February 2022 PLC:

Building an Affirming Framework to Support LGBTQ+ Youth

February 9, 2022

How to Participate in Today's Webinar

Participant audio has been muted. Participants will be able to un-mute their line if they have questions for presenters.

We will also be monitoring questions through the Chat box and answering them at designated times during the presentation.

This webinar is being recorded and will be available for viewing once it has been archived. We will notify everyone by e-mail when it is posted.

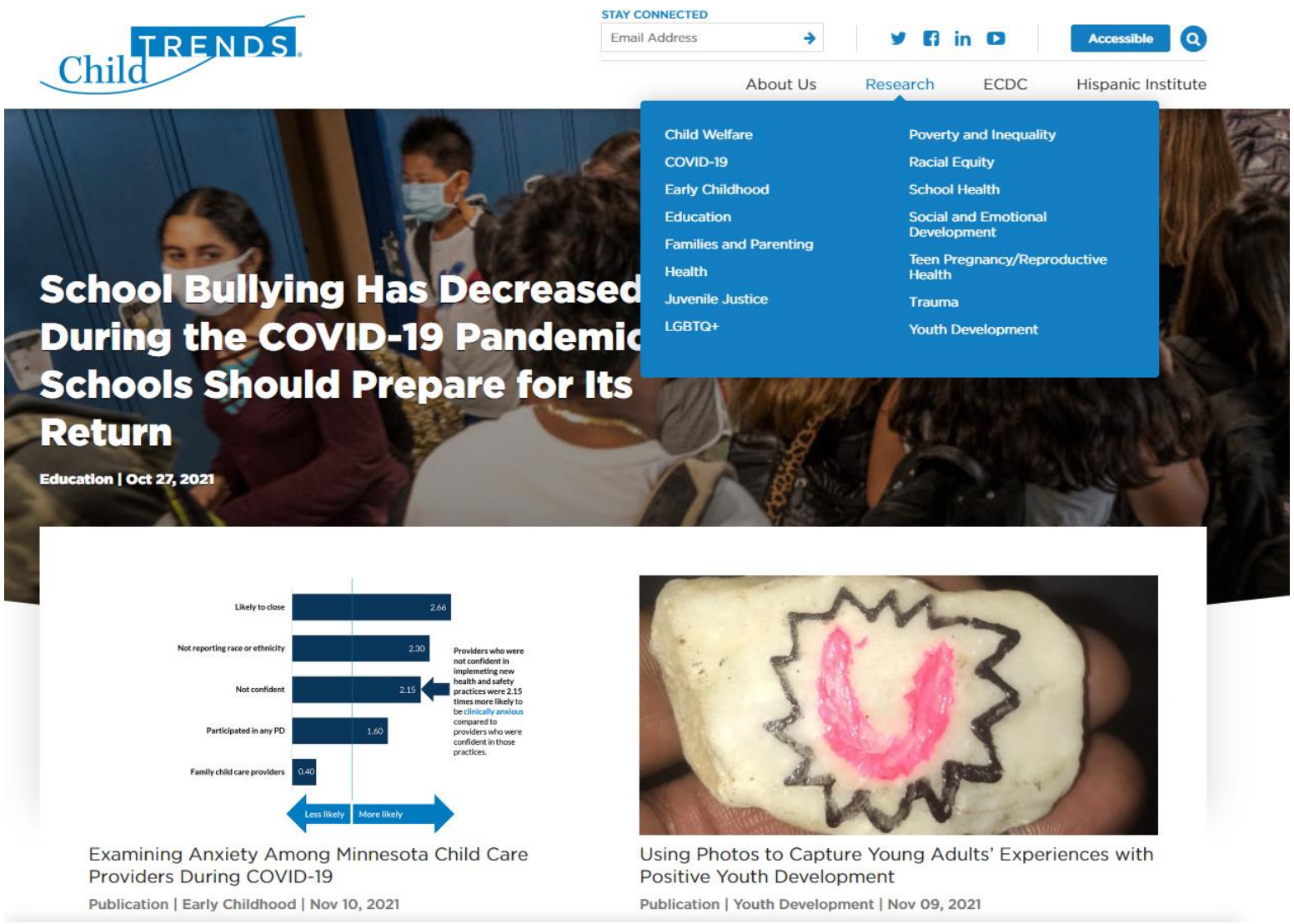
Building an affirming framework to support LGBTQ+ youth

Introduction

Pronouns: he/him/his

Brandon Stratford

DEPUTY PROGRAM AREA DIRECTOR, EDUCATION, BETHESDA, MD



Key takeaways

LGBTQ+ youth are more likely to report mental health challenges, especially among BIPOC youth

Key takeaways

2

While more schools are providing supports to LGBTQ+ students, anti-LGBTQ policies continue to get passed at the state level.

Key takeaways

3

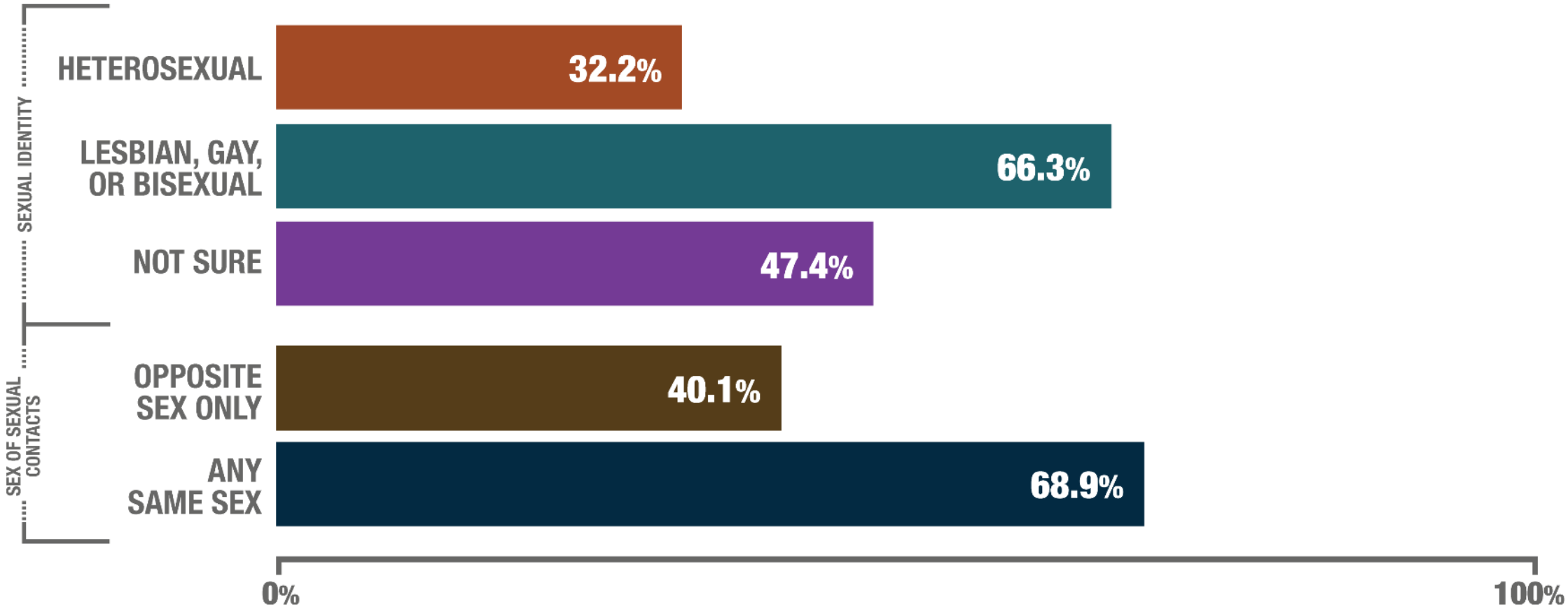
There are practical guides to help organizations/programs assess how they are doing on key policies and practices.

Where are you?

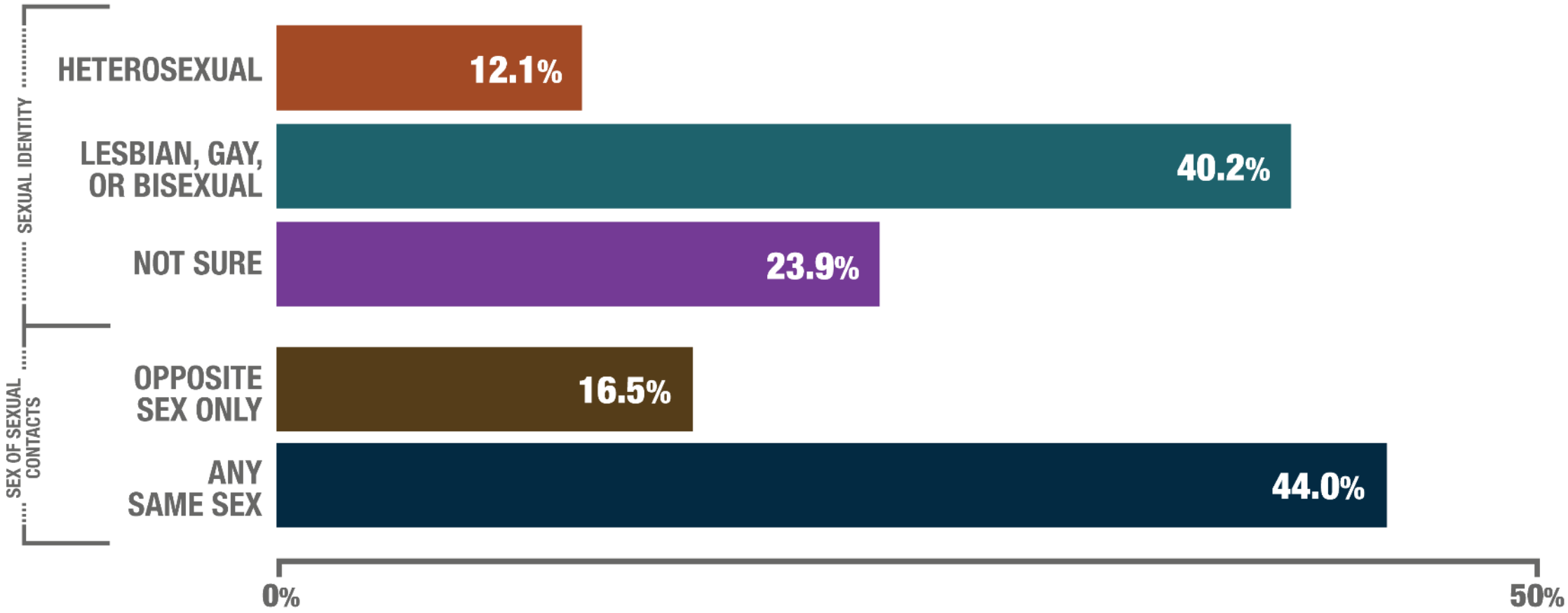
CONTINUUM CATEGORIES

- **Mostly Cs is for "Commit to Changes" - (Minimally Inclusive) –** You are not yet well prepared to provide inclusive and supportive environments for LGBTQ students. Commit to making changes, and you will move up the continuum in no time!
- **Mostly Bs is for "Beginning to Break Through" - (Moderately Inclusive) –** You are working on the building blocks of inclusivity, doing some things that encourage supportive and LGBTQ inclusive environments, but you still have room to grow. Work on broadening your horizons further, address your barriers, and expand your efforts further towards being an ally.
- **Mostly As is for "Awesome Ally" - (Highly Inclusive) –** You are doing great work. You do a lot to support LGBTQ students and work toward an inclusive environment. Keep up your good efforts, while also recognizing there is always more you can do. Like all good allies, you will want to continue exploring and learning and share your knowledge with others.

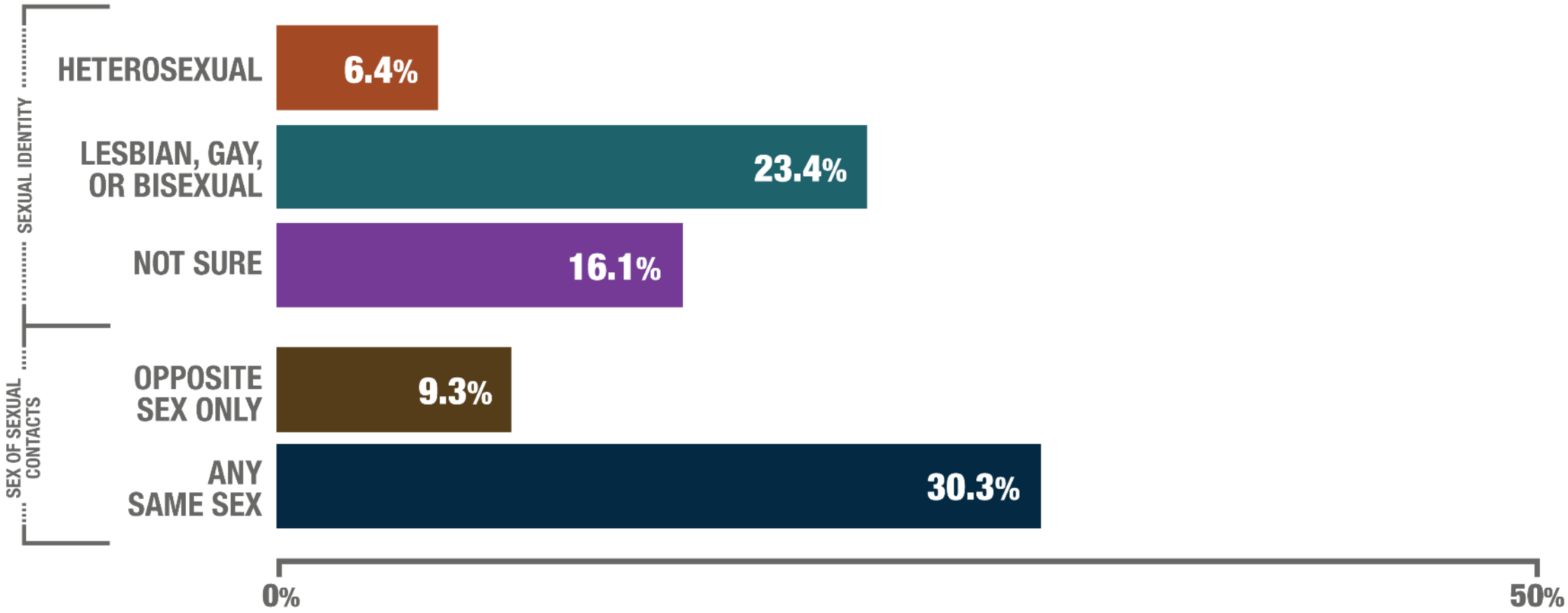
PERCENTAGE OF HIGH SCHOOL STUDENTS WHO EXPERIENCED PERSISTENT FEELINGS OF SADNESS OR HOPELESSNESS DURING THE PAST YEAR, BY SEXUAL IDENTITY AND BY SEX OF SEXUAL CONTACTS, UNITED STATES, YRBS, 2019



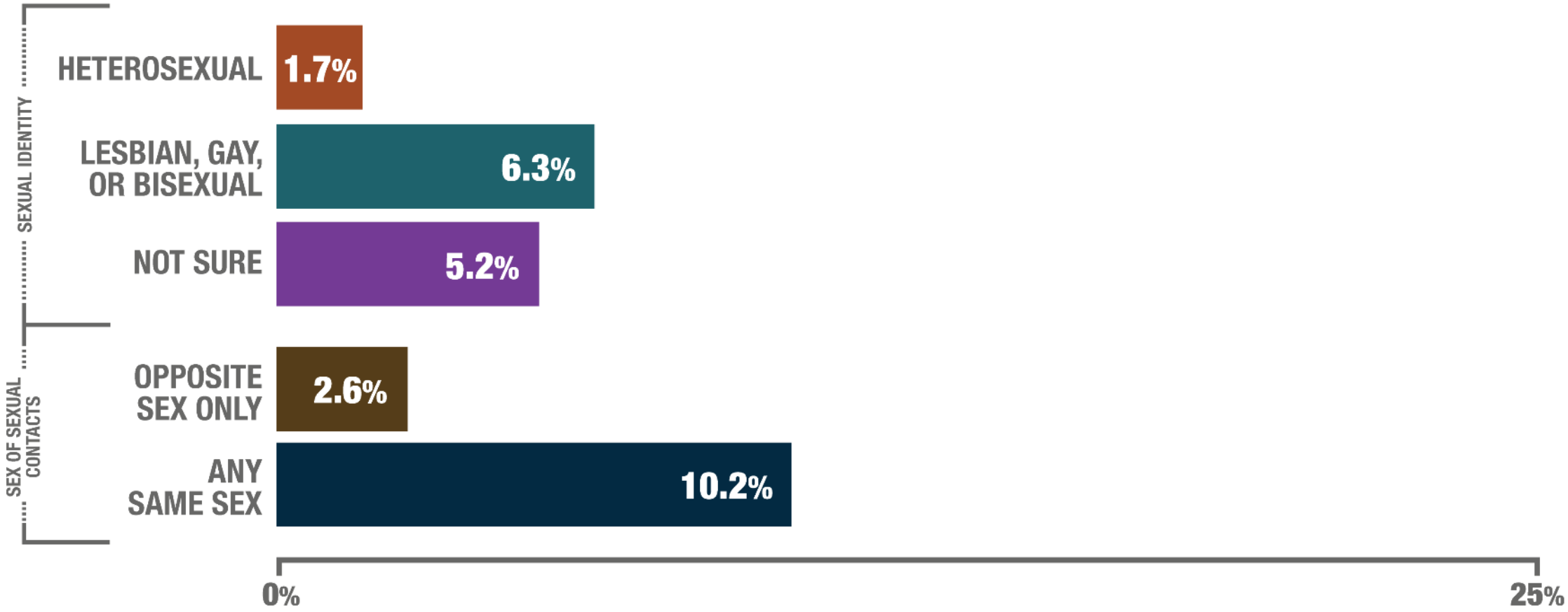
PERCENTAGE OF HIGH SCHOOL STUDENTS WHO MADE A SUICIDE PLAN DURING THE PAST YEAR, BY SEXUAL IDENTITY AND BY SEX OF SEXUAL CONTACTS, UNITED STATES, YRBS, 2019



PERCENTAGE OF HIGH SCHOOL STUDENTS WHO ATTEMPTED SUICIDE DURING THE PAST YEAR, BY SEXUAL IDENTITY AND BY SEX OF SEXUAL CONTACTS, UNITED STATES, YRBS, 2019

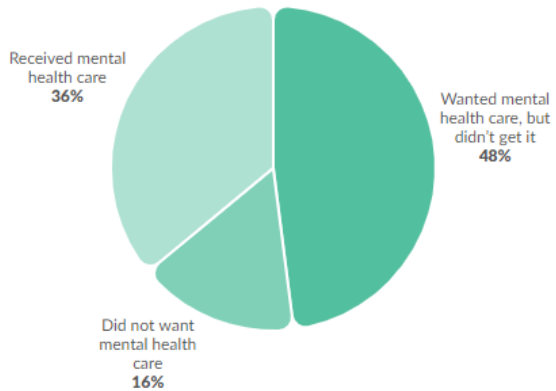


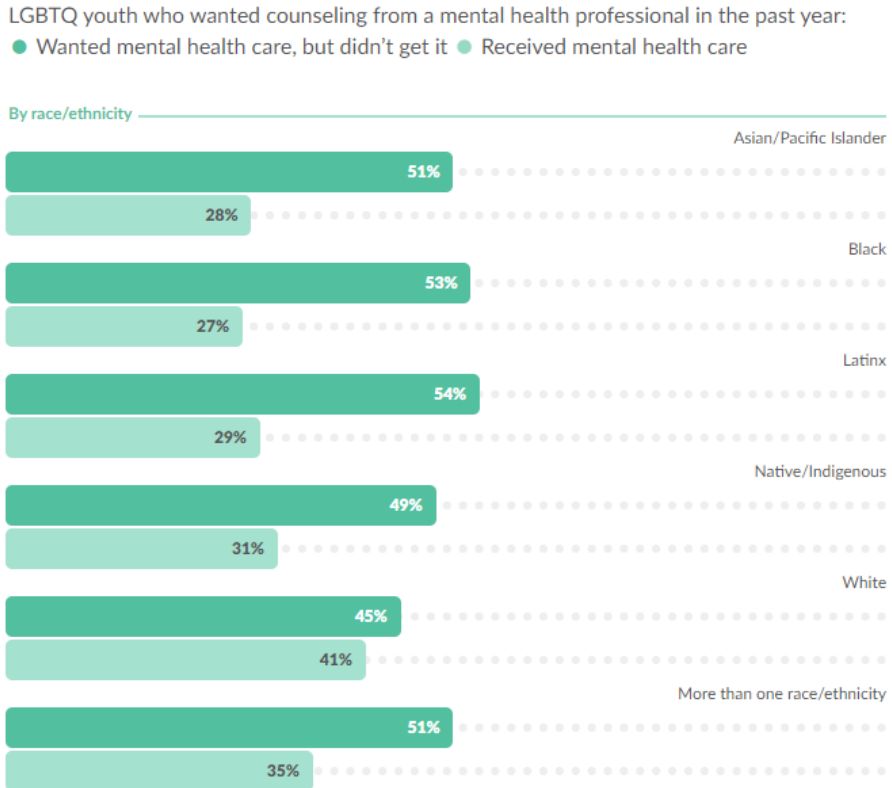
PERCENTAGE OF HIGH SCHOOL STUDENTS WHO WERE INJURED IN A SUICIDE ATTEMPT DURING THE PAST YEAR, BY SEXUAL IDENTITY AND BY SEX OF SEXUAL CONTACTS, UNITED STATES, YRBS, 2019

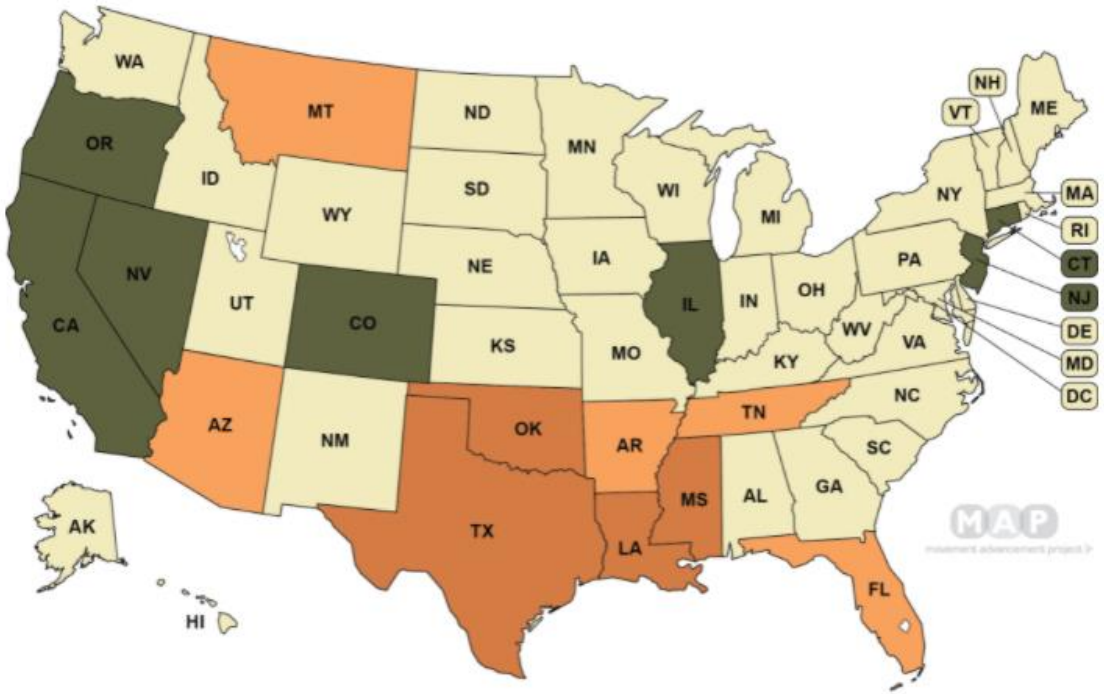


12% of white youth attempted suicide compared to **31% of Native/Indigenous youth**, **21% of Black youth**, **21% of multiracial youth**, **18% of Latinx youth**, and **12% of Asian/Pacific Islander youth**.

professional, but did not receive it.







U.S. Territories

State law explicitly requires LGBTQ inclusion in state curricular standards *(7 states)*

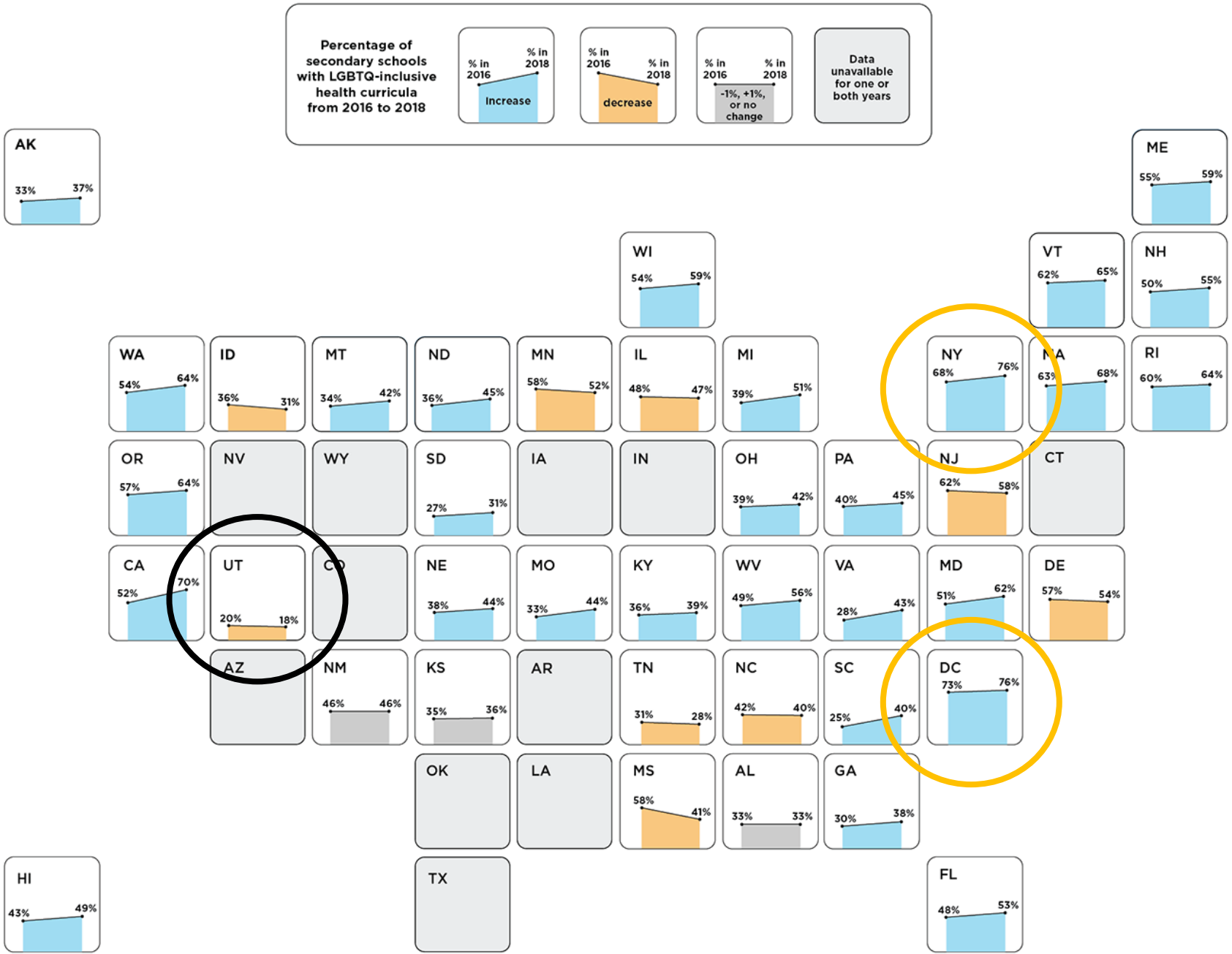
State has none of these LGBTQ-specific curricular laws *(37 states, , 5 territories + D.C.)*

State law requires parental notification of LGBTQ-inclusive curricula and allows parents to opt their children out *(5 states)*

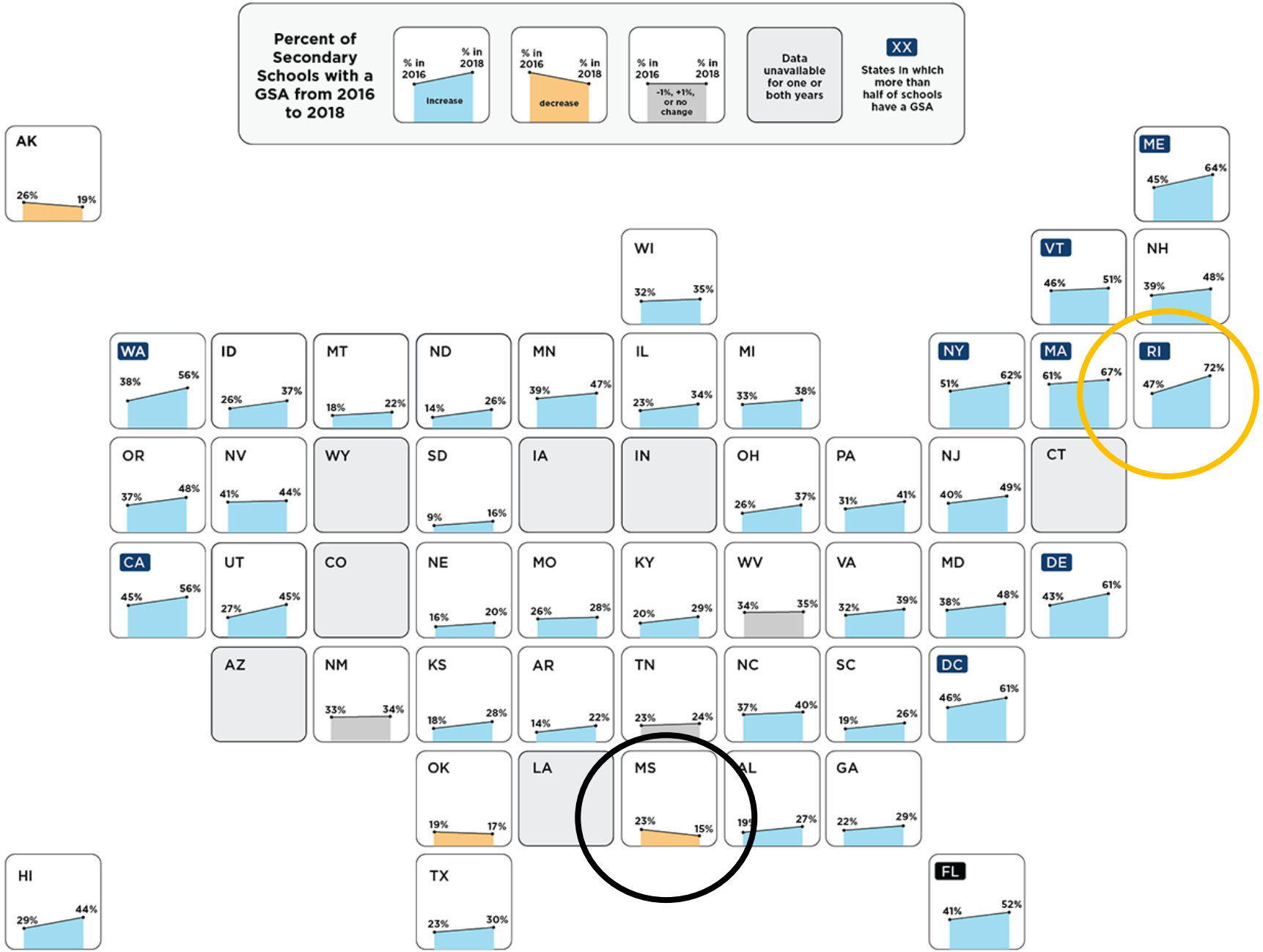
State has "Don't Say Gay" law or regulation prohibiting teachers and staff from discussing LGBTQ people or issues *(4 states)*

Read the State-by-State Statutes

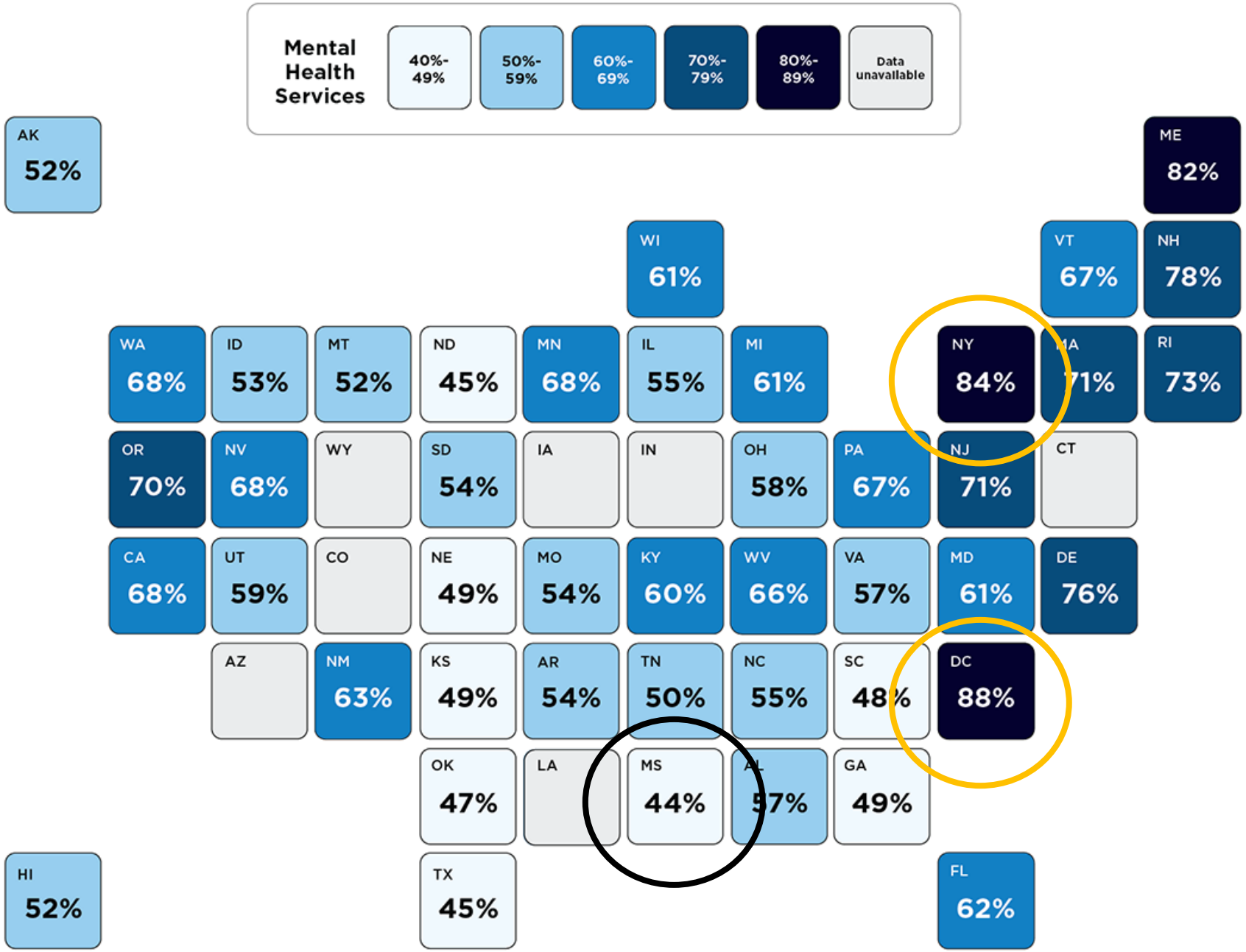
Change in percentage of secondary schools with LGBTQ-inclusive sexual health education, 2016 to 2018

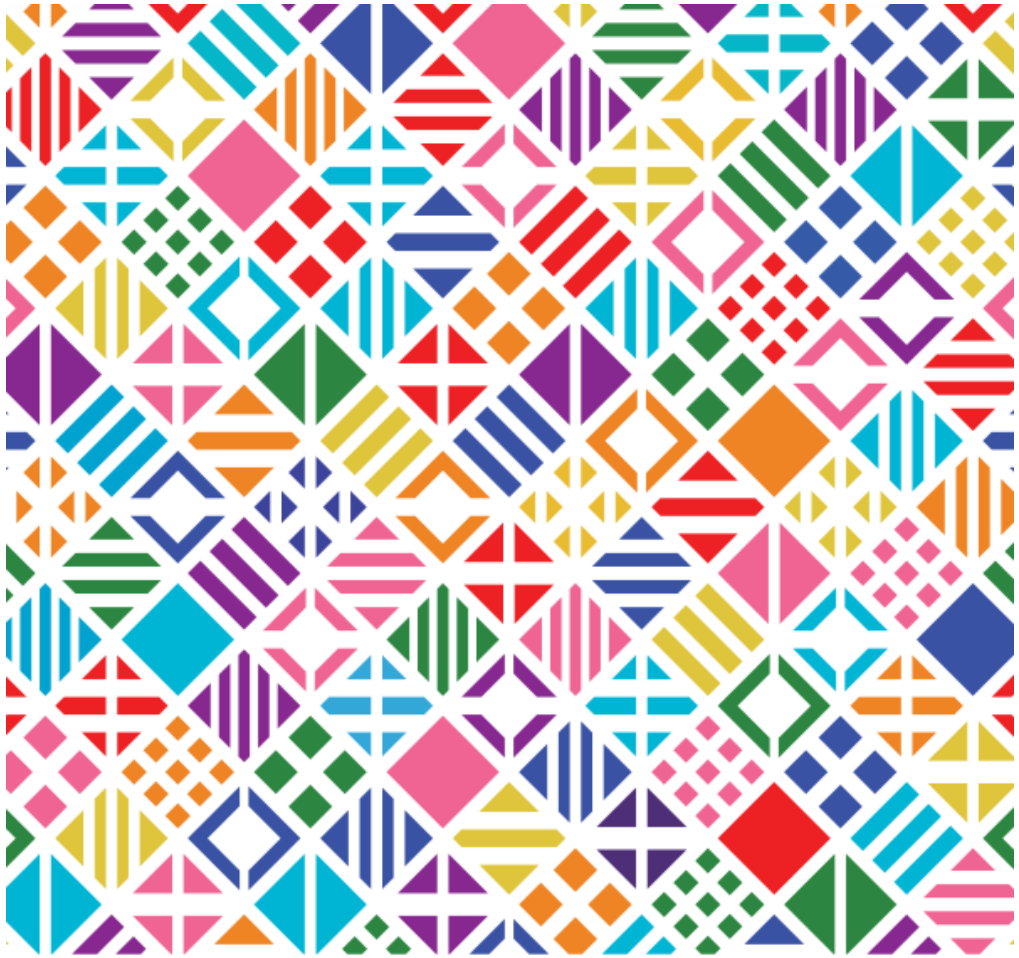


Change in percentage of secondary schools with a Gender and Sexuality Alliance or Gay-Straight Alliance, 2016 to 2018



Percentage of secondary schools that offer student access to LGBTQ-relevant mental health services





LGBTQ Inclusivity in Schools:

A Self-Assessment Tool

U.S. Department of Health and Human Services
Centers for Disease Control and Prevention

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2.3 School administrator professional development

Assessment Areas	Response Options/Rating: A, B, or C
2.3a—I attend training and professional development focused on creating safe and supportive environments for LGBTQ students.	A—**Annually,** I attend training and professional development focused on creating safe and supportive environments for LGBTQ students. B—**Every few years,** I attend training and professional development focused on creating safe and supportive environments for LGBTQ students. C—**I never** attend training and professional development focused on creating safe and supportive environments for LGBTQ students.

2.2 Programs & practices

Assessment Areas	Response Options/Rating: A, B, or C
2.2a—I work to create a culture of accountability among my staff by providing leadership, resources, and training for identifying safe spaces within the school.	A—This statement applies to me a great deal. B—This statement applies moderately to me. C—This statement applies minimally **OR** not at all to me.
2.2b—I elicit feedback from students or school staff about the implementation of policies intended to create safe and supportive environments for LGBTQ students.	A—I do this frequently. B—I do this occasionally. C—I do this rarely or never.
2.2c—I work with staff in my school to identify and mark safe spaces (e.g., classrooms, counselors' offices, designated student organizations) where LGBTQ students can get nonjudgmental support from staff.	A—I work with school staff to ensure that safe spaces are not just a label, but that policies, practices, and programs support staff behavior to ensure LGBTQ inclusivity as well. B—I work with school staff to identify safe spaces within the school environment. C—I do not do this.
2.2d—Our district allows teachers to develop LGBTQ inclusive curricula or adapt curricula and materials to be more LGBTQ inclusive.	A—The district provides resources (e.g., time, money, instructional coaching) to help teachers make appropriate changes, or adaptations, to curricula and supplemental materials to enhance inclusivity. B—The district allows teachers to make appropriate changes, or adaptations, to curricula and supplementalmaterials to enhance inclusivity, but no supports are provided. C—The district does not allow teachers to make appropriate changes, or adaptions, to curriculum and supplemental materials to enhance inclusivity.
2.2e—Our district maintains an advisory group (e.g., School Health Advisory Council) that regularly monitors and provides recommendations for creating safe and supportive environments for LGBTQ students.	A—The district's advisory group (e.g., School Health Advisory Council) monitors and provides recommendations on LGBTQ-related issues protectively. B—The district's advisory group (e.g., School Health Advisory Council) addresses LGBTQ-related issues **only** as they emerge. C—The district's advisory group (e.g., School Health Advisory Council) does not regularly monitor or act on LGBTQ-related issues.
2.2f—I support my staff attending trainings focused on creating safe and supportive environments for LGBTQ students.	A—I provide funds for my staff to attend annual trainings and professional development focused on creating safe and supportive environments for LGBTQ students. B—I encourage, but do not provide funds for, school staff to annual attend trainings and professional development focused on creating safe and supportive environments for LGBTQ students. C—I do not offer or encourage funded annual trainings and professional development for my staff focused on creating safe and supportive environments for LGBTQ students, **OR** these trainings are prohibited by law or policy in my area.

Building an Affirming Framework to Support LGBTQ+ Youth

Introductions

Lynn Tubbs
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Today's Peer to Peer Learning

- Provide an overview of the LGBTQ+ focused work, and walk through the journey and lessons learned.
- Highlight LGBTQ+ affirming efforts and activities accomplished by the New York State Office of Children and Family Services (OCFS).
- Open a dialogue about how these efforts can be replicated in other regions of the country.

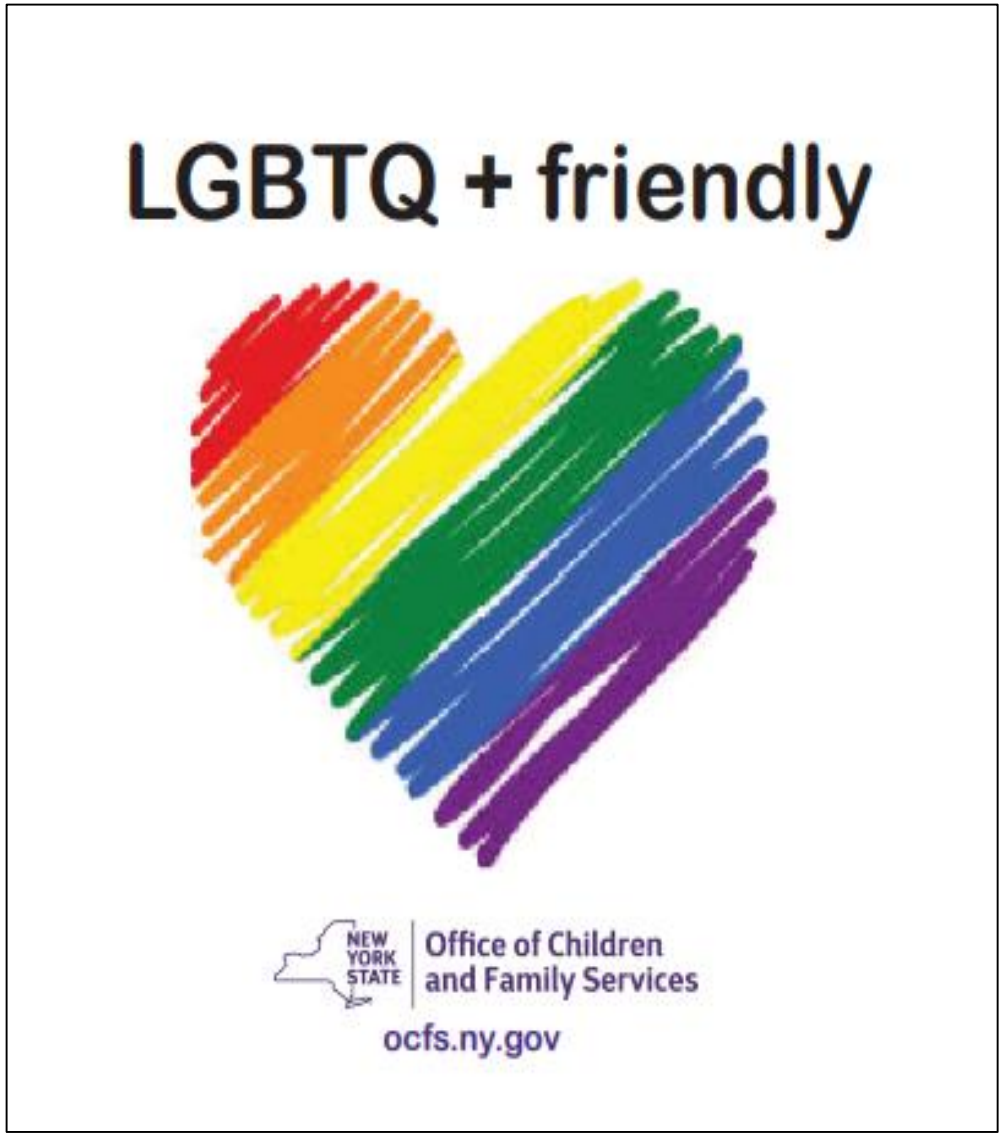
The Journey

Resources

- OCFS LGBTQ+ Website

ocfs.ny.gov/programs/youth/LGBTQ/

- OCFS Policies
- OCFS LGBTQ+ Practice Model Policy
- OCFS Pride Month Tool Kit



Questions & Answers

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NEW YORK STATE | Office of Children and Family Services

Federal Updates

Please take a moment to fill out our short evaluation.

Your participation in the evaluation will help us to improve our future services to prevention programs.

SCAN ME