportunities do you see at your school for LGBT+ teens?

- ☐ Education
 - ☐ Gay Straight Alliance (GSA)
 - ☐ Leadership groups
 - ☐ Pamphlets
 - ☐ Pride appreciation
 - ☐ Other (please specify):
-

10. What kind of issues exist on your campus specific to LGBT+ teens?

- ☐ Bathrooms
 - ☐ Bullying
 - ☐ Isolation
 - ☐ Harassment
 - ☐ Lack of support from administrators
 - ☐ Lack of support from teachers
 - ☐ Other (please specify):
-

11. What would you like to see more of on campus?

12. How did you hear about the LGBT Prom?

13. What other activities would you like to see the Pride Center put on?

Thank you! We greatly appreciate your feedback!

Appendix U. Training Survey



Thank you for taking part in today’s training! We were hoping that you would take a few minutes to fill out this voluntary and anonymous survey. Thank you for your time!

The training was beneficial.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

The training increased my knowledge about LGBT+ cultural competence.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

The training increased my sensitivity around LGBT+ cultural competence.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

I will be able to use the information that was provided in the next few weeks.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

What was the most impactful part of the training?

Training Survey

What can the Pride Center change or improve upon for the next training?

Appendix V. Social Isolation of LGBTQ+ Youth During COVID-19

The COVID-19 pandemic has presented many challenges for our youth and possibly even more so for vulnerable youth populations. One of these populations, LGBTQ+ youth, already face a multitude of challenges pre-pandemic and now the effects of COVID-19, such as stay-at-home orders, have begun to exacerbate these challenges. From being confined to unsafe home environments to loss of mental health support, LGBTQ+ youth are facing many social disadvantages and mental health disparities during this time (Salerno et al., 2020). Though there is a clear need for support for this population, there has been limited attention of the pandemic effects on LGBTQ+ youth (Salerno et al., 2020; Fish et al., 2020).

Online Support and Services

Due to “safety nets” such as educators, mental and medical health providers now being less accessible, online support has become an even more important tool for LGBTQ+ youth (Silliman et al., 2020). Studies show that these youth “may be more likely than their non-LGBTQ peers to seek resources and community online” (Fish et al., 2020, as cited in McInroy, et al., 2019). Q Chat Space, an online LGBTQ+ center that offers chat-based support groups for youth each week, has seen their average number of youth participants double since physical distancing was put in place (Fish et al., 2020). A review of Q Chat Space transcripts show LGBTQ+ youth note that they are using online services to their advantage during physical distancing and that Q Chat Space’s “text thing is a game changer for folks who don’t want to be overheard” (Fish et al., 2020). Youth also noted an increased consumption and sharing of identity-specific online content such as “LGBTQ+ YouTube channels and blogs” (Fish et al., 2020).

During the pandemic, there has been a shift from in-person services to remote services for many providers. For telemedicine appointments with LGBTQ+ youth, it is imperative that providers inquire about the home environment and the “exposure to abuse, household violence, resource instability, and mental health” (Silliman et al., 2020). However, it is just as important for providers to understand the issue of privacy with telemedicine. For some youth with therapists, the switch to telemedicine has caused fear that parents or caregivers may overhear conversations (Fish et al., 2020). An example of this would be that using correct pronouns or names to refer to the youth’s identity may put LGBTQ+ youth at additional risk for harm (Silliman et al., 2020).

Unhealthy or Unsafe Home Environments

With the closing of schools during the pandemic, LGBTQ+ youth may find themselves confined to unsupportive or even abusive environments (Green et al., 2020). Research suggests that about one-third of LGBTQ+ youth experience parental rejection and another third do not disclose their LGBTQ+ identity until adulthood (Green et al., 2020, as cited in Katz-Wise et al., 2015). An environment lacking in support may result in increased dysphoria, depression, and suicide (Green et al., 2020) Through Q Chat Space, youth described grieving the loss of their “safe spaces” and

being “stuck at home with unsupportive parents” in which some were “super religious and homophobic” (Fish et al., 2020).

For some youth, home can be an isolating place and have highly negative effects on their mental health; this is especially so for LGBTQ+ youth (Silliman et al., 2020). A study on Hong Kong LGBTQ+ individuals during the COVID-19 pandemic found that 63% “reported moderate to high levels of worry about their health” while more than one-fourth met the criteria for probable clinical depression and generalized anxiety disorder (Suen et al., 2020).

Conclusion

The COVID-19 outbreak and its impacts have taken LGBTQ-specific intrapersonal, interpersonal, and structural challenges and elevated them (Fish et al., 2020; Salerno et al., 2020). Because of this, it is imperative for LGBTQ+ youth to be supported and have access to online tools and services throughout the pandemic as well as after. The heightened risks and need for emotional and physical safety must be met by taking the important first step of increasing education and awareness around the issues (Silliman et al., 2020).

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