

A Core Partner of
THE TA NETWORK

the technical assistance network for children's behavioral health

**Delaware System of Care
Gender & Orientation-based Suicide Prevention
Education & Consultation Work**

**Summary of Findings
September 2015**



Report Compiled by YES Institute – May 2016



Main: 305-663-7195
Email: email@yesinstitute.org Website: yesinstitute.org

Summary Overview

Background & History

In 2012, the State of Delaware experienced a high number of middle and high school student suicide attempts and suicide deaths. The Delaware Department of Health and Social Services (DHSS), Division of Public Health, invited epidemiologists from the US Centers for Disease Control (CDC) to conduct an in-depth investigation into the factors contributing to the high rate of suicide clusters throughout school districts. The CDC report is available online at: http://dhss.delaware.gov/admin/files/de_cdc_final_report_21913.pdf

The report revealed 18% of the students who took their lives during this period were known to have concerns about their sexual orientation as a contributing circumstance (pg. 37). National studies have shown youth struggling with parental and social acceptance of their sexual orientation have increased risk of suicidal ideation and attempt, among other negative health outcomes (Ryan, Huebner & Sanchez, 2009; Russell & Joyner, 2001).

School district and State officials have anecdotally stated that the suicide attempts in the 2015-2016 school year included gender identity and orientation factors. Meta-analysis research suggests that transgender youth lacking acceptance and support are also at high risk of suicide attempt (Herbst, et al., 2008). While significant mental health intervention and prevention efforts have been implemented across Delaware since 2012, it was September 2015 where a coordinated statewide effort to address gender and orientation-based suicide was initiated.

Technical Assistance Consultation with TA Network & YES Institute

Robert Dunleavy, LCSW, Program Manager for the Division of Prevention and Behavioral Health Services at the Delaware Department of Services for Children, Youth and Their Families (DSCYF) reached out to SAMHSA's Technical Assistance (TA) Network and requested consultation from YES Institute to support state-wide efforts in addressing suicide prevention with gender and orientation topics with schools and local communities.

YES Institute is a nonprofit organization that works with TA Network's Cultural & Linguistic Competency Hub to provide TA and consultation with Systems of Care. The mission of YES Institute is to prevent suicide and ensure the healthy development of all youth through powerful communication and education on gender and orientation.

YES Institute began providing TA by conference call from February through September of 2015 with Delaware core stakeholders who included:

- Robert Dunleavy, LCSW, Program Manager, Delaware DPBHS
- Harvey Doppelt, Delaware DPBHS
- Catherine Bracaliello, Project Director, DPBHS, SOC Expansion Grant
- Yolanda Jenkins, Administrator DE DSCYF, Project Safety Grant & Project Core Grant
- Kymberly Alvarado, LCSW, Child Priority Response Program, DE Guidance Services
- Deborah Zych, Ed.D., Superintendent, POLYTECH School District
- Kelly Soliman, LCSW, Therapeutic Support Counselor, Colonial School District
- Norwood Coleman, LCSW, ACSW, National Association of Social Workers–DE Chapter
- Joseph Zolobczuk, YES Institute, Executive Director of Education & Research
- Umut Dursun, YES Institute, Community Liaison

Delaware Gender & Orientation-based Suicide Prevention Work

Accomplished Work

Delaware stakeholders cultivated a plan that included the following efforts and results for **New Castle County** and **Kent County**:

- 1) Two all-faculty dialogues in schools across New Castle County and Kent County.

Wed, Sept. 16	51 faculty	0:45 minutes	McCullough Middle
Fri, Sept. 18	104 faculty	2 hours	POLYTECH High

- 2) System of Care professional providers continuing education (CE) and consultation sessions.

Thurs, Sept. 17	35 providers	3 hours	Kent County
Fri, Sept. 18	41 providers	3 hours	New Castle County

- 3) PTA education and consultation presentations for Delaware school districts.

Tues, Sept. 15	7 parents	2 hours	Colonial PTAs
Thurs, Sept. 17	116 parents	1 hours	POLYTECH High PTA

- 3) Two all-grade level anti-bullying and suicide prevention consultation presentations for middle schools in Colonial School District.

Wed, Sept. 16	350 students	2 hours	Gunning-Bedford Middle
Wed, Sept. 16	300 students	2 hours	McCullough Middle

- 4) Four all-grade level anti-bullying and suicide prevention consultation presentations for high school students at POLYTECH School District.

Thurs, Sept. 17	300 students	1 hours	POLYTECH 12th grade
Thurs, Sept. 17	300 students	1 hours	POLYTECH 11th grade
Thurs, Sept. 17	300 students	1 hours	POLYTECH 10th grade
Thurs, Sept. 17	300 students	1 hours	POLYTECH 9th grade

In all, 2,855 people were reached in the statewide effort.

Unaccomplished Work

Delaware stakeholders cultivated a plan for **Sussex County** that included the following efforts. However, due to scheduling challenges and school system mandates, stakeholders were unable to conduct education and consultation work in Sussex.

We strongly urge stakeholders to consider Sussex County as a priority for future gender and orientation-based suicide prevention work in Delaware. The CDC report found a significant number of suicides had occurred in Sussex County.

- 1) System of Care professional providers continuing education (CE) and consultation sessions.
- 2) Faculty presentations for schools in Sussex County.
- 3) PTA presentations for schools in Sussex County.

Program Evaluation & Pre/Post Survey Analysis

Available Data

Pre/Post surveys were collected for the following education and consultation sessions below. Analysis of findings for each cohort is detailed on the corresponding pages.

All quantitative data was analyzed using SPSS® Version 22. See methods and limitations section for additional information about program evaluation process.

McCullough Middle School Faculty	Page 5
POLYTECH High School Faculty	Page 7
CE Kent County - System of Care Providers	Page 12
CE New Castle County - System of Care Providers	Page 15
Colonial School District PTA * Partial post-only collected	Page 18

Unavailable Data

No surveys were able to be collected for the following sessions: POLYTECH High School PTA, and student sessions at Gunning-Bedford Middle, McCullough Middle, and POLYTECH High Schools.

Verbal Feedback

POLYTECH High School faculty provided constructive feedback and lessons learned to YES Institute that included the following:

- Counseling staff would have appreciated advance notice of sessions so counselors could have been more readily available for students who immediately wanted to access counseling services after the presentation.
- Faculty would have appreciated advance training of post-session conversations they could have continued in the classroom, as well as a list of talking points teachers could have used with students post-session.
- Faculty would have appreciated more specific tools about “what to do” when students and faculty witness bullying or hear suicidal ideation plans from students.
- Faculty suggested having smaller groups and also allowing more time to process these conversations and infuse them into health class curriculum.
- Having a local parent share about their experience was a plus.

McCullough Middle School Faculty – Pre/Post Analysis

Surveys collected: 47 people
Duration of educational consultation: 0:45 minutes

Overall Rating

“Worthwhile” or “Extremely worthwhile” overall rating: 77%
Felt “safe to share my real thoughts / feelings”: 82%

Climate & Culture

Prior continuing education on gender & orientation topics

No prior continuing education (CE) on these topics: 63% “Never”
At least one prior CE on the topics: 24% “At least one”

Gender & Orientation-based Bullying

Verbal bullying based on “anti-gay” attitudes

“Monthly basis”: 26%
“Weekly basis”: 32%
“Daily basis”: 19%

Physical bullying based on “anti-gay” attitudes

“Monthly basis”: 4%
“Weekly basis”: 4%
“Daily basis”: 8%

Comfortability Levels

Comparing pre/post GLB comfortability levels: 13% increased comfortability towards GLB persons at post
Comparing pre/post transgender comfortability levels: 11% increased comfortability towards transgender persons at post

Negative Pre-concept

Comparing pre/post negative pre-concept

“My view of people as GLB are sick/disordered:” 0% GLB are sick/disordered
“My view of people as Transgender are sick/disordered:” 0% Transgender are sick/disordered

Knowledge & Tools

Comparing pre/post gender & orientation knowledge: 31% increased knowledge at post
Comparing pre/post feeling equipped to handle situations: 38% felt more equipped at post

Speaking Up & Reducing Slurs

Comparing pre/post willingness to speak up on bullying: 39% increase in willingness to speak up on bullying at post
Comparing pre/post usage of anti-gay slurs: 12% increase in willingness to decrease self use of slurs at post

McCullough Faculty – Qualitative Post

Please share what you learned today. What impact did the YES Institute dialogue have for you?

- To put myself in other people's shoes and have empathy for those going through situations of self discovery. I will continue to carry this attitude into my classroom.
- I learned more about transgender people. It was nice to see the reactions and questions from the kids and how they felt comfortable asking these questions.
- It made me realize how important it is to help improve things now. Kids who are in middle school are already having trouble with bullying and orientation issues. It is not too early to be a resource.
- It helped open lines of communication with my students about my own sexuality. The students were very open.
- Wow! I am happy to hear this dialogue is happening in schools. We need to continue it here at this school.
- I think this was a great way to open the conversation for our students struggling with things like gender issues.

Things I will do differently now:

- Be proactive about bullying
- Avoid slurs although not actually meant as gay
- Offer support to families
- Speak up more
- Be more diligent regarding derogatory terminology
- Not use the word "gay" casually
- Speak up
- Speak up more

POLYTECH High School Faculty – Pre/Post Analysis

Surveys collected: 105 people
 Duration of educational consultation: 0:45 minutes

Overall Rating

“Worthwhile” or “Extremely worthwhile” overall rating: 83%
 Felt “safe to share my real thoughts / feelings”: 90%

Climate & Culture

Prior continuing education on gender & orientation topics

No prior continuing education (CE) on these topics: 55% “Never”
 At least one prior CE on the topics: 28% “At least one”

Gender & Orientation-based Bullying

Verbal bullying based on “anti-gay” attitudes

“Monthly basis”: 18%
 “Weekly basis”: 17%
 “Daily basis”: 4%

Physical bullying based on “anti-gay” attitudes

“Monthly basis”: 3%
 “Weekly basis”: 0%
 “Daily basis”: 0%

Comfortability Levels

Comparing pre/post GLB comfortability levels: 19% increased comfortability towards GLB persons at post
Comparing pre/post transgender comfortability levels: 32% increased comfortability towards transgender persons at post

Negative Pre-concept

Comparing pre/post negative pre-concept
 “My view of people as GLB are sick/disordered:” 14% were “unsure” on Pre
 10% were “unsure” on Post
 “My view of people as Transgender are sick/disordered:” 27% were “unsure” on Pre
 22% were “unsure” on Post

Knowledge & Tools

Comparing pre/post gender & orientation knowledge: 44% increased knowledge at post
Comparing pre/post feeling equipped to handle situations: 45% felt more equipped at post

Speaking Up & Reducing Slurs

Comparing pre/post willingness to speak up on bullying: 43% increase in willingness to speak up on bullying at post
Comparing pre/post usage of anti-gay slurs: 13% increase in willingness to decrease self use of slurs at post

POLYTECH Faculty – Qualitative Post

Please share what you learned today. What impact did the YES Institute dialogue have for you?

- When I came with the students yesterday, I was so pleased that you were here addressing such an important topic. I was concerned after the presentation in listening to some of the students' reactions
- These are life and death matters that are difficult but critical to discuss. I appreciated the chance that the faculty had to openly discuss these topics.
- It actually exposed me, the discomfort I have with my perceived action from others about their acceptance of gay and trans people. I am straight but I don't have a problem with or feel unaccepting of gay or trans people but I do feel uncomfortable about the perceived reaction of others to my acceptance.
- There was a lot of great information and exposure to many who would otherwise ignore the issue. The emphasize that education does not equal indoctrination.
- Thank you for what you do!
- The YES institute has a lot of resources and information. I was engaged and looking to learn more. I am looking forward to receiving the newsletter.
- To be more conscientious and aware of a student's issue and not to be afraid to approach and speak to them.
- Even if we don't agree or understand we must accept and RESPECT. It was not focused on sex but more of cultural, society and image
- I am quite passionate about tolerance. I acknowledge that I do not tolerate those who are not tolerant and open minded wether it is in regards to orientation, race etc. The discussion today helped me with tools I can use in the classroom.
- The conversation reaffirmed that we at Polyptych are indeed a family that is concerned about the safety of kids first.
- I did not have a chance to share my experience with my students but would have liked to. The space to share was very positive.
- I learned that I was correct in thinking that most staff members are willing to keep students safe even when they don't agree with who they are.
- I have learned that the most important thing for our students is to feel protected and safe when truly expressing themselves on how they feel on their sexual orientation. As a teacher, I will support my students and offer them help, be alert and pay attention to students behaviors because maybe I can save a kids life.
- Education and awareness equals acceptance

- I think that this hits home here at Poly, it is personal for us. I don't think we have healed and I am sitting here with tears. I had 2 of the students in our CTE area who committed suicide. This is very long prone.
- The presentation for me was relatable in regards to expression of gender identity. At my age, it is difficult for me to communicate to others that I am a Christian however I also have a girlfriend. I cannot imagine how hard it is for our youth today. Thanks for all the great work that you do.
- I learned that you need to be supportive. For me, this is still a presentation about bullying not sexual orientation. Be who you want to be but don't force it on anyone else.
- I learned how important it is for my students to feel safe and that I can have a large impact on the safety of my students
- The recommendation of including parents, strong schools have strong parents. They are a source and are stronger than teachers or administrators.
- I was impacted by the struggle that gays and transgenders go through.
- I have a clearer understanding of what was presented to the students. It gave me a better perspective of the context in which the information was presented
- The dialogue reinforced how I already felt which is that each person is important and should be respected and valued.
- Always be there for students with an open mind and open heart
- I am glad we are having this conversation regardless of how unprepared some are teachers. This is just the beginning!
- My coworkers are a lot more accepting than I thought, yay!
- I definitely feel better prepared for potential questions from students. Thank you for being so open and honest. I pray minds were opened in both students and staff.
- The dialogue helped me understand the message that YES Institute is delivering to the school community and how I can be supportive in helping students understand that message.
- The dialogue has opened up the topic for me. It had me start thinking and reflecting on my beliefs and how I would react to different situations.
- Thank you for all of the information. It was very useful and extremely important to raise awareness.
- I learned that it is okay to not agree with the lifestyle but accept students for who they are although I already did.

- I learned that I need to be more aware and prepared to handle students reactions or concerns with topics presented to them like in the dialogue.
- Considering I never had to deal with any questions about my own gender or sexual orientation, I was unaware that such topics could be issues for others.
- It was comforting to have the conversation amongst my colleagues and to see their reactions to the presentation. It helped me get ideas and to feel more comfortable about how to discuss this with my students.
- Thank you for coming in, unfortunately, I am not sure if I was impacted by today's dialogue. I liked that the one fellow at the end who said he was born a woman but he actually did a fine job becoming a man. Kudos! I hope he is genuinely happy with his quest.
- The impact on staff and hearing their stories in dealing with suicide since I am new to POLYTECH.
- I learned that I have been addressing the issues correctly.
- As a gay teacher, I appreciated that you started a conversation. Now that the conversation started, what techniques and strategies can we implement into our school district? I felt that this was completely missed although you had a huge effect on the school in a positive manner. Thank you for the conversation. Also I realized that this school is not really too conservative and it seems to be very accepting
- I learned that it is a struggle for all kids no matter what their sexual orientation is. It was excellent to have the conversation and continue the conversation specifically as educators we need continuous training.
- I liked that you were very receptive to the feedback. This is a worthwhile and necessary program.
- The dialogue reinforced ideas that I am familiar with. My uncle is gay and has been in a committed relationship for 23 years; he has a 25 year old son that i am very close to. We are very open in my family.
- I gained a higher awareness of how to handle and help students accept other students no matter what their social status, gender or orientation.
- treat every child as if they are feeling unsafe or unsure about some aspect of their life
- that everyone can have an issue
- I was impacted by how many staff are more open-minded than what I originally thought.
- The staff feedback really impacted me.
- I was impacted by the amount of students here dealing with issues

- For me, nothing was really impactful but that's because I have always been comfortable with the topics covered.
- I was impacted by the suffering some of these kids go through.
- I was impacted by the topic of transgender.
- I was impacted to the sensitivity to students questioning
- I learned the difference between sexual behavior and orientation
- I learned about the idea of acceptance even if disagree.
- I learned that acceptance does not mean agreement.
- I was impacted by the statistics of 80% of bullied are not gay
- I was impacted by the high percentage of children going through experiences of gender and orientation
- I learned more about the struggle that the LGBT community goes through
- I learned that gender identity does not equal sexual orientation

Things I will do differently now:

- I will speak up and be more aware of what is happening around me.
- I will address the issues head on when they arise.
- I will speak to kids more about accepting those that are different.
- I will be more open to listening to others in order to have conversations especially relating to gender and orientation with students and staff members.
- I will ask what is a person preferred name.
- I will use the suggested tools when speaking with the students to help them feel safe.
- I didn't see the presentation but from what my students said I would suggest leaving specific numbers or names of staff or administration to contact in case they see bullying or have a mental health concern.

CE in Kent County – Pre/Post Analysis

Surveys collected: 34 people
Duration of educational consultation: 0:45 minutes

Overall Rating

“Worthwhile” or “Extremely worthwhile” overall rating: 100%
Felt “safe to share my real thoughts / feelings”: 94%

Climate & Culture

Prior continuing education on gender & orientation topics

No prior continuing education (CE) on these topics: 30% “Never”
At least one prior CE on the topics: 35% “At least one”

Gender & Orientation-based Bullying

Verbal bullying based on “anti-gay” attitudes

“Monthly basis”: 40%
“Weekly basis”: 15%
“Daily basis”: 6%

Physical bullying based on “anti-gay” attitudes

“Monthly basis”: 12%
“Weekly basis”: 3%
“Daily basis”: 0%

Comfortability Levels

Comparing pre/post GLB comfortability levels: 22% increased comfortability towards GLB persons at post
Comparing pre/post transgender comfortability levels: 41% increased comfortability towards transgender persons at post

Negative Pre-concept

Comparing pre/post negative pre-concept

“My view of people as GLB are sick/disordered:” 2 people were “unsure” on Pre
1 person was “unsure” on Post
“My view of people as Transgender are sick/disordered:” 3 people were “unsure” on Pre
2 people were “unsure” on Post

Knowledge & Tools

Comparing pre/post gender & orientation knowledge: 53% increased knowledge at post
Comparing pre/post feeling equipped to handle situations: 57% felt more equipped at post

Speaking Up & Reducing Slurs

Comparing pre/post willingness to speak up on bullying: 48% increase in willingness to speak up on bullying at post
Comparing pre/post usage of anti-gay slurs: 3% increase in willingness to decrease self use of slurs at post

CE in Kent County—Qualitative Post

Please share what you learned today. What impact did the YES Institute dialogue have for you?

- Everything was great and extremely helpful. The only problem was that it was short.
- This was an excellent presentation. It was very understandable and the presenters cared about what we had to say.
- I do not agree with transgender, gay or lesbian however the education I received today will help me with children who are in need of support.
- I learned about the binary concept and the different view others had.
- I learned how I can communicate more thoroughly with parents of LGBTQ teens who are experiencing suicidal ideation and to include them when gathering adequate resources
- I was impacted by the personal experiences of individuals and what they have gone through.
- I had a deepened knowledge of the process people experience over time
- I had no clue how in depth transgender decisions discussions are i e one is able to change their sex gender on birth certificate d l and other legal documentations
- There is a lot to continue learning. Today, I learned being open and respectful of the LGBTQ community and how to start the conversation with someone who may not agree with LGBTQ
- I learned the importance of opening dialogue with children, families, etc about how one is viewed and parents
- I learned that there is a wide spectrum along the gender continuum.
- The presentation on transgender was very informative. I learned about issues that a transgender person may face, how to use appropriate pronouns when interacting with them and their medical access.
- The different definitions/concepts made big impact on my own knowledge.
- I learned about resources for youth and families who identify as gay or transgender. I hope this workshop can be provided to all schools.
- I learned about the accommodations that can be made for students going through a transition. I feel more equipped to handle situations regarding people who may be dealing with gender and orientation.
- The dialogue provided me with an insight on what to expect from parents' struggle of learning that your child is gay and the magnitude of impact on children and families facing these issues.

- The dialogue helped me think more about how to frame conversations with parents
- I learned that everyone identifies differently with their sexual preference.
- It impacted to learn that people know at young ages that they may feel different even younger than 5 years old.
- I learned the difference between gender identity, intersex and orientation.

Things I will do differently now:

- I will break down gender and orientation with clients. I will also advocate more and educate family members, coworkers, etc.
- I will continue to seek more education and understanding of these topics.
- I will refer families to PFlag
- I will encourage parents of LGBTQ to seek therapy and support groups.
- follow thru on system integration
- I will treat transgenders as individual
- I will continue to educate others
- I will use gender neutral language

CE in New Castle County – Pre/Post Analysis

Surveys collected: 39 people
 Duration of educational consultation: 0:45 minutes

Overall Rating

“Worthwhile” or “Extremely worthwhile” overall rating: 95%
 Felt “safe to share my real thoughts / feelings”: 95%

Climate & Culture

Prior continuing education on gender & orientation topics

No prior continuing education (CE) on these topics: 16% “Never”
 At least one prior CE on the topics: 24% “At least one”

Gender & Orientation-based Bullying

Verbal bullying based on “anti-gay” attitudes

“Monthly basis”: 13%
 “Weekly basis”: 21%
 “Daily basis”: 8%

Physical bullying based on “anti-gay” attitudes

“Monthly basis”: 26%
 “Weekly basis”: 3%
 “Daily basis”: 0%

Comfortability Levels

Comparing pre/post GLB comfortability levels: 14% increased comfortability towards GLB persons at post
Comparing pre/post transgender comfortability levels: 35% increased comfortability towards transgender persons at post

Negative Pre-concept

Comparing pre/post negative pre-concept

“My view of people as GLB are sick/disordered:” 1 person was “unsure” on Pre
 0% GLB are sick/disordered on Post
 “My view of people as Transgender are sick/disordered:” 1 person was “unsure” on Pre
 0% Transgender are sick/disordered on Post

Knowledge & Tools

Comparing pre/post gender & orientation knowledge: 46% increased knowledge at post
Comparing pre/post feeling equipped to handle situations: 42% felt more equipped at post

Speaking Up & Reducing Slurs

Comparing pre/post willingness to speak up on bullying: 55% increase in willingness to speak up on bullying at post
Comparing pre/post usage of anti-gay slurs: 13% increase in willingness to decrease self use of slurs at post

CE in New Castle County – Qualitative Post

Please share what you learned today. What impact did the YES Institute dialogue have for you?

- I was impacted by the direct perspective from persons that have struggled with gender identity at one point and how they were able to overcome ignorance directed towards them.
- I learned more about transgender transitioning.
- I really enjoyed the presentation. I loved the speakers because I got to learn first hand about their experiences. One thing that I learned was how early in the child's development they begin to realize who they are, how crucial is the stage of adolescence and the support that is needed to fulfill their real selves.
- The presentation encouraged me to learn more and to facilitate conversations about the body, gender, orientation and the continuum approach.
- I learned about the importance of the language you are using when gathering information and that not all youth transition.
- I have a better understanding of how the whole family can be impacted by someone identifying as LGBT
- I learned a lot about resources available to individuals and families facing LGBTQ circumstances.
- I was provided with great information and the opportunity to share positive individual stories
- The presenters and guests were great, thank you.
- I liked that there were real stories from people and they were able share their emotions and feelings.
- This was wonderful information to share with my clients and their families.
- After the dialogue, I feel more confident talking about these topics to others.
- I learned about persisters and desisters and their roles in the transition process for transgender people
- I learned that it is best to relate youth based on their strengths and assets The YES dialogue had a major and lasting impact on me. It was enlightening and filled with useful applicable information.
- It was very refreshing to have this conversation in Delaware. I learned more about recent research and happenings especially related to transgender individuals Thanks to all of the guest speakers for sharing their stories.

- I learning about the binary construct and continuum concepts. I also learned that I am leaning for a genuine outlet to share my own personal experiences at work, in my school, with my children and extended family.
- All of the stories were great. They showed the various responses of parents and made me aware of the various continuum models in order to share with resident and parents. This is a new area for me which I would like to learn more about. It also reminded me to think a little harder of any biases that I have and could come up as I become more educated.
- I learned how to better communicate with staff and parents.
- I learned the difference between gender and orientation. I also learned about the 5 markers of gender dysphoria and its clinical diagnosis
- I was impacted by the various thoughts and reasons that cause an individual to hesitate in coming out. You have to be accepting of yourself and do it on your own time.
- I learned more about PFLAG activities and greater need for support in Spanish Language and
- I really appreciated the presentation from the presenters and speakers. The real life examples and struggles helped give us stories of success for our children to share with them and give them hope. Great presentation!

Things I will do differently now:

- I will have conversations around reproduction before transitioning
- I will utilize all the resources available
- I will attend a PFLAG meeting
- I will look at forms to be more neutral in language to allow people to identify as they are comfortable. I will also use the affirming name and pronoun when interaction with transgender people.
- I will speak up more often and openly with my kids
- I will use strengths based language versus victim based language
- I will obtain a copy of the OBT or KINSI learned it and share with others
- I will be more open about having conversation about gender and orientation
- I am looking into starting a support group at my middle school about LGBTQ students
- I will show more understanding towards others

Colonial School District PTA – Pre/Post Analysis

Surveys collected: 7 people
Duration of educational consultation: 0:45 minutes

Overall Rating

“Worthwhile” or “Extremely worthwhile” overall rating: 100%
Felt “safe to share my real thoughts / feelings”: 100%

Colonial School District PTA – Qualitative Post

Please share what you learned today. What impact did the YES Institute dialogue have for you?

- I was touched when the speakers shared their personal journeys. Thank you
- I learned about what Yes Institute does and how they can help.
- I learned ways to begin to engage our families in dialogue that is less likely to raise defenses.
- The dialogue made me want to understand more and be more aware of the topic
- The session provided me with a better approach in supporting my LGBT kids
- I found people who we can relate with and learned about gender in a broader context. The personal stories were great. Thank you!

Things I will do differently now:

- I will be more vocal and raise awareness in transgender issues.
- I will continue to provide education on these topics.
- I will have deeper conversation with kids

Delaware TA Consultation Objectives

- 1) System of Care participants are invited to engage in authentic conversations that include all viewpoints to address fears, silence, and open an inquiry on gender and orientation and suicide prevention.
- 2) System of Care participants can begin to distinguish common myths and stereotypes about gender and orientation, and about youth who identify or are labeled as gay or transgender, through the lens of current research and reflection of personal experiences.
- 3) System of Care participants will have an opportunity to hear and interact with youth, parents and professionals who have been impacted by the social stigma of gender and/or orientation topics, bullying, and suicide.
- 4) System of Care participants will inquire how certain cultural expectations and/or institutional practices can lead to negative consequences for youth who do not fit certain social expectations, and begin a public health conversation about including and respecting youth who identify as gay, bisexual, transgender, or gender non-conforming.
- 5) System of Care participants will explore and actions for those who are inspired to make a difference – be they micro, macro, or systemic ideas for improvement in quality care and client outcomes, and address and remove barriers to care and fill in critical gaps in the system.
- 6) System of Care participants will begin to establish a core group of contacts who are committed to addressing the topics of gender and orientation-based suicide prevention and intervention efforts across the State.
- 7) System of Care participants will continue to collaborate with the TA Network and YES Institute to look at next steps and missing needs for Delaware on gender and orientation-based suicide prevention and intervention efforts across the State.



Program Evaluation & Pre/Post Analysis Procedures

Survey Instrument

A copy of the pre/post instrument is attached on the next two pages. This survey has no published data regarding its reliability and validity. It was initially created as an evaluation tool in 2009 for YES Institute. Focus groups, stakeholder participation, and feedback from program evaluation scholars with University of Miami, School of Education & Human Development all contributed technical assistance in the creation of this instrument and its subsequent versions.

This instrument has been utilized by YES Institute for generating reports to clients for the past seven years, which include the SAMHSA TA Network, VA Healthcare System, 11th Judicial Circuit Court of Florida, Florida Department of Health, Our Kids (Miami-Dade foster care system) and various public and private entities. The survey has face validity and over 17,000 respondents have completed it. All paper and electronic records are maintained by YES Institute. Original documents and copies of data files are fully available by request.

Analysis Information

Using IBM® SPSS® Version 22, pre/post self-reported shifts are calculated by subtracting the Likert scale post-score from pre-score for each matched item, and tallying the percentage increase/decrease from valid surveys responses. Positive scores indicate a shift toward intended outcome goals; negative scores indicate a shift away from intended outcome goals; scores of "0" indicate no reported change for an item.

All other percentage totals (overall ratings, frequency of verbal/physical slurs, demographic info, etc.) are obtained through tallying up descriptive statistics tables.

Limitations of Findings

The pre/post survey instrument used to collect this data is a consultation evaluation tool. This evaluation is not a full experimental design that can suggest causality (i.e., there is no control group, no randomized participants, no double-blind researchers, etc.). All known limitations with self-report data apply to these findings, including and not limited to social desirability, demand characteristics, incomplete surveys. Other limitations can include misinterpretation of illegible handwriting and data entry transcription errors.

YES Institute Program Evaluation Report Authors

- Joseph Zolobczuk, Director of Education – SPSS® Analysis & Report Production
- Lucy Hernandez, Director of Administration – SPSS® Analysis & Report Production
- Jennifer Lopez, Community Dialogue Facilitator – Report Production
- Tim Wagoner, YES Institute Director of Operations – Data Integrity & Verification
- YES Institute Fall 2015 Semester Interns – Data Entry Team

For any additional questions or inquiries, please contact YES Institute at 305-663-7195 or email@yesinstitute.org

Pre/Post Survey Instrument (SAMPLE)

Name of Community Dialogue

Date: MM/DD/YYYY

FRONT SIDE - Your honest responses help ensure quality presentations.

- 1) I've attended public educational talks on gender and orientation topics before:
 Never At least once Between 2 and 4 Between 5 and 9 10 or more

At my "workplace/school/agency", I've heard or seen the following based on "anti-gay" attitudes:

- 2) Verbal slurs ("Faggot", "Dyke", "That's so gay!")
 Never Few times a year Once or twice a month Weekly Daily
- 3) Physical harassment or physical bullying based on "anti-gay" attitudes:
 Never Few times a year Once or twice a month Weekly Daily
- 4) My comfort level with people perceived as gay, lesbian or bisexual is:
 Very Uncomfortable Somewhat Uncomfortable Unsure Fairly Comfortable Very Comfortable
- 5) My comfort level with people perceived as transgender is:
 Very Uncomfortable Somewhat Uncomfortable Unsure Fairly Comfortable Very Comfortable
- 6) When possible, I've spoken up when someone is bullied with gender-based or "anti-gay" slurs:
 Never Very rarely Sometimes Often Always
- 7) My view of people who identify as gay, lesbian or bisexual is they are sick and disordered:
 Yes Unsure No
- 8) My view of people who identify as transgender is they are sick and disordered:
 Yes Unsure No
- 9) I am knowledgeable of the specific challenges facing youth & families regarding gender & orientation:
 Strongly disagree Disagree Unsure Agree Strongly agree
- 10) In the past 3 months, I've used "anti-gay" words or jokes to tease others:
 Never Once or twice A few times a month Weekly Daily
- 11) I feel equipped to handle a situation that could arise regarding gender or orientation:
 Strongly disagree Disagree Unsure Agree Strongly agree

Demographic data is anonymous and confidential. Check all that may apply.

- 12) My home zip code: _____ 13) My age: _____
- 14) My gender pronoun(s): He She They _____
- 15) Are you a parent? Yes No 16) If yes, are your children under the age of 21? Yes No
- 17) Ethnicity: African descent Asian Caribbean European descent *non-Hispanic*
 Hispanic/Latino Indian Middle Eastern Native American Pacific Islander None of these
- 18) My Grade level (if student): Elementary Middle High School Undergraduate Graduate
- 19) My Profession: Business Government Finance/Banking Education Mental health/Psychology
 Medical/Healthcare Legal Law Enforcement/EMT Religion/Laity Non-profit/Social services
 Military Technology Other _____

Name of Community Dialogue

Date: MM/DD/YYYY

BACK SIDE - Fill out only at END of presentation.

20) Please share what you learned today. What impact did the YES dialogue have for you?

21) How would you rate the overall course today?

- Waste of time Not so valuable Average Worthwhile Extremely worthwhile

22) The YES facilitator(s) made it safe for me to share my real feelings and views today:

- Completely Unsafe to Share Somewhat Unsafe to Share Neutral Fairly Safe to Share Completely Safe to Share

23) My comfort level now with those perceived as gay, lesbian, or bisexual is:

- Very Uncomfortable Somewhat Uncomfortable Unsure Fairly Comfortable Very Comfortable

24) My comfort level now with those perceived as transgender is:

- Very Uncomfortable Somewhat Uncomfortable Unsure Fairly Comfortable Very Comfortable

25) My view now of people who identify as gay, lesbian or bisexual is they are sick and disordered:

- Yes Unsure No

26) My view now of people who identify as transgender is they are sick and disordered:

- Yes Unsure No

27) I now feel knowledgeable of the specific challenges facing youth & families regarding gender & orientation:

- Strongly Disagree Disagree Unsure Agree Strongly Agree

28) Something I now understand or see differently is: _____

29) I will now speak up when possible when someone is bullied with “anti-gay” or gender-based slurs:

- Never Very rarely Sometimes Often Always

30) I now feel equipped to handle a situation that could arise regarding gender or orientation:

- Strongly disagree Disagree Unsure Agree Strongly agree

31) Something I’m now going to do differently is: _____

32) In the next 3 months, I will probably use “anti-gay” slurs to tease or taunt others:

- Never Once or twice
 A few times a month
 Weekly Daily

<p>Get engaged with YES Institute! (Optional)</p> <p><input type="radio"/> Call me – I want to take an educational course. <input type="radio"/> Call me – I want to volunteer or schedule a dialogue. <input type="radio"/> Subscribe me to YES newsletter.</p> <p>First/Last Name (required): _____</p> <p>Phone: _____</p> <p>Email (required): _____</p>
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