



Improving Our Systems for LGBTQ+ Youth: *Lessons from the Pilot Implementation of the Protocol for Safe & Affirming Care*

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Senior Projects Manager

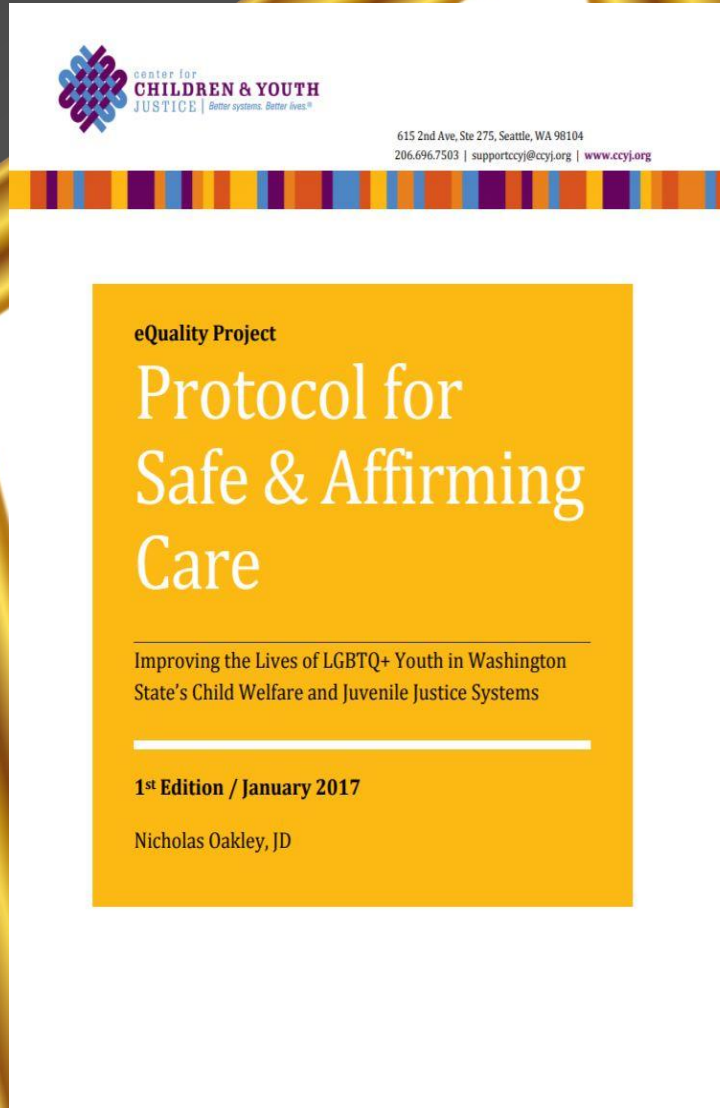
Center for Children & Youth Justice

Objectives

- ▶ Grantees will:
 - ▶ Have a deeper understanding of emerging/promising practices when serving LGBTQ+ Youth;
 - ▶ Acquire additional knowledge on and tools for providing safer and more affirming services; and
 - ▶ Learn about creative strategies for meeting specific needs of LGBTQ+ young people and families.

Our Frame

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A Snapshot: Page 2

**Protecting the Rights
of All Youth;**

**Training
Professionals,
Volunteers, and
Caregivers;**

**Creating Safe &
Affirming Spaces for
All Youth;**

**Talking About Sexual
Orientation and
Gender Identity with
All Youth;**

**Collecting Data on
Sexual Orientation,
Gender Identity, and
Gender Expression;**

**Ensuring Safe &
Affirming Services
for LGBTQ+ Youth;**

**Ensuring Safe &
Affirming Housing
for LGBTQ+ Youth;**

**Ensuring Safe &
Affirming Healthcare
for LGBTQ+ Youth;**

**Responding to
Families of LGBTQ+
Youth; and**

**Establishing
Expectations for
Professionals,
Volunteers, and
Caregivers.**

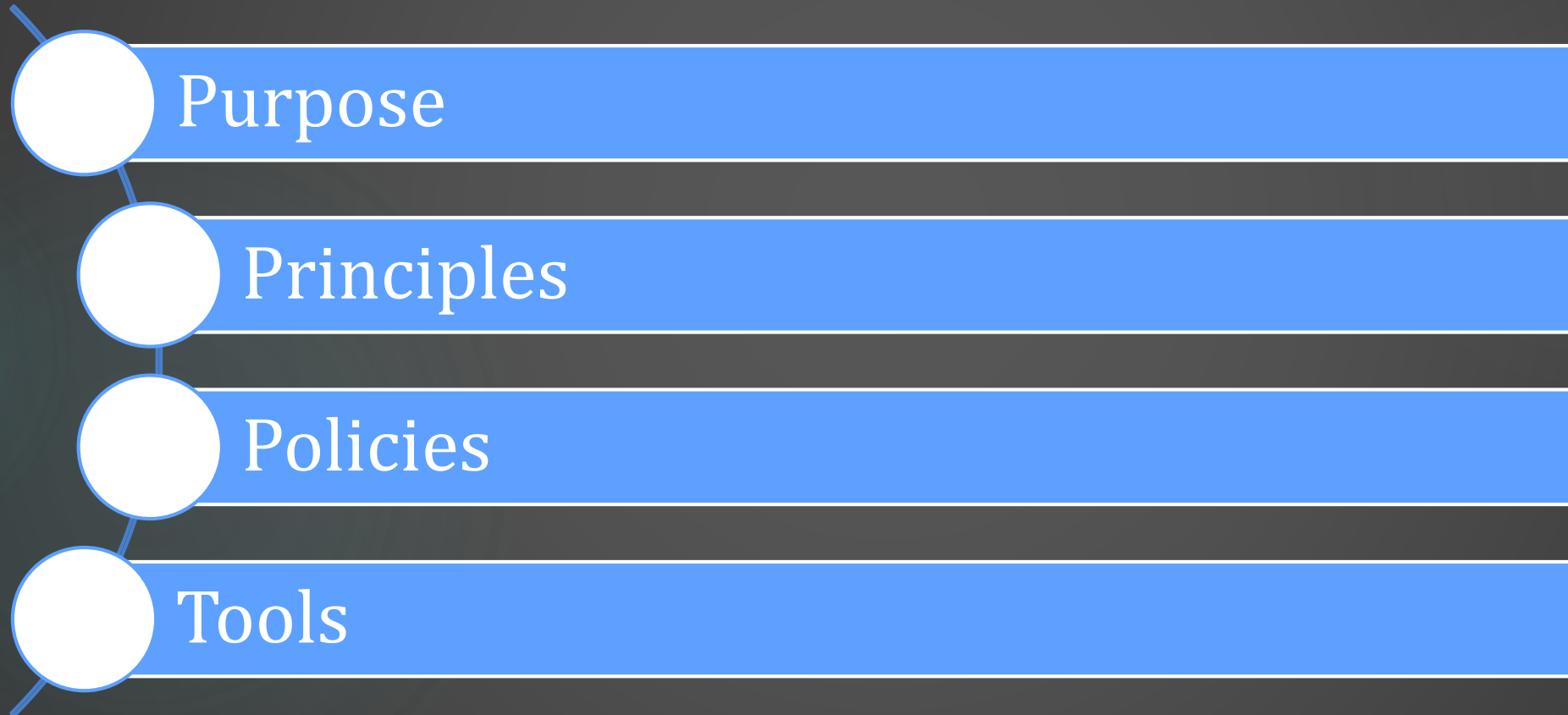
Purpose

Vision

Principles

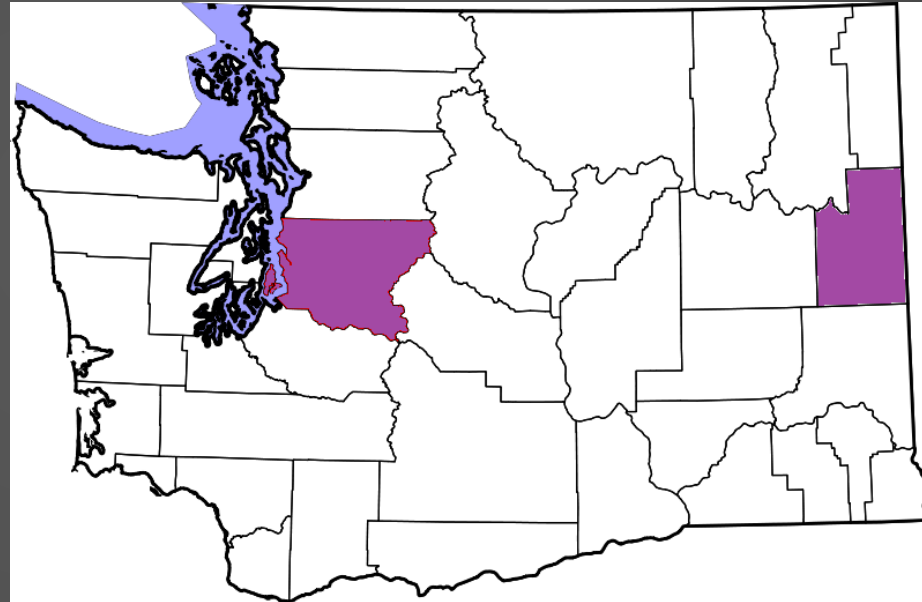
10 Components of Safe & Affirming Care

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Pilot Overview


- ▶ **Sites:**
 - ▶ Children's Administration, Spokane Office
 - ▶ King County Juvenile Court
 - ▶ Spokane County Juvenile Court
- ▶ **Baseline Survey.**
- ▶ **Orientation.**
- ▶ **Foundation Training.**
- ▶ **Core Team.**
- ▶ **SOGIE Questionnaire.**
- ▶ **Additional Training.**
- ▶ **Focus Groups.**
- ▶ **Final Evaluation.**



Our Backdrop

 CENTER for
CHILDREN & YOUTH
JUSTICE | Better systems. Better lives.SM

615 2nd Ave, Ste 275, Seattle, WA 98104
206.696.7503 | supportccyj@ccyj.org | www.ccyj.org



Listening to Their Voices

Enhancing Successful Outcomes for LGBTQ Youth in Washington State's Child Welfare and Juvenile Justice Systems.

Contributors:
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Lesson 1: Know Your *Why*

"IF YOU WANT TO BUILD A SHIP, DON'T DRUM UP PEOPLE TO COLLECT WOOD AND DON'T ASSIGN THEM TASKS AND WORK, BUT RATHER TEACH THEM TO LONG FOR THE ENDLESS IMMENSITY OF THE SEA."

--ANTOINE DE SAINT-EXUPERY

Activity: Impromptu Networking

- ▶ Find a partner and spend 1 minute each (2 minutes total) discussing the following questions:
 - ▶ Is it important to specifically address the needs of LGBTQ+ youth? If so, why?
 - ▶ What unique skill, perspective, or experience can I employ to better support LGBTQ+ youth?

- ▶ The purpose of the Protocol is to improve the safety, health, and well-being of all youth in Washington's child welfare and juvenile justice systems. Professionals, volunteers, and caregivers will *not* be able to improve the safety, health, and well-being of all youth unless and until they address the specific needs of LGBTQ+ youth. LGBTQ+ youth are overrepresented in these systems, experience unique forms of trauma, and have specific needs related to their sexual orientation and gender identity. Therefore, ensuring appropriate care for all youth necessitates a focused effort on behalf of LGBTQ+ youth.

Vision: Page 19

- ▶ Professionals, contracted providers, caregivers, and volunteers in Washington's child welfare and juvenile justice systems will support each and every youth in the development of the youth's sexual orientation and gender identity and recognize that such support is critical to the youth's safety, health, and well-being.

Principles: Page 20

1. **LGBTQ+ youth exist.**
2. **Meeting the specific needs of LGBTQ+ youth is a matter of health, safety, and well-being.**
3. **The health, safety, and well-being of youth is the priority.**
4. **Youth have a right to self-determination.**
5. **LGBTQ+ youth are individuals.**
6. **LGBTQ+ youth are entitled to equitable services and resources.**
7. **Understanding LGBTQ+ youth is a core competency for every professional, volunteer, and caregiver.**
8. **Youth have expertise in their own lives.**
9. **Making assumptions is harmful.**
10. **Collaboration is the key to success.**

Lesson 2: Know Your Terms

“THE LIMITS OF MY LANGUAGE MEAN THE LIMITS OF MY WORLD”

-- LUDWIG WITTGENSTEIN

Activity: Match Game

Understanding LGBTQ+: Pages 15 - 17

Category	Questions Answered	Relates to
Biological Sex	What did the doctor mark on my birth certificate?	Anatomy, chromosomes, and hormones.
Gender Identity	How do I feel on the inside?	Identity and sense of self.
Gender Expression	How do I present myself to others?	Communication of gender, including dress and appearance.
Sexual orientation	Who am I attracted to?	Romantic and erotic response.

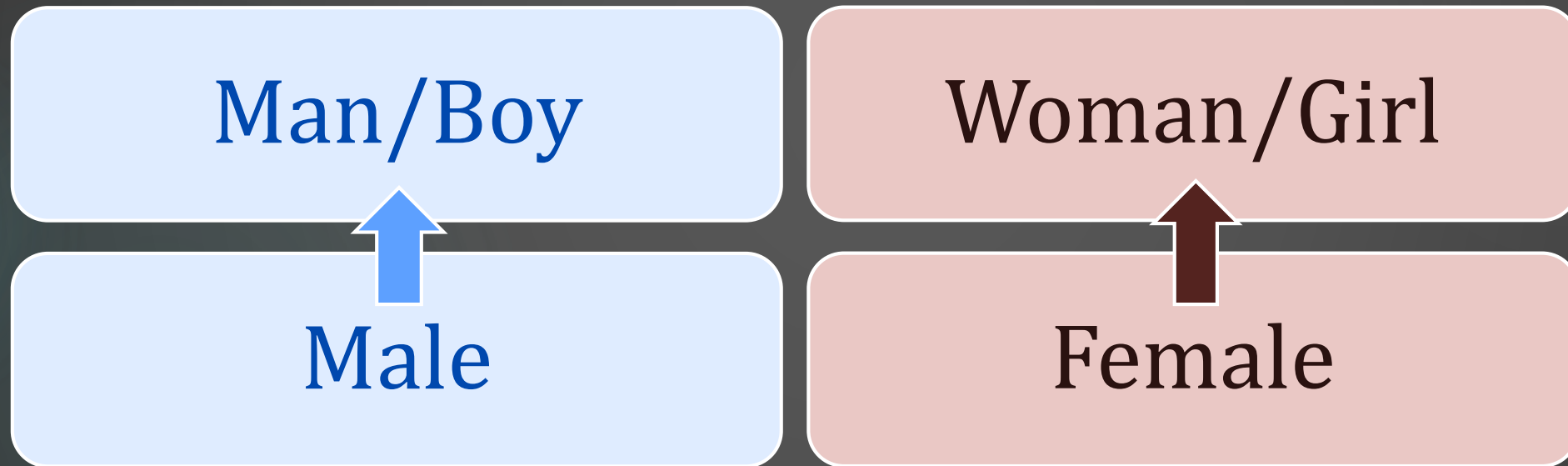
Biological Sex

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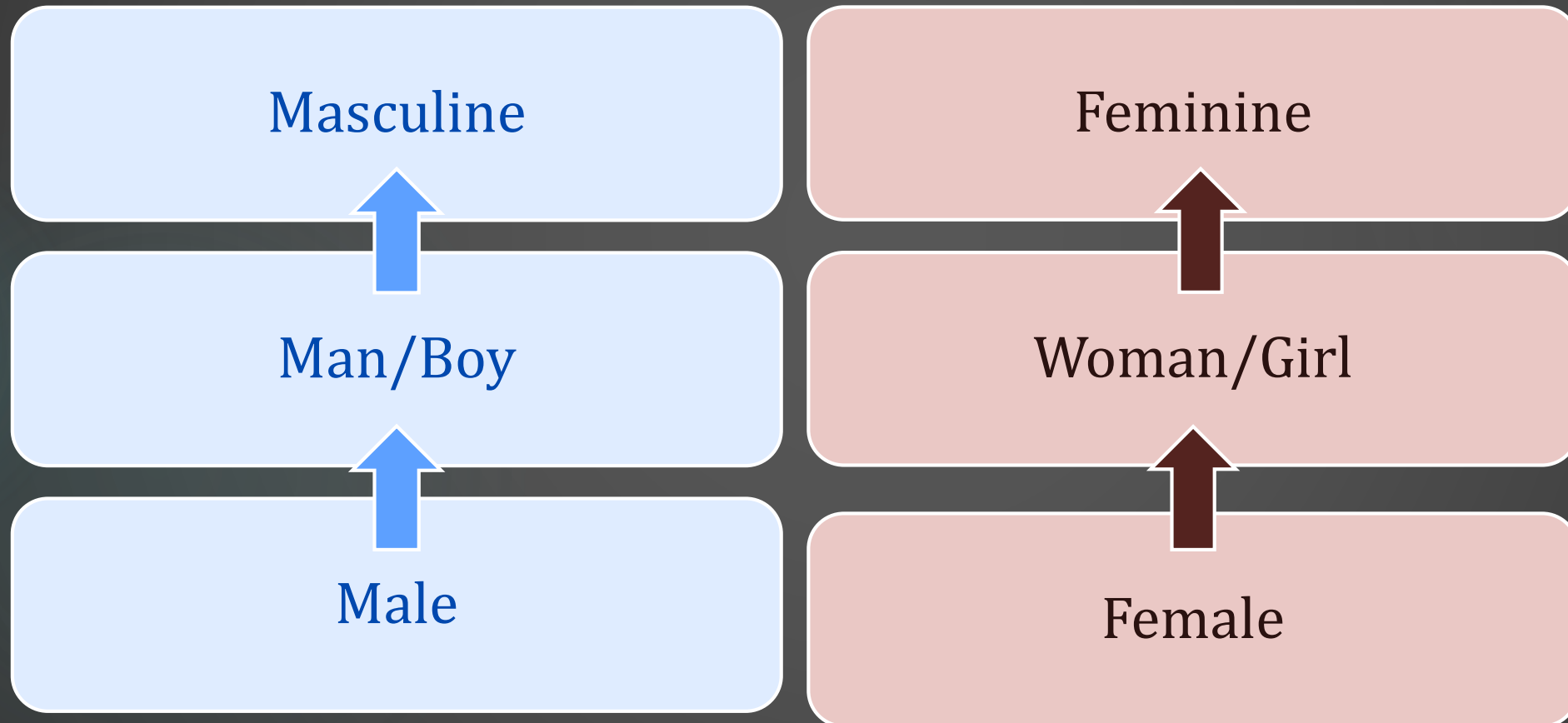
Male

Female

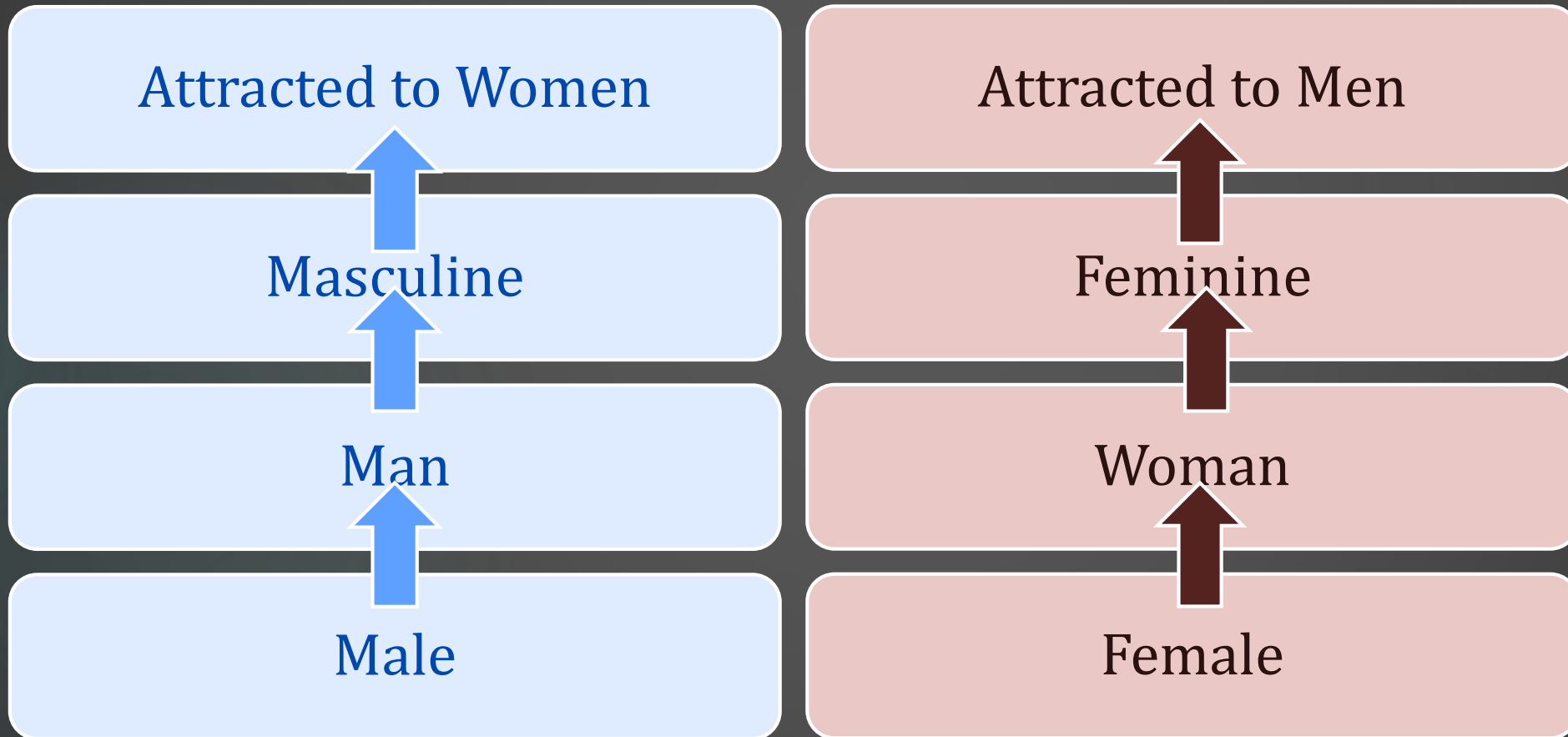
Gender



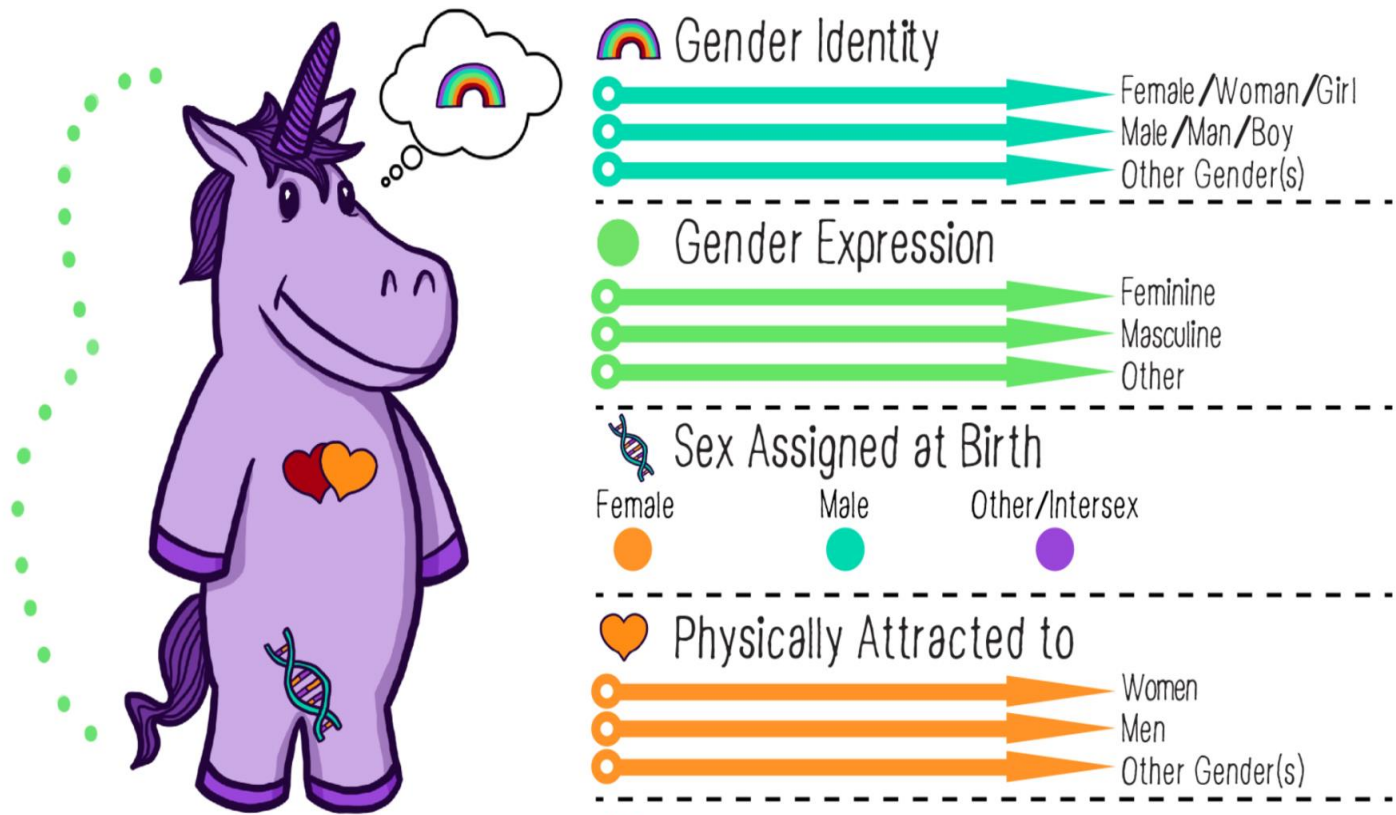
Gender Expression



Sexual Orientation



Another View



To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore

Lesson 3: Sweat the “Small” Stuff

*“IT IS THE SMALL THINGS IN LIFE WHICH COUNT; IT IS THE INCONSEQUENTIAL LEAK WHICH
EMPTIES THE BIGGEST RESERVOIR”*

-- NAPOLEON HILL

The Experiences of LGBTQ+ Systems-Involved Youth

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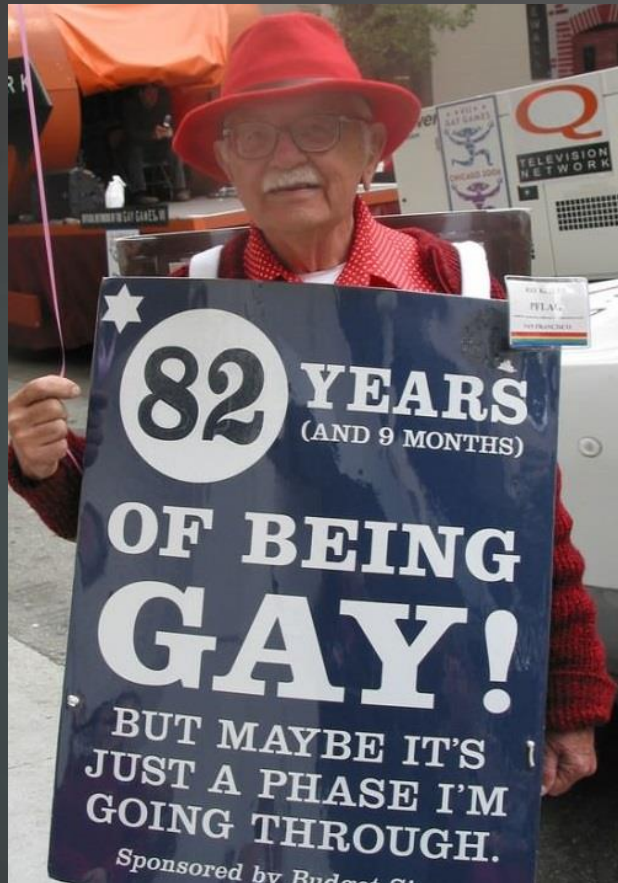
Explosions



Erosions



Dismissal



“I just don’t understand **how** to help you?”

(repeating what was said to them)

We are seen as an “**extra problem.**”

Stigmatization and Discrimination

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LGBTQ youth are on a “shorter leash.”

“In detention, I was perceived as a butch lesbian....People just assume that you’re like a predator. Like you can’t be housed with other girls because you’re going to sleep with them.”

Activity: Practicing Pronouns

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- ▶ He/Him/His
- ▶ She/Her/Hers
- ▶ They/Them/Theirs

Hello
my name is

my pronouns are

Anti-Discrimination Law and Policy

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Prison Rape Elimination Act (PREA)

RCW 49.60.030

WAC 388-145-1710, 388-147-1595 and 388-148-1520(6)

DCYF Policy 6900

▶ **APPLIES TO:**

- ▶ Required for juvenile detention facilities operated by the state
- ▶ Optional for county based detention facilities

▶ **REGULATES:**

- ▶ Screening and classification of confined people
- ▶ Housing for transgender people
- ▶ The use of protective custody
- ▶ Segregated units for LGBTQ prisoners
- ▶ Parameters on lawful searches
- ▶ Staff training standards
- ▶ Reporting procedures for prisoners who have experienced sexual abuse or assault
- ▶ Support services for survivors of sexual abuse or assault

PREA (Continued)

Mandates that facilities respond to distinct needs of transgender and intersex inmates and residents in the following areas.

- ▶ **Housing and Programming Placement:** §§115.42, 115.242, and 115.342—
 - ▶ Decisions for transgender and intersex people must be made on a case-by-case basis
 - ▶ Inmates' views of their own safety must be given serious consideration
 - ▶ Transgender and intersex inmates must be given an opportunity to shower separately.
- ▶ **Cross-Gender Viewing and Searches:** §§115.15, 115.115, 115.215, and 115.315—
 - ▶ No transgender or intersex inmate can be searched for the sole purpose of determining genital status
 - ▶ This information can be ascertained through conversations with the inmate or by reviewing medical records
 - ▶ If necessary, an exam can be conducted by a medical professional

RCW 49.60.030

Freedom from discrimination -- Declaration of civil rights.

(1) The right to be free from discrimination because of race, creed, color, national origin, **sex, sexual orientation (including gender identity)**, or the presence of any sensory, mental, or physical disability or the use of a trained dog guide or service animal by a disabled person is recognized as and declared to be a civil right. This right shall include, but not be limited to:

(b) The right to the full enjoyment of any of the *accommodations*, advantages, *facilities*, or privileges of any place of public resort, accommodation, assemblage, or amusement;

Washington Administrative Code

WAC	Applies to:
388-145-1710	Group Care Facilities and Services
388-147-1595	Child Placing Agency and Adoption Services
388-148-1520(6)	Child Foster Homes

You must follow all state and federal laws regarding nondiscrimination while providing services to children in your care. You must treat foster children in your care with dignity and respect regardless of race, ethnicity, culture, sexual orientation and gender identity. You must connect a child with resources that meets a child's needs regarding race, religion, culture, sexual orientation and gender identity.

Supporting LGBTQ+ Children and Youth

Purpose: To address the specific needs of children and youth under the age of 21 who are developing, discovering, or identifying themselves as lesbian, gay, bisexual, transgender, and questioning (LGBTQ+) and are receiving DCYF services. This policy will provide guidance to assist DCYF in identifying and providing appropriate and culturally responsive services to those children and youth.

Lesson 4: We're Guilty Until Proven Innocent

Lessons on Creating a Safer Space

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Visual Indicators

- Posters
- Signs

Affirming Statements

- Initial
- Ongoing reminders

Private Setting

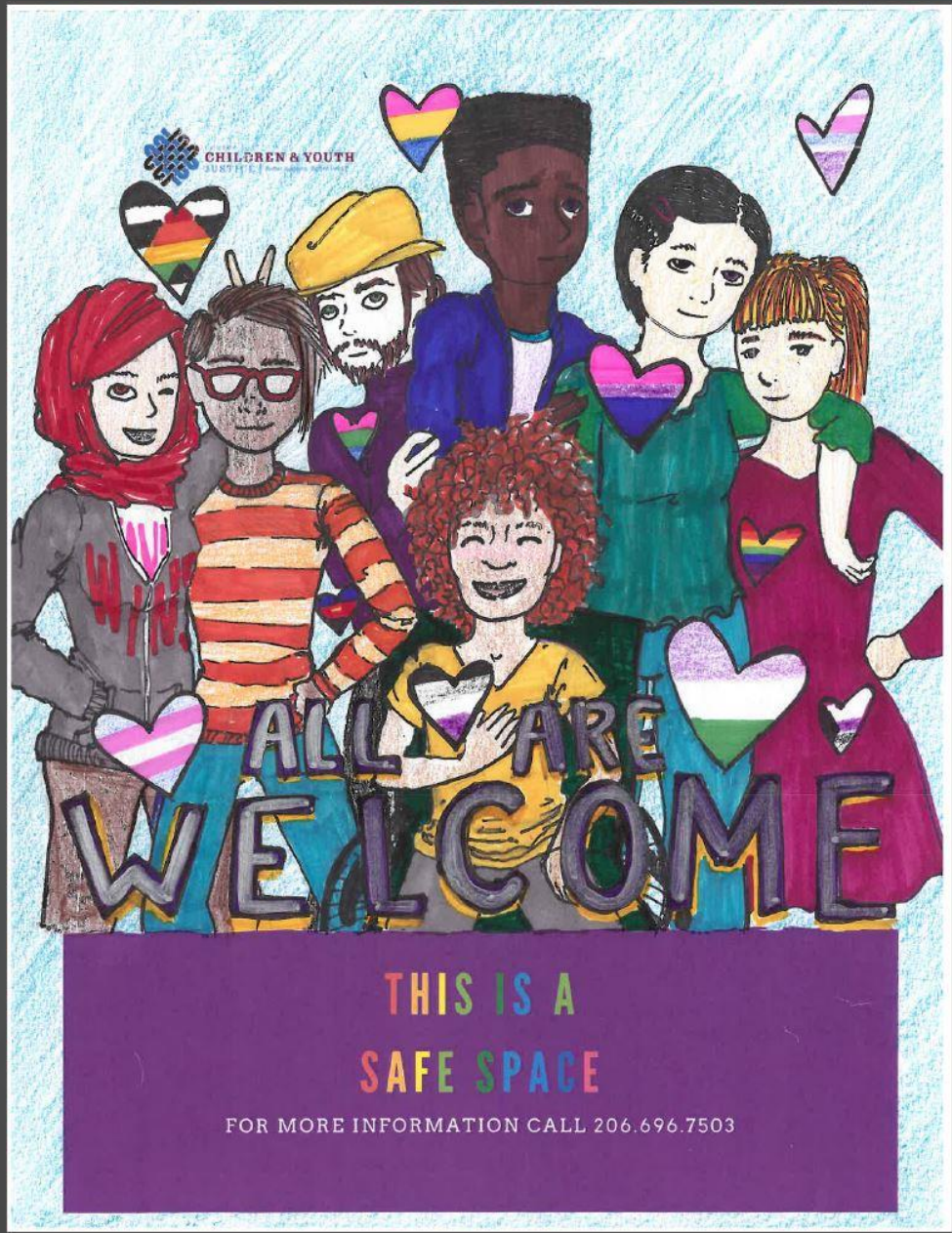
- Location of and participants in discussion about identity-related issues

Use of Language

- Pronouns
- Reflecting terms

Confidentiality

- Permission



THIS IS A
SAFE SPACE
FOR MORE INFORMATION CALL 206.696.7503

Lesson 4: We're Guilty Until Proven Innocent

"SKEPTICISM: THE MARK AND EVENT THE POSE OF THE EDUCATED MIND."

-- JOHN DEWEY

Activity: The Impact of Silence

Step 1. Complete your responses to the following prompts:

- ▶ Name the three most important people or relationships in your life.
- ▶ Name three places that have special meaning to you.
- ▶ Name three topics of conversation that you and your friends usually discuss.
- ▶ List three of your favorite leisure activities.

Activity: The Impact of Silence

- ▶ **Step 2:** Find a partner, preferably one you do not know well.
- ▶ **Step 3:** One partner should take the speaking part and one the listening part.
 - ▶ Role A: Your job is to try to learn as much about your partner as possible. Ask lots of questions and find out who they are as a person. Try to develop a rapport.
 - ▶ Role B: You should be respectful of Role A and try to answer their questions, but you are NOT allowed to mention anything you wrote down. Imagine that you are afraid to mention these items because when you have shared them in the past, you have been subject to ridicule, harassment, lack of respect, and maybe even violence.
- ▶ **Step 4:** Partners should switch roles and complete the activity again.

The “Rule”

- ▶ You can talk about anything you want, but everything on the card is taboo.
- ▶ Do NOT mess up and talk about something on your card!
- ▶ If you do, the person with whom you are speaking might despise you, reject you, or no longer respect you.

Listening to their voices...

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Assumptions made



Simultaneously Conspicuous and Unrecognized

It would be too easy to say that I feel invisible. Instead, I feel painfully visible, and entirely ignored.

- David Levithan

Never Receiving Appropriate Services

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- ▶ Systems' failure to discuss sexual orientation and gender identity

Unsafe Services

**THIS IS NOT
A SAFE SPACE
TO BE QUEER**

Your gender identity is a
“**symptom of psychological
illness**”

You need to “**pray to God**”
and “**accept Jesus**” (in
response to coming out)

SOGIE Questionnaire

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1. I am _____ years old.

2. I identify as: *(check all that apply)*

- | | |
|--|--|
| <input type="checkbox"/> African American/Black | <input type="checkbox"/> Hispanic, Latino or Spanish |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Not listed above (please write in): _____ |
| <input type="checkbox"/> American Indian/Alaska Native | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Caucasian/White | <input type="checkbox"/> Prefer not to answer |
| <input type="checkbox"/> Native Hawaiian or Pacific Islander | |

3. I consider myself to be: *(check all that apply)*

- | | |
|---|--|
| <input type="checkbox"/> Straight | <input type="checkbox"/> Not listed above (please write in): _____ |
| <input type="checkbox"/> Gay or lesbian | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Bisexual | <input type="checkbox"/> Prefer not to answer |
| <input type="checkbox"/> Questioning | |

4. I see myself as: *(check all that apply)*

- | | |
|---|--|
| <input type="checkbox"/> Boy/Man | <input type="checkbox"/> Genderqueer/Gender non-conforming |
| <input type="checkbox"/> Girl/Woman | <input type="checkbox"/> Not listed above (please write in): _____ |
| <input type="checkbox"/> Trans male/Trans man | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Trans female/Trans woman | <input type="checkbox"/> Prefer not to answer |

5. Others see me as (in terms of appearance, style, dress): *(check all that apply)*

- | | |
|---|--|
| <input type="checkbox"/> More masculine | <input type="checkbox"/> Not listed above (please write in): _____ |
| <input type="checkbox"/> Equally masculine and feminine | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> More feminine | <input type="checkbox"/> Prefer not to answer |

6. On my original birth certificate, I was assigned: *(check one)* Male Female

Additionally, please indicate if you identify/were identified as intersex: *(check one)* Yes No

7. Have you ever not had a stable place to live (couch surfing, in an unsafe place with a friend or family member, in a car or tent, etc) or been homeless? *(check all that apply)*

- | | |
|--|---|
| <input type="checkbox"/> Yes, with my family when I was a younger kid. | <input type="checkbox"/> No. |
| <input type="checkbox"/> Yes, on my own in the last few years. | <input type="checkbox"/> Other (please describe briefly): _____ |

8. When thinking about your experience with juvenile justice and/or child welfare, how comfortable have you felt to be yourself? *(check one)*

- Not at all comfortable Somewhat comfortable Mostly comfortable Very comfortable

9. Are there any particular services or resources to which you would like to be connected?

	Likely Appropriate	Likely Not Appropriate
Person	<p>By individuals who:</p> <ul style="list-style-type: none"> • Have developed a relationship with youth; • Have discretion or obligation to maintain confidentiality upon request; and/or • Do not have an adversarial relationship with youth. <p>Examples may include:</p> <ul style="list-style-type: none"> • Attorney for youth; • Health care providers; • Caseworkers; and • Probation counselors. 	<p>By individuals who:</p> <ul style="list-style-type: none"> • Have not or do not have the opportunity to develop a relationship with youth; • Have an obligation to disclose youth's information to others; and/or • Have an adversarial relationship with youth. <p>Examples may include:</p> <ul style="list-style-type: none"> • Forensic interviewers; • Intake staff; • Judicial officers; • Law enforcement.
Time	<p>At a time:</p> <ul style="list-style-type: none"> • After youth have had time to adjust to the system; and/or • That is not in conjunction with questioning about negative behaviors, such as substance use. 	<p>At a time:</p> <ul style="list-style-type: none"> • Immediately upon entering the system (note that this may be necessary at times); and/or • That is in conjunction with questioning about negative behaviors, such as substance use.
Setting	<p>In a place that is:</p> <ul style="list-style-type: none"> • Private; • Non-threatening; and/or • Excludes other individuals that the youth may fear will reject or mistreat the youth. <p>Examples may include:</p> <ul style="list-style-type: none"> • A private conference room or office; • An exam room; and • One on one with the youth. 	<p>In a place that is:</p> <ul style="list-style-type: none"> • Open to the public; • Threatening; and/or • Includes other individuals that the youth may fear will reject or mistreat the youth. <p>Examples may include:</p> <ul style="list-style-type: none"> • An open courtroom; • A lobby or public waiting area; and • A meeting with the youth and the youth's parents.

Lesson 5: It Is Our* Business

"IT'S EASY TO FICTIONALIZE AN ISSUE WHEN YOU'RE NOT AWARE OF THE MANY WAYS IN WHICH YOU ARE PRIVILEGED BY IT."

-- KATE BORNSTEIN

Resources Updates

Community Resource Maps / Spreadsheet

- ▶ King County Map - <http://tiny.cc/CCYJKing>
- ▶ Spokane County Map - <http://tiny.cc/CCYJSpokane>
- ▶ Community Resource Spreadsheet - <http://tiny.cc/og3iry>

Resources Updates

Research Lit & Case Law Library

- ▶ Research & Case Law Library - <https://tinyurl.com/ybzx2jlg>

Resources Updates

eQuality Project Facebook Page

- ▶ Facebook – <https://facebook.com/eQualityProjectCCYJ/>

Statewide Youth LGBTQ+ Centers

Region 1	Region 2	Region 3
<p>Walla Walla Family Resource Center (Children's Home Society of WA) https://www.childrenshomesociety.org/wallawalla/</p>	<p>B-GLAD Drop In (Bellevue) www.youtheastideservices.org</p>	<p>Stonewall Youth (Olympia) www.stonewallyouth.org</p>
<p>Odyssey Youth (Spokane) www.odysseyyouth.org</p>	<p>Lambert House (Seattle) www.loamberthouse.org</p>	<p>My Purple Umbrella (Tacoma) https://mypurpleumbrella.org/</p>
<p>Quest Youth Center (Kennewick) http://questyouthcenter.org</p>	<p>Queer Youth Space (King County) http://queeryouthspace.org</p>	<p>Oasis Youth Center (Tacoma) www.oasisyouthcenter.org</p>
<p>The Space (Yakima Neighborhood Health) http://www.ynhs.org/</p>	<p>Queer Youth Project (Bellingham/Mt. Vernon) https://www.nwys.org/queer-youth-project</p>	<p>Triple Point Youth Group (Children's Home Society, Vancouver) (360) 334-5560 https://www.childrenshomesociety.org</p>

Lesson 7: We're Here to Help

"EMAIL ME AT NOAKLEY@CCYJ.ORG."

-- ME

Expansion & Other Supports

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- ▶ Expansion of the Implementation of the Protocol for Safe & Affirming Care
 - ▶ CCYJ will support expansion in up to 6 new sites
 - ▶ Incorporate lessons from the pilot evaluation
 - ▶ Expansion application: <https://ccyj.org/wp-content/uploads/2018/09/eQuality-Expansion-Request-for-Applications.9.2018.pdf>
- ▶ Other Supports
 - ▶ Free or low cost trainings
 - ▶ Connection to resources and technical assistance
- ▶ Contact
 - ▶ Michelle Williams at Mwilliams@ccyj.org / 206-696-7503 ext. 10
 - ▶ Nicholas Oakley at noakley@ccyj.org / 206-696-7503 ext. 25

Lesson 9: The Time For Change Is Now

“VERY REAL CRISES MARK OUR TIME. AND AS MUCH AS WE MIGHT LIKE IT OTHERWISE, IT APPEARS THAT DOING WHAT WE HAVE ALWAYS DONE, ONLY HARDER, WILL NOT SOLVE THEM.”

– CHARLES JOHNSTON

What?

- ▶ What is one observation you have from today?
 - ▶ Objective / Fact.
- ▶ **Individually**, write this down.

So What?

- ▶ What conclusion can you draw from that observation?
 - ▶ Subjective / Opinion.
- ▶ **In pairs,**
 - ▶ Share your “What”/Observation.
 - ▶ Discuss the conclusions you can draw from each of your “Whats” / Observations.

Now What?

- ▶ What action will you take as a result of that conclusion?
 - ▶ Action.
- ▶ **In groups of four** (pairs find another pair),
 - ▶ Share your “What” and “So Whats”.
 - ▶ Discuss the actions you will take as a result.

What, So What, Now What

- ▶ WHAT is one observation you have? (objective)
- ▶ SO WHAT—what conclusion can you draw? (subjective)
- ▶ NOW WHAT—what will you do as a result? (action)

What, So What, Now What

- ▶ WHAT is one observation you have? (objective)
- ▶ SO WHAT—what conclusion can you draw? (subjective)
- ▶ NOW WHAT—what will you do as a result? (action)

*When the we
address the
specific needs of
LGBTQ youth...
all youth
benefit*

“Every youth has a gender identity, not just transgender youth. All youth express their gender, whether they transgress or conform to gender norms. Every youth has a sexual orientation, not just gay, lesbian and bisexual youth. Creating a professional environment that acknowledges and respects youth across the full spectrum of gender and sexuality permits all youth to explore their emerging identities, prevents mistreatment based on anti-LGBT bias, and promotes the health and well-being of all youth. It also sends the message to all youth that self-determination and affirmation are core values and gives all youth the opportunity to define themselves in a supportive and affirming environment. Learning respect for differences will serve youth in all parts of their lives.”

Contact Information

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Access all documents at:

<https://ccyj.org/our-work/supporting-lgbtq-youth/>