



SJPC
SAN JOAQUIN
PRIDE CENTER

California Reducing Disparities Project (Phase 2 Extension) Cultivating Acceptance Program

Priority Population: LGBT+

Final Evaluation Report
2025

A Project Funded by The California Department of Public Health

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 LGBT+ 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 LGBT+ 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.

EXECUTIVE SUMMARY

The focus of SJPC's Community Defined Evidence of Practice (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 as well as offering a full range of activities designed to empower LGBT+ 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 LGBT+ youth in San Joaquin County. The CDEP focuses on reducing LGBT+ youth isolation, school bullying, and strengthening the resilience of LGBT+ youth. The effort also focuses on increasing acceptance, school engagement, family functioning/support, including increasing youth access to LGBT+ 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

1. Was there a positive impact on the school environment?

2. Was there an increase in the levels of awareness, understanding, and/or acceptance within families?
3. Did the Pride Center provide culturally competent preventative mental health support to LGBT+ youth and their families?
4. Did the Pride Center increase knowledge and sensitivity around LGBT+ cultural competence by those individuals receiving training?
5. Did the Pride Center provide support and services that connected with strengthening cultural acceptance in schools?

Design

The evaluation design consisted of a participatory approach that included quantitative and qualitative components. 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 school climate survey, the administration of additional event and training surveys, and the collection of process data.

Limitations and Challenges

Only a small sample of surveys were collected for the school climate survey and some events.

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. 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.

Cultivating Acceptance Program

There were 86 pre-surveys and 89 post surveys completed by school staff. Post-survey analysis found that All clients strongly agreed or agreed that the workshop was beneficial and that the workshop increased their knowledge about LGBT+ culture. In addition, almost all participants said that they will be able to use the information that was provided in the next few weeks (95.5%) and that they are motivated to learn more about cultures on their own (93.3%). When asked which resource/solution mentioned at the workshop they thought they would use in the next few weeks participants said books, posters, the mental health app, and more.

School Climate Survey

A total of 18 students participated in the school climate survey, with only nine completing the entire survey. Most students strongly agree (33.3%) or agree (33.3%) that if another student is bullying them, they would

feel comfortable telling an adult at school. Most students also strongly agree (22.2%) or agree (55.6%) that if they tell an adult at school that someone is bullying them, the adult will do something to help. Most students also strongly agree (33.3%) or agree (44.4%) that there are adults at this school that they could turn to if they had a personal problem. A majority of students (75.0%) did not know of anyone who was harassed or bullied because they are LGBT+ or knew of any physical attacks that have occurred against students at school because people think they are LGBT+. Almost all students (87.5%) knew of other students at their school who openly identify as LGBT+.

Trainings

CADT

A total of 538 combined participants completed the CADT survey at various groups/trainings over the course of the grant period. Almost all participants strongly agreed/agreed that the training was beneficial (96.4%) and that the training increased their knowledge (96.8%) and sensitivity (92.8%) about LGBT+ cultural competence. Most students (89.0%) strongly agreed/ agreed that they will be able to use the information that was provided in the next few weeks.

CAW

A total of 103 combined participants completed the CAW survey at various groups/trainings over the course of the grant period. Almost all participants strongly agreed/agreed that the workshop was beneficial (98.1%) and that the workshop increased their knowledge about LGBT+ culture (99.0%). In addition, almost all

participants strongly agreed/agreed that other SUSD staff would like to attend this or a similar workshop (96.1%). Almost all participants strongly agreed/agreed that they will be able to use the information that was provided in the next few weeks (98.1%) and that they are motivated to learn more about cultures on their own (96.1%).

Cultural Sensitivity and Diversity Training

A total of 153 participants completed the Cultural Sensitivity and Diversity Training survey. Almost all strongly agreed/agreed that the training was beneficial (97.4%) and that the training increased their knowledge (94.8%) and sensitivity (92.2%) about LGBT+ cultural competence. Almost nine in ten participants (88.9%) strongly agreed/agreed that they will be able to use the information that was provided in the next few weeks

EVENTS

Youth Empowerment Summit Youth Survey

There were 55 respondents for the youth empowerment summit pre-survey and 19 respondents for the post survey. Post-survey analysis found that all participants who attended the four workshops rated them as either excellent or good. All participants strongly agreed/agreed that the workshops were useful, the speakers were knowledgeable and empowering, the summit was well organized, the workshops met their expectations, and that they learned something new. In addition, 92.3% strongly agreed/agreed that they can put what they learned to immediate use and 83.3% strongly agreed/agreed that they learned new information about the LGBT+ community at

this summit. All participants strongly agreed/agreed that there is a positive climate towards LGBT+ youth at their school. Almost all (91.7%) strongly agreed/agreed that their school is a safe place for LGBT+ students.

Pride Festival

On October 5, 2024, the San Joaquin Pride Center (SJPC) held their 11th annual Stockton Pride Festival at Yosemite Street Village. There was a total of ninety-nine (106) festivalgoers that completed the survey. Participants were asked to rate the festival overall in which 58.0% stated “excellent,” 32.0% noted “good,” and 8.0% rated the festival “fair.” When asked what stands out as key needs for services for the LGBT+ community in San Joaquin County, 35.8% of respondents indicated exposure in the community, 32.6% indicated mental health services, 19.3% indicated parent/guardian support, and 10.2% indicated trainings. Most respondents (72.0%) felt that where they live is a safe space for LGBT+ people. When asked what schools need to do to increase their support of LGBT+ students, 28.3% noted mental health services, 25.6% said exposure in the community, and 24.7% said parent/guardian support. Most respondents (76.2%) agreed that the Pride Center is effective in promoting LGBT+ acceptance in San Joaquin County.

Transgender Week of Visibility

A total of 77 participants completed the Transgender Week of Visibility survey. Almost three-quarters of participants (72.7%) had never attended SJPC’s Transgender Day or Visibility events before. About half (58.4%) of participants were 18 – 25 years old and 37.7% were 25 – 50 years old. Almost all participants

rated the location of events (97.4%), family friendly atmosphere (93.5%), entertainment (96.1%), and cultural inclusivity (96.1%) as either excellent or good (Table 4.21). Four in ten participants (40.3%) indicated that accessing transgender-specific resources at SJPC helped their mental health. Most participants (88.3%) felt that where they live is a safe space for LGBT+ people. All participants (100.0%) felt that the Pride Center is effective in promoting LGBT+ acceptance in San Joaquin County and six in ten (61.3%) are aware of the services that SJPC offers.

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, school visits and more. The Pride Center provided support and worked to cultivate acceptance on campus, targeting Cesar Chavez High School, Health Careers Academy, and SECA High Schools. Additional programmatic services for youth included 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. The Pride Center also offered counseling services to youth and adults and created a safe space for them in the community.

INTRODUCTION

The mission of the San Joaquin Pride Center (SJPC) is to serve the diverse LGBT+ 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 LGBT+ community. To combat mental health disparities, the California Department of Public Health's Office of Health Equity (OHE) launched the California Reducing Disparities Project (CRDP). The Pride Center was one of 35 Implementation Pilot Projects (IPPs) in the State of California that received funding from this grant. This statewide grant was implemented in order "to identify solutions for historically unserved, underserved, and inappropriately served communities." Now in Phase II, the grant centers on providing support for and evaluating an array of promising strategies addressing mental health disparities. This work is funded by the Mental Health Services Act (Proposition 63). 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. The San Joaquin Pride Center's CAP Community Defined Evidence of Practice (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. In addition, the structure of the CDEP includes offering sensitivity and awareness trainings to individuals and organizations in San Joaquin County and includes offering a full range of activities and events designed to empower LGBT+ youth and the community as

a whole. SJPC's 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.

According to an article by Hans Johnson at the Public Policy Institute of California (2024), the state of California is home to the country's greatest lesbian, gay, bisexual, and transgender population—2.8 million people. He also found that young adults aged 18 – 29 years old were much more likely than older adults aged 60 and older to identify as LGBT+. One in five young adults in California identifies as LGBT+, compared to only one in twenty older adults (Johnson, 2024)

Given the high number of LGBT+ youth and young adults in California, it is important to make sure that this group has the resources and support that they need to thrive. According to research done by The Children's Partnership in 2020, compared to non-LGBT+ youth, LGBT+ youth in California are roughly twice as likely to be homeless or live in unstable housing (such as temporary or transitional housing). In addition, LGBT+ individuals report disproportionately higher prevalence of adverse childhood experiences (ACEs), which is a stressful or traumatic life event before the age of 18. About four in ten LGBT+ individuals report experiencing 4 or more ACEs compared to only a quarter of heterosexual individuals (The Children's Partnership, 2020). Lastly, regarding school climate in California, LGBT+ youth are twice as likely as heterosexual youth to miss school because they don't feel safe (The Children's Partnership, 2020).

The services that the Pride Center provides youth in our community are especially necessary given the circumstances faced by LGBT+ youth in San Joaquin County. According to Kidsdata.com (2024), research done on students from 2017-2019 found that four in ten (40.0%) gay/lesbian students in San Joaquin County experienced bias-related bullying/harassment. In addition, 34.4% of gay/lesbian/bisexual students experienced cyberbullying in San Joaquin County from 2017-2019, and a quarter (26.9%) of the same demographic perceived their school as either unsafe or very unsafe (Kidsdata.com, 2024). Kidsdata.com (2024) also found that for gay/lesbian/bisexual students in San Joaquin County in 2017-2019, 63.8% experienced depression-related feelings, compared to only 29.0% of straight students. Gay/lesbian/bisexual students also used alcohol and drugs in the past month at a higher rate (28.9%) compared to their straight peers (12.9%) (Kidsdata.com, 2024). Lastly gay/lesbian/bisexual students in San Joaquin County experienced suicide ideation at a rate of 38.1%, and this was even higher in Stockton Unified School District (SUSD) with a rate of 41.1% (Kidsdata.com, 2024). Not only are LGBT+ youth more likely to experience mental health issues than their straight and cisgender peers, but there have also not been enough healthcare clinicians to assist the unique needs of the LGBT+ community.

The San Joaquin Pride Center's Cultivating Acceptance Program (CAP) and Community Defined Evidence of Practice (CDEP) is a prevention and early intervention program that aims to prevent or reduce gender dysphoria, PTSD, depression, anxiety and adjustment disorders for LGBT+ youth in high school students in San Joaquin County. CAP will

reduce LGBT+ youth isolation, school bullying, and strengthen resilience of LGBT+ youth, acceptance, school engagement, family functioning/support, including increasing youth access to LGBT+ supports/services within schools and the community. This CDEP is 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 impact them. SJPC will focus on the CRDP Phase 1 Priority Recommendation 2.2 and Priority Recommendation 2.3.

SJPC's CDEP targets LGBT+ youth through engagement with public school systems and the foster care system across San Joaquin County, as well as agencies, organizations, and businesses that influence LGBT+ youth mental wellness. Through cultural diversity training, action plan workshops, empowerment, and educational campaigns, SJPC uses inspiration, motivation, and a fact-based approach to encourage individuals to take an active role in cultivating acceptance of LGBT+ people and reducing the risk factors that disproportionately affect LGBT+ youth. The CDEP reflects the needs of the priority population by addressing systemic issues such as discrimination, disparity, and social exclusion, while incorporating cultural values like inclusivity, diversity, and affirmation. Efforts focus on three main categories:

1. Individual LGBT+ youth outreach and support,
2. LGBT+ student club outreach and support
3. Parents and family outreach

ABOUT THE CALIFORNIA REDUCING DISPARITIES PROJECT

In an effort 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 (LGBT+), 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 LGBT+ grant population, the San Joaquin Pride Center (SJPC).

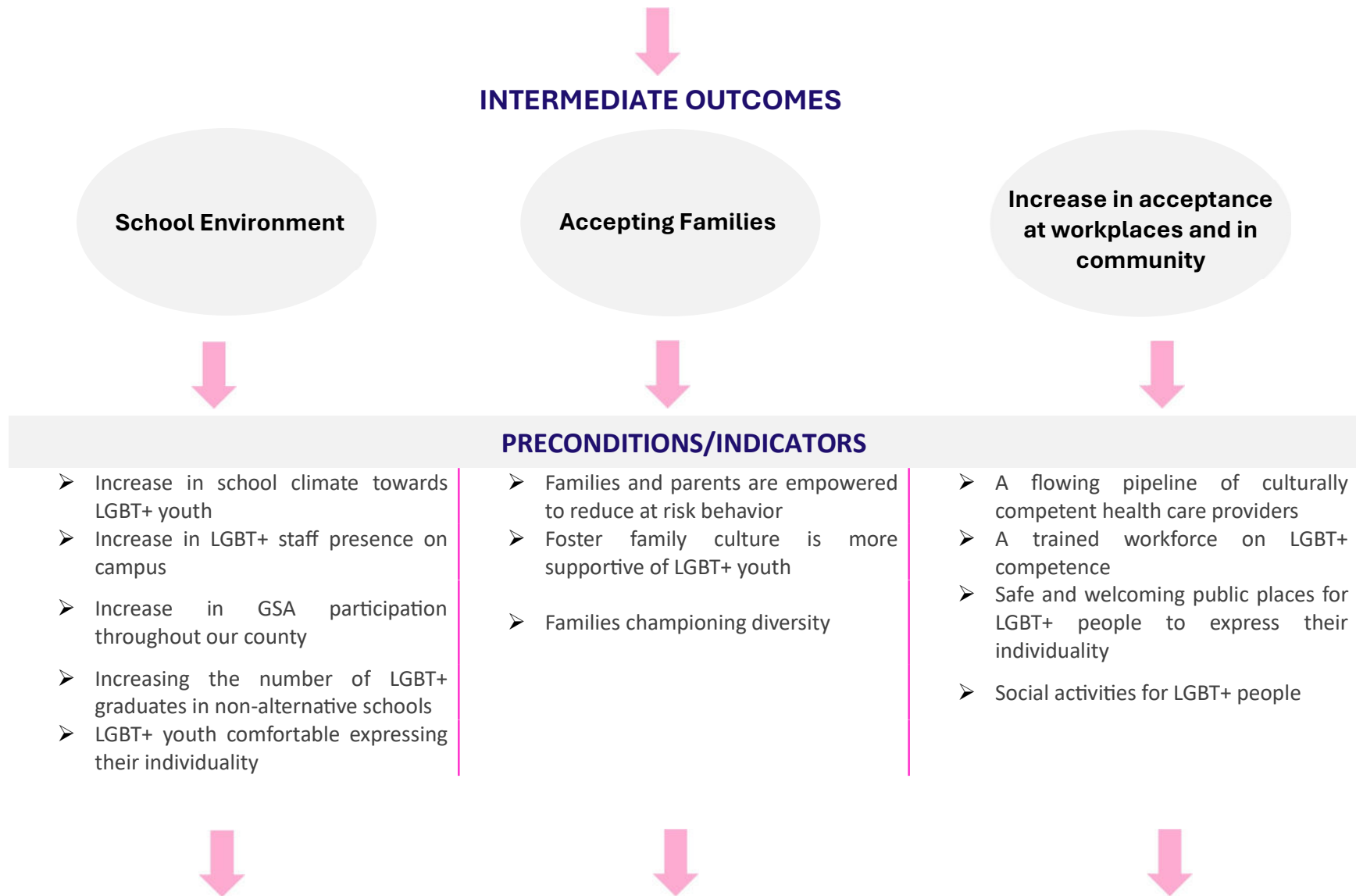
Through supportive services and counseling, cultural diversity trainings, empowerment and educational campaigns, and enrichment events, SJPC used inspiration, motivation, and a fact-based approach to encourage individuals to have a more hands-on involvement in cultivating acceptance of LGBT+ people and 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

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> ➤ 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 | <ul style="list-style-type: none"> ➤ 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+ | <ul style="list-style-type: none"> ➤ 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 five components.

1. Positive School Environment, Youth Empowerment
2. Accepting Families
3. Culturally Competent Mental Health Services
4. Cultivating Workforce Development for Mental Health Clinicians
5. Cultivating Community Engagement and Growth

Positive School Environment, Youth Empowerment

This component focused on working to empower LGBT+ youth to advocate for improved school climates towards LGBT+ youth. SJPC conducted outreach and education at high schools within the county and provide support to their GSA clubs (LGBT+ Student Clubs). They also provide social opportunities for the individual participants throughout the year. Training to adults on campus was provided as well as educational summits to provide information on how adults can create safe spaces and organically create culture change within their respective school systems.

The three schools that SJPC planned to work extensively with and collect data from included:

- Cesar Chavez High School, which is located in South Stockton, an area of Stockton that is considered to be highly impoverished. Many students are socioeconomically disadvantaged (75.8%). The school had 2,257 students (California Department of Education, DataQuest, Spring 2023), of which 49.7% were Hispanic or Latinx, 14.1% were African American, 5.8% were Filipino, and 19.9% were Asian. Other ethnicities include American Indian or Alaska Native (14.1%), White (5.7%), two or more races (2.1%), and Pacific Islander (1.3%). Of the 2,257 students, 24.0% were ninth graders, 25.3% were in

tenth grade, 25.1% were in eleventh grade, and 25.6% were twelfth graders. In addition, 13.6% were English Learners. Less than 1% were foster youth (0.6%) and 2.8% were homeless youth.

- Health Careers Academy has 427 students, 79.0% of which qualify for free or reduced lunch. Of the 427 students, 78.9% were Hispanic or Latinx, 7.6% were Asian, 4.4% African American, 4.4% Filipino, 2.5% White, 1.2% were two or more races, and 0.5% were American Indian or Alaska Native and 0.5% Pacific Islander. Furthermore, 28.7% of students were in ninth grade, 23.1% in tenth grade, 25.1% were eleventh graders, and 23.1% were in twelfth grade. 65% of all students were English Learners.
- SECA is a public charter school with about 430 students in grades 9–12. The student body is diverse, with 44% Asian, 47% Hispanic, 2.5% African American, 4.4% White, and less than 1% American Indian or Alaskan Native. About 60% of students are eligible for free or reduced lunch.

We are 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, guidance and support around the coming out process, presence at events on campus, collaboration with school administrators, teachers, and LGBT+ Student Club Advisors.

SJPC worked to create social opportunities and activities for LGBT+ youth by providing a

unique space for them at the Center where peer support groups and individual counseling sessions are offered for students and parents.

Diversity and Cultural Awareness training program were hosted to train school administrators, educators, and classified staff on how they can improve school climates for LGBT+ students and how they can be more sensitive and accepting of diversity. The focus will be to train all adults on campus including classified staff. The training program was created by the SJPC using expert data that considers local perspective and culture. It goes into detail of each letter of the LGBT+ acronym, using the motto “representation matters” and uses recorded or live testimonials from each group. Emphasis is paid to challenges facing the bisexual, transgender, and the gender non-conforming community. Staff were taught (courtesy of six-week training workshop on presentation and image) how to tailor our presentation based on the audience. Furthermore, SJPC staff have years of cumulative experience working within the LGBT+ community with available staff members and community groups being fluent Spanish speakers. Each clinical intern: LPSS, MSW, ACSW, MFT, AMFT (or equivalent) are supervised by our LCSW Clinician Supervisor who has over 20 years of social service work and experience with providing services to LGBT+ clients. All clinical interns: LPSS, MSW, ACSW, MFT, AMFT (or equivalents) are trained on the LGBT+ cultural awareness and diversity training and interview LGBT+ clients to better understand the community prior to conducting outreach or giving trainings. While two hours of length is our preferred time frame for presenting our training, the need to accommodate school schedules allows us to reduce the length of the training as needed or increase it to include workshops and other elements that we (and the hosting organization) feel would be best for the audience.

In addition, SJPC provided support and guidance to LGBT+ Student Club advisors. SJPC has now cultivated relationships with 10 LGBT+ Student Clubs. Engagement with clubs is contingent on the LGBT+ Student Club's Advisors' agreement to actively participate in the growth and development of their school's LGBT+ club and work around school culture. In addition to the work done in schools, SJPC has an ongoing partnership with other non-profit agencies that support a diverse cross-section of our community. (Little Manila supports the Filipino community, El Concilio supports Spanish speaking communities in San Joaquin County, and PREVAIL works with family and youth housing and lifestyle services). These partnerships enrich our access to students who might be afraid to talk to SJPC staff or to come to SJPC out of fear of being outed. Policies are in place so that LGBT+ youth with intersectional/cultural barriers with coming out will be able to participate at SJPC events.

Accepting Families

SJPC conducted outreach and education campaigns to educate parents and families on the ramifications of non-acceptance. SJPC works with partner agencies and school districts to outreach to parents and families so that they can deliver cultural awareness trainings that explain the importance of acceptance and the disparities to their LGBT+ youth if they are not accepted. Stockton and Tracy Unified School District signed an MOUs that center on having SJPC provide trainings. SJPC has also started parent workshops and host monthly facilitated peer support groups for youth and for families. They also provide one-on-one meetings between families and staff to provide supportive services and/or to

connect with other local parents who meet on an as-needed basis with new parents

SJPC provides family cultural diversity training, family peer groups, mentorships by parents of LGBT+ youth, and individual support sessions with a focus on important factors such as the coming out process. Family peer groups are facilitated by Pride Center clinical staff and participation comes from the families who learn about our services through our outreach and education campaign and our engagement of students at school. Support sessions are conducted by Pride Center clinical staff and mentorship of parents come from parents who have an existing relationship with the Pride Center and have volunteered to serve in this role. SJPC also hosts non-LGBT+ events in partnership with other non-profit organizations that will strengthen our outreach within specific communities (for example, Latinx, Hmong, and Filipino). Working with agencies that are experts in their own culture aids SJPC in serving clients that normally wouldn't have access to. Other factors we are cognizant of are socio-economic, language barriers, cultural conservatives, and specific ethnic cultural traits.

SJPC also engages with foster families and educates them on the importance of acceptance. They will be implementing an outreach and education campaign to grow the number of participating foster agencies beyond current numbers. They also engage the LGBT+ community in an awareness campaign around the importance of adopting and being foster care parents in partnership with the San Joaquin County Human Services Agency and CASA.

Culturally Competent Mental Health Services

This component focuses on offering clinical experts with an opportunity to learn to provide culturally competent mental health support and to conduct outreach and education campaigns to the larger mental health community to advocate for better cultural awareness. Working with an LCSW, LPSS, MSW, MFT, AMFT, ACSW interns gained firsthand supervised hours in an LGBT+ holistic space, working with LGBT+ clients. Interns also conducted outreach and education campaigns to agencies that serve LGBT+ youth, educating them on how to be culturally competent when working with LGBT+ youth.

The goal of this component is to ensure LGBT+ youth have access to culturally competent mental health support. The LCSW provided supervised hours to interns at the Pride Center to enrich their LGBT+ cultural competence. To expand SJPC's CDEP's ability to support students on campus, the Pride Center provided interns for campuses that provide their students with the resources to address LGBT+ related issues.

In addition, 30 agencies received information and/or training per year conducted by interns and SJPC staff. The Cultural Awareness & Diversity Training is a singular curriculum that is modified to accommodate the audience receiving the training. Revisions to curriculum are discussed between SJPC staff with the Program manager to determine if changes can be approved or not. The curriculum was revised by the Pride Center to include segments that address each letter in the LGBT+ acronym (emphasis on transgender,

non-binary, and gender spectrum), LGBT+ local history, and a parent-focused narrative during the "What You Can Do" section. Agencies that receive training either reach out to the Pride Center or are recruited by SJPC because their agency provides services to youth.

In addition, the LCSW provided supervised hours to interns with a Medi-Cal Certification as a Peer Support Professional, master's in social work, Master's in Marriage and Family Therapy (MFT's), Associate Clinical Social Worker (ACSWs), as well as an Associate Marriage and Family Therapist (AMFTs) at the Pride Center in order to enrich their LGBT+ cultural competence. These staff are later referred to as interns. To expand our CDEP's ability to support students on campus, the Pride Center will provide interns for campuses that provide their students with the resources to address LGBT+ related issues. 100 individuals who work with these agencies will receive information and/or training from the interns per year.

Workforce Development

The fourth component of the Pride Center's CDEP is 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 LGBT+ youth and adults and developed an effectively trained workforce that can assist communities in the future. The Pride Center has developed a relationship with California State University

Stanislaus, University of the Pacific, UC Davis, and San Joaquin Delta College where they recruit 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 community events, support groups and parent cafes.

Cultivating Community Engagement and Growth

One of SJPCs expansion goals and components was to branch out to adult services and activities. Adult activities and resources can play a crucial role in supporting and empowering the LGBT+ community in various ways. These activities provide spaces for individuals to connect, share experiences, and promote social and mental well-being. These services include having open support groups that offer a safe and welcoming environment for LGBT+ individuals to discuss their experiences, share concerns, and receive emotional support. These groups can address issues like coming out, mental health, substance abuse, and more. Pride Festivals celebrate LGBT+ identities and provide a platform for visibility and advocacy. They promote unity, foster a sense of belonging, and allow individuals to express themselves without fear of discrimination. Education and Awareness Workshops on topics such as LGBT+ history, allyship, and mental health awareness provide valuable knowledge and can help reduce stigma and discrimination.

SJPC provides a wide range of activities, from art exhibitions and artists of the month to movie nights, to create a sense of

intersectionality within community and inclusion. SJPC also organizes volunteering for opportunities that support the LGBT+ communities that can be both fulfilling and a way to give back. It fosters a sense of purpose and solidarity. HIV/AIDS Awareness and STI Prevention and Awareness programs help educate the community about HIV/AIDS/STI prevention and provide support to individuals living with the virus, reducing stigma and discrimination. Through these programs SJPC is also able to collaborate with other medical spaces that do regular testing for STI's as well handing out tests for Covid precautions. Mentorship programs pair experienced LGBT+ individuals with newcomers to provide guidance, advice, and support as they navigate their identities and life challenges. Mental Health and Wellness focus on mental health, self-care, and mindfulness that can help LGBT+ individuals manage stress and build resilience. Pride-themed Art and Cultural Events celebrate the creativity of the community, whether through visual art, literature, or film.

These adult activities not only offer a sense of belonging and support but also contribute to raising awareness, fostering inclusivity, and advocating for the rights and well-being of the LGBT+ community. They play a significant role in promoting acceptance and combating discrimination.

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 were:

- Was there a positive impact on the school environment?
- Was there an increase in the levels of awareness, understanding, and/or acceptance within families?
- Did the Pride Center provide culturally competent preventative mental health support to LGBT+ youth and their families?
- Did the Pride Center increase knowledge and sensitivity around LGBT+ cultural competence by those individuals receiving training?
- Did the Pride Center provide support and services that connected with strengthening cultural acceptance in schools?

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 CAP Pre and Post instruments, school climate survey findings, data from training surveys, and additional event surveys.

The evaluation team incorporated cultural knowledge over time and organically since they worked closely with the Pride Center team over multiple years to collect program data. One methodological example of this found with the administration of multiple surveys. 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. Samples included respondents of varying races/ethnicities, ages, along with those who identified as LGBTQ+ as well as with those who did not.

In terms of the intended sample sizes, it was unknown how many youths 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 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:

- Cultivating Acceptance Program
 - Pre-Survey: 86 school staff surveys completed
 - Post-Survey: 89 school staff surveys completed
- School Climate Survey
 - 18 students completed surveys
- Trainings
 - CADT: 538 combined surveys completed
 - CAW: 103 combined surveys completed
 - Cultural Sensitivity and Diversity training: 153 surveys completed
- Events
 - Youth Empowerment Summit Youth Survey
 - Pre-survey: 55 surveys completed
 - Post-Survey: 19 surveys completed
 - Pride Festival (2024)
 - 106 surveys completed
 - Drag Queen Coffee House: 8 surveys completed
 - Transgender Week of Visibility: 77 surveys completed
 - Winter Gathering: 100 surveys completed
- Counseling
 - 2023: 24 individuals
 - 2024: 49 Individuals

Descriptive demographic information of final samples can be found throughout the report. While our sample of was not scientifically representative, the combination of CAP surveys, hundreds of training surveys, feedback from hundreds of students on school climate, and feedback from many youths 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., School Climate Survey, training surveys, and event surveys) and other feedback. All instruments were administered on a voluntary basis. The School Climate Survey was administered to students online. Training surveys were administered at the conclusion of training offerings and event surveys were completed at the end of specific events and/or activities. Quantitative measures consisted of program data and surveys and were analyzed via Excel.

RESULTS

Quantitative Data Findings

Cultivating Acceptance Program

Staff Survey

Pre-Survey Analysis

A total of 86* school staff completed the Cultivating Acceptance Program pre-survey. Respondents included 39 teachers, 9 counselors, 6 Health care assistants/nurses, 3 librarians/assistants, 2 mental health clinicians, and other staff such as principals, food service assistants, support staff, school psychologists, site administrators, and more

Of the 85 participants, 43.5% had previously attended any training or workshops on LGBT+ topics (Figure 2.1). Most participants were somewhat familiar (60.5%) or very familiar (11.6%) with the concept of LGBT+ competency (Figure 2.2). Half of school staff surveyed had a general idea of what legal protections exist for LGBT+ students and staff in educational settings, while 38.4% indicated “not really” (Figure 2.3). In addition, 44.2% of participants said that their current understanding of LGBT+ rights in their country/region was good/excellent, while only 14.0% rated their current understanding as

Figure 2.1. Have you previously attended any training or workshops on LGBT+ topics? (n=85)

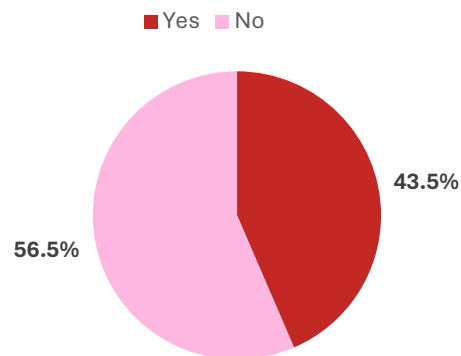


Figure 2.2. How familiar are you with the concept of LGBT+ competency? (n=86)

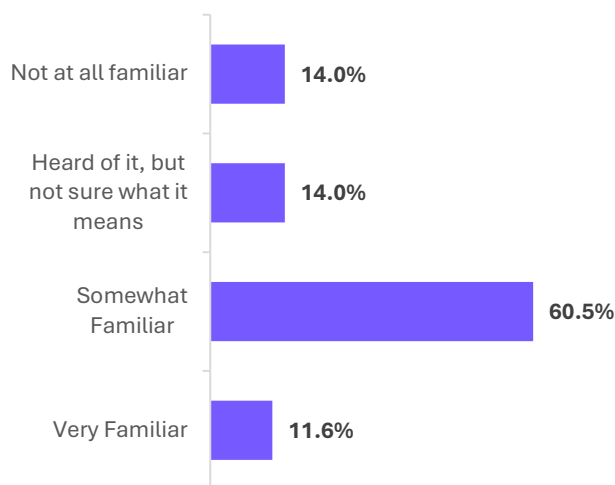


Figure 2.3. Do you know what legal protections exist for LGBT+ students and staff in educational settings? (n=86)

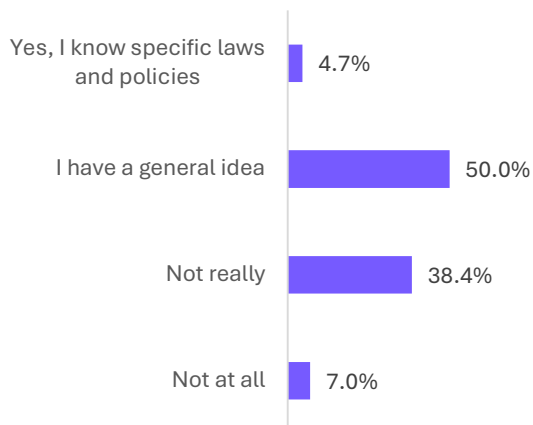
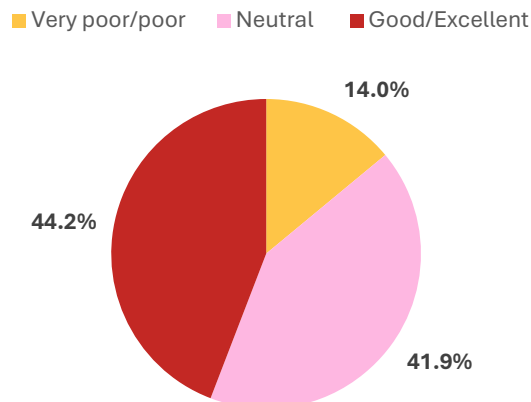


Figure 2.4. How would you rate your current understanding of LGBT+ rights in your country or region? (n=86)



*Pre-survey n=86; post-survey n=89 due to late program registrants who completed only the post-survey. In addition, pre/post results may represent a different group of respondents.

When asked if they feel comfortable addressing LGBT+ topics in their professional setting, 45.3% said yes and 38.4% said sometimes. In addition, 9.3% indicated “rarely,” and 7.0% said no (Figure 2.5).

When asked, “How important do you believe LGBT+ inclusion is in schools and educational institutions,” most respondents said that it was “extremely important” (58.1%) or “very important” (31.4%) (Table 2.1). When asked, “How inclusive do you believe your institution currently is toward LGBT+ students and staff, 9.3% said extremely inclusive, 37.2% said very inclusive, 48.8% said somewhat inclusive, and 4.7% said not so inclusive (Table 2.2).

Figure 2.5. Do you feel comfortable addressing LGBT+ topics in your professional setting? (n=86)

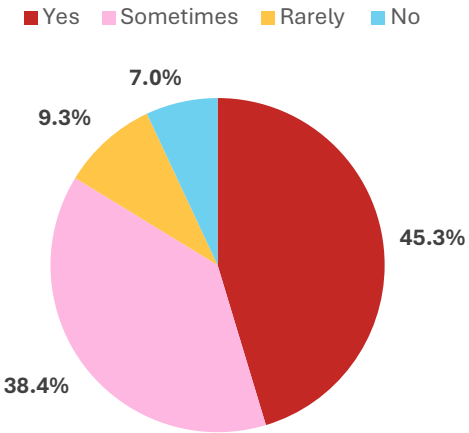


Table 2.1.	<i>Extremely important</i>	<i>Very important</i>	<i>Somewhat important</i>	<i>Not so important</i>
How important do you believe LGBT+ inclusion is in schools and educational institutions? (n=86)	58.1%	31.4%	9.3%	1.2%

Table 2.2.	<i>Extremely inclusive</i>	<i>Very inclusive</i>	<i>Somewhat inclusive</i>	<i>Not so inclusive</i>
How inclusive do you believe your institution currently is toward LGBT+ students and staff? (n=86)	9.3%	37.2%	48.8%	4.7%

Most participants strongly agreed/agreed (64.0%) that LGBT+ rights should be actively taught or discussed in educational curricula, while 32.6% were neutral (Figure 2.6). Half of participants indicated that they have ever had to support an LGBT+ student or colleague in a professional capacity (Figure 2.7).

When asked which topics they were most interested in, 75.6% of participants said legal rights and protections and supporting LGBT+ youth each, 66.3% said classroom inclusivity strategies, 59.3% said challenging bias and discrimination, and 52.3% said understanding LGBT+ terminology (Figure 2.8).

When asked what they were hoping to gain from this workshop, participants shared a range of answers, including:

- A better understanding of how I can support the community
- Additional knowledge, vocabulary, and awarenesses that will help me better support an inclusive environment for LGBT+ students/staff.

Figure 2.6. In your opinion, should LGBT+ rights be actively taught or discussed in educational curricula? (n=86)

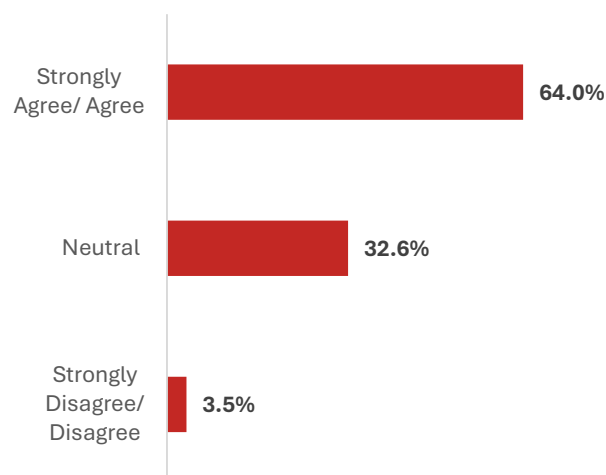


Figure 2.7. Have you ever had to support an LGBT+ student or colleague in a professional capacity? (n=86)

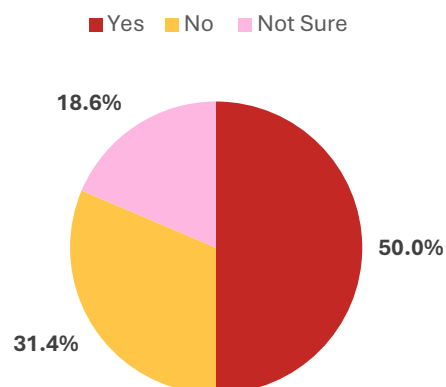
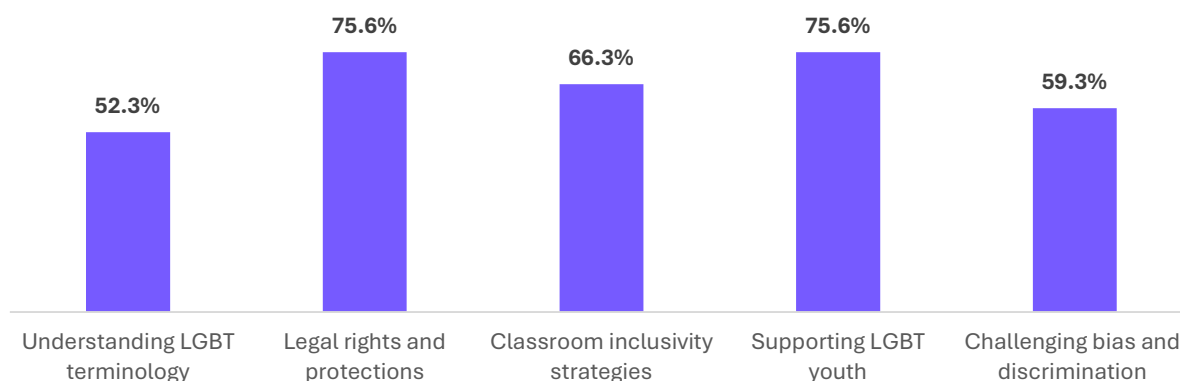


Figure 2.8. Which of the following topics are you most interested in? (Select all that apply) (n=86)



- Resources to offer, information to share with students, family, friends, and colleagues
- More insight on legal things

When asked, “What resources (if any) do you currently use to support LGBT+ inclusion in your classroom or workplace,” participants shared:

- I make sure our classroom is welcoming and open to everyone!
- I refer/speak with our counselors
- Ordering books about LGBT+ characters/by LGBT+ authors, talking to my fellow queer people about our experiences and any resources
- Preferred name, pronouns and strict anti-bullying rules
- Resources from SUSD counseling and from the Pride Center
- Safe place card

When asked, “What concerns (if any) do you have about discussing LGBT+ topics in educational environments,” responses included:

- Don’t have full knowledge of the topic
- Getting terms and legal parts right. Don’t want to tell something wrong.
- Making sure that I am following the law
- Parental consent
- Push back from non-supporting peers and now legal rights

Post-Survey Analysis

A total of 89* school staff completed the Cultivating Acceptance Survey Post-Survey. When asked if they had taken part in a workshop about LGBT+ cultural acceptance before today, 49.4% had and 49.4% had not (Figure 2.0). All clients strongly agreed or agreed that the workshop was beneficial and that the workshop increased their knowledge about LGBT+ culture. Almost all participants (91.0%) said that other SUSD staff would like to attend this or a similar workshop. In addition, almost all participants said that they will be able to use the information that was provided in the next few weeks (95.5%) and that they are motivated to learn more about cultures on their own (93.3%) (Table 2.3).

When asked for one word or phrase that they would use to describe the workshop, participants said amazing, empowering, enlightening, informational, and uplifting. When asked what the most impactful part of the workshop was, participants said:

- Acceptance
- Learning about the laws
- Resources and knowledge I am not aware of
- Statistics and how impactful teachers can be by supporting our LGBT+ students and community

When asked which resource/solution mentioned at the workshop they thought they would use in the next few weeks participants said:

- Books
- Creating a safe space
- More Awareness
- Posters, Stickers
- The mental health app

Figure 2.9. Have you taken part in a workshop about LGBT+ cultural acceptance before today? (n=89)

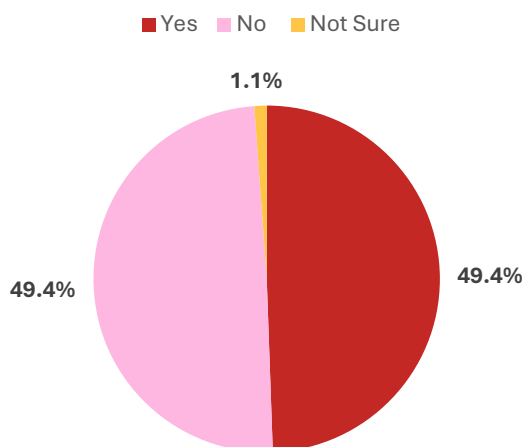


Table 2.3. Please mark your level of agreement with the following questions	Strongly Agree or Agree	Neutral
The workshop was beneficial. (n=89)	100.0%	--
The workshop has increased my knowledge about LGBT+ culture. (n=89)	100.0%	--
Other SUSD staff would like to attend this or a similar workshop. (n=89)	91.0%	9.0%
The time and location of this workshop worked well with my schedule. (n=89)	98.9%	1.1%
I will be able to use the information that was provided in the next few weeks. (n=89)	95.5%	4.5%
I am motivated to learn more about cultures on my own. (n=89)	93.3%	6.7%

*Pre-survey n=86; post-survey n=89 due to late program registrants who completed only the post-survey. In addition, pre/post results may represent a different group of respondents.

School Climate Survey

A total of 18 students participated in the school climate survey. Half of clients surveyed were 11th graders, 22.2% were in the 10th and 12th grade each, and 5.6% were 9th graders (Figure 2.10). Half of clients were Hispanic or Latinx, 16.7% were White or Caucasian, 11.1% were Asian, 5.6% were American Indian or Alaska Native and Black or African American each (Figure 2.11). About a third (35.3%) of participants were cisgender female, 17.6% were transgender male or gender non-conforming each, 11.8% were transgender female or other each, and 5.9% were cisgender male (Figure 2.12).

Figure 2.10. What grade are you in? (n=18)

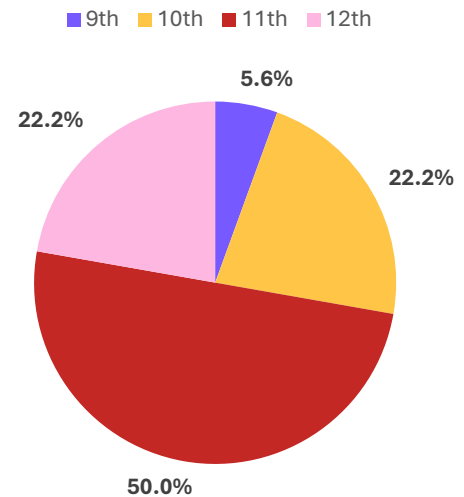


Figure 2.11. Ethnicity (n=18)

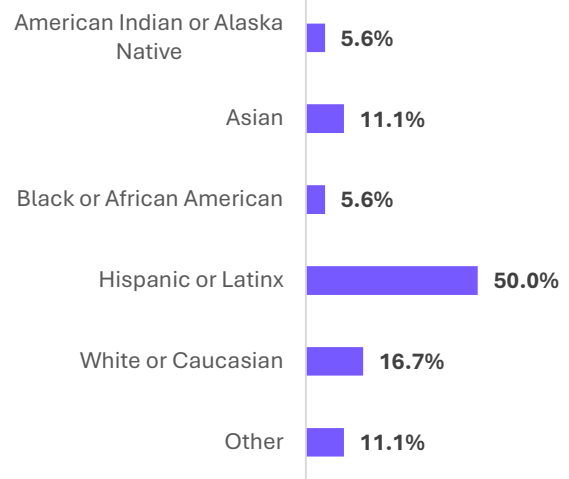
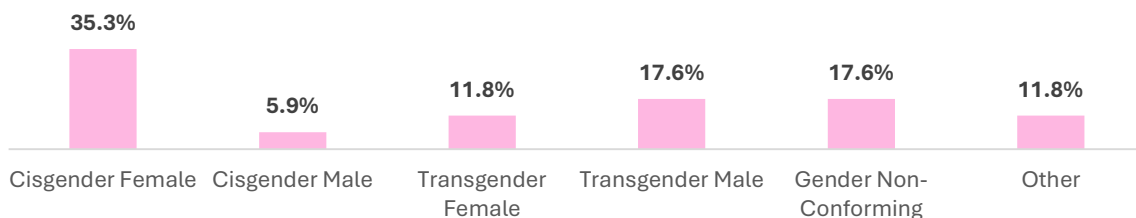


Figure 2.12. Pick which gender best describes you (n=17)



When asked which sexual orientation best describes them, almost four in ten (38.9%) said they were bisexual, 16.7% were straight or pansexual each, 11.1% were lesbian or gay each, and 5.6% were asexual (Figure 2.13). When asked if they talk about LGBT+ people or issues in their classes at school 53.3% said yes, a quarter (26.7%) said no and 20.0% said not sure (Figure 2.14). Most students (80.0%) said that if they wanted information and support from their school about sexual orientation, gender identity, or LGBT+ issues they would know where to go while 13.3% were not sure and one (6.7%) wouldn't know where to go (Figure 2.15).

Figure 2.13. Pick which sexual orientation best describes you (n=18)

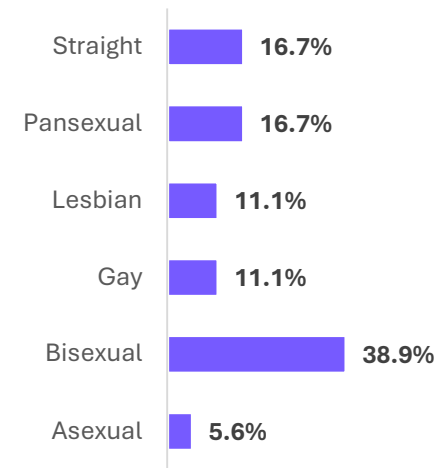


Figure 2.14. Do you talk about LGBT+ people or issues in your classes at school? (n=15)

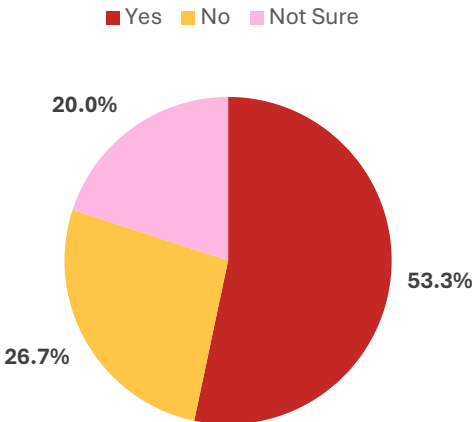


Figure 2.15. If you wanted information and support from your school about sexual orientation, gender identity, or LGBT+ issues, would you know where to go? (n=15)

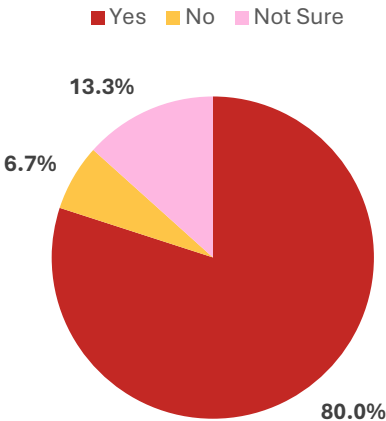


Table 2.4. How often do you hear other students make negative comments or use slurs based on...	%	%	%	%
	Often	Sometimes	Rarely	Never
sex (male or female)? (n=9)	11.1%	44.4%	22.2%	22.2%
sexual orientation (gay, lesbian, bisexual, queer, or straight)? (n=9)	--	44.4%	22.2%	33.3%
gender identity or expression (transgender, or not being "feminine" or "masculine" enough)? (n=9)	11.1%	11.1%	55.6%	22.2%

It is important to note that only nine students completed the remainder of the survey. When asked how often they heard other students make negative comments or use slurs based on sex, one (11.1%) said often, 4 (44.4%) said sometimes, 2 (22.2%) said rarely, and 2 (22.2%) said never. When asked how often they heard other students make negative comments or use slurs based on sexual orientation, 4 (44.4%) said sometimes, 2 (22.2%) said rarely, and 3 (33.3%) said never. In addition, 1 (11.1%) student said that they often hear other students make negative comments or use slurs based on gender identity or expression, 1 (11.1%) said that they sometimes here that, 5 (55.6%) said they rarely hear that and 2 (22.2%) said they never hear that (Table 2.4).

sometimes (33.3%), while 44.4% combined said rarely (22.2%) or never (22.2%). Five (55.5%) students combined said that they rarely (33.3%) or never (22.2%) see or hear other students stop others from making negative comments or using slurs based on sexual orientation or gender identity or expression (Table 2.5).

When asked how often they see or hear other students stop others from making negative comments or using slurs based on sex, slightly over half combined said often (22.2%) or

Table 2.5. How often do you see or hear other students STOP others from making negative comments or using slurs based on...	%	%	%	%
	Often	Sometimes	Rarely	Never
sex (male or female)? (n=9)	22.2%	33.3%	22.2%	22.2%
sexual orientation (gay, lesbian, bisexual, queer, or straight)? (n=9)	33.3%	11.1%	33.3%	22.2%
gender identity or expression (transgender, or not being "feminine" or "masculine" enough)? (n=9)	33.3%	11.1%	33.3%	22.2%

Table 2.6. How often do you hear teachers make negative comments or use slurs based on...	%	%
	Never	Rarely
sex (male or female)? (n=9)	77.8%	22.2%
sexual orientation (gay, lesbian, bisexual, queer, or straight)? (n=9)	77.8%	22.2%
gender identity or expression (transgender, or not being "feminine" or "masculine" enough)? (n=9)	88.9%	11.1%

Most students said that they never hear teachers make negative comments or slurs based on sex (77.8%), sexual orientation (77.8%), or gender identity or expression (88.9%) (Table 2.6).

When asked how often they see or hear teachers stop others from making negative comments or using slurs based on sex, 2 (22.2%) said often and 4 (44.4%) said sometimes. In addition, 7 (77.8%) students combined said that they often (22.2%) or sometimes (55.6%) see or hear teachers stop other from making negative comments or slurs based on sexual orientation or gender identity or expression (Table 2.7).

Table 2.7. How often do you see or hear teachers STOP others from making negative comments or using slurs based on...	%	%	%	%
	Often	Sometimes	Rarely	Never
sex (male or female)? (n=9)	22.2%	44.4%	22.2%	11.1%
sexual orientation (gay, lesbian, bisexual, queer, or straight)? (n=9)	22.2%	55.6%	11.1%	11.1%
gender identity or expression (transgender, or not being "feminine" or "masculine" enough)? (n=9)	22.2%	55.6%	11.1%	11.1%

Table 2.8. How often do you hear other school staff (office, security, maintenance) make negative comments or use slurs based on...	%	%	%	%
	Often	Sometimes	Rarely	Never
sex (male or female)? (n=9)	11.1%	11.1%	--	77.8%
sexual orientation (gay, lesbian, bisexual, queer, or straight)? (n=9)	11.1%	11.1%	--	77.8%
gender identity or expression (transgender, or not being "feminine" or "masculine" enough)? (n=9)	11.1%	11.1%	--	77.8%

Most students (77.8%) never heard other school staff (office, security, maintenance) make negative comments or use slurs based on sex, sexual orientation, or gender identity or expression (Table 2.8). Most students strongly agree (50.0%) or agree (25.0%) that they talk about LGBT+ people or issues in their classes at school (Figure 2.16).

Figure 2.16. Do you talk about LGBT+ people or issues in your classes at school? (n=15)

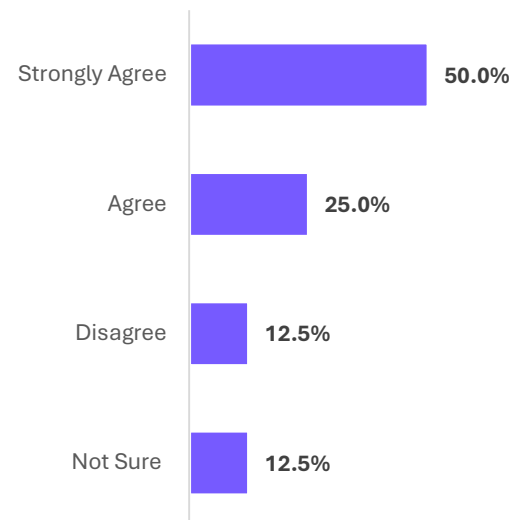


Table 2.9. How much do you agree with the following statements?	%	%	%	%	%
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
If another student is bullying me, I would feel comfortable telling an adult at school (teacher, principal, other school staff). (n=9)	33.3%	33.3%	--	33.3%	--
If I tell an adult at school that someone is bullying me, the adult will do something to help. (n=9)	22.2%	55.6%	--	11.1%	11.1%
There are adults at this school I could turn to if I had a personal problem. (n=9)	33.3%	44.4%	22.2%	--	--

Most students strongly agree (33.3%) or agree (33.3%) that if another student is bullying them, they would feel comfortable telling an adult at school. Most students also strongly agree (22.2%) or agree (55.6%) that if they tell an adult at school that someone is bullying them, the adult will do something to help. Most students also strongly agree (33.3%) or agree (44.4%) that there are adults at this school that they could turn to if they had a personal problem (Table 2.9).

A majority of students (75.0%) did not know of anyone who was harassed or bullied because they are LGBT+ or knew of any physical attacks that have occurred against students at school because people think they are LGBT+. Almost all students (87.5%) knew of other students at their school who openly identify as LGBT+ (Table 2.10).

Table 2.10.	Yes	No	Not Sure
During this school year, do you know of anyone who was harassed or bullied because they are lesbian, gay, bisexual, or transgender? (n=8)	12.5%	75.0%	12.5%
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? (n=8)	--	75.0%	25.0%
Do you know of any students at your school who openly identify as LGBT+? (n=8)	87.5%	12.5%	--

TRAININGS

Cultural Awareness and Diversity Training (CADT)

A total of 538 combined participants completed the Cultural Awareness and Diversity Training survey at various groups/trainings over the course of the grant period. Almost all participants strongly agreed/agreed that the training was beneficial (96.4%) and that the training increased their knowledge (96.8%) and sensitivity (92.8%) about LGBT+ cultural competence. Most students (89.0%) strongly agreed/ agreed that they will be able to use the information that was provided in the next few weeks (Table 3.1).

Table 3.1.	%	%	%	%
	Strongly Agree/ Agree	Neutral	Strongly Disagree/ Disagree	No Answer
The training was beneficial. (n=524)	96.4%	3.2%	--	0.4%
The training increased my knowledge about LGBT+ cultural competence. (n=524)	96.8%	2.7%	0.4%	0.2%
The training increased my sensitivity around LGBT+ cultural competence. (n=538)	92.8%	6.3%	0.6%	0.4%
I will be able to use the information that was provided in the next few weeks. (n=526)	89.0%	8.9%	0.6%	1.5%

Cultural Awareness Workshop

A total of 103 combined participants completed the Cultural Awareness Workshop survey at various groups/trainings over the course of the grant period. Almost all participants strongly agreed/agreed that the workshop was beneficial (98.1%) and that the workshop increased their knowledge about LGBT+ culture (99.0%). In addition, almost all participants strongly agreed/agreed that other SUSU staff would like to attend this or a similar workshop (96.1%). Almost all participants strongly agreed/agreed that they will be able to use the information that was provided in the next few weeks (98.1%) and that they are motivated to learn more about cultures on their own (96.1%) (Table 3.2).

Table 3.2. Please mark your level of agreement with the following questions:	%	%
	Strongly Agree/ Agree	Neutral
The workshop was beneficial (n=103)	98.1%	1.9%
The workshop increased my knowledge about LGBT+ culture (n=103)	99.0%	1.0%
Other SUSU staff would like to attend this or a similar workshop (n=103)	96.1%	3.9%
The time and location of this workshop worked well with my schedule (n=103)	98.1%	1.9%
I will be able to use the information that was provided in the next few weeks (n=103)	98.1%	1.9%
I am motivated to learn more about cultures on my own (n=102)	96.1%	3.9%

Cultural Sensitivity and Diversity Training

A total of 153 participants completed the Cultural Sensitivity and Diversity Training survey. Almost all strongly agreed/agreed that the training was beneficial (97.4%) and that the training increased their knowledge (94.8%) and sensitivity (92.2%) about LGBT+ cultural competence. Almost nine in ten participants (88.9%) strongly agreed/agreed that they will be able to use the information that was provided in the next few weeks (Table 3.3).

When asked what the most impactful part of the training was participants shared:

- Being able to listen from the presenter's personal challenges and experience
- Definitions
- Group exercise on rights
- I liked the historical information
- Interactive Activities
- Learning resources for the community
- The impact society has on the mental health of an individual
- Understanding more of the hardships and barriers that the LGBT+ community experiences.

Table 3.3. Please mark your level of agreement with the following questions:	%	%	%
	Strongly Agree/Agree	Neutral	Disagree
The training was beneficial. (n=153)	97.4%	2.0%	0.7%
The training increased my knowledge about LGBT+ cultural competence. (n=153)	94.8%	4.6%	0.7%
The training increased my sensitivity around LGBT+ cultural competence. (n=153)	92.2%	7.8%	--
I will be able to use the information that was provided in the next few weeks. (n=153)	88.9%	10.5%	0.7%

EVENTS

Youth Empowerment Summit Youth Survey

Pre-Survey Analysis

There were 55 respondents for the youth empowerment summit pre-survey. Two in ten (20.4%) students were 9th graders, 16.7% were 10th graders, 55.6% were 11th graders, and 7.4% were 12th graders (Figure 4.1). Half of respondents (49.1%) were Hispanic or Latinx, 25.5% were Asian, 12.7% were Black or African American, and 10.9% were White or Caucasian (Figure 4.2). Most respondents were cisgender female (56.9%), 23.5% were cisgender male, 11.8% were non-binary/non-gender conforming (Figure 4.4). A third (33.3%) of respondents were straight, 23.5% were bisexual, 15.7% were lesbian, 7.8% were gay or queer each, and 5.9% were asexual or pansexual each (Figure 4.3).

Figure 4.3. Pick which sexual orientation best describes you (n=51)

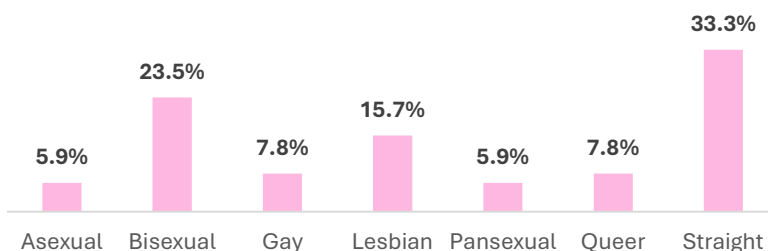


Figure 4.1. Grade Level (n=54)

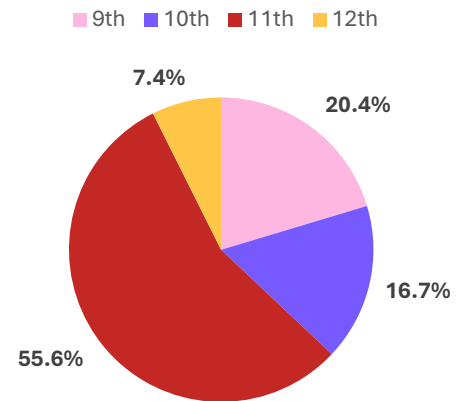


Figure 4.2. Ethnicity (n=55)

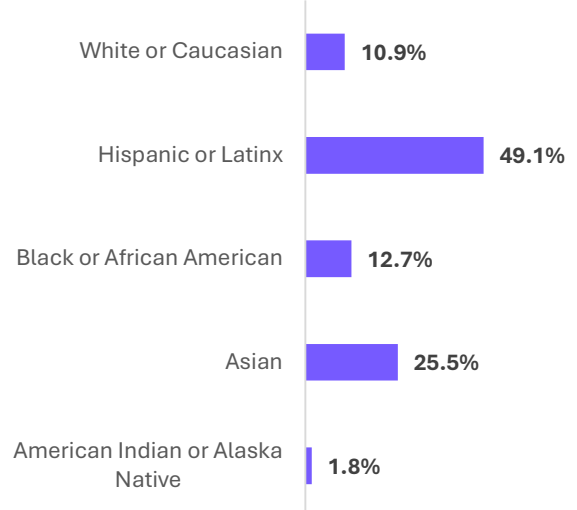


Figure 4.4. Pick which gender best describes you (n=51)

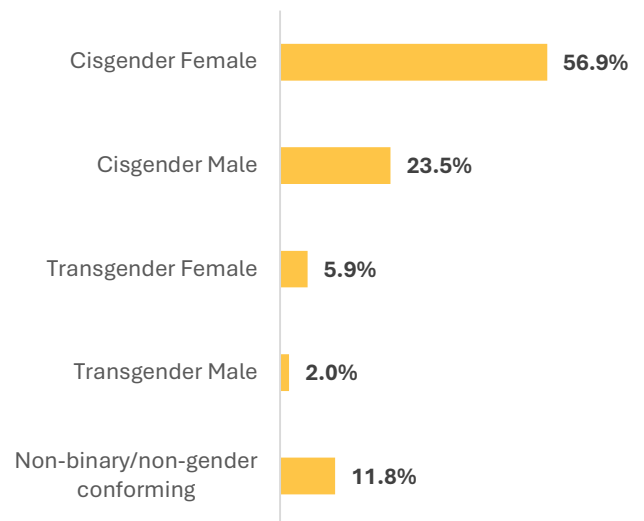


Table 4.1.	%	%	%
	Yes	No	Not Sure
Are you a member of a LGBT+ Student Club at your school? (n=52)	63.5%	28.8%	7.7%
Do you talk about LGBT+ people or issues in your classes at school? (n=52)	65.4%	15.4%	19.2%
If you wanted information and support from your school about sexual orientation, gender identity, or LGBT+ issues, would you know where to go? (n=52)	76.9%	5.8%	17.3%

Most students (63.5%) were a member of a LGBT+ Student Club at their school. Most students (65.4%) also indicated that they talk about LGBT+ people or issues in their classes at school and that if they wanted information and support from your school about sexual orientation, gender identity, or LGBT+ issues, they would know where to go (76.9%) (Table 4.1).

When asked how often they hear other students make negative comments or use slurs based on sex, 15.4% said never, 34.6% said rarely, 40.4% said sometimes, and 9.6% said often. When asked how often they heard other students make negative comments or use slurs based on sexual orientation, 13.5% said never, 25.0% said rarely, 34.6% said sometimes, and 26.9% said often. Lastly, when asked how often they hear other students make negative comments or use slurs based on gender identity or expression, 21.2% said never, 34.6% said rarely, 28.8% said sometimes, and 15.4% said often (Table 4.2).

Table 4.2. How often do you hear other students make negative comments or use slurs based on...	%	%	%	%
	Never	Rarely	Sometimes	Often
sex (male or female)? (n=52)	15.4%	34.6%	40.4%	9.6%
sexual orientation (gay, lesbian, bisexual, queer, or straight)? (n=52)	13.5%	25.0%	34.6%	26.9%
gender identity or expression (transgender, or not being "feminine" or "masculine" enough)? (n=52)	21.2%	34.6%	28.8%	15.4%

Table 4.3. How often do you see or hear other students STOP others from making negative comments or using slurs based on...	%	%	%	%
	Never	Rarely	Sometimes	Often
sex (male or female)? (n=52)	21.2%	40.4%	28.8%	9.6%
sexual orientation (gay, lesbian, bisexual, queer, or straight)? (n=52)	25.0%	25.0%	36.5%	13.5%
gender identity or expression (transgender, or not being "feminine" or "masculine" enough)? (n=51)	23.5%	31.4%	33.3%	11.8%

When asked how often they see or hear other students stop others from making negative comments or using slurs based on sex, 61.5% combined indicated “never” or “rarely. In addition, about half (50.0% and 54.9%, respectively) of students indicated they never or rarely hear other students stop others from making negative comments or using slurs based on sexual orientation or gender identity or expression (Table 4.3). A majority of students indicated that they never or rarely hear teachers make negative comments or use slurs based on sex (86.5%), sexual orientation (78.8%), or gender identity or expression (80.8%) (table 4.4). Table 4.5 below shows how often students see or hear teachers stop others from making negative comments or using slurs based on sex, sexual orientation, and gender identity or expression.

Table 4.4. How often do you hear teachers make negative comments or use slurs based on...	%	%	%	%
	Never	Rarely	Sometimes	Often
sex (male or female)? (n=52)	63.5%	23.1%	9.6%	3.8%
sexual orientation (gay, lesbian, bisexual, queer, or straight)? (n=52)	61.5%	17.3%	13.5%	7.7%
gender identity or expression (transgender, or not being "feminine" or "masculine" enough)? (n=52)	63.5%	17.3%	11.5%	7.7%

Table 4.5. How often do you see or hear teachers STOP others from making negative comments or using slurs based on...	%	%	%	%
	Never	Rarely	Sometimes	Often
sex (male or female)? (n=52)	13.5%	25.0%	30.8%	30.8%
sexual orientation (gay, lesbian, bisexual, queer, or straight)? (n=52)	15.4%	23.1%	26.9%	34.6%
gender identity or expression (transgender, or not being "feminine" or "masculine" enough)? (n=51)	17.6%	27.5%	27.5%	27.5%

Almost all students never or rarely heard other school make negative comments or use slurs based on sex (84.6%), sexual orientation (82.7%), or gender identity or expression (80.8%) (Table 4.6). Table 4.7 below shows how often students see or hear other school staff stop others from making negative comments or using slurs based on sex, sexual orientation, and gender identity or expression.

Most students strongly agree (26.9%) or agree (51.9%) that if another student is bullying them, they would feel comfortable telling an adult at school. In addition, most students strongly agree/agree that if they tell an adult at school that someone is bullying them, the adult will do something to help (88.5%) and that there are adults at this school who they could turn to if they had a personal problem (82.7%) (Table 4.8).

Table 4.6. How often do you hear other school staff (office, security, maintenance) make negative comments or use slurs based on...	%	%	%	%
	Never	Rarely	Sometimes	Often
sex (male or female)? (n=52)	69.2%	15.4%	9.6%	5.8%
sexual orientation (gay, lesbian, bisexual, queer, or straight)? (n=52)	63.5%	19.2%	9.6%	7.7%
gender identity or expression (transgender, or not being "feminine" or "masculine" enough)? (n=52)	63.5%	17.3%	13.5%	5.8%

Table 4.7. How often do you see or hear other school staff (office, security, maintenance) STOP others from making negative comments or using slurs based on...	%	%	%	%
	Never	Rarely	Sometimes	Often
sex (male or female)? (n=52)	32.7%	21.2%	21.2%	25.0%
sexual orientation (gay, lesbian, bisexual, queer, or straight)? (n=52)	36.5%	21.2%	19.2%	23.1%
gender identity or expression (transgender, or not being "feminine" or "masculine" enough)? (n=52)	38.5%	17.3%	21.2%	23.1%

Table 4.8. How much do you agree with the following statements?	%	%	%	%	%
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
If another student is bullying me, I would feel comfortable telling an adult at school (teacher, principal, other school staff). (n=52)	26.9%	51.9%	7.7%	7.7%	5.8%
If I tell an adult at school that someone is bullying me, the adult will do something to help. (n=52)	28.8%	59.6%	3.8%	1.9%	5.8%
There are adults at this school I could turn to if I had a personal problem. (n=52)	38.5%	44.2%	3.8%	7.7%	5.8%

Half of students surveyed said that they did not know of anyone who was harassed or bullied because they are LGBT+, while a quarter (25.0%) did and a quarter (25.0%) were not sure (Figure 4.6). A majority of students (73.1%) did not know of any physical attacks that have occurred against students at their school during this school year because they are LGBT+ (figure 4.7). Eight in ten (82.7%) students know of any students at their school who openly identify as LGBT+ (Figure 4.5).

Figure 4.5. Do you know of any students at your school who openly identify as LGBT+ (n=52)

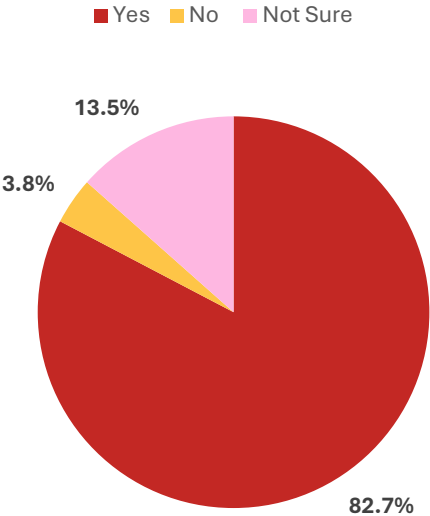


Figure 4.6. During this school year, do you know of anyone who was harassed or bullied because they are lesbian, gay, bisexual, or transgender? (n=52)

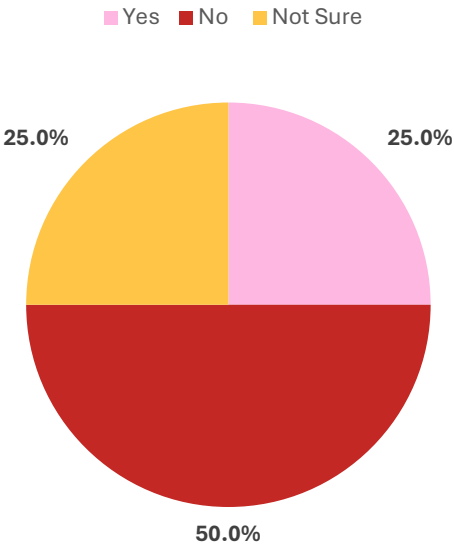
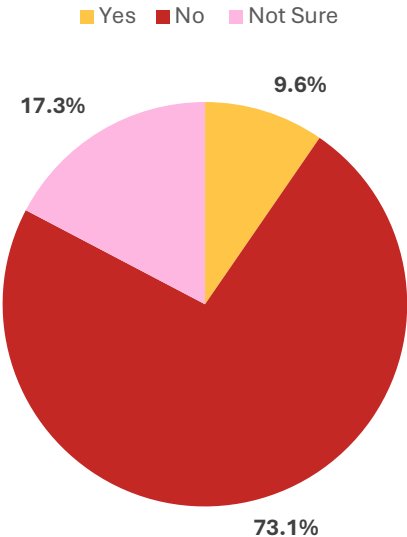


Figure 4.7. Do you know of any physical attacks that have occurred against students at your school during this school year because people think they are lesbian, gay, bisexual, or transgender? (n=52)



Almost all students strongly agreed (27.5%) or agreed (66.7%) that their school is safe for students who are LGBT+ (Figure 4.9). Almost two in ten (17.3% students indicated that bullying happens more online, 17.3% indicated that it occurs both in person and online, 11.5% indicated it occurred in person, and about half (46.2%) were not sure (Figure 4.10). About a quarter (26.9%) of students said that their school could do more to help stop bullying and harassment (Figure 4.8). When asked what their school could do to create a between school climate, students said:

- Addressing and fixing issues that are present.
- Have more resources for LGBTQ students and counseling for said students
- More events
- surveys

Figure 4.8. Could your school do more to help stop bullying and harassment? (n=52)

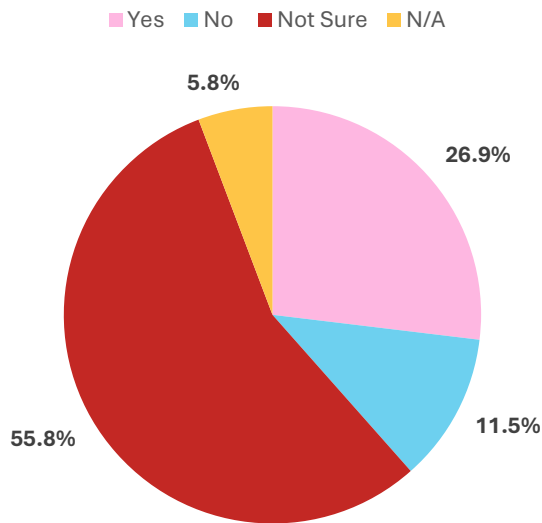


Figure 4.9. My school is safe for students who are lesbian, gay, bisexual, transgender, queer or questioning (LGBT+) (n=52)

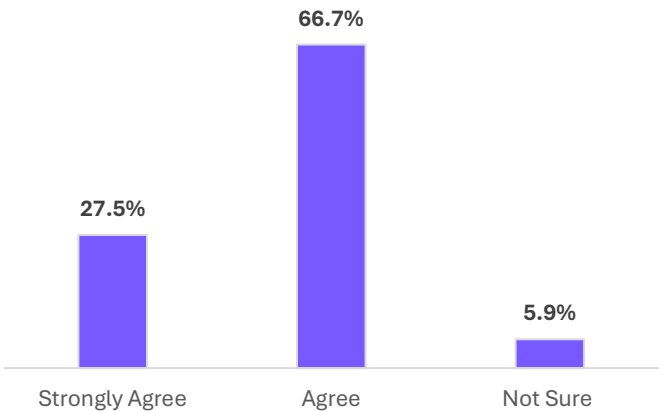
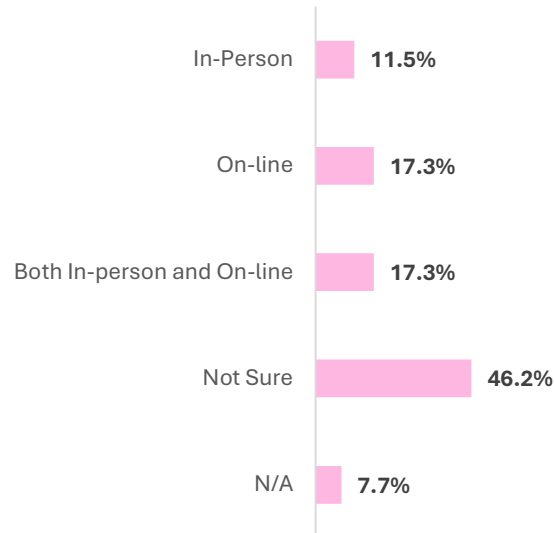


Figure 4.10. If students from your school are being bullied or harassed for being LGBT+, does this occur more in person or on-line? (n=52)



Post-Survey Analysis

A total of 19 students completed the YES post-survey. Two students (10.5%) were eighth graders, 3 (15.8%) were 10th graders, 13 (68.4%) were 11th graders, and one (5.3%) was a twelfth grader (Figure 4.12). Most respondents (76.5%) were cisgender female (Figure 4.13). About half (52.6%) were Hispanic or Latinx, a quarter (26.3%) were Black or African American, and 21.1% were Asian or Asian American (Figure 4.14). A third of respondents (33.3%) were straight, 16.7% were gay or queer each, and 11.1% were asexual, bisexual, and lesbian each (Figure 4.11).

Figure 4.11. What is your sexual orientation? (n=17)

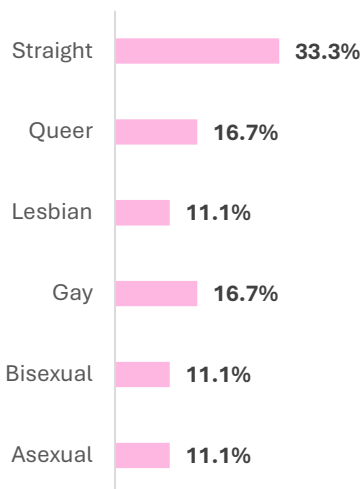


Figure 4.12. What grade are you in? (n=19)

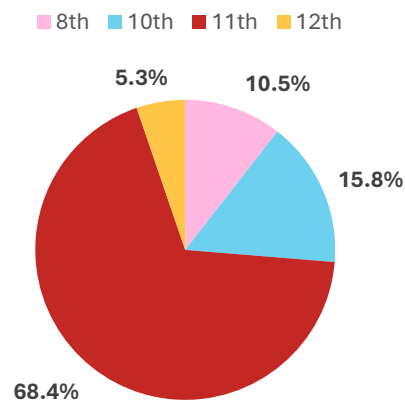


Figure 4.13. What is your self-identified gender identity? (n=17)

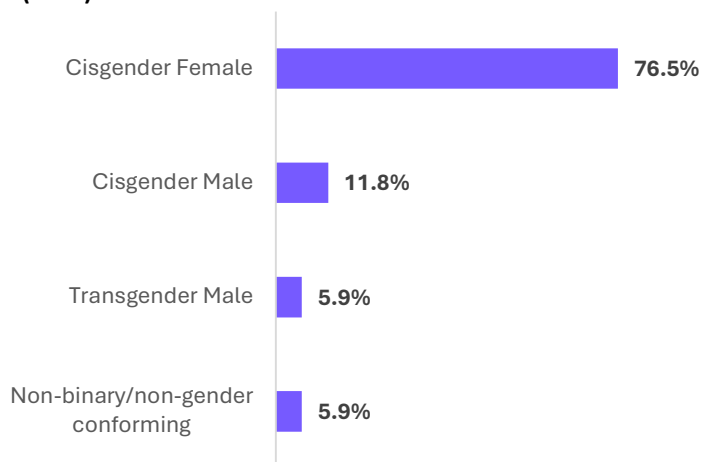


Figure 4.14. Ethnicity (n=19)

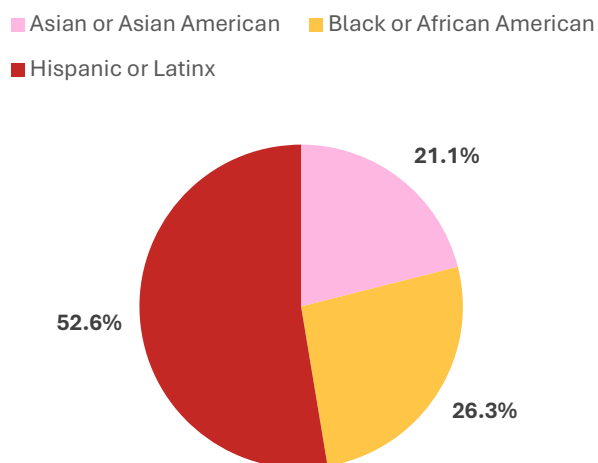


Table 4.9. How would you rate...			
	Excellent	Good	Did not attend
Workshop 1: Build the Spectrum? (n=16)	56.3%	18.8%	25.0%
Workshop 2: SUSU Workshop? (n=16)	50.0%	25.0%	25.0%
Workshop 3: How to Run the World, Starting with your Pride Club? (n=16)	68.8%	18.8%	12.5%
Workshop 3: Planting the Seeds of Empowerment? (n=16)	50.0%	12.5%	37.5%
Workshop 4: Healthy Selfie? (n=16)	50.0%	6.3%	43.8%

All participants who attended the four workshops rated them as either excellent or good (Table 4.9). All participants strongly agreed/agreed that the workshops were useful, the speakers were knowledgeable and empowering, the summit was well organized, the workshops met their expectations, and that they learned something new. In addition, 80.0% of participants strongly agreed/agreed that there was adequate time dedicated to each workshop (Table 4.10).

Table 4.10. Please mark your level of agreement with the following questions:		
	Strongly Agree/ Agree	No Opinion/ Disagree
The workshops were useful (n=11)	100.0%	--
Overall, the speakers were knowledgeable (n=10)	100.0%	--
Overall, the speakers were empowering (n=10)	100.0%	--
There was adequate time dedicated to each workshop (=10)	80.0%	20.0%
The Summit was well organized (n=11)	100.0%	--
I learned something new today (n=10)	100.0%	--
Overall, the workshops met my expectations (n=12)	100.0%	--

Table 4.11. Please provide an overall rating of the Artivism activities that you took part in:				
	Excellent	Good	Fair	Did not attend
Mirror Decorating (n=12)	66.7%	33.3%	--	--
Worry Doll (n=10)	20.0%	30.0%	10.0%	40.0%
Hot Sock (n=11)	27.3%	36.4%	27.3%	9.1%
Healthy Boundaries & Check-ins (n=14)	35.7%	21.4%	14.3%	28.6%

Table 4.12. Please mark your level of agreement with the following statements:		
	Strongly Agree/ Agree	Strongly Disagree/ Disagree
The Summit met my expectations (n=14)	100.0%	--
I can put what I learned to immediate use (n=13)	92.3%	7.7%
The Summit was beneficial to me (n=10)	100.0%	--
I learned new information about the LGBT+ community at this Summit (n=12)	83.3%	16.7%
I felt a sense of community at this Summit (n=11)	100.0%	--
I feel more confident after attending this Summit (n=9)	100.0%	--
The location worked well for the Summit (n=9)	100.0%	--
I was satisfied with the light breakfast/lunch provided n=8)	100.0%	--

All participants rated the mirror decorating activism activity as either excellent (66.7%) or good (33.3%). Half rated the Worry Doll activity as excellent/good, 63.6% rated Hot Sock as excellent/good, and 57.1% rated Healthy Boundaries & Check-ins as excellent/good (Table 4.11). All participants strongly agreed/agreed that the summit met their expectations, the summit was beneficial to them, that they felt a sense of community at the summit, and that they feel more confident

after attending the summit. In addition, 92.3% strongly agreed/agreed that they can put what they learned to immediate use and 83.3% strongly agreed/agreed that they learned new information about the LGBT+ community at this summit (Table 4.12).

Lastly, all participants strongly agreed/agreed that the location worked well for the summit, and they were satisfied with the light breakfast/lunch provided (Table 4.12).

Table 4.13. Please mark your level of agreement with the following statements:			
	Strongly Agree/ Agree	No Opinion	Strongly Disagree/ Disagree
There is a positive climate towards LGBT+ youth at my school. (n=14)	100.0%	--	--
My school is a safe place for LGBT+ students. (n=12)	91.7%	8.3%	--
There is an issue at my school with bullying that is targeted towards LGBT+ youth. (n=10)	50.0%	10.0%	40.0%
People can express their individuality at my school. (n=12)	83.3%	16.7%	--
If needed, there is a supportive adult I can speak with at my school. (n=13)	84.6%	--	15.4%

All participants strongly agreed/agreed that there is a positive climate towards LGBT+ youth at their school. Almost all (91.7%) strongly agreed/agreed that their school is a safe place for LGBT+ students. Five students (50.0%) believe that there is an issue at their school with bullying that is targeted towards LGBT+ youth, while one (10.0%) had no opinion and four (40.0%) strongly disagreed/disagreed. Most students strongly agreed/agreed that people can express their individuality at their school (83.3%) and that if needed, there is a supportive adult they can speak with at their school (84.6%) (table 4.13).

Pride Festival

On October 5, 2024, the San Joaquin Pride Center (SJPC) held their 11th annual Stockton Pride Festival at Yosemite Street Village. 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 was a total of ninety-nine (106) festivalgoers that completed the survey. Table 4.14 details the demographics of the respondents which include ethnicity, gender identity, and how they identify.

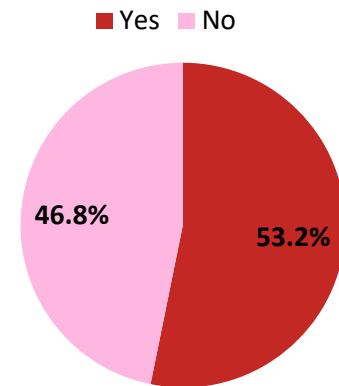
When asked how they heard about the Pride Festival, nearly thirty percent (30.1%) stated that they had attended before, 21.2% noted “word of mouth,” and 16.7% said they heard about it on Instagram (Table 4.15).

Table 4.14. DEMOGRAPHICS	Count	N	%
Ethnicity			
American Indian or Alaska Native	3	109	2.8%
Asian	9	109	8.3%
Black or African American	9	109	8.3%
Hispanic or Latinx	37	109	33.9%
Pacific Islander or Native Hawaiian	4	109	3.7%
White	41	109	37.6%
More than one	3	109	2.8%
Other	3	109	2.8%
Gender Identity			
Female	46	106	43.4%
Male	36	106	34.0%
Gender Non-Conforming	5	106	4.7%
Non-binary	10	106	9.4%
Intersex	0	106	0.0%
Transgender Female	2	106	1.9%
Transgender Male	5	106	4.7%
Other	2	106	1.9%
How Do You Identify?			
Asexual	3	119	2.5%
Bisexual	13	119	10.9%
Gay	27	119	22.7%
Lesbian	14	119	11.8%
Straight	22	119	18.5%
Pansexual	9	119	7.6%
Queer	12	119	10.1%
Questioning	1	119	0.8%
Ally	12	119	10.1%
Other	6	119	5.0%

Table 4.15. Please tell us how you heard about the Stockton Pride Festival (Mark all that apply)

	Count	N	%
I have attended before	47	156	30.1%
Word of Mouth	33	156	21.2%
Instagram	26	156	16.7%
San Joaquin Center/ Website	14	156	9.0%
Facebook	12	156	7.7%
Radio	1	156	0.6%
Other	23	156	14.7%

Figure 4.15. Have you been to the Stockton Pride Festival before? (n=94)



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 4.16 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 58.0% stated “excellent,” 32.0% noted “good,” and 8.0% rated the festival “fair” (Figure 4.16).

Figure 4.16. How would you rate the Festival overall? (N=100)

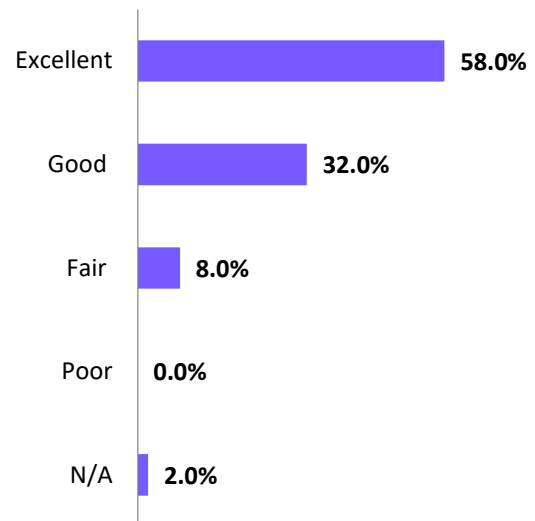


Table 4.16. Festival Ratings	N	Excellent	Good	Fair	Poor	N/A
Location of Event	101	67.3%	27.7%	3.0%	0.0%	2.0%
Family Friendly Atmosphere	101	75.2%	20.8%	2.0%	0.0%	2.0%
Entertainment	100	59.0%	33.0%	6.0%	0.0%	2.0%
Drag Show	98	54.1%	21.4%	3.1%	0.0%	21.4%
Food Vendors	99	43.4%	34.3%	14.1%	2.0%	6.1%
Retail and Non-Profit Vendors	96	52.1%	26.0%	7.3%	1.0%	13.5%
VIP	94	31.9%	22.3%	5.3%	2.1%	38.3%
Cultural Sensitivity	99	62.6%	26.3%	8.1%	0.0%	3.0%
Board member engagement	96	45.8%	27.1%	10.4%	2.1%	14.6%

Figure 4.17. Are you aware of the services that the SJPC offers?

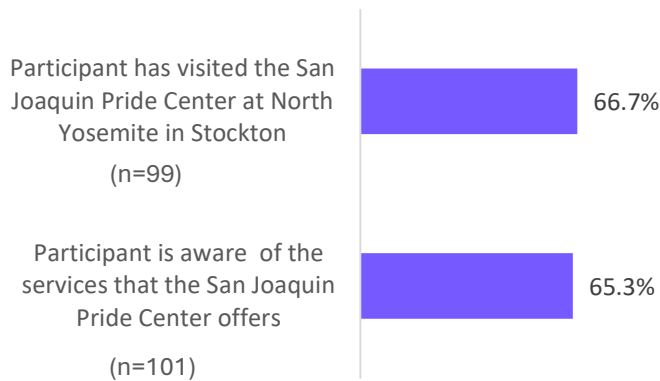
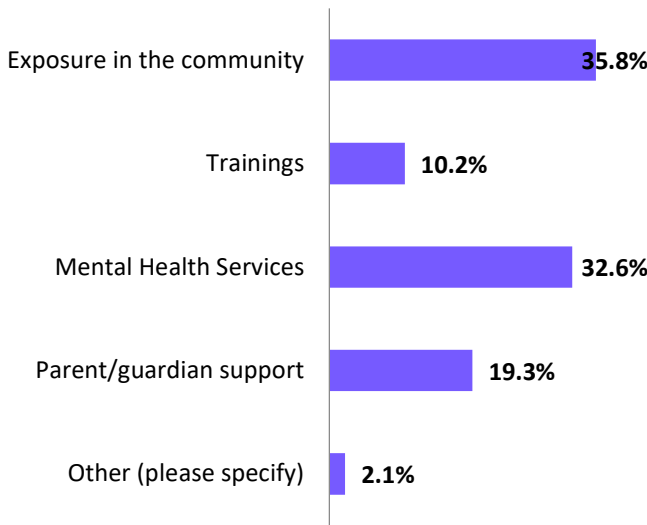


Table 4.17. Please indicate if you would be interested in having the following for next years' Pride Festival.

	N	Yes	No	Not Sure
Pride Festival Parade	102	75.5%	2.9%	21.6%
Numerous multi-cultural stages	103	71.8%	4.9%	23.3%
Workshops	101	75.2%	5.0%	19.8%
Affinity group areas	102	65.7%	6.9%	27.5%

Respondents were asked if they had ever visited the SJPC at North Yosemite in Stockton. Over six in ten (66.7%) noted they had. They were also asked if they were aware of the services SJPC offers in which 65.3% were (Figure 4.17).

Figure 4.18. What stands out as the key needs for services for the LGBT+ community in San Joaquin County? Mark all that apply (n=187)



Respondents were asked what they would be interested in seeing at next years' Festival. Three-fourths of respondents were interested in seeing the Pride Festival Parade (75.5%) and workshops (75.2%). Additionally, 71.8% were interested in numerous multi-cultural stages and 65.7% were interested in affinity group areas (Table 4.17).

When asked what stands out as key needs for services for the LGBT+ community in San Joaquin County, 35.8% of respondents indicated exposure in the community, 32.6% indicated mental health services, 19.3% indicated parent/guardian support, and 10.2% indicated trainings (Figure 4.18).

Figure 4.19. Do you feel that where you live is a safe space for LGBT+ people? (n=100)

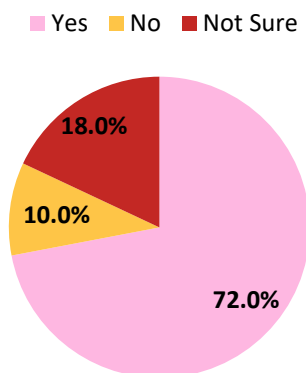


Figure 4.21. What do schools need to do to increase their support of LGBT+ students? Mark all that apply (n=223)

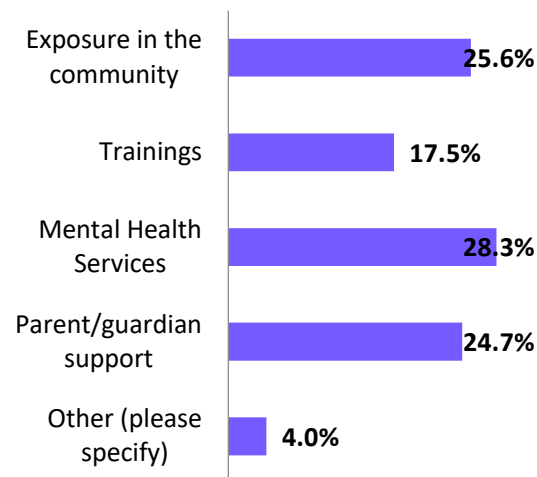
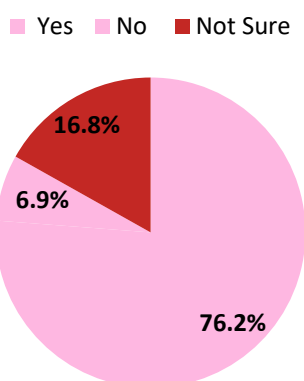


Figure 4.20. Do you feel that the Pride Center is effective in promoting LGBT+ acceptance in San Joaquin County? (n=101)



Most respondents (72.0%) felt that where they live is a safe space for LGBT+ people (Figure 4.19). When asked what schools need to do to increase their support of LGBT+ students, 28.3% noted mental health services, 25.6% said exposure in the community, and 24.7% said parent/guardian support (Figure 4.21). Most respondents (76.2%) agreed that the Pride Center is effective in promoting LGBT+ acceptance in San Joaquin County (Figure 4.20).

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:

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

When asked how San Joaquin County can increase acceptance of the LGBT+ community, several participants of the Pride festival stated that community members “being more open” and “more knowledgeable” would help. In addition, participants voiced more exposure would be advantageous to gaining support and acceptance in the community. One participant suggested “broaden[ing] the ages that [the Pride Center] engages with. I feel that at 36 I’ve aged out of your services/events, and I can’t imagine how some of our older members in the community may feel,” thus, expanding services for older individuals may assist with a more inclusive culture. Many participants suggested having more events in the community and helping partner organizations with their events to increase acceptance. One speaker also mentioned that getting leaders on board with LGBT+ issues would be beneficial.

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

Several participants had suggestions such as offering free food and drinks, including water. Others suggested more entertainment such as a headline performer or event host, fashion show, break dancing competition, and 5K run in the morning before the event. Others noted they would like to see more canopy areas, card readers at vendor booths, more drag shows and engagement overall, more music, a parade, speakers, and comedy, interactive games, and more shade down the middle of the festival space. Two participants suggested a more “family friendly atmosphere” and referenced the way in which some Pride participants were dressed, specifically. One participant stated they were “pleased to see so many resources presented.” Overall, many attendees who took the survey mentioned they “loved” the event, and that staff did a “good job” of organizing the festival, highlighting the high level of community engagement.

Drag Queen Coffee House

Eight participants completed the Drag Queen Coffee House general event survey. All participants rated the location of events, family friendly atmosphere, and cultural inclusivity as either excellent or good (Table 4.18). When asked what stands out as the key needs or services for the LGBT+ community in San Joaquin County, six participants (75.0%) said mental health services and social events. Four participants (50.0%) said support groups, three (37.5%) said LGBT+ competent health care and trainings, and two (25.0%) said parent support (Table 4.19). When asked what schools need to do to increase their support of LGBT+ students, all eight participants said be more visible in their support, 4 (50.0%) said trainings, 3 (37.5%) said mental health services, and 2 (25.0%) said parent support (Table 4.20).

Table 4.18. Please rate the following	%	%
	Excellent	Good
Location of events (n=8)	75.0%	25.0%
Family friendly atmosphere (n=8)	75.0%	25.0%
Entertainment (n=8)	100.0%	--
Cultural Inclusivity (n=8)	87.5%	12.5%

Table 4.19. What stands out as the key needs or services for the LGBT+ community in San Joaquin County? Select all that apply. (n=8)	n	%
Mental Health Services	6/8	75.0%
Parent Support	2/8	25.0%
Social Events	6/8	75.0%
LGBT+ competent health care	3/8	37.5%
Support Groups	4/8	50.0%
Trainings	3/8	37.5%

Table 4.20. What do schools need to do to increase their support of LGBT+ students? Select all that apply. (n=8)	n	%
Be more visible in their support	8/8	100.0%
Mental Health Services	3/8	37.5%
Parent Support	2/8	25.0%
Trainings	4/8	50.0%

Transgender Week of Visibility

A total of 77 participants completed the Transgender Week of Visibility survey. Almost three-quarters of participants (72.7%) had never attended SJPC's Transgender Day or Visibility events before. About half (58.4%) of participants were 18 – 25 years old and 37.7% were 25 – 50 years old (Figure 4.23). Almost all participants rated the location of events (97.4%), family friendly atmosphere (93.5%), entertainment (96.1%), and cultural inclusivity (96.1%) as either excellent or good (Table 4.21).

Figure 4.22. Have you attended any of the SJPC's TDOV events before? (n=77)

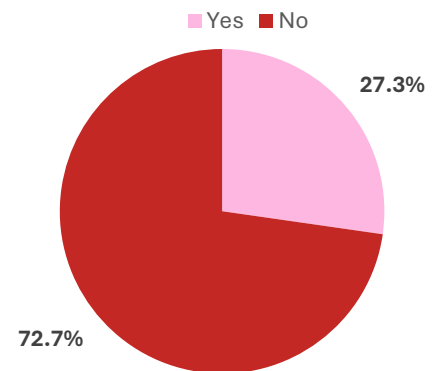


Figure 4.23. What is your age? (n=77)

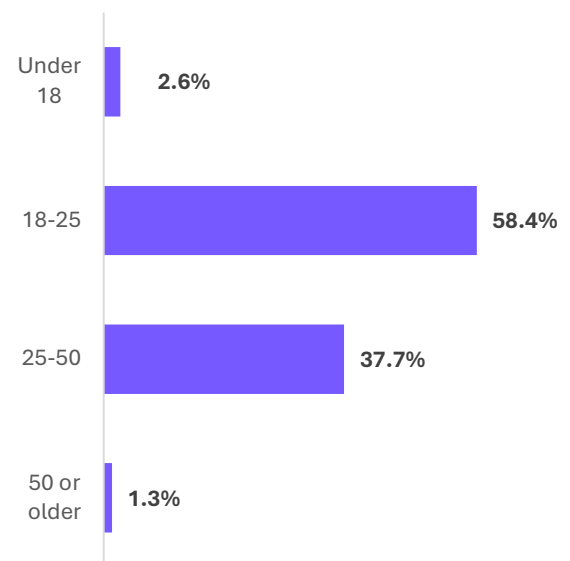


Table 4.21. Please rate the following	%	%	%	%
	Excellent	Good	Fair	N/A
Location of events (n=77)	83.1%	14.3%	2.6%	--
Family friendly atmosphere (n=77)	83.1%	10.4%	3.9%	2.6%
Entertainment (n=77)	79.2%	16.9%	2.6%	1.3%
Cultural Inclusivity (n=77)	80.5%	15.6%	2.6%	1.3%

Table 4.22.			
	Yes	No	N/A
Has accessing Transgender-specific resources at the SJPC helped your mental health? (n=77)	40.3%	3.9%	55.8%
Do you feel that where you live is a safe space for LGBT+ people? (n=77)	88.3%	11.7%	--
Do you feel that the Pride Center is effective in promoting LGBT+ acceptance in San Joaquin County? (n=77)	100.0%	--	--
Have you visited the San Joaquin Pride Center at North Yosemite Street in Stockton? (n=77)	62.3%	37.7%	--
Are you aware of the services that the San Joaquin Pride Center offers? (n=77)	61.0%	39.0%	--

Four in ten participants (40.3%) indicated that accessing transgender-specific resources at SJPC helped their mental health. Most participants (88.3%) felt that where they live is a safe space for LGBT+ people. All participants (100.0%) felt that the Pride Center is effective in promoting LGBT+ acceptance in San Joaquin County and six in ten (61.3%) are aware of the services that SJPC offers (Figure 4.22). When asked how San Joaquin County can increase acceptance of the LGBT+ community, participants shared:

- By doing more social events
- Community outreach
- More events and advocacy!
- Have more community spaces

When asked what events or activities they would like to see for future TDOVs. Participants shared:

- Board Game nights
- Fashion show
- More music stuff
- More open mics

Winter Gathering

A total of 100 participants completed the Winter Gathering survey. Of these participants, 39.0% were female, 25.0% were male, 13.0% were nonbinary/ gender fluid/ gender non-conforming, and 11.0% were something else not listed (Figure 4.24). About one-third were ages 21 – 30 and one third were aged 30-45 years old (Figure 4.26). Most participants (84.0%) indicated that they would enjoy group activities, 77.0% would enjoy events, and about half would enjoy solo activities (55.0%), group projects (54.0%), and support groups (50.0%) (Figure 4.25).

Figure 4.24. My gender identity is (n=100)

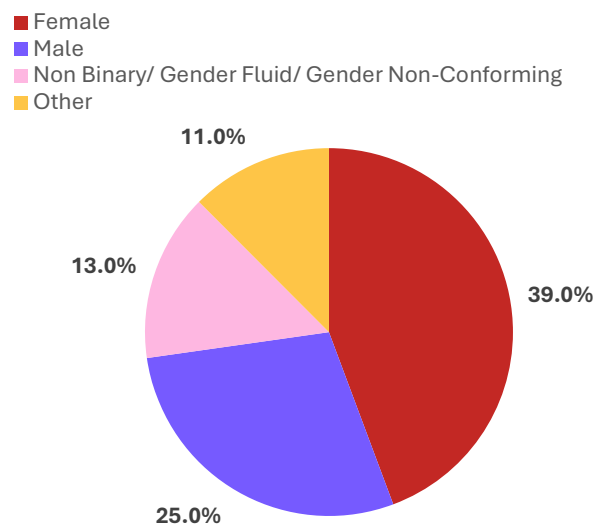


Figure 4.26. My Age Group (n=100)

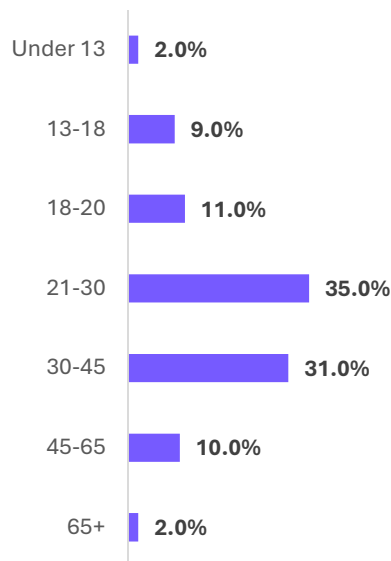
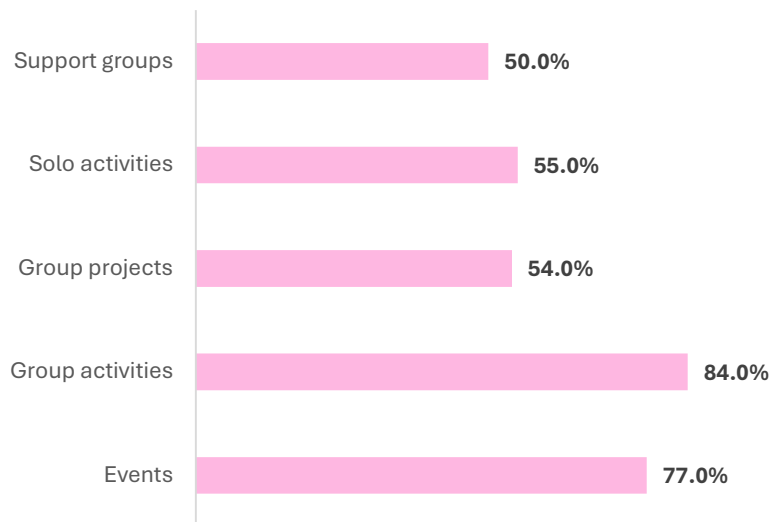


Figure 4.25. I would enjoy... (select all that apply) (n=100)



Counseling

2023

SJPC counseled 24 individuals in 2023. There were 190 total confirmed appointments for a total of 146.75 counseling hours. Four in ten clients (41.9%) were aged 25 – 55, a quarter (25.8%) were 19 – 24 years old, 19.4% were 12 – 18 years old, and 12.9% were over 55 years old (Figure 5.1). A quarter of clients (25.0%) were White or Hispanic/Latino each, 16.7% were Asian/ Pacific Islander, and 4.2% were Native American/ Alaskan Native, Black/ African American, and multi-racial each. In addition, one-third (33.3%) were and unknown race (Figure 5.2).

2024

In 2024, SJPC counseled 49 Individuals. There were 228 total confirmed appointments for a total of 208 counseling hours. Half of these clients were aged 25 – 55, 22.9% were 12 – 18 years old, 20.8% were 19-24 years old, and 6.3% were 55 and older (Figure 5.3). Slightly over four in ten (44.9%) were White, 20.4% were Hispanic/ Latino, 12.2% were Asian/ Pacific Islander, 10.2% were Black/ African American, 4.1% were Native American/ Alaskan Native, and 16.3% were an unknown race (Figure 5.4).

Figure 5.3. Counseling Client Age, 2024 (n=49)

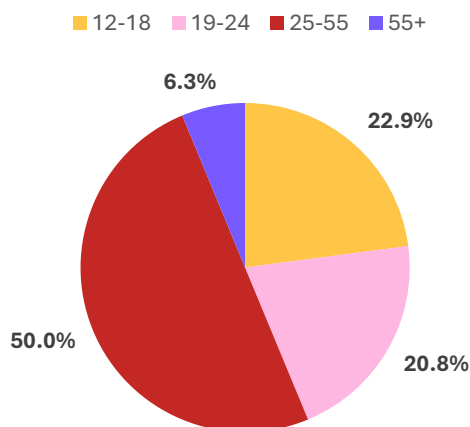


Figure 5.1. Counseling Client Age, 2023 (n=24)

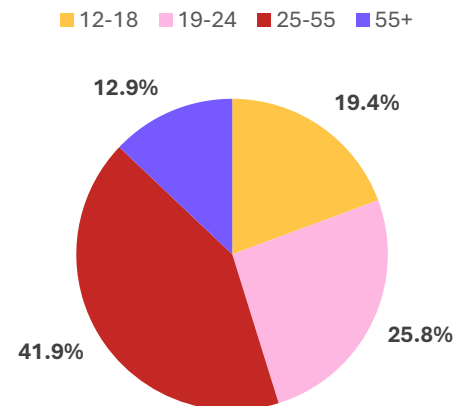


Figure 5.2. Counseling Client Race/Ethnicity, 2023 (n=24)

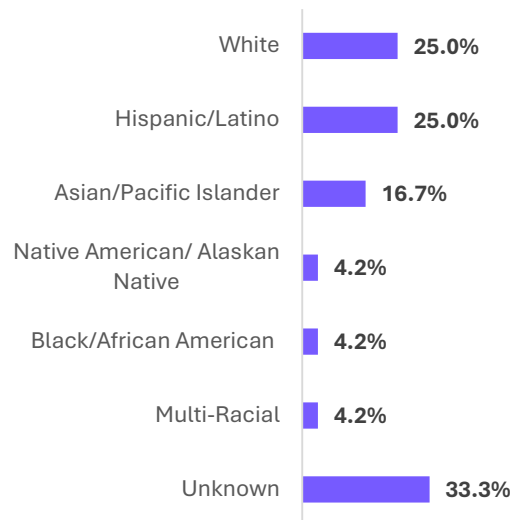
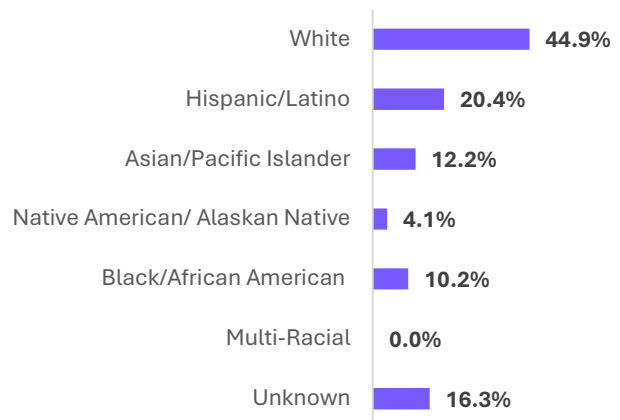


Figure 5.4. Counseling Client Race/Ethnicity, 2024 (n=49)



Semi-Annual Reports

Data from semi-annual reports (SAR) that were completed throughout the program years can be found in Table 6.1 below. There were 79 unduplicated clients involved in direct services from May 2022 – June 2023, 53 unduplicated clients from July 2023 – December 2023, 54 clients from January 2024 – June 2024, 52 clients from July 2024 – December 2024, and 19 clients from January 2025 – March 2025. A client breakdown by service type and age can be found in the table below. Percentages may not total 100% due to rounding and skipped responses.

Table 6.1. Semi- Annual Reports

	<i>SAR 1 - May 2022 - June 2023</i>	<i>SAR 2 - July 2023 - Dec 2023</i>	<i>SAR 3 - Jan 2024 - June 2024</i>	<i>SAR 4 - July - Dec 2024</i>	<i>SAR 5 Jan - March 2025</i>
Total Number	79	53	54	52	19
Support Groups	34.2%	32.1%	20.4%	26.9%	21.1%
Individual Counseling	50.6%	17.0%	48.1%	44.2%	42.1%
Peer Support	15.2%	50.9%	31.5%	28.8%	36.8%
Count by Age					
12 - 17 years old	19.0%	19.0%	15.0%	22.0%	21.0%
18 - 24 years old	43.0%	40.0%	30.0%	28.0%	57.0%
25 - 59 years old	28.0%	28.0%	50.0%	44.0%	17.0%
60+ years old	4.0%	5.0%	5.0%	6.0%	5.0%

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: Was there a positive impact on the school environment?

There was a positive impact on the school environment through trainings that promote a more inclusive environment. At the Cultural Awareness and Diversity Training, almost all

participants strongly agreed/agreed that the workshop was beneficial (98.1%) and that the workshop increased their knowledge about LGBT+ culture (99.0%). In addition, all students who completed the Youth Empowerment Summit post-survey strongly agreed/agreed that there is a positive climate towards LGBT+ youth at their school. In addition, almost all (91.7%) strongly agreed/agreed that their school is a safe place for LGBT+ students.

Evaluation Question 2: Was there an increase in the levels of awareness, understanding, and/or acceptance within families?

Yes, through educational events and counseling offered to youth and family members.

Evaluation Question 3: Did the Pride Center provide culturally competent preventative mental health support to LGBT+ youth and their families?

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.

Evaluation Question 4: 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, other school visits.

Cultural awareness and diversity 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 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.

Evaluation Question 5: 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 numerous 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.

DISCUSSION AND CONCLUSION

The focus of SJPC's CDEP was to positively impact LGBT+ 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 LGBT+ youth and the community as a whole.

The San Joaquin Pride Center provided culturally competent mental health support for LGBT+ youth and their community through Cultural Awareness and Diversity Trainings, school visits and more. The Pride Center provided support and worked to cultivate acceptance on campus, targeting Cesar Chavez High School, Health Careers Academy, and SECA.

Additional programmatic services for youth included 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. Festivalgoers completed a survey in 2024 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 LGBT+ people and that SJPC is effective in promoting LGBT+ acceptance in San Joaquin County was 72.0% and 76.2%, respectively. Additionally, in 2024 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 LGBT+ community through more events and education.

Over the course of multiple years 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 led to a more understanding, inclusive, and supportive place for LGBT+ youth people to live.

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